

**COURSE DATA****Data Subject**

Code	35957
Name	The business environment in the EU: policies and strategies
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1315 - Degree in Finance and Accounting	Faculty of Economics	4	Second term

Subject-matter

Degree	Subject-matter	Character
1315 - Degree in Finance and Accounting	26 - Year 2 optional subjects	Optional

Coordination

Name	Department
SEGUI ALCARAZ, ANTONI	110 - Applied Economics

SUMMARY

The business environment in the EU: policies and strategies is a 4.5 ECTS credit optional training subject assigned to the module of the Degree in Finance and Accounting. It is taught in the second term of the second year of that degree.

This subject aims to provide basic socio-economic knowledge about the organisation and functioning of the European Union. These aspects are part of the environment in which companies and organisations operate, so that their knowledge is of high interest for the exercise of the professional activity that this Degree authorises.

Regarding the contents of the subject, it begins with a study of the theoretical bases and the historical evolution of the European integration process; it is followed by an analysis of the external dimension and public finances of the EU, and ends with a study of the main community interventions in the markets.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

It does not have any kind of restriction.

OUTCOMES

1315 - Degree in Finance and Accounting

- Adquisición de conocimientos socioeconómicos básicos del entorno europeo en el que se va a desenvolver la actividad profesional del estudiante y de las empresas en las que puede desarrollarla.
- Reforzamiento de conocimientos técnicos básicos adquiridos en los módulos básicos, especialmente en los relativos a teoría económica, estadística y política económica.
- Adquisición de competencias transferibles directamente a la vida laboral especialmente en el ámbito de las políticas europeas de apoyo a la Investigación, Desarrollo e Innovación.
- Interpretar y definir el empleo y la empresa como realidades sociales atravesadas por la dimensión de género.
- Construir y utilizar herramientas de diagnóstico, planificación, intervención y/o evaluación en la gestión de hombres y mujeres en la empresa desde una perspectiva de equidad de género.

LEARNING OUTCOMES

The results that the student is expected to acquire in this subject are the following:

- Ability to elaborate and publicly defend a business project that specifically incorporates the applicable community regulations.
- Ability to analyse the impacts of the policies attributed to the EU and its assessment to the several groups affected (business organisations, trade unions, professionals).

DESCRIPTION OF CONTENTS



1. Evolution and institutional organization of the European Union

1. The great stages of the European integration process and the international context
2. The Community legal order
3. Community institutions

2. The Single European Market

1. Various types of economic integration and experiences in the world
2. Static and dynamic effects of the Customs Union
3. The Single Market, defense of competition and competitiveness policies

3. The European Monetary Union

1. Benefits and costs of a Monetary Union
2. The European Central Bank and the single currency
3. Coordination of economic policies

4. The public finances of the European Union

1. Public intervention in a context with several levels of government
2. The general budget of the EU: Expenditure and revenue
3. Budget and operating balances

5. The Common Agricultural Policy (CAP)

1. Origin and functioning of the traditional CAP
2. Efficiency and costs of the traditional CAP
3. The reforms and the current CAP

6. Regional and cohesion policy

1. Regional disparities in the EU
2. Community regional policy: principles and operation
3. Evaluation of results and challenges for the future

7. The external dimension of the European Union

1. The importance of the EU in the global context
2. The EU's external trade policy
3. The policy of cooperation for development

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Development of group work	3,00	0
Development of individual work	5,00	0
Study and independent work	20,00	0
Readings supplementary material	4,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
TOTAL	112,00	

TEACHING METHODOLOGY

The development of the subject is structured mainly around the theoretical sessions and practical sessions. Depending on the type of session (theoretical or practical) a didactic or other method will be chosen. In the theoretical sessions, which last 2 hours, the main contents of each of the subjects that form the subject will be presented, introducing the concepts and contextualising them to the different fields of application of the socioeconomic environment.

The predominant teaching method in the theoretical classes will be the participatory master class. This methodology makes it possible to manage large groups of students in an organised manner, offering the advantages of a master class without limiting the participation of students and the teacher-student interaction. Attempt to encourage participation and discussion in the class, in order to offer the student a direct involvement with the content.

