



**University of New York in Prague (UNYP)**  
**Ramon Llull University, IQS School of Management, Barcelona**  
Summit Global Education Program

## **Course Syllabus**

### **SOC 324: Introduction to the European Union** **- Multidisciplinary Perspective with an emphasis on Social Issues**

#### **Purpose:**

- This course is designed for undergraduate students of all majors looking for an understanding of the important issues, opportunities and challenges that exist today in the European Union, with an emphasis on Social issues.

#### **Introduction:**

- There really is no better time than right now to study abroad in Europe, and to gain first-hand knowledge of key European capital cities across the region. Since 2008, the European Union has been in crisis, and changes happening now will have an impact on generations to come, affecting peace and prosperity of this critically important continent. Being apart of this study abroad program, you will have a front-row seat to better understand the key issues confronting the citizens of Spain, France, England, Germany, Czech Republic, Austria and Hungary.
- Comprising 27 countries with a combined population of almost 500 million people, the European Union generates about one third of the world's economic output. The EU constitutes today a highly complex supra-governmental organization, with its own institutions and a complex policy-making system. Facing tremendous challenges due to the integration of a large number of new members, capitalizing on opportunities stemming from economic integration and being an emerging force in international politics, the European Union is a uniquely interesting topic for students of all majors.

#### **Course Description:**

- During this course, we will look at the history, evolution and current challenges facing the European Union, with an emphasis on social issues. It focuses on the economic and political rationale for closer integration, on the difficulties of reconciling sharply different cultural, legal and political

traditions, on the stresses caused by immigration and enlargement, and on the recent challenges presented by the global economic and financial crisis.

- The course will include visits to leading European companies and international organizations in which different aspects of the topic will emerge through presentations and conversations with company executives. In this way, the students will be able to see the practical relevance of the concepts covered in class.
- Through practical case-studies, team projects and visits to leading European companies and organizations, the students will be exposed to the actual implementation of the topics covered in class. Students will learn about the European Union both through professional and cultural visits. Experiences from these visits will then be discussed during our daily "Introduction to the EU" sessions.

### **Course Objectives**

Upon the completion of this course, students will be able to:

1. Understand the main issues surrounding the ongoing political and economic crisis in Europe
2. Appreciate the regional differences and tensions within the European Union (EU) in terms of culture and perspectives on role and future of the EU.
3. Develop an understanding for the complexity and purpose of the various EU institutions.
4. Understand the history of conflict in Europe that led to the creation of the European Union, and the role that the EU plays in maintaining and promoting peace.
5. Be familiar with the various stages of economic and political integration that has taken place within the European Union.
6. Understand the challenges (and benefits) of the Euro currency union
7. Witness firsthand how the current ongoing crisis in Europe appears different to the citizens of the countries we will visit: Spain, France, England, Germany, Czech Republic, Austria and Hungary

### **Students:**

- All majors are welcome! UNDERGRADUATE or GRADUATE level students are welcome to apply.

### **Prerequisites:**

- This course assumes that students have a desire to work with people across cultures. It is not required, however, for students to take any prerequisite courses before taking this class.

### **Course Requirements:**

- The course requires active student participation. Students are expected to read the assigned textbook chapters, cases and articles before every class. There will be a midterm exam, a final exam, case studies and a team project. Students are required to attend professional visits.

### **Teaching Procedures and Methodology:**

- Teaching methods used in this course include lectures, case discussions, team assignments, and professional visits. Learning in this course requires the student's constructive participation and active involvement in both class discussions and small group discussions. Small group discussions, in particular, are a key mechanism for facilitating learning from other team members. Thus, it is essential to attend all group activities inside and outside classes. The corporate visits will expose the participants to different aspects of the class and will highlight the practical relevance of the concepts learned. The visits will be accompanied by individual or group assignments.

**Required Readings:**

- "Understanding the European Union", by John McCormick, Palgrave Macmillan, 5th Ed., 2011
- Estimated daily reading: 5-10 pages

**Recommended Reading:**

- Additional readings will be assigned by the professor, focusing on Social issues in Europe
- These readings are designed to acquaint students with core paradigms in Europe, as well as some of the most well known or well done empirical studies. Additional recommended readings and websites each week will supplement the required readings.

