

# SCHOOL OF BUSINESS, ECONOMICS AND LAW

## BACHELOR IN INTERNATIONAL BUSINESS AND ECONOMICS

**COURSE:** International Political Economy

**YEAR:** 3

**TYPE:** Elective

**DEPARTMENT:** Economics

**CODE:** G300

**SEMESTER:** 1

**ECTS CREDITS:** 6

**COORDINATOR:** Russo, Gianluca

[gianluca.russo@cunef.edu](mailto:gianluca.russo@cunef.edu)

### 1 COURSE DESCRIPTION AND MAIN OBJECTIVES

---

This course aims to introduce students to major theoretical and empirical issues in the field of international political economy (IPE). It focuses on several issue areas in IPE such as international trade, development, and international production networks (multinational corporations).

Main topics:

- Politics of international trade.
- Multilateral and preferential trade agreements and the WTO.
- Economic development strategies.
- Emerging countries in the international economy.
- State-market relations and liberalization.
- Globalized production networks and multinational corporations.
- Populist responses to globalization.

### 2 LEARNING OUTCOMES

---

#### 2.1 KNOWLEDGE OR CONTENTS

C1 - Understand the characteristics of global geopolitics and the concept of international society.

C10 - Understand the changing role of political, institutional, economic and business agents, of ideas and of technological and organizational change in different national environments.

C4 - Understand the role of multinational companies in international relations and in the achievement of the development sustainable goals.

#### 2.2 SKILLS

H1 - Apply the basic tools and quantitative instruments to collect, diagnose and analyze information on businesses and their economic and social environment for a decision making process based on economic, social and environmental sustainability criteria.

H11 - Manage information by identifying, organizing and analyzing relevant data in the context of international relations in a critical and systematic way.

## 2.3 COMPETENCIES

CO1 - Critically assess the international reality and its problems by considering alternative scenarios and their evolution in the near future.

CO3 - Apply the scientific method to evaluate the social, political and economic questions posed by a globalized society and by sustainable development.

CO4 - Have an informed opinion based on an ethical analysis and sustainability criteria of the fundamental social, scientific and economic issues within a representative context of both the international and the local society.

CO5 - Discuss and formulate critical arguments, using a precise terminology and specialized resources, on international and global phenomena, and applying the concepts, theoretical frameworks, tools and perspectives of different disciplines in the area of Social Sciences.

CO7 - Identify discriminatory practices by gender, race or other, and be able to design actions and policies to avoid a discriminatory treatment in the professional life.

CO8 - Apply a criterion based on sustainability on decision making, integrating the economic, social and environmental dimensions of sustainability in the professional life.

## 3 COURSE DETAILS

---

### 3.1 PROGRAM

1.- Economic Development in the International Economy

Introduction: why some countries are poorer than others?

2.- Drivers and strategy of development

Emerging economies differ in what they struggle with. We review key differences in development across countries as well as different strategies to deal with them. Topics include: education, health, gender discrimination, fertility, conflict, state capacity and political institutions.

3.- Political economy of development

How do we explain these differences in levels of development? Look at the adoption of institutions in history.

4.- International economic integration

Overview of the history of globalization and its main institutions.

5.- Politics of international trade

What drives the adoption of tariffs? Economics or politics?

6.- Impact of globalization

Socioeconomic and political consequences of globalization.

### **3.2 TRAINING ACTIVITIES**

AF1 - Lectures. Professors present the theoretical contents of the course with or without student participation. 100% face-to-face.

AF2 - Practice sessions. Under the instructor's supervision, students apply the knowledge acquired in class. These sessions include workshops, case studies, problem-solving activities, hands-on labs and simulations, use of specific software, etc.). 100% face-to-face.

AF3 - Projects (individual or group). Preparation of individual or group projects, including papers, oral presentations, reports, etc. Face-to-face attendance can be 0% if the professor offers guidance during the tutoring sessions.

AF4 - Tutoring sessions (individual or group). Meetings between the professor and students, individually or in small groups, to offer personalised academic guidance. This includes solving doubts, supervising projects, preparing presentations, etc. Face-to-face attendance does not have to be 100% if there is, for example, tutoring by email.

AF5 - Individual study and work. Time spent by students working independently on each course, completing coursework, studying, searching for information, analysing data, preparing documents, etc. 0% face-to-face attendance.

