

TEACHING GUIDE

EUROPEAN ECONOMIC INTEGRATION

GRADO EN ECONOMÍA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 05-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	3 course, 2Q semester
Nº of credits	7.5
Language in wich the subject is taught	English

II.-Presentation

Presentation

The main objective of the course "European Economic Integration" is to provide students with a series of concepts and skills to study the economic integration process of the European Union. The course offers an in-depth analysis of the process with a particular focus on the evolution and functioning of the European Union (EU) by examining the rationale, objectives, and institutional foundations of European integration, as well as the economic theories that support it.

So students will focus on the EU's different dimensions, construction phases, and policies within the current economic context and on its implications for member states in redesigning their economic policies. These implications affect both the common EU policies, and the national policies- which are implemented with full national sovereignty, although largely influenced by the EU. Since the course is taught in the third year of the Bachelor's Degree in Economics, it builds on prior knowledge acquired by the students during their second year in the following subjects: "Macroeconomics I," "Macroeconomics II," "Spanish and World Economy I," and "Spanish and World Economy II." The teaching methodology and materials used during the course will be adapted to the level and knowledge previously acquired by the student.

III.-Learning outcomes

CT01. Ability to analyse and synthesise CT02. Ability to organise and plan CT03. Oral and written communication in native language CT05. Knowledge of information systems relating to the field of study CT06. Ability to analyse and search for information from different sources CT08. Ability to make decisions CT09. Ability to work in a team CT10. Interdisciplinary teamwork CT12. Public relations skills CT15. Ability to learn independently CT18. Leadership CT20. Environmental and social awareness CB01 . That students have demonstrated the possession and comprehension of knowledge in a field of study based on the foundations of general secondary education, at a level that, although supported by advanced textbooks, includes some aspects that imply knowledge proceeding from the forefront of the field of study. CB02 . That students are able to apply their knowledge to their work or vocation in a professional manner and have the skills that are typically demonstrated through the preparation and defense of arguments and problem solving within their field of study. CB03 . That students have the ability to gather and interpret relevant data (usually within their field of study) to express judgments that include a reflection on relevant topics related to social, scientific or ethical areas. CB04 . That students are able to transmit information, ideas, problems and solutions to both specialized and non-specialized audience. CE01. Ability to put knowledge of economics into practice CE02. Information search and research skills CE04. Ability to communicate economic issues CE06. Ability to learn and apply the different qualitative techniques used in economics CE07. Understanding and appraisal of economic contingencies CE08. Understanding of the behaviour of economic agents CE09. Understanding of how markets work CE10. Understanding of economic policy objectives and instruments CE17. Knowledge of the Spanish economic situation and environment within the European Union	• Key for degrees not adapted to RD 822/21: CB - basic competences, CG - generic competences, CE - specific competences, CT - transversal competences. • Key for degrees adapted to RD 822/21: CON - knowledge, COM - competences, HAB - skills.
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IV.-Contents

IV.A.-Syllabus

IV. A. Syllabus

Thematic Unit	Lesson	Content
I. INTRODUCTION: THE EU AS AN ECONOMIC INTEGRATION AREA	Lesson 1: Economic Integration. Stages of the European Union economic integration process. Characteristics of the EU model of integration. The EU's main institutions.	Study of the different theoretical stages of international economic integration: from free trade area to the final political union stage. Characteristics of each stage and factors driving the integration process. The European historical experience in light of integration theory. The main EU institutions, role and functioning.
II. MAIN EU POLICIES REFLECTED IN THE EU BUDGET	Lesson 2: The European Union's budget. Member States' net financial position.	The EU revenue budget and the EU expenditure budget. Main characteristics. The EU Multiannual Financial Framework. The budgetary procedure. The revenue budget of the EU: different own resources and their evolution. Budgetary resources after Covid-19: the Next Generation EU Fund. Main expenditure items (CAP, regional and cohesion policy, etc.). Net financial balances of member states with the EU.
	Lesson 3: The Common Agricultural Policy (CAP).	Origin, justification, and functioning of the CAP (Funds: EAGF and EAFRD, Common Market Organisations, guaranteed price system, etc.). The reforms of the CAP and its current reality. Costs and benefits of the CAP.
	Lesson 4: The regional and cohesion policy of the EU.	Evolution of the EU regional policy. Structural and cohesion funds. Amounts and destinations of the funds. Justifications in relation with the new economic geography. The regional policy after the different enlargement phases.