**Components of Final Grade:**

- Exam #1 15%
- Exam #2 25%
- Presentations 15%
- Term project 20%
- Class participation 10%
- Introduction to the EU (professional visits, papers and participation) 15%

**Grading Scale:**

- A 93 - 100%
- A- 90 - 92.9%
- B+ 87 - 89.9%
- B 83 - 86.9%
- B- 80 - 82.9%
- C+ 77 - 79.9%
- C 73 - 76.9%
- C- 70 - 72.9%
- D+ 67 - 69.9%
- D 63 - 66.9%
- D- 60 - 62.9%
- F Below 60%

**In-Class Presentations:**

- While in Prague at the University of New York in Prague, students will complete a presentation in class, along with accompanying research done out-of-class as homework. The report will be done in small groups of 2-3 students each.
- During the first class session, the professor for the course will outline the presentation project.
- In the past, projects were formatted as follows:
- Students are required to participate in class debates on specific European issues. Two-three students will give a group presentation on one of debate topics presented in class and will be responsible for leading class discussion on that topic, including answering questions. In addition, each student in the group will write a short paper outlining their position on the topic. The goal should be to argue one side of the question and state why it is the most convincing. The paper should use correct citation form (either MLA or APA) and should include at least five references. All students are required to participate in all class debates and discussions.

### **Term Paper Project:**

- Students will choose their teams for the group project (up to 3 students per team). The teams are expected to develop an analysis Term Paper looking at current pressing issues in Europe. These issues will be discussed during our "Introduction the EU" module sessions (and throughout our Summit program).
- On the first day of class, a Summit professor will offer the students 2-3 choices for projects.
- The main issue covered in the previous 2015 Summit program was related to ongoing immigration and refugee crisis in the EU. Immigration Crisis in Europe (as it relates to asylum, tolerance, integration, assimilation etc.). Possible items to consider: Why has there be a massive increase in the number of immigrants coming across the Mediterranean over the past months? Is this the majority of immigration into the EU? When boats capsize in the Mediterranean, who is to blame? What should be done to avoid this problem in the future? Is there a pan-European policy for immigration (asylum, and economic refugees)? Is it fair? What could be done to improve? With regards to assimilation of immigrants in Europe, how well do you think different European countries do (in comparison to each other)? Why are some European countries better at it than others? With regards to tolerance, do you think Europeans are more or less tolerant of immigration (than the country/ culture where you come from)? And other issues suggested by the professor on the first day of class.
- NOTE: the project for 2016 may be different, depending on the current issues and debates ongoing in Europe at the time of the course. Additional guidelines will be supplied by the professor during the first day of class.

### **Term Paper Project - Deliverables:**

- To research this project, students will be asked to interview and interact with locals in each country we visit, and to identify the cultural differences that might be leading to political or social tensions within the European Union. These interviews should be quoted or referenced in the term paper as sources.
- The team members are required to provide the instructor with regular and frequent updates on the progress of their project. The instructor will consequently provide on-going feedback to each team. Throughout their time abroad, students will be working on their team project. The following is a list of assignments that students will need to turn in for this project:
- Project updates: Each group has to submit a total of two project updates in order to demonstrate their progress. The instructor will provide timely feedback to ensure that each group is on target.
- Written Report: The report should be 6-8 pages in length (single-sided, typed, double-spaced, in 11-12 point font, Times New Roman), excluding the cover page, table of contents, list of references, and appendices. Key cross-cultural concepts discussed in class should be deeply incorporated into the term paper. In addition to the main content, all written reports must include a cover page, a table of contents, page numbers, a list of current references (minimum of 10), and an appendix of key figures, charts, and the like. References should be written in American Psychological Association (APA) or Harvard Reference format. If you are not familiar with these formats, consult manuals in the library or Internet.
- Due date: 1 day prior to the final exam. For example, if you are taking your final exam in Budapest on July 30th, then your final project is due before class (morning) of the 29th. (We do not want you working on the final project on the night when you should be studying for your final exam!).

