



Universidad  
de Alcalá

# COURSE GUIDE

## ECONOMICS OF THE EUROPEAN UNION

**Bachelors Degree in ENI**  
**University of Alcalá**

**Academic Year 2020/2021**  
**Third Year – First Term**

## COURSE GUIDE

Subject name:	<b>Economics of the European Union</b>
Code:	<b>361005</b>
Part of Degree course:	<b>Bachelors Degree in Economics (GENI)</b>
Subject Area and Department:	<b>Department of Economics, Area of International Economic Organization</b>
Course Type:	<b>Obligatory (B)</b>
ECTS Credits:	<b>6</b>
Year and Term:	<b>Third Year –First Term</b>
Professor:	Álvaro Anchuelo Crego
Mentoring Timetable:	<b>To be decided</b>
Language of Instruction:	English

### 1. INTRODUCTION

This course focuses on the process of European integration, ranging from its theoretical aspects to practical examples. The course examines the EU from commercial, monetary, financial, and institutional points of view.

One characteristic of the process of European integration is its permanent evolution. Therefore, this course helps to understand and follows this process, and adapted to its latest situation.

The course provides an exhaustive examination of the current situation in the European Union, giving the students knowledge on the workings of the EU, its legal and institutional characteristics, its macroeconomic policies and its position in the global economy.

Prerequisites and recommendations (if applicable):

Students will find knowledge of the fundamentals of Economics, especially Macroeconomics, useful in this course.

Students should use and become familiar with the web pages of the European Union.

## 2. SKILLS

### General Skills:

1. Self-study in an organized fashion.
2. Ability to learn and to solve problems, fostering creativity and reasoning.
3. Ability to identify and use sources of information, developing skills to find and to analyze information from international economic organizations.
4. Students should be able to analyze, summarize, reflect and self-assess.
5. Students should be able to work as a team, improve interpersonal relations and their written and oral communication skills.
6. Ability to create reports and projects based on research or real-world cases. Skills to defend their arguments using data, evidence, information and their own interpretations. They should also be able to obtain results and relevant conclusions.
7. Ability to use information and communications technology.

### Specific Skills:

1. Knowledge of European economic language and the most relevant theoretical and practical aspects of the process of European integration. The course will develop the students' ability to use the specific institutional language of the EU.
2. Knowledge of how the European Union works at an institutional level, as well as understanding the role of the institutions in the economic and social activity of EU countries.
3. Selecting sources of relevant information on Europe
4. Ability to analyze EU documentation, which will facilitate the writing of technical reports.
5. Taking decisions about the effects of macro and microeconomic policies in Europe, making connections between theoretical knowledge and real events.

The following achievement levels apply with regard to the course:

- The student will be able to recognize and define important current issues in the major areas of the European Union.
- The student will be able to use graphs to analyse the process of economic integration in the EU.
- The student will be able to write concise briefs on specific topics, using material from the course and material that he collects from the websites of the European Union and its member states and other sources.

### 3. CONTENTS

Content blocks (topics may be specified if necessary)	Total number of classes, credits or hours
I. European economic integration: steps and institutions..	• 1.00 ECTS
II. European integration: the common budget.	• 1.00 ECTS
III. European Single Market.	• 2.00 ECTS
IV. European Monetary Integration.	• 2.00 ECTS

### Schedule (indicative)

Week/ Session	Contents
<b>1st</b>	• 1.1 Stages of European economic integration. Integration process. Knowledge of sources: European Union webpages.
<b>2nd</b>	• 1.2 European institutions and legislative process.
<b>3rd</b>	• 2.1 The common budget
<b>4th</b>	• 2.2 The common agricultural policy (CAP)
<b>5th</b>	• 2.3 Regional policy.
<b>6th</b>	• 3.1 The Single Market.
<b>7th</b>	• 3.1 The Single Market.
<b>8th</b>	3.2 Trade policy.
<b>9th</b>	• 4.1 European monetary union.
<b>10th</b>	• 4.1 European monetary union.
<b>11th</b>	• 4.1 European monetary union.
<b>12th</b>	• 4.2 The Stability and Growth Pact.
<b>13th</b>	• 4.2 The Stability and Growth Pact.
<b>14th</b>	• 5. Summary and assessment of economic integration in Europe.