AF6 - Assessment. Written, oral and practice tests, coursework, assignments, etc. that enable professors to assess whether students have achieved the desired learning outcomes. 100% face-to-face.

### **3.3 LEARNING METHODOLOGIES**

M1 - Lectures. The instructor explains in detail the theory that underlies the corresponding learning outcomes. Depending on the type of course, they will use different resources (bibliographic, digital...). This methodology lays the foundations for the course, allowing students to familiarise themselves with the issues that will be dealt with during the practice sessions. The instructor plays a central role in the learning process, relaying contents and mediating between knowledge and students to help them achieve the desired learning outcomes. During lectures, professors can use different support technologies, including presentations, videos, etc., and carry out learning activities, such as case studies, to encourage analysis, reflection and discussion.

M2 - Problem-based learning. The instructor helps students to build examples, solve problems or answer sufficiently complex questions to apply the contents, skills and competencies explained and developed during the lectures. Depending on the topic, the sessions will include case studies, gamification, project-based learning... Student participation is essential, always under the guidance of the instructor in charge. The classroom dynamic is as follows: the instructor poses a problem, and students must search for information to help them solve it and present a solution based on the knowledge and skills acquired in class.

M3 - Guided learning. These can be individual or group sessions, and they can be face-to-face or online (using tools such as Zoom, Teams, Skype...), and synchronous or asynchronous (using, for example, e-mail or CANVAS chats). During these sessions, the instructor solves all kinds of doubts raised by students, or issues affecting one or more students, as he or she deems necessary. They complement lectures and practice sessions, and their purpose is to allow instructors to level the progress of all their students (especially when these sessions are held at the instructor's initiative).

### **3.4 ASSESSMENT CRITERIA**

---

#### **3.4.1 ASSESSMENT GUIDELINES**

**Attendance is mandatory** during the first enrollment, except for final-year courses of the degree program. Attendance below 80% results in the loss of the right to take the ordinary exam call.

Course assessment consists of continuous assessment during the class period (mandatory for all students, including retakers and exchange students, and in all academic years), and a final exam. Assignments or midterm exams are not exempting. The final exam is common to all students and set by the course faculty, covers all the contents of the syllabus, and requires a minimum grade of 5 out of 10 to pass. The official grade is recorded on a 10-point scale.

If the student fails the final exam, the official grade will be the exam grade.

If the student scores 5 or higher on the final exam, the official grade will be a weighted average of the continuous assessment (40%) and the final exam (60%), which may still result in a failing grade.

If the student does not take the final exam for any reason, the official grade will be the result of applying the 40% weighting to the continuous assessment.

If the student has not completed any assessments (neither continuous assessment nor the final exam), the official grade will be "Not Attended" (No Presentado).

In the extraordinary exam call, the grade corresponding to continuous assessment may be replaced -when it benefits the student- by the result of the weighted average between the continuous assessment grade (40%) and the grade of the final exam in the ordinary exam call (60%).

<b>ASSESSMENT ACTIVITIES 1</b>	
Weight:	20
Description:	Midterm Exam
<b>ASSESSMENT ACTIVITIES 3</b>	
Weight:	10
Description:	Assignments

<b>ASSESSMENT ACTIVITIES 2</b>	
Weight:	10
Description:	In class presentations

<b>FINAL EXAM</b>	
Minimum mark:	5
Weight:	60%
Description:	The final exam will be written and will include quiz style questions, small problems to solve, and open ended questions to answer.

## 5 RESOURCES

The use of mobile phones or any other electronic devices is not allowed in the classroom unless otherwise indicated by the teacher.

### 5.1 BIBLIOGRAPHY

Students will only need to rely on lecture slides and readings discussed in class which will be made available after each class.

Broad references for the class are the following:

- Janvry, A. de & Sadoulet, E. Development Economics, Routledge Papers.
- Acemoglu, D., Johnson, S., & Robinson, J. A. The colonial origins of comparative development: An empirical investigation. *American economic review*, 91(5), 1369-1401.
- Sokoloff, K. L., & Engerman, S. L. Institutions, factor endowments, and paths of development in the new world. *Journal of Economic perspectives*, 14(3), 217-232.
- Krugman, Paul R, Maurice Obstfeld, and Marc J Melitz. International Economics: Theory & Policy. 12th ed. Harlow: Pearson.
- International trade : theory and policy Suranovic, Steve. Saylor Foundation.