



Vesalius College
Brussels

VESALIUS COLLEGE Brussels, Belgium

ECN 202G The European Economy

Spring 2017

Number of ECTS credits 6

Contact Details for Professor

Instructor: Prof. Dr. Sven Van Kerckhoven
Office: Pleinlaan, 5
Course Hours: Wednesdays 16.30-18.00 and Fridays 15.00-16.30
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Course Description:

This course is intended for those students interested in the main aspects of the European economy considered from a theoretical, empirical and a policy perspective. The course focuses on the recent political and academic debates on the different economic issues pertaining to the European integration. It firstly considers the most relevant historical events leading to the establishment of the European Union and the Euro area. Secondly, a short overview of the different European institutions is provided. Next, monetary and fiscal integration are explored followed by a focus on the financial and economic crises. The course, then, studies in detail the structure of the European economy in terms of trade and labour market, internal production and external trade. A final lecture is devoted to the shadow side of the European economy.

Course Prerequisites

Introduction to Economics

Learning Objectives

See below

Class Schedule

Classes will be held at the following times:
TBA

Course Materials

Text: The Economics of European Integration
Richard Baldwin (Author), Charles Wyplosz (Author)
Publication Date: 1 March 2015
Edition: 15th, ISBN-13: 978-0-0771-6965-7

Suggested Additional Reading Sources:

- European Central Bank <https://www.ecb.europa.eu/home/html/index.en.html>
- Vox EU <http://www.voxeu.org/>
- Bruegel <http://bruegel.org/>
- Economist www.economistacademic.com
- Financial Times www.ft.com
- Bloomberg www.bloomberg.com
- CEPS <https://www.ceps.eu/publications>
- European Commission http://ec.europa.eu/economy_finance/publications/
- Financial Times
Register for the Financial Times by going to the VUB library web site:
http://www.vub.ac.be/BIBLIO/index_en.html > Databases > F. You should use your VUB mail address as your user name. Once registered, you have full access to the Financial Times site (ft.com), and you can every morning download a pdf of the newspaper: go to <http://ftepaper.ft.com>; click on the European edition; then click on the floppy disk icon (top right) and choose \Download Newspaper PDF
- Business Week
- Wall Street Journal
- Peer Reviewed Journals (European Union Politics for example)

Active Learning

Learning should be an active experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to the bare minimum are unlikely to develop their critical thinking potential and expand their personal knowledge system. This might not only pose problems during the course and the exams, but also during your later career.

Students are strongly recommended to have an updated understanding of current events. Active learning will turn out to be enriching to the overall course and class discussions. For this course, it is strongly recommended (and even required) to keep yourself up to date through newspapers such as the Financial Times, and weekly magazines, such as the Economist.

Additional Course Policies

Use of Electronics:

Computers are permitted to take notes. However, if you use your laptop for something unrelated to the course, you will not be allowed to bring it to any of the future classes.

Mobile phones are to be turned off! If your mobile phone rings in class, please turn it off immediately. If you are caught talking on your mobile or texting during class you will be asked to leave the class **immediately** and lose all points for the day (including participation and assignments).

Students are requested to read the chapters in advance, as well as prepare the additional texts/ business classes. This will give the students a clear idea about the concepts exposed during class and makes them benefit from the course to the maximum degree.

The assignments are due by the deadline specified by the instructor. Late submissions are subject to the explicit approval by the instructor.

Students should refer from behaving in ways in consistent with academic honesty. Cheating and plagiarism are serious breaches of academic integrity and will be judged as such. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student conduct Committee for disciplinary action. If you refer to someone's work, appropriate references and citations must be provided.

Grammar, spelling, lay-out and punctuation are important during your career. Please do use the appropriate tools before submitting any assignment.

Late assignments are not allowed. For each day passed the deadline, you will only be able to get $1/(n+1)$ of the total points (n being the number of days to late, with a maximum of 5). You must be in attendance on the day assignments are due; if you are not in attendance your work will not be graded without medical statement.

