



Universidad
de Alcalá

COURSE GUIDE

ECONOMICS OF THE EUROPEAN UNION

Bachelor Degree in ENI
University of Alcalá

Academic Year 2025/2026
Third Year – First Term

COURSE GUIDE

Subject name:	Economics of the European Union
Code:	361005
Part of Degree course:	Bachelor Degree in Economics and International Business (GENI)
Subject Area and Department:	Department of Economics, Area of International Economic Organization
Course Type:	Obligatory (B)
ECTS Credits:	6
Year and Term:	Third Year –First Term
Professor:	Álvaro Anchuelo Crego alvaro.anchuelo@uah.es
Mentoring Timetable:	To be established
Language of Instruction:	English (in the morning groups)

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, historical and institutional points of view.

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

The course provides a complete examination of the current situation in the European Union, giving the students knowledge on the workings of the EU, its legal and institutional features, 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

- CG1.- - Acquire capacities in the negotiation techniques used in international institutions and companies
- CG2.- - Ability to analyse data and reports coming specifically from international sources (companies, international institutions such as the IMF, the WTO or the Bank for International Settlements)
- CG3.- - Interest in updating the permanent requirements of organization techniques and planning for corporate and public international activities
- CG4.- - Ability to assess the multiplicity of social, political, technical, etc. factors. that come together in the corporate and institutional international decisions
- CG5.- - Acquire current ethical criteria that can be permanently updated, expressed in the different countries through anti-corruption codes, international economic bills of rights, etc.
- CG6.- - Ability to integrate into interdisciplinary teams made up of people from very different countries and backgrounds.
- CG7.- - Scientific and professional curiosity for the permanent use of analytical and conceptual instruments typical of international economic relations.
- CG8.- - Motivation for the search for quality in professional practice and in its development
- CG9.- - Curiosity for learning new techniques and instruments that are continually developed in the international field
- CG10.- - Written and oral expression skills that can be used in different environments
- CG11.- - Ability to use the English language to search for information and use resources in that language, and in the preparation and presentation of academic activities

BASIC SKILLS

- CB1 - Students have to demonstrate possession and understanding of knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects involving knowledge from the vanguard of their field of study
- CB2 - Students should know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study
- CB3 - Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature
- CB4 - Students should be able to transmit information, ideas, problems and solutions to both a specialized and non-specialized audience
- CB5 - Students should have developed those learning skills necessary to undertake further studies with a high degree of autonomy

TRANSVERSAL SKILLS

- CT1.- - Acquire techniques and skills related to professional practice, including the application of appropriate deontology regulations.
- CT2.- - Know the resources available to access information and use them effectively.
- CT3.- - Acquire oral and written communication skills in modern languages, both in professional and other contexts
- CT4.- - Understand the ideas and arguments that are expressed in a foreign language, in writing and orally, both in everyday situations as well as in professional and specialized contexts.
- CT5.- - Manage in an advanced way the office automation tools most frequently used in a professional environment (word processor, databases and spreadsheets) and advanced use of electronic communication programs, navigation and data search (email and Internet).
- CT6.- - Design presentations using computer programs and the ability to structure information appropriately and transmit it clearly and efficiently, with a basic knowledge of how data transmission networks operate.
- CT7.- - Know the main management techniques, conflict resolution, job selection and motivation of human teams in a work environment with the use of effective strategies in time management.
- CT8.- - Plan and develop a research project in a certain field of study, in accordance with the academic and scientific requirements.
- CT9.- - Know the history of the University of Alcalá, the functioning of the European institutions and the historical, social, economic and cultural reality of the European and Latin American countries.

SPECIFIC SKILLS

- CE5.- - Acquire the ability to search, compile, select and manage documentary sources and statistics related to the international economy.
- CE6.- - Use as tools the quantitative methods applied to the study of the national and international economy, to understand and know its different dimensions, applying (where appropriate) the corresponding theoretical models.
- CE9.- - Strengthen and/or acquire Mathematical Analysis skills for Economics.
- CE15.- - Acquire the ability to critically analyse, synthesize and summarize economic-business information using the quantitative tools in the different economic-business fields.

