



CIEE Seville, Spain

Course title:	The European Economy
Course code:	ECON 3002 SEBS
Programs offering course:	Advanced Liberal Arts, Business and Society, Communications, New Media and Journalism Spanish, Liberal Arts
Language of instruction:	Spanish
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

This course includes an analysis of the economic integration process in Europe as well as a description and assessment of the institutions that have played a role in it, the achievements accomplished to date and also the limitations and problems it has had and still has today. Despite the difficulties and the most recent events (Brexit), the European Union is one of the great centers of polarization of economic activity worldwide. The course (as reflected in the attached program) starts with a descriptive analysis of the heterogeneity of the member countries of the EU, and main characteristics of those and continues with a block of units dedicated to the process of economic integration (from training Common Market until the current economic and Monetary Union) and the study of the most relevant institutions and economic policies.

Learning Objectives

By completing this course, students will:

- Analyze the structure and functioning of the European economy, with particular reference to the case of the European Union and its relations with the economies of the US and Asian countries like Japan and China.
- Compare the different stages and phases of the integration process and the policies, and relevant European actions that have led to it.

Course Prerequisites

Students should have medium-level knowledge of Macroeconomics, Economic Integration and Economic Politics. 4 semesters of college-level Spanish (or equivalent) and 3 semesters of college-level micro- or macroeconomics, accounting, finance, management, marketing, or statistics. Students need to have a GPA of at least 2.5.

Methods of Instruction

The fundamental idea behind the course is to stimulate students the desire to acquire knowledge and develop their critical analysis and creative skills; to steer away from the usual transfer of information. In this sense, the professor's explanations can be understood only as one among other possible interpretations, which should serve as a guide or guidance, not as dogma, so that the student has an understanding - rather than just memorizing - to acquire clear concepts and draw their own conclusions, not only from the explanations received, but also their participation in class discussion.

Precisely for this, student will be expected to read the chapter prior to each class and the content will be explained or clarified later in class. Also, each session begins with the reading and commenting on a news article selected by the students on a current event. In this way, students are provided a connecting element between theory and reality, which often helps to more easily understand the contents explained by the teacher in each section. Finally, they consolidate the acquired knowledge in a practical exercise that conclude most of the sections of the program. These practical exercises are varied and seek to provide for a range of possibilities: conducting a trial on an article or video on the subject has been treated in class; Search statistics, treatment and analysis of them on a particular subject; public display of any matter proposed by the teacher; conducting group in class debates.

Linguistic Resource Center

It is recommended that students use the LRC

Assessment and Final Grade

1.	Midterm Exam	30%
2.	Final Exam	30%
3.	Projects	30%
4.	Class Participation	10%
	TOTAL	100%

Course Requirements

Midterm Exam

The first exam, which represents 30% of the overall grade of the subject, consists of two parts. The first is formed by 10 questions with multiple answers. Each correct question is scored with 5 points (50 points total). Questions answered poorly do not penalize. The second part consists of 2 essay questions, to answer in a limited space, about the content of the lessons explained in class.

Final Exam

The final exam, which represents another 30% of the overall grade of the subject, also includes of two parts. The first is formed by 10 questions with multiple answers. Each correct question is scored with 5 points (50 points total). Questions answered poorly do not penalize. The second part consists of 2 essay questions, to answer in a limited space, about the content of the lessons explained in class. Each of them with a maximum score of 25 points.

Projects

During the course a variable number of exercises and projects will be proposed (preparation of reports, search of documentation, summary of readings, preparation of debates) whose qualification will represent another 30% of the final grade of the subject.

Class Participation

The remaining 10% of this will be obtained by the participation and interest (questions, comments, opinions...) of the students in the class sessions.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: SECTION I. INTRODUCTION. CURRENT SITUATION AND PERSPECTIVES

Situate and contextualize the student to the main characteristics (demographic, economic, social, environmental, ...) of the EU

I.1.- Size and Population. Standard of living (day 1)

I.2.- Employment (day 1)

I.3.- Economic activity (day 1)

I.4.- International trading (day 1)

I.5. Transportation, energy and environment (day 2)

I.6 Candidate countries (day 2)

Exercise. (day 2)

With the statistical information consulted, make a brief report on one of the areas of interest (labor market, population, foreign trade, ...)

Consult: Key figures in Europe. 2017 Edition. Statistical Books. Eurostat.

<https://ec.europa.eu/eurostat/documents/3217494/8309812/KS-EI-17-001-EN-N.pdf/b7df53f5-4faf-48a6-aca1-c650d40c9239>

Week 2

Class: SECTION II. ECONOMIC THEORY BEHIND EU INTEGRATION

Know the different levels of economic integration, as well as the advantages and disadvantages of an economic integration process.

II.1. Elements in favour of and against economic integration. (day 3)

II.2. The case against integration: Norway. (day 3)

II.3. Reasons for the exclusion: The Brexit. (day 4).

Reading: VV.AA: El Brexit: Causas y consecuencias. Revista Economistas, nº 153. Pp: 6-13. Colegio de Economistas de Madrid, 2017.

Week 3

Class: SECCIÓN III. FROM THE TREATY OF ROME TO PRESENT DAYS

Know the evolution of the process of economic integration in Europe, the different phases, the enlargement of EU countries, in a small historical journey of the EU, from the Customs Union to the Monetary Union. From the EEC to the Brexit and the problems that this last process is having

III.1.- The beginnings of the EU. (day 5)

III.2.- The Single European Act of 1987 and the Single European Market (day 6)

Week 4

Class: .