In the practical sessions, which last 1 hour, the teacher will propose to the students situations that they must solve by applying the theoretical concepts learned. These practical classes will be developed following different teaching strategies based on the contents discussed in the corresponding theoretical session, although fundamentally they will be based on the analysis of current economic problems of the European and international environment, using appropriate materials in this regard. Its objective is to complement the concepts studied in the theoretical session by applying these to the resolution of practical cases. Likewise, in the practical sessions the professor will be able to propose one or several activities to be solved by the students that will cover the different topics of the subject, with the purpose that the student acquires the competences enumerated in this academic guide.



EVALUATION

The evaluation of the students' learning in this subject will be done through a double process: a written exam at the end of the term, which evaluates the level of scope of the learning results and especially those focused on the specific competences of the subject regarding content and application; and the continuous evaluation of the practical activities developed by the student during the course, based on their participation and involvement in the teaching-learning process.

The written exam will consist of a part of test type questions and another with some essay questions, questions that allow assessing if students have assimilated the key elements of the program. This exam will be 70% of the final grade.

The evaluation of the practical activities will be carried out continuously with the evaluation of exercises, works, memories, oral presentations, etc. This evaluation aims to develop the skills of students and stimulate daily work and will be based on an assessment of the follow-up made by students of the subject through participation in the classes. Will collectively 30% of the final grade. The activities linked to continuous evaluation will be non-recoverable.

The final grade will be the weighted sum of the evaluation of the written exam and the continuous evaluation of the practical activities. In any case, to pass the subject the student will need to obtain a minimum, which will be indicated in class by the teacher, in the written exam.

Students who do not participate in the continuous assessment may be evaluated in the exam and obtain a final grade of 7. In order to pass the subject, they must have obtained a minimum of 5 out of 7 points in said test.

REFERENCES

Basic

- CAMARERO, M. i TAMARIT, C. (coord.) (2019). Economía de la Unión Europea, 8ª ed. Thomson Reuters-Civitas, España.
- BALDWIN, R., WYPLOSZ, Ch.: The Economics of European Integration, 46th edition, McGraw-Hill, 2019.
- KRUGMAN, P.R., OBSTFELD, M., MELITZ, M.J. Economía Internacional. 10ª edición. Pearson Educación. Madrid, 2016.
- Web de la UE (www.europa.eu).
- Web BCE (www.ecb.europa.eu).

Additional

- JORDAN, J. M. (2013): Europa: el somni i la realitat, Saó. Publicat també com a llibre electrònic, de lliure accés, pel Centre de Documentació Europea, Univ. Val.
- GARCÍA DE LA CRUZ, J. M. i DURAN, G. (2008). Sistema económico mundial, Thomson, Madrid.
- BUITRAGO, E. i ROMERO, L. B. (2013). Economía de la UE. Análisis económico del proceso de integración europeo, Pirámide, Madrid.
- IÑARRITU IBARRETXE, B.: La gobernanza económica de la Unión Europea, Deusto Economía,



2019.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. Contents

The one contained in the teaching guide.

2. Workload

The activities are the same as indicated in the teaching guide. Now, in addition, an online evaluation questionnaire is carried out at the end of each topic, taking advantage of class time for it.

3. Teaching Methodology

Instruction is delivered on Blackboard Collaborate TM online during regular class time. The tutorials remain the same and are also done in Blackboard Collaborate TM, in Skype Professional or by replying to emails.

The modality of classes for students will depend on the social and health conditions and the restrictions established by the competent authorities. In the case of online teaching, classes will be given by videoconference, preferably synchronous, using Blackboard Collaborate, Teams, Skype or the tool that the lecturer considers appropriate to optimize the student's teaching-learning process during the scheduled program sessions, which remain the same days and times.

In the case of blended teaching, the students will have to access the classroom in alternate weeks according to the initial of their last name (A-M or L-Z). The classes will be broadcast so that the students will have face-to-face teaching one week, and the next week they will follow the classes in streaming.

The tutorials remain the same and are done in Skype Professional or by replying to emails.

4. Evaluation

Continuous evaluation activities goes from 30% to 40% of the grade. In this 40% there is a part that can be evaluated through online questionnaires, which represents 10%, and the rest of the continuous assessment activities will account for 30 % of the mark. The final exam becomes 60% of the grade, when it was 70% before.

If the continuous evaluation is not passed, it will be recoverable and the students, in addition to carrying out the assignments that have been requested throughout the course and are in the virtual classroom, they have to talk to the teacher and do extra work on any of the topics that appear in the program of the subject.



5. References

Dialnet Articles.

Teacher's own materials (class slides).

Roderic articles.

Recordings on Blackboard.