The subject takes into account the following GOALS as outlined in the Department of Economics' Master Plan (which is part of the University of Alcalá's Strategic Plan 2036):

CODE	GOAL
O-Doc-1	Contributing to generate a UAH distinctive feature through the acquisition of DIGITAL skills
O-Doc-1	Contributing to generate a UAH distinctive feature through the acquisition of skills RELATED TO ENVIRONMENTAL SUSTAINABILITY
O-Doc-3	ACHIEVE 20% OF SPECIALIZED AND HIGH-QUALITY DEGREE PROGRAMS
O-Tra-1	Make UAH a benchmark in the adoption and promotion of scientific dissemination and open science, encouraging openness in knowledge transfer to society, transparency and inclusion
O-Int-1	Maintain and enhance the level of internationalization as a cross-cutting element throughout UAH: teaching, research, and knowledge transfer
O-Int-2	STRENGTHEN UAH INTERNATIONALLY AS WELL AS THE ROLE OF SPANISH AS A CROSS-CUTTING ELEMENT THROUGHOUT THE UNIVERSITY
O-Cal-1.2	Improvement of the teaching quality assurance system

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
1st	• 1.1 Stages of European economic integration. Integration process. Knowledge of sources: European Union webpages.
2nd	• 1.2 European institutions and the legislative process.
3rd	• 2.1 The common budget
4th	• 2.2 The common agricultural policy (CAP)
5th	• 2.3 Cohesion policy.
6th	• 3. The Single Market.
7th	• 3. The Single Market.
8th	3. Common trade policy and economic security.
9th	• 4.1 European monetary union.
10th	• 4.1 European monetary union.
11th	• 4.1 European monetary union.
12th	• 4.2 The Stability and Growth Pact. Fiscal policy.
13th	• 4.2 The Stability and Growth Pact. Fiscal policy.
14th	• 5. Summary and assessment of economic integration in Europe.

4. TEACHING METHODOLOGY

4.1. Credit distribution (specified in hours)

Lectures: 45h	Lectures: 45h <ul style="list-style-type: none"> Theoretical classes: 23h Practical classes: 22h
Hours of self-study: 105h	Self study: 105 hours <ul style="list-style-type: none"> Study of theory: 72h Preparations of exercises: 33h
Total hours: 150	

4.2. Methodological strategies and teaching resources

Lectures: 45h	<ul style="list-style-type: none"> Theory: 23h 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 the 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. 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 team work.
Self study:	<ul style="list-style-type: none"> Study of the content presented in the theoretical classes through the suggested material covering each unit. Completion of exercises, cases, reports or activities provided in the practical sessions. Analysis of the recommended reading. Completion of group projects and individual projects.

	<ul style="list-style-type: none"> Professionals of the CRAI-Library will collaborate so that the students can carry out an activity to develop competencies in the use and management of the information provided by the Library.
Tutorials	Each student has at his/her disposal the opportunity for one-on-one tutorials, which can be requested from the professor at an appointed time. This system is in place to provide particular attention to each student individually.

5. EVALUATION: Procedures and criteria for evaluation.¹

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.
- Answer or resolve correctly 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.

¹ 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 Council of Government of the University of Alcalá on 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:

One activity different from an exam (20%)

Two tests during the course (40% each)

Attendance and active participation will be used to round up decimals (to the nearest half a point) in the final marks.

Extraordinary

Students who have chosen the continuous evaluation and failed to pass, must sit a final exam in June.

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 in more detail at the beginning of the term.

During the development of the evaluation tests, the guidelines established in the Regulations for the Coexistence Rules of the University of Alcalá (“Reglamento de las Normas de Convivencia de la Universidad de Alcalá”) must be followed, as well as the possible implications of the irregularities committed during those tests, including the consequences of committing academic fraud according to the Regulations for the Disciplinary Regime of the Students of the University of Alcalá (“Reglamento de Régimen Disciplinario del Estudiantado de la Universidad de Alcalá”).

The teaching-learning methodology and the assessment process will be adapted as needed, in accordance with the guidelines of the Diversity Support Unit, to implement curricular adaptations for students with specific needs

6. BIBLIOGRAPHY

Basic Bibliography:

BALDWIN, R. and WYPLOSZ, Ch. (2022): The Economics of European Integration, 7th edition. McGraw Hill.

DE GRAUWE, P. (2022): Economics of Monetary Union, 14th edition. Oxford University Press.

Other bibliography:

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

CAMARERO, M. y TAMARIT, C. (coord.) (2023): Economía de la Unión Europea, 9ª ed. Civitas.