- Presentation: In the last week of class, each team may hold a 10 minute concise, informative and creative presentation, highlighting the key points of their project report. Creativity is strongly encouraged in all presentations.
- Peer review: At the end of the project, students will be asked to submit a peer-review; grading their fellow teammates with regards to their participation. Individual grades will be adjusted based upon these reviews.

### Homework Assignments - Introduction to the European Union (Module):

- In addition to assignments and readings given in class by professors, the following assignments are due from all students attending the Summit Global Education summer programs in Europe:
- LECTURES: All students must attend all "Introduction to the European Union" sessions organized by Summit Global Education. The purpose of these lectures is to ensure that all students understand the European context within which their course is based. This module might include daily lectures on EU related topics, as well as Summit organized cultural or professional visits.
- PROFESSIONAL / CULTURAL VISITS: **3-Questions:** Before each professional / cultural visit organized by Summit Global Education, students should think about 3 questions that they would ask (if they had a chance to sit down with an executive from the organization). Submit 3-questions via Google Drive folder prior to the visit. **1-page summary:** After each professional / cultural visit, students should submit a 1-page summary paper of the visit, highlighting any lessons learned which might relate to the Summit Global Education courses, or the introduction to European Union module.
- EACH NEW CITY/COUNTRY: **Pre-Arrival:** Prior to traveling to a the new country on the Summit program, students should submit a 1 page paper about the country they are about to visit. This brief paper should outline 2-3 of the main issues currently ongoing in the country or city which we are about to visit. What are the main issues? Is there an ongoing crisis? Election upcoming? Most importantly: The student should indicate what they hope to learn about this issue while visiting the country or region. **Before Leaving:** Before traveling to leave each city on the Summit program, students should submit a 1 page paper about the country they just visited. This brief paper should outline 2-3 things that surprised them about the city (country, culture, people) that they just visited. What was unexpected (in either a good or bad way)?

### Useful Websites:

- Euro News: <http://www.euronews.com/>
- European Commission website: [http://ec.europa.eu/index\\_en.htm](http://ec.europa.eu/index_en.htm)
- European Union: <http://www.europa.eu.int>
- EU Observer: <http://euobserver.com/>
- EUROPA Newsroom: [http://europa.eu/newsroom/index\\_en.htm](http://europa.eu/newsroom/index_en.htm)
- The Guardian - EU News reports: <http://www.theguardian.com/world/eu>
- BBC World News: [www.bbc.com](http://www.bbc.com)
- The Economist: <http://www.economist.com>
- Wall Street Journal: <http://online.wsj.com/public/us>
- Financial Times: <http://www.ft.com>
- Business Week: <http://www.businessweek.com>
- International Trade Association: <http://www.ita.doc.gov>
- Global Edge: <http://globaledge.msu.edu>

- World Fact Book: <http://www.cia.gov/cia/publications/factbook>
- World Bank: <http://www.worldbank.org>
- International Monetary Fund: <http://www.imf.org>
- World Export-Import Bank: <http://www.exim.gov>
- OECD: <http://www.oecd.org>
- Note: Recommendations from students regarding additional websites of interest are encouraged.

#### **Credit Transfer:**

- Courses are designed in order to facilitate the acceptance of credits by U.S. based and international universities.
- Our courses are designed to be 300-level courses, adequate for undergraduate students, upper division level (The courses are designed to be specific and in-depth, and would usually be taken in the last two years of a traditional four year degree program). Each of the courses is worth 3.0 U.S. semester credit hours (6.0 ECTS and Australian credits). Each 3.0 credit course will include 48 academic hours, composed of in-class instruction and technical visits to local companies and organizations.