Late Assignments can only be accepted with a medical statement:

Writing Style

APA formatting is required on all work.

Academic Honesty Statement

Academic dishonesty is **NOT** tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

The main issue is that material other than you're own, or extensively based upon the research of others, must be clearly distinguishable from your own writing. A number of different cases must be considered, if you wish to avoid committing plagiarism. These are discussed below.

Plagiarism:

1. Blatant plagiarism is the word-for-word quotation of another person's work without using either quotation marks or making an attribution (footnote).
2. A word-for-word quotation with an attribution but without quotation marks is also blatant plagiarism, because the reader is led to assume that the actual phrasing used is that of the paper's author.
3. A word-for-word quotation with quotation marks but without an attribution should not be considered plagiarism, as the quotation marks indicate that these are not the author's own words.
4. Paraphrased material must also be properly attributed.
5. Common knowledge or simple facts that can be looked up in general reference still needs to have a citation.
6. General rule is that all numbers, such as, value, dates, and percentages must be cited. It can be assumed that these numbers are acquired somewhere, therefore it is from another text.

Turnitin.com

All Assignments must be submitted to Turnitin.

Turnitin is the global leader in evaluating student work. The company's cloud-based service for originality checking, online grading and peer review saves instructors time and provides rich feedback to students (Turnitin.com, 2015, para. 1).

Course Assessment:

The final grade for the course will be calculated on the following weighting:

- Midterm examination (week 7) 30%
- Final examination (week 15) 30%
- Written essay (summary on week 5 and final delivery on week 11) 25%
- Presentation of the written essay (week 14) 15%
- Total 100%

Grading Scale of Vesalius College:

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	Below 50	0-49

Letter grade	Scale of 20	Scale of 100	Rationale of grading
A	17.0-20.0	85-100	An excellent work, which demonstrates advanced knowledge of empirical background and theoretical/conceptual frameworks. The work is underpinned by an outstanding capacity for learning, mastering of relevant literature and ability to gather and independently assess relevant sources beyond required levels of reading. The proposed analysis draws on solid, critical and original analytical skills and ability to relate theoretical knowledge to empirical cases. The work is well communicated and demonstrates a pertinent and original ability to communicate complex dynamics. The bibliographic and referencing systems are correct.
A-	16.1-16.9	81-84	A refined piece of work, which demonstrates advanced knowledge of both empirical background and theoretical and conceptual frameworks. The work is underpinned by a good learning attitude; ability to master relevant theoretical literature and coherent attempt to apply this literature to empirical phenomena. Strong critical ability and successful attempt to pursue an original analysis. Adequate reading levels and ability to communicate key findings in an effective way. However, weaknesses can be identified in terms of language, referencing, depth of sources, profundity of analysis and/or organisational structure.
B+	15.3-16.0	77-80	A good piece of work, sustained by adequate analytical skills. It demonstrates good level of understanding of the relevant theoretical literature and critical ability to apply these frameworks to the topic at hand. Written and oral expression is overall correct, the referencing and bibliographic systems are overall correct. The work could be further improved (minor flaws in the structure of the argument; minor theoretical lacuna), but it remains nonetheless a good piece of work.
B	14.5-15.2	73-76	An adequate work, which overall meets the requirement of the

