

## **Code X210 European Business & Economy**

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5 ECTS

### **Objectives – Course description**

The objective of the course is threefold:

1. A key goal is to provide students with a global perspective of the European market integration process and of the most significant business and competitiveness-driven EU policies in the long run.
2. The course also aims at clearly connecting European policies/decisions to the international development of companies - business models, strategies of international expansion, global value chains, etc.
3. Another important purpose is to enable students to develop analytical capabilities in open macroeconomics.

### **Learning content**

Drawing upon the long-term development of internationally-operating companies, the course is made up of three major modules:

1. A first module addresses and analyses the various stages of Europe's economic integration, pinpointing the economic driving forces, constraints and limits
2. A second module is further focused on the EU's monetary integration process - exchange rate theory, Single Currency implementation, EURO crisis and governance.
3. A more flexible module develops relevant and topical issues such as, in the previous years, Brexit, the enlargement to the Balkans, the crisis in Catalonia, Belt and Road Initiative, NAFTA's renegotiation by the Trump's administration, etc. The content of this module will be determined by current political and economic events.

### **Learning outcome**

At the end of the course, the student can:

1. Assess the advantages and drawbacks of an economic and monetary integration process from a business viewpoint
2. Compare the various exchange rate systems and relate them to the specific situation of an internationally-operating company
3. Construe a business situation in the political and economic context of the EU
4. Use a relevant technical vocabulary with regard to market integration, European policies and macroeconomics.

### **Methodology**

The course alternates lecturing sessions with interactive sessions based on student participation in problem analysis.

It is essentially based upon classroom training and asks for the active participation from the students. The course also relies on readings - textbook, scientific and press articles.

### **Evaluation**

100% final (oral) exam