#### **Host University:**

- Global Summit Prague: University of New York in Prague (UNYP) in cooperation with State University of New York/Empire State College is an accredited private higher education institution in Prague. Since 1998, UNYP has been offering English-language higher education in Central Europe, with a focus on Business Administration, Communications, Finance, IT Management, Marketing, International Economic Relations, and more. UNYP is the largest and leading English language higher education institution in the Czech Republic. UNYP offers accredited Bachelor's, Master's, MBA, and PhD programs in English as an officially recognized higher education institution in the Czech Republic, and in partnership with prestigious international universities in the United States and Europe
- Global Summit Barcelona: IQS School of Management is a century-old university center, founded by the Jesuits, with great tradition and prestige in the industrial and business world. IQS is a founding member of the Ramon Llull University. The IQS School of Management is recognized as one of the best undergraduate schools for Business Administration in Spain, and stands out for its specific Masters' programs, and for the integral education of its graduates and their capacity to manage industrial and technological organizations. It has been recognized by the AACSB (Association to Advance Collegiate Schools of Business, USA) for its undergraduate, masters, and doctorate programs in Business Administration.

#### **Academic Integrity:**

- Both IQS and UNYP place a high value on the integrity, good conduct and academic honesty of all students. Students are expected to maintain high standards of academic integrity at all times. Any instance of academic dishonesty, including plagiarism, will result in a grade of F for the course.

#### **Language:**

- This course is taught 100% in English.
- English proficiency is required.

#### **Schedule of Classes and Professional Visits:**

- The detailed schedule of classes and professional visits for each session is available online at [www.SummitStudyAbroad.com](http://www.SummitStudyAbroad.com)

**Course Content:**

- All of our courses are designed with a modular format. Students should expect to cover at least 80% of the content per module, depending upon the Session selected.

Module: Cultural Issues

- The cultural environment of International Business
- Types and scope of ethical dilemmas in international business
- Corruption and international business: Indicators, legislation and reality

Module: European Financial Crisis Issues

- The European crisis – Drivers and consequences
- Unemployment and protest issues
- The impact of the global economic crisis on the EU
- An introduction to the Euro (currency) and the long road to monetary union
- The European Central Bank
- The future of the Euro
- Euro crisis: an introduction to the ongoing crisis in the Eurozone.
- Will the Euro survive this crisis? From a countries' perspective, does EURO zone membership make the problem worse? (Why is the Euro often blamed for the severity of the crisis?)
- How can a country like Greece regain competitive edge? Why doesn't Greece drop out of Euro? What is the risk of leaving? What are the other options for a country like Greece (or Spain, Portugal, etc) to get out of the crisis?

Module: European EU Enlargement Issues

- The future of EU enlargement
- The costs and benefits of European integration
- EU enlargement as successful foreign policy – expanding democracy and capitalism to former communist bloc countries
- The future of EU enlargement and limits of “expansion as foreign policy tool”
- Cohesion policy – fiscal transfers
- Single market as development tool
- Impact of Europeanization and Globalization on local culture
- Resistance and reaction (protests)
- Anti-globalization movements in Europe

Module: European Immigration Issues

- Labor movement and immigration in the EU
- The changing pattern of immigration over the years
- The Schengen Agreement
- The effect of globalization on culture: are cultures converging?
- Muslim minorities in the EU: Assimilation and marginalization
- Global production, outsourcing, and employment
- Four Freedoms: movement of people, goods, services and capital
- Comparison of EU vs NAFTA (discussion about immigration and development)

#### Module: European Foreign Policy Issues

- EU relations with the world
- European protectionism and the Common Agricultural Policy
- EU foreign policy
- EU foreign aid
- Environmental policies

#### Module: Regional Trade and Integration Issues

- Theories of international trade and investment
- Regional Economic integration: leading blocks, success factors and challenges
- Focus Europe: International business in Europe

#### Module: Global Issues and Debates, European perspectives

- Environmental policies, issues, sustainability, global challenges
- Nationalism, Regionalism and the European lessons from history
- Energy and energy security in Europe
- Global financial crisis, European political and economical challenges
- Immigration issues in Europe, culture, identity and integration
- Inequality, unemployment challenges in Europe
- Food and water security, trade issues globally
- Terrorism, security and the new threats from cyber terrorism
- The impact of new technologies (e.g., the Internet, biotechnology, nanotechnology, alternative energy) on European politics