			assignment. It demonstrates a fairly good level of knowledge of both empirical background information and provides some analytical framework. The work meets the requirements of the assignment in terms of mastery of the literature and learning outcomes. Language, reference and bibliographic systems are generally correct although perhaps with some weaknesses. The work could be significantly improved (e.g. flaws in the organisational structure; limited number of sources; clarity and accuracy of language; theoretical/conceptual lacuna; sub-optimal focus/coherence of argument).
B-	13.7-14.4	69-72	The work meets the basic requirements specifically demanded for the assignment. It shows the attempt to relate with relevant theoretical literature and to apply theoretical frameworks to the analysis of real-life cases. The work, however, does not adequately engage with the critical assessment of either relevant theoretical frameworks or the topic at hand. The work is marked by some combination of flaws in the organisational structure of the paper; theoretical/conceptual lacuna; sub-optimal focus or coherence of the argument; clarity and accuracy of language and/or inappropriate selection of sources.
C+	13.1-13.6	66-68	The work meets the requirements of the assignment in a sufficient way, but does so in an imprecise and incomplete manner. It shows basic knowledge of both theoretical frameworks and the topic at hand. The proposed analysis is marked by some flaws (e.g. poor structure, theoretical or conceptual coherence; limited analysis; basic engagement with the literature).
C	12.3-13.0	62-65	The work engages with the assignment and meets the requirements in a somehow satisfactory, but it is marked by several pitfalls. The work lacks focus, it is poorly structured; it is not sufficiently embedded in the literature; it uncritically tackles the topic at hand. The argument is hard to follow and the referencing and bibliographic systems are overall incorrect.
C-	11.5-12.2	58-61	The work does not meet the requirements of the assignment. It engages with the question, but does so in a basic and inadequate way. The work is undermined by several pitfalls. It shows a basic understanding of the module requirements and is jeopardised by major flaws including (but not confined to) a lack of coherence, loose expression, poor coverage of the literature; poor referencing; scant ability to critically assess the topic at hand.
D+	10.7-11.4	54-57	The work does not meet the requirements of the assignment. It attempts to address the question, but it remains unfocused and loosely structured. There is an evident lack of reading and scant ability to relate to relevant literature and to engage critically with the topic at hand. Language is poor; the referencing and bibliographic system is incorrect or incomplete.
D	10.0-10.6	50-53	The work is marked by serious flaws and below an acceptable level. The rationale of the assignment is not understood nor addressed. The work demonstrates insufficient understanding of the topic at hand and learning outcomes below the required level. The answer is unfocused; expression is unclear; there are severe flaws in the coherence of the argument; engagement with the literature is minimal, referencing is often poor.
F	0-9.9	0-49	The work does not meet any of the requirements and learning objectives of the course and the Major. The argument is loose, language is poor, no knowledge of relevant theoretical and empirical dynamics. Incorrect or incomplete reference systems and/or likely instances of plagiarism.

Further description of assessment activities and grading criteria:

Written mid-term and final examination (week 7 and week 15).

The written mid-term exam and the final examination will consist open, short questions and a brief medium essay question (max 500 words length) on lectures 1, 2, 3, 4, 5 and 6 (for week 7) and 8, 9, 10, 11, 12, 13 (for week 14). For more details on the assessment criteria please see Rubric 1 at the end of this document.

Final written essay (project proposal to be handed in by week 5 and to be fully delivered by after the Easter break).

The student is required to discuss with the lecturer a possible topic for the final written essay. Within week 5 the student will deliver an abstract (max 500 words) to allow the lecturer to understand which research question he/she wants to address. The final paper needs to be delivered after the Easter break. The paper has to be of 3000-3500 words overall and needs to be structured with an introduction (max 500-700 words), a review of the relevant literature (max 1700 words), a discussion/analysis (max 700 words) and a conclusion (max 500-700 words). Further details on the content of the different parts are here below. The number of references to be used is 14. Students are required to use at least 10 peer reviewed articles. Statistical tables/graphs need to be labelled and a clear reference to the source of the data is needed. APA format for the paper is required. For more details on the assessment criteria please see Rubric 2 at the end of this document. This assignment needs to be submitted via Turn it in. Moreover, they should also be submitted by email (indicate your name and the assignment in the subject line, ECN202-‘Your name’-Case’1’, and also save as such) and in hard copy to the instructor (sven.van.kerckhoven@vub.ac.be).

