

# INTA 3321A & MGT 4803R1

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## Political Economy of European Integration/Economics, Business, and Economic Innovation in Southern Europe: INTA 3242a & MGT 4803R1 Summer 2026

### Instructor Information

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### General Course Information

#### **Description**

The European Union is one of the greatest experiments in world history in merging economies and incentivizing democracy. In recent years, the fault lines in the European Union became more and more exposed. The region is now dealing with multiple challenges, including Brexit, Russia, refugees, unemployment, rise of support for right wing parties, terrorism, the Turkish question, stagnant economies, unequal growth and the dominance of Germany, etc. This course will examine the challenges and opportunities of the European Union from the perspective of the Mediterranean south and the opportunities and risks of participating more fully in the global economy.

This course will also look at the new generation of innovative companies in Spain and Portugal and some of the top business incubators/accelerators in Europe. One major part of this course is a 4-day team boot-camp at the incubator/accelerator Lanzadera in Valencia, Spain. This course is largely group project based with short presentations.

#### **Core Impacts:**

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcomes:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social or geographic relationships develop, persist or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

### Course Learning Outcomes

*Students will demonstrate an understanding of the challenges and opportunities of the European Union for Spain and Portugal, the flashpoints, and debates.*

*Student will demonstrate the ability to describe the global social, political, and economic forces that influence social behavior.*

*Students will demonstrate an ability to work in teams and to prepare produce high-quality presentations and business plans at Lanzadera.*

*Students will understand the role of universities and innovation incubators/accelerators in creating dynamic economies and a spirit of entrepreneurship.*

### Required Course Materials

All reading materials will be provided as Title II compliant documents in FILES.

### Grading Policy

Component	Weight
Group Project/Lanzadera	40%
Group project/presentation on innovative companies in Portugal and Spain	20%
Active Participation in all activities	40%

**Grade Scale:** A > 90; B > 80; C > 70; D > 60

### Assignments

<b>Group Project Lanzadera</b>	<b>40</b>
<b>Participation</b>	<b>40</b>
<b>Group Project innovative companies</b>	<b>20</b>

### Description of Graded Components

The exams are in class and closed book and notes. This is largely a research class with two assignments.

1. Case studies. There has been a revolution in innovative new businesses in Portugal and Spain, some world leaders. This is relatively new. You will work with one other student to identify and present one company in Portugal and one in Spain that is innovative, cutting edge, interesting. Companies assigned on a first-come first-served basis. Total, 15 minutes for presentations.

2. Lanzadera business launch challenge. Lanzadera is the top incubator/accelerator in Ibera and number 7 in Europe (according to the *Financial Times*). Students will have a four-day boot camp team business competition at Lanzadera.

## **Course Policies**

### **Screens**

There will be no screens of any type allowed in class. If you need to check your phone or use your laptop, you MUST exit class. Evidence has demonstrated that screen usage in class is like second-hand smoke to those near and behind an active screen and leads to lower performance for all.

### **Attendance and/or Participation**

Attendance/participation make up 40% of our grade. You are not allowed to miss class or scheduled class activities without a compelling reason related to health or a family emergency. Fair warning: jet lag does not count. Tired from a night of partying or coughing from lack of sleep do not count. If you do miss class for any other reason, your grade will be lowered. You are required to stay with the group during activities and pay attention to the guides/instructors/etc. Asking questions to guest speakers and others also helps with your participation grade.

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Plagiarizing is defined by Webster's as "to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source."

If caught plagiarizing, you will be dealt with according to the GT Academic Honor Code. USING AI WITHOUT PROPER CITATION IS PLAGIARIZING. IF YOU USE AI WITHOUT PROPER CITATION, YOU WILL BE HANDLED BY THE DEAN OF STUDENTS. If you use AI and it is "invented or false AI garbage," your grade will be adjusted. AI is wrong a lot.

### **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

## **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

## **Pre- &/or Co-Requisites**

None

## **Collaboration, Group Work, and Use of Generative AI**

Discussion questions are to be your own work, written by you and not AI! Exams are to be your own work. All in-class exams will be closed book and notes.

## **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

Late discussion questions will be penalized accordingly. Make-up exams are given for illness, approved Institute activities or religious observances.