#### Module - Introduction to the European Union

- Understanding regional and cultural differences within the EU
- Languages in the EU
- Regional identities
- Students will visit European companies and organizations and will engage in cultural visits. These visits will be integrated back into the classroom during our daily "debrief" sessions called "Introduction to the EU". Topics to discuss may include: Regional differences within Europe, Immigration, History of the European Union and the Eurozone, Key European Institutions, and the ongoing economic and political crises in Europe

#### Module - Institutions of the European Union

- The evolution of the European Union and integration
- The lessons of European history
- The European Commission
- The Council of Ministers
- The European Parliament
- The European Court of Justice
- The Treaty of Rome
- The Maastricht treaty
- Understanding cultural differences within the EU
- Attitudes towards the EU



- The changing membership of the EU
- The growing importance of Eastern Europe
- The debate over Turkey's admission to the EU
- The EU and the World Trade Organization
- The Constitutional treaty
- Social and Employment policies
- Competition and industrial policies

#### **COURSE DESIGN:**

- Global Summit Prague: Students complete the core portion of their course materials in Prague, with approximately 2 ½ weeks of in-class content completed at the University of New York in Prague. Samples of course materials (slides, etc) available upon request
- Before arriving in Prague, students are led on a journey across Europe to visit companies and organizations. During this time students will have: VISITS: cultural and professional visits designed to enhance the course material; ASSIGNMENTS: Daily writing assignment - students to upload a 1-page summary of cultural experience from outside of classroom; READINGS: Daily reading assignment from assigned textbook: "Understanding the European Union", by John McCormick, Palgrave Macmillan, 5th Ed., 2011
- Samples of course materials (slides, etc) available upon request

#### **ITINERARY (Tentative):**

- Planned class days (and professional visits) are listed below
- Note: This schedule is subject to change. The actual schedule will be given to students at a later date, and is subject to changes without prior notice.

BARCELONA, Thursday, June 9th, 2016

- IQS School of Management, Barcelona
- Opening Session for students arriving on the early session options: Session BCN-PRA 01, Session BCN-PRA 02, Session PRA 01, and Session PRA 02
- Introductions
- Barcelona, Safety, Orientation

BARCELONA, Friday, June 10th, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module
- Walking tour of Barcelona old town

BARCELONA, Monday, June 13th, 2016

- Professional visit to Torres Winery
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BARCELONA, Tuesday, June 14th, 2016

- IQS School of Management, Barcelona
- Morning walking tour of Gaudi Barcelona

- 14:00-15:00 Introduction to EU module with Professor Carlos Moslares discussion about Barcelona, Catalonia and the EU

BARCELONA, Wednesday, June 15th, 2016

- Professional visit to Barcelona Activa
- Cultural visit to Barcelona City Hall
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BARCELONA, Thursday, June 16th, 2016

- IQS School of Management, Barcelona
- 14:30-15:00 Introduction to EU module

BARCELONA, Friday, June 17th, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module

BARCELONA, Monday, June 20th, 2016

- IQS School of Management, Barcelona
- 11:30-12:30 Introduction to EU module

BARCELONA, Tuesday, June 21st, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module

BARCELONA, Wednesday, June 22nd, 2016

- IQS School of Management, Barcelona
- 9:30-10:00 Introduction to EU module

BARCELONA, Thursday, June 23rd, 2016

- Professional visit TV3
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BARCELONA, Friday, June 24th, 2016

- Holiday

BARCELONA, Monday, June 27th, 2016

- 16:30 ---->> TRAIN TO PARIS

PARIS, Monday, June 27th, 2016

- Arrive in Paris in the evening

PARIS, Tuesday June 28th, 2016

- Walking tour of central Paris

PARIS, Wednesday, June 29th, 2016

- 14:00-18:00 IESEG School of Management, Paris
- Optional picnic in evening by River Seine

PARIS, Thursday, June 30th, 2016

- 9:00-11:30 IESEG School of Management, Paris
- Professional and Cultural Visits organized by Summit in the afternoon: La Maison du Pastel, and Opera Garnier backstage tour
- Assignments uploaded to google drive: (3 questions + 1 page summary)