Introduction	The introduction serves for presenting the research topic, the research question, the rationale supporting the research, and the theoretical framework of the paper (including a brief description of the methodology/data used).
Discussion/Review of the literature	This section introduces the relevant literature with the aim of summarizing different interpretations or contending perspectives.
Analysis	This section elaborates on the topic of the research proposed in the introduction. Referring to the literature described in the previous section the students is invited to corroborate one of the different views or to propose a new one. Of major importance are the arguments referred to for sustaining the suggested thesis. Students are strongly invited to use statistical data and tools or as sound analytical methodology (even only sketched) to support their arguments.
Conclusions	A summary of your argument sustained by a critical analysis of both selected theories/concepts and data plus possible indications to improve the work in the future.
References	At least 10 academic references from academic sources.

For final power point presentation of the written essay (week 14).

The student is required to give an in class 10-minute PowerPoint presentation (depending on the number of students) on the topic of the written essay (no more than 15 slides). For more details on the assessment criteria please see Rubric 4 at the end of this document. Every presentation will be followed by a short in-class discussion (prepared by two fellow students). This will last maximum 10 minutes.

You must be in attendance on the day assignments are due; if you are not in attendance your work will not be graded without medical statement. Tardiness is not acceptable practice, be on time.

Schedule of Classes, Readings and Assignments:

Part I: Introduction to the European Union

Week 1

Chapter 1: History of the European Union

Suggested Reading:

- Hancké, B. (2009) "Intelligent Research Design A Guide for Beginning Researchers in the Social Sciences", Oxford University Press.

Week 2

Chapter 2: Facts, law, institutions and budget

Guiding questions:

- *How is conceived the economic integration in the EU?*
- *Which are the European institutions and their respective roles? Which are the specific institutions and their role within the economic field?*

Week 3

Chapter 3: Decision-making

Guiding questions:

- *How does the EU decide?*
- *Is EU decision-making legitimate?*

Reading:

Crombez, C. (2003). *The democratic deficit in the European Union - Much ado about nothing?. European union politics*, 4 (1), 101-120

Part II: Macro-economic issues

Week 4

Short overview of chapter 14

Chapter 15: Optimum currency areas

Chapter 16: The EMU

Guiding questions:

- *When can we speak of an optimal currency area?*
- *Is Europe an optimal currency area?*
- *How does the European Monetary policy work?*

Reading:

- Micossi, S. (2015) "The Monetary Policy of the European Central Bank (2002-2015)", CEPS Special Report N.109

- Buiters, W.H. and Rahbari, E. (2012) "The European Central Bank as Lender of Last Resort for Sovereigns in the Eurozone", *Journal of Common Market Studies*, 50, 6–35

Week 5

Chapter 17: Fiscal Policy and the Stability Pact

Chapter 18: Financial Markets and the Euro

Guiding questions:

- How does a fiscal policy work within a monetary union?
- How is the Stability and Growth Pact conceived and why is controversial?
- Which are the steps towards a fiscal union in Europe and what are the main points of the current debate on this issue?
- What are the roles for financial markets?

Reading:

- Notre Europe (2012) "Completing the Euro. A road map towards fiscal union in Europe", Report N.92.

Week 6

Chapter 19: The Eurozone in crisis

Guiding questions:

- How did the crisis develop? Which are the different phases of the crisis?
- What policies have been implemented by the European institutions? Have they been timely and effective?

Reading:

- Wouters, J. and Van Kerckhoven, S. (2011) *The EU's Internal and External Regulatory Actions after the Outbreak of the 2008 Financial Crisis*, *European Company Law*, 8(5), pp. 201-207.

Week 7: Midterm exam

Part III: Single market and trade

Week 8

Chapter 4 and 5: The essentials economics of preferential liberalization

Guiding questions:

- Which are the characteristics of the European preferential trade liberalization?
- What are the effects of the customs union on consumers and companies?
- How the recent debate on TTIP is developing? Which are the main controversial issues?

Week 9

Chapter 7: Growth effects and factor market integration.

Guiding questions:

- How the main models of growth are conceived and to what extent are they able to explain the growth data in Europe and in the single Member States?

Additional Reading:

- Gros, D. (2014) "The Transatlantic Growth Gap", CEPS commentary.

Week 10

Chapter 8: EU labour market

Guiding questions:

- Which are the main variables explaining the labour market? In what way the variables are linked to each other to provide a comprehensive picture of the labour market?
- Which are the main causes of unemployment?
- Which are the main features of the European labour market?