III. COMMERCIAL INTEGRATION AND THE EXTERNAL ACTION OF THE EUROPEAN UNION	Lesson 5: Commercial integration and its economic effects. The common commercial policy of the EU. The external action of the EU.	Economic effects of commercial integration: static effects (trade creation and trade diversion) and dynamic effects (economies of scale, economic growth, etc.) The common commercial policy of the EU. The external action of the EU.
IV. MONETARY INTEGRATION: THE ECONOMIC AND MONETARY UNION (EMU)	Lesson 6: The creation of the Economic and Monetary Union (EMU).	The European Monetary Union: Is it an optimal currency area? The road to the Single currency. The Maastricht criteria. Advantages and disadvantages of being a Eurozone country. The enlargements of the Eurozone.
	Lesson 7: The common monetary policy. The European Central Bank (ECB). The common exchange rate policy.	The European Central Bank, the Eurosystem, and the ESCB. The ECB's monetary policy strategy. The design of the common monetary policy. The monetary policy instruments. The transmission mechanism. The common exchange rate policy of the euro.
	Lesson 8: The fiscal policy of a Eurozone country within the framework of the EMU. The Stability and Growth Pact (SGP).	Economic rationale behind the Stability and Growth Pact (SGP). Clauses, exceptions, fines and flexibility features. The reforms of the SGP. The national fiscal policies of Eurozone countries. Towards greater fiscal harmonisation in the EMU?

IV.B.-Training activities	
Type	Title
Lectures	The professor will complement the readings with material and recommendations of book chapters at the beginning or during the course
Lectures	EU budget. https://commission.europa.eu/strategy-and-policy/eu-budget_en
Lectures	EU spending and revenue 2021-2027. https://commission.europa.eu/strategy-and-policy/eu-budget/long-term-eu-budget/2021-2027/spending-and-revenue_en
Lectures	The Common agricultural Policy. https://agriculture.ec.europa.eu/common-agricultural-policy/cap-overview/cap-glance_en



Lectures	Regional and Cohesion policy. https://ec.europa.eu/regional_policy/policy/what/investment-policy_en
Lectures	Eu policies and areas of action of the EU. https://ec.europa.eu/info/topics/ (European Commission)
Lectures	What is the economic and monetary union. https://economy-finance.ec.europa.eu/economic-and-monetary-union/what-economic-and-monetary-union-emu_en
Lectures	Functioning and Strategy of the European Central Bank. https://www.ecb.europa.eu/ecb/html/index.en.html
Group work	Group presentations in class about different contents of the course programme
Practical sessions	Class debates, reading and analysis of articles
Practical sessions	Self-assessment activities

V.-Student workload	
Theoretical sessions	50
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	5
Academic tutorials	30
Related activities: conferences, seminars, etc.	30
Preparation of theoretical sessions and self-study	40
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	25
Total student workload	225

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 15	Lectures. Explanation of the units' contents.
Practical sessions	Week 1 to Week 15	Analysis of EU news, debates, exercises, self-assessment
Group work	Week 6 to Week 13	Group projects where students have to study and analyse a topic in depth. Presentation and Q&A session in class.
Active methodologies or innovative teaching	Week 2 to Week 14	Debates and conclusions (for each lesson) where the students summarise with their own words the contents and the learning of the unit.
Tests and/or exams	Week 14 to Week 15	Final exam preparation
Academic tutorials	Week 1 to Week 15	Whenever requested by a student



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

•Assessment criteria:

The evaluation system for degrees within the framework of the EHEA (European Higher Education Area) is continuous assessment. In the continuous assessment system, a student's progress is measured throughout the course based on participation, active listening, short assignments, exercises, participation in debates, presentations, quizzes, midterm exam etc. Attendance is therefore very strongly recommended. Attendance will be checked.