PARIS, Friday, July 1st, 2016

- 9:30 leave Paris --->> TRAIN TO LONDON
- 14:00-16:00 - Welcome to UK event

LONDON, Friday, July 1st, 2016

- Arrive in London in the afternoon
- Opening Session for students arriving on Session PRA 03, and Session PRA 04
- 14:00-16:00 - Welcome to UK event

LONDON, Saturday, July 2nd, 2016

- BBC professional visit in the morning
- Assignments uploaded to google drive: (3 questions + 1 page summary)

LONDON, Monday, July 4th, 2016

- 9:00-13:00 Middlesex University, London
- Optional afternoon visit to the Tower Garden

LONDON, Tuesday, July 5th, 2016

- 9:00-13:00 Middlesex University, London

LONDON, Wednesday, July 6th, 2016

- Other students: 9:30 leave London --->> FLIGHT TO BERLIN
- 14:00-16:00 - Welcome to GERMANY lecture

BERLIN, Wednesday, July 6th, 2016

- Arrive in Berlin early afternoon
- 14:00-16:00 - Welcome to GERMANY lecture

BERLIN, Thursday, July 7th, 2016

- 10:00-10:45 - lecture at hotel conference center, Berlin

BERLIN, Friday, July 8th, 2016

- 10:00-10:45 - lecture at hotel conference center, Berlin
- 14:00-18:00 - visit to BMW motorcycle plant
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BERLIN, Saturday, July 9th, 2016

- 9:00-13:00 - visit to German Parliament Bundestag
- Assignments uploaded to google drive: (3 questions + 1 page summary)

BERLIN, Monday, July 11th, 2016

- Other students: 9:30 leave Berlin --->> TRAIN TO PRAGUE
- 14:00 - Welcome to Czech Republic lecture at the University of New York in Prague

PRAGUE, Monday, July 11th, 2016

- 9:30 --->> TRAIN TO PRAGUE
- 14:00 - Welcome to Czech Republic lecture at the University of New York in Prague

PRAGUE, Tuesday, July 12th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Wednesday, July 13th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- Afternoon: **Professional Visit** to Skoda (automobile manufacturing)
- Assignments uploaded to google drive: (3 questions + 1 page summary)

PRAGUE, Thursday, July 14th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Friday, July 15th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Monday, July 18th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Tuesday, July 19th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Wednesday, July 20th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- Afternoon: **Professional Visit** to Pilsner Urquell (beer company)

- Assignments uploaded to google drive: (3 questions + 1 page summary)

PRAGUE, Thursday, July 21st, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Friday, July 22nd, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Monday, July 25th, 2016

- 09:00-11:15 **Introduction to the European Union** class session at the University of New York in Prague
- 11:30-12:30 Intro to EU lecture at the University of New York in Prague

PRAGUE, Tuesday, July 26th, 2016

- The University of New York in Prague
- EXAMS

PRAGUE, Wednesday, July 27th, 2016

- FLY HOME: Students from Session BCN-PRA 01; Session PRA 01; Session PRA 03
- Other students: 7:30 leave Prague --->> BUS TO VIENNA, BUDAPEST

VIENNA, Wednesday, July 27th, 2016

- On the journey to Budapest, we will stop for a few hours in Vienna.

BUDAPEST, Wednesday, July 27th, 2016

- Arrive in Budapest in the evening

BUDAPEST, Thursday, July 28th, 2016

- 9:30-11:30 Corvinus University, Budapest
- Walking tour of Budapest afternoon

BUDAPEST, Friday, July 29th, 2016

- 9:30-11:30 Corvinus University, Budapest

BUDAPEST, Monday, August 1st, 2016

- EXAMS
- FINAL CLOSING CEREMONY (evening)

BUDAPEST, Tuesday, August 2nd, 2016

- FLY HOME: Students from Session BCN-PRA 02; Session PRA 02; Session PRA 04

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*Note: Courses and Programs (itinerary, courses, professors, prices and more) are subject to change without prior notice. The information provided in this document is supplied for purposes of planning only. Actual course materials may be modified based on the professor's preference or on itinerary changes.*