Additional Reading:

- Blanchard, O. (2006) "European Unemployment: the Evolution of Facts and Ideas", Economic Policy, 45, 5-60.

Week 11

Chapter 10: Location effects, economic geography

Guiding questions:

- What is so strange about Europe's economic geography?
- How does the theory support the practice?

Week 12

Chapter 11: EU competition and state aid

Chapter 12: EU trade policy

Guiding questions:

- Which are the pattern of trade and tariffs?
- Which are the EU institutions for trade policy?
- Which are the goals, means and arrangements of the EU trade policy?

Week 13

The illegal side of the economy in Europe first part (organized crime, underground economy, tax evasion)

Guiding questions:

- What is the impact of the illegal activities on the European economy?

Reading:

- Philip L. R. and J.S. Albanese "Handbook of Transnational Crime and Justice", chapter 1 and 24 (will be provided by the lecturer).

Week 14 Presentation of the final written essays (3h)

Week 15 – May 13 Final written exam

Rubrics.

1. 2. Written exams (intermediate and final) (30% each)

3. Written essay (25 %)

4. Oral presentation of the essay (15 %)

1. Written exams (intermediate and final) (20% each) rubric: ECN 202G

Professor: Dr. Van Kerckhoven

Student Name: _____

Criteria	10 points	7.5 points	5 points	2.5 points
Short factual questions (5 questions, max 10 points each – min 7 lines)	The student replies correctly and exhaustively to the question.	The student replies correctly but the reply may be more complete.	The student replies correctly but the reply is excessively synthetic.	The student shows lack of knowledge on the topic.
	25 points	17.5 points	12.5 points	7.5 points
Long factual question (2 questions, max 25 points – min 15 lines)	The student replies correctly and exhaustively to the question.	The student replies correctly but the reply may be more complete.	The student replies correctly but the reply is excessively synthetic.	The student shows lack of knowledge on the topic.

Note: grading scale 100.

Total Points _____ **Letter Grade** _____ **Percentage** _____

2. Written essay (25%) rubric: ECN 202G

Professor: Dr. Van Kerckhoven

Student Name: _____

	Excellent 10 points	Good 7.5 points	Fair 5 points	Poor 2.5 points
Introduction 10 points maximum	Topic subject fits all the requirements of the assignment and is of particular interest/relevance.	Topic subject fits all the requirements of the assignment.	Topic subject fits the basic requirements of the assignment.	Topic subject does not fit the assignment.
	Excellent 40 points	Good 30 points	Fair 20 points	Poor 10 points
Review of the literature 40 points maximum	The essay takes into consideration all the relevant literature and distinguish clearly between the different	The essay takes into consideration all the relevant literature	The essay takes into consideration only a part of the relevant literature	The essay takes into consideration a very little part of the literature or describes it in a