The continuous assessment system is complemented by a **final exam**. The student's grade will be a weighted average of the final exam, continuous assessment tests, attendance, participation in different activities and presentations.

The weighting is as follows:

- **Written final exam:** It will take place according to the schedule established by the University. The student must obtain at least a **5 (out of 10)** to pass the final exam. The grade obtained will represent **60% of the final grade of the subject**.

- **Continuous assessment activities:** Economic news analysis, participation in class activities and debates, group activities/presentations, quizzes, tests, active listening etc. represent, as a whole, a maximum of 40% of the final grade of the course. The professor will explain the assessment system and methodology used at the beginning of the course and will also post this information in the virtual classroom.

To pass the European Economic Integration course, a student must achieve a weighted average of at least 5 out of 10, based on the final exam and the continuous assessment.

	Weight	Minimum Score	Re-assessment in extraordinary Exam period
Continuous assessment activities: - Attendance/Participation in class activities such as debates, exercises, analysis of economic news, quizzes, midterm exam, question sessions etc. - Group activities such as group assignments and presentations	40%	No	No
Final Exam	60%	5/10	Yes
Subject Total	100%	5/10	-

n.b. If students have taken part in the different activities and assignments included in the continuous assessment system (which represent a 40%), but have not reached the minimum passing grade (5/10) in the ordinary exam session (calculating the weighted average of final exam +continuous assessment) , their grades from the continuous assessment activities completed during the course will be kept for the extraordinary exam period.

•**Extraordinary (retake) exam period:** Students who do not obtain the minimum mark (5/10) in their exam will have the opportunity to take it again during the extraordinary assessment period. Continuous assessment activities will not be subject to reassessment in the resit (extraordinary) session, as these activities are intended to evaluate the student's progress regularly throughout the course, promoting active participation and continuous learning and this cannot be effectively replicated in a reassessment.

•**Early exam session:** It will be possible, upon request, to take an exam during the early exam session, in September, instead of one of the two main exam periods (ordinary or extraordinary), provided that the requirements established in the URJC Learning Outcomes Evaluation Regulations are met. This assessment will consist of a written test covering all the contents of the subject. The date and time of the exam will be communicated to the student 48 hours in advance.

VII.B. Assessment of students with academic exemption from class attendance



Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Baldwin, R; Wyplosz, C. *The Economics of European Integration*. London. McGraw-Hill Education.

De Grauwe, P. *Economics of Monetary Union*. United Kingdom.Oxford University Press.

Camarero, M.;Tamarit, C.(Coord). (2023).*Economía de la Unión Europea*. Civitas (9th edition).

Cuenca, E; Navarro, M. (2019). *Lecciones de Economía de la Unión Europea*. Editorial Pirámide.

Muñoz de Bustillo Llorente, R Bonete Perales, R. *Introducción a la Unión Europea: un análisis desde la economía*. Madrid. Editorial Alianza.

Hitiris, T.; Valles, José. *Economía de la Unión Europea*. Prentice-Hall.

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<https://www.europarl.europa.eu/portal/en>

https://commission.europa.eu/index_en

<https://www.consilium.europa.eu/en/council-eu/>

<https://www.consilium.europa.eu/en/european-council/>

<https://www.ecb.europa.eu/home/html/index.en.html>

https://economy-finance.ec.europa.eu/economic-governance-framework/stability-and-growth-pact_en

https://commission.europa.eu/strategy-and-policy/eu-budget/long-term-eu-budget_en?prefLang=es

https://policy.trade.ec.europa.eu/eu-trade-relationships-country-and-region/making-trade-policy_en

Consultation bibliography

All documents (articles, reports...) provided by the professor and uploaded in the virtual classroom

IX.-Professors

Name and surname	KARIN TAILBOT
E-mail address	karin.tailbot@urjc.es
Department	Economía de la Empresa (ADO), Economía Aplicada II y Fundamentos Análisis Económico
Campus	Madrid - Quintana
Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0



No. of positive evaluations by Docentia	0