III.3 - The European Union Treaty. (day 7)

III.4. – The Political Union ? The Brexit (day 8)

Exercise (day 8)

From the reading of articles or the viewing of recommended videos, exercise of reflection on the advantages and disadvantages of Brexit, both for the EU and for the United Kingdom

Reading: VV.AA: El Brexit: Causas y consecuencias. Revista Economistas, nº 153. Pp: 26-30. Colegio de Economistas de Madrid, 2017.

Week 5

Class: SECTION IV.

THE INSTITUTIONAL FRAMEWORK OF THE EUROPEAN UNION AND THE DECISION-MAKING PROCESS

The content of this lesson focuses on knowing which are the main political and economic institutions of the EU, and what importance and role each of them has. Finally explaining the complex process for adopting EU decisions.

IV.1.- Council of Ministers (day 9)

IV.2.- European Commission. (day 9)

IV.3.- The courts. (day 10)

Week 6

Class: .

IV.4.- The European Parliament. (day 11)

IV.5.- Related organisms. (day 11)

IV.6.- Making decisions in the EU (day 11)

Consult: https://europa.eu/european-union/about-eu/institutions-bodies_es

FIRST EXAM (day 12)

Week 7

Class: SECTION V. BUDGETS

The budget of the public administration is one of the most important documents in the economic policy of a country. Explaining the peculiarities and characteristics of the EU budget, as well as analyzing the redistributive impact of the same, is the objective of this lesson.

- V.1.- Peculiarities of the EU budget. (day 13)
- V.2.- Member state contributions. (day 13)
- V.3.- The spending structures. (day 14)
- V.4.- The distributive impact of the budget. (day 14)

Exercise. (day 14)

Based on the statistical information provided by Eurostat, students should prepare a small report or valuation scheme of the EU countries that contribute the most to the community budget and which countries perceive the most.

Reading: https://europa.eu/european-union/about-eu/money/expenditure_es

Week 8

Class: SECTION VI. COMMON AGRICULTURE POLICY (CAP)

Why is an unimportant sector in the EU GDP one of the most important expenditure policies in the EU? What is the CAP, what are its objectives and how does it work, the successive reforms that this policy has had, constitute the contents of this lesson.

VI.1.- Logic and fundamentals of CAP (day 15)

VI.2.- Positive and negative effects (day 15)

VI.3.- CAP reforms. (day 16)

VI.4.- The future of CAP. (day 16)

Debate in the classroom (day 16)

From the information provided in the recommended documentation. The students will have to prepare questions and answers that allow the realization of a debate about the CAP, defending the advantages and disadvantages of this European policy.

Reading: Comprender las políticas de la Unión Europea. La política agrícola común (PAC). Una asociación entre Europa y los agricultores. <https://publications.europa.eu/es/publication-detail/-/publication/f08f5f20-ef62-11e6-8a35-01aa75ed71a1>.

<http://www.learneurope.eu/index.php?cID=352>

Week 9

Class: SECTION VII. POLICY OF REGIONAL DEVELOPMENT

The content of the lesson is dedicated to explaining the objectives, instruments and results of the cohesion policy (or regional policy) of the EU, as a way to reduce the disparities between the countries and regions of the EU and achieve growth economic and social balanced and harmonious.

VII.1. Why is there a Policy of Regional Development in Europe? (day 17)

VII.2.-The content of the policy. (day 18)

Week 10

Class: .

VII.3.- Results of the Policy of Regional Development (day 19)

Debate in the classroom Exercise (day 19)

From the information provided in the recommended documentation. The students will have to prepare questions and answers that allow the realization of a debate on the Cohesion Policy (or regional policy) of the EU, defending the advantages and disadvantages of it.

Reading: Comprender las políticas de la Unión Europea. La política regional. https://europa.eu/european-union/topics/regional-policy_es

SECTION VIII. SOCIAL AND EMPLOYMENT POLICIES

This lesson explains the causes of the problem of unemployment in the EU, and the characteristics of the European labor market (or labor markets), as well as their social implications. Likewise, the actions of the EU aimed at improving the economic and social problems generated by the high unemployment rates are explained.

VIII.1.- Introduction (day 20)

Week 11

Class: .

VIII.2.- Evolution of the social policies of the EU. (day 21)

VIII.3.- Unemployment characteristics and labor policy proposals. (day 22)

https://europa.eu/european-union/topics/employment-social-affairs_es

Reading: <https://publications.europa.eu/es/publication-detail/-/publication/b9ac1176-9a88-11e6-9bca-01aa75ed71a1>

Week 12

Class: Review and FINAL EXAM

(day 23 and 24)

Course Materials

Readings

- JORDAN GALDUF, J.M., TAMARIT ESCALONA, CECILIO: Economía de la Unión Europea. Ed Cívitas. Séptima Edición, Madrid 2013.
- MUÑOZ DE BUSTILLO, R. y BONETE PERALES, R, Introducción a la Unión Europea. Un análisis desde la economía. Alianza Universidad Textos, Madrid 2009. (4ª edición).
- RODRIGUEZ, J. (2016): Apuntes de Economía Europea. Departamento de Economía Aplicada II. Universidad de Sevilla.

Online Resources

https://europa.eu/european-union/topics_es

https://europa.eu/european-union/documents-publications/statistics_es