	schools of thought/methodologies adopted/			confusing/misleading way
	Excellent 15 points	Good 10 points	Fair 7.5 points	Poor 3.75 points
Analysis 15 points maximum	All required content areas are addressed and covered in depth using a variety of documented sources. - Paper meets the required length and ideas are fully developed with clarity and brevity	All required content areas are addressed and supported with documented sources. - Paper meets the minimum required length while fully addressing each area - Body content is directly related to thesis.	Most required content areas are addressed minimally. - Paper meets the minimum required length	Major required topics are missing completely or lacking adequate consideration - Paper is well below required length
	Excellent 10 points	Good 7.5 points	Fair 5 points	Poor 2.5 points
Conclusions 10 points maximum	The conclusions of the essay are relevant, well-structured and suggest further interesting developments.	The conclusions of the essay are relevant and well structured.	The conclusions of the essay are relevant.	The paper lacks of relevant conclusions
	Excellent 8.5 points	Good 6.4 points	Fair 4.25 points	Poor 2.1 points
Documentation 8.5 points maximum	- Paper follows designated guidelines with all required components.	- Paper follows all guidelines but contains slight errors in citation formatting.	- Paper follows most guidelines. -Formatting is mostly accurate with most required components.	- Paper lacks many elements of correct formatting such as citations, title page, references, page numbers.
	Excellent 8.5 points	Good 6.4 points	Fair 4.25 points	Poor 2.1 points
Organization & Structure 8.5 points maximum	- Structure of the paper is clear. - Introduction previews all major points. - Paragraph transitions are logical. - Conclusion flows from the body of paper.	- Introduction does not preview all major points. - Paragraph transitions need improvement. - Conclusion does not flow well from the body of paper.	- Introduction and/or conclusion missing. - Paragraphs are disjointed and lack transition of thoughts.	- No structure present. - Paragraphs too long and rambling. - Information presented in list style without thesis statements and form.
	Excellent 8 points	Good 6 points	Fair 4points	Poor 2 points
Grammar, Punctuation & Spelling 8 points maximum	- Paper contains no errors in grammar, punctuation or spelling. - Language is clear and precise. - Language syntax is	- Paper contains less than 1- 2 errors in grammar, punctuation and spelling. - Language is understandable. - Language syntax is	- Paper contains few grammatical, punctuation and spelling errors. - Language is confusing occasionally.	- Paper contains numerous grammatical, punctuation, and spelling errors. - Language is confusing and hard

	smooth and academic.	mostly smooth and academic.	- Language syntax is awkward or too informal occasionally.	to follow throughout. - Language syntax is awkward or too informal most of the time.
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Total Points _____ **Letter Grade** _____ **Percentage** _____

3. Essay oral presentation rubric: ECN 202G

Professor: Dr. Van Kerckhoven

Student Name: _____

CATEGORY	Excellent 4 points	Good 3 points	Fair 2 points	Poor 1 points
Preparedness	Student is completely prepared.	Student seems prepared but might have needed some more rehearsal.	The student is somewhat prepared, but rehearsal was lacking.	Student does not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates/lecturer about the topic.	Student is able to accurately answer most questions posed by classmates/lecturer about the topic.	Student is able to accurately answer a few questions posed by classmates/lecturer about the topic.	Student is unable to accurately answer questions posed by classmates/lecturer about the topic.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Time-Limit	Presentation is 10 minutes long.	Presentation is 8 minutes long.	Presentation is 6 minutes long.	Presentation is less than 6 minutes OR more than 10 minutes.

Total Points _____ **Letter Grade** _____ **Percentage** _____

Major Learning Objectives, Teaching Methods, Testing and Feed-back Questionnaire (Business Studies)

Course code and course name: ECN 202 The European Economy

Instructor: Sven Van Kerckhoven

Summary:

Number of assignments used in this course: 4

Number of Feedback occasions in this course (either written or oral): continuous

Number and Types of of Teaching Methods:

Does your course require graded student oral presentations?: yes

Please fill out the following table per course you teach.

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
The bachelor has a broad knowledge of the different functional fields of business management. He is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.	x	Lectures, readings	exams	During courses, and after assignments
The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.	x	Lectures, readings	Exams, written project	During courses, and after assignments
The bachelor has insight into the broad	x	Lectures, readings	Exams, written project	During courses, and after

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
societal context of businesses and is able to take it into account in the analysis of business-oriented problems.				assignments
The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies	x	Written assignment	Written assignment	During courses, and after assignments
The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.	x	Lectures, readings	Exams, written project	During courses, and after assignments
The bachelor is able to identify the international dimension in business-related problems and knows how to handle these problems in an effective way.	x	Lectures, readings	Exams, written project	During courses, and after assignments
The bachelor is able to work in a multi-cultural team.				
The bachelor recognizes the importance of life-long learning.	x	Lectures, readings	Exams, written project	During courses, and after assignments
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.	x	Written assignment and its presentation	Written assignment and its presentation	During courses, and after assignments
The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes				

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
these ethical considerations explicitly into account in the solutions proposed for business problems				