## 4. TEACHING METHODOLOGY FOR EDUCATIONAL ACTIVITIES

### 4.1. Credit distribution (specified in hours)

Lectures: 42h	<b>Lectures: 42h</b> <ul style="list-style-type: none"> <li>Theoretical classes: 21h</li> <li>Practical classes: 21h</li> </ul>
Hours of self-study: 108h	<b>Self study: 108 hours</b> <ul style="list-style-type: none"> <li>Study of theory: 42h</li> <li>Preparations of exercises: 41h</li> <li>Exams: 25h</li> </ul>
Total hours: 150	

### 4.2. Methodological strategies and teaching resources

<b>Lectures: 42h</b>	<ul style="list-style-type: none"> <li>• Theory: 21h The professor will present the goals of each teaching unit, offering a complete outline and developing the most relevant content. To develop further each topic, he will underline complementary sources of information, as well as the most important readings in the bibliography. Students must actively participate in class, asking questions about the subject, or using solid argumentation to provide comments or criticism. The professor may ask the students questions to test their knowledge of the subject.</li> <li>• Practical Classes: The practical classes will focus on different aspects in each unit. They are dedicated to the study and resolution of current problems of the EU. They are an opportunity to examine and debate current topics, including comments on specialised articles. The practical sessions require the active participation of the students and will foster work in groups.</li> </ul>
<b>Self study:</b>	<ul style="list-style-type: none"> <li>• Study of the content presented in the theoretical classes through the suggested material covering each unit.</li> <li>• Completion of exercises, cases, reports or activities provided in the practical sessions.</li> <li>• Analysis of the recommended reading.</li> <li>• Completion of group projects and individual projects.</li> <li>• Professionals of the CRAI-Library will collaborate so</li> </ul>

	that the students can carry out an activity to develop competencies in the use and management of the information provided in the Library.
<b>Tutorials</b>	Each student has at his/her disposal the opportunity for one-on-one tutorials, which can be requested from the professor at an appropriate time. This system is in place to provide particular attention to each student's work. .

The University of Alcalá guarantees its students that, if due to health requirements, the competent authorities prevent the total or partial attendance to the teaching activity, the academic plans would achieve their objectives through a teaching and evaluation methodology online, returning to the presentiality as soon as possible.

## 5. EVALUATION: Procedures and criteria for evaluation and qualification.<sup>1</sup>

### Evaluation criteria

In relation to the content and study:

- Understand the fundamental concepts and how to apply them.
- Combine and relate different pieces of knowledge.
- Adequately answer or resolve the cases, exercises and activities.
- Summarize ideas and provide coherent reasoning in reports and projects.
- Be able to work as a team, encouraging and motivating each member.
- Present well structured work, argued from a technical perspective.
- Provide original input.
- Ability to defend the arguments advocated.

In relation to research projects:

Evaluation based on the following criteria:

- 1) Suitability of the bibliographical references in the project
- 2) Conclusions obtained and originality.
- 3) The quality of the structure and format of the presentation.

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<sup>1</sup> Please be aware of the procedures for evaluation: for example, continuous evaluation, self-evaluation, co-evaluation. Apparatus and evidence: Projects, activities. Criteria or indicators valued alongside different abilities: total understanding of concepts and how to apply them, transferring knowledge. For the grading system it is necessary to remember the rules imposed by the government council of July 16th 2009: The weighting of the grade obtained by continuous evaluation must be at least 60% or higher.

### **Methods of evaluation:**

Each student must choose a method of evaluation and, if he/she is not going to follow the continuous evaluation, communicate this choice to the professor within 15 days of the beginning of the course.

Options:

- 1) Continuous evaluation.
- 2) Final evaluation: involves sitting a final exam in January, and (if failed) a subsequent extraordinary exam in June.

It will not be possible to change the method once chosen.

### **Continuous evaluation**

#### **Ordinary**

The grade will be decided through a system of continuous evaluation based on the following elements:

- Attendance (5%)
- Active participation (5%)
- Exercises and tasks assigned (10%)
- Tests during the course (two, 40% each)

#### **Extraordinary**

Students who have chosen the continuous evaluation and failed to pass, must sit an exam in June, maintaining the other grades achieved throughout the course different from the two tests, which will be added to the score of the exam.

### **Final Evaluation**

#### **Ordinary**

Students who choose this option will have to complete an exam in January, which will represent 100% of their final grade, in which they must provide answers to the whole of the course program.

#### **Extraordinary**

Students who do not pass the ordinary exam, will sit a new exam in June, which will represent 100% of their final grade. This exam will be based on the same criteria as the ordinary one.

#### **Note**

*The “continuous evaluation” programme will be fitted according to teaching resources and number of students, and it will be explained at the beginning of the term.*

## 6. BIBLIOGRAPHY

### Basic Bibliography:

BALDWIN, R. y WYPLOSZ, CH. (2019): The Economics of European Integration, 6th edition. McGraw Hill.

DE GRAUWE, P. (2020): Economics of Monetary Union, 13th edition. Oxford University Press.

USHERWOOD, S. y PINDER, J. (2018): The European Union: a very short introduction. Oxford University Press.

### Other bibliography:

ANCHUELO, A. et al. (coord) (2019): La Unión hace la fuerza: Europa ante los desafíos del siglo XXI. Deusto.

TAMARIT, C. et al. (coord.) (2019): Economía de la Unión Europea, 8ª ed. Civitas.