



Teaching Guide

| Identifying Data | | | | | 2021/22 |
|---------------------|--|--------|--|---------|-----------|
| Subject (*) | The World Economy | | | Code | 611G01011 |
| Study programme | Grao en Economía | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 1st four-month period | Second | Obligatory | 6 | |
| Language | Spanish | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Economía | | | | |
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| Web | | | | | |
| General description | <p>The study of the world economy is based on the identification of the main elements that both define and identify the socioeconomic reality that we aim to analyze. The international economy is thought as an interdependent system in which the main dynamism arises from the capitalistic center although its effects are quickly spread today all over the world. Therefore, we must begin identifying the structural features of capitalism and defining their international economic relations and conceptualizing the development of these relations.</p> <p>Once this step is taken and since the economic reality under study is composed of innumerable facts, objects and relationships, some prior selection criteria is required. Hence, the analysis begins with the developed capitalist economies, then focus on the periphery of the system and subsequently extended itself to the field of international economic relations</p> | | | | |



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| Contingency plan | <p>1. Modifications to the contents No changes will be applied</p> <p>2. Methodologies *Teaching methodologies that are maintained -Teacher presentations -Directed discussion (It will count towards the final grade) -Supervised projects (It will count towards the final grade) -Oral presentations (It will count towards the final grade) -Workshop (It will count towards the final grade) - Mixed objective/subjective test (It will count towards the final grade)</p> <p>*Teaching methodologies that are modified</p> <p>3. Mechanisms for personalized attention to students - Email -Moodle. Announcements, Syllabus, class presentations, bibliography, glossary, tests - Teams. For online learning: presentations, projects, problem solving assignments, oral presentations. The students will need a microphone and a video camera will be recommended.</p> <p>4. Modifications in the evaluation No changes will be applied -Supervised projects. 40 per cent of the final grade. There will be no make-ups for the ?second opportunity? Workshop. 20 percent of the final grade. The students will be allowed to do additional work to make up the workshop for the ?second opportunity? Mixed objective/subjective test. 40 percent of the final grade</p> <p>*Evaluation observations: The requirement of a minimum of 4 points out of 10 in the final exam will be removed in the case of a coronavirus lockdown</p> <p>5. Modifications to the bibliography or webgraphy No changes. Available in Moodle</p> |
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| Study programme competences / results | |
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| Code | Study programme competences / results |
| A1 | CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público. |
| A2 | CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público. |
| A3 | CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica. |
| A4 | CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos. |
| A5 | CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma. |
| A6 | CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrarse na xestión empresarial. |
| A7 | CE7-Identificar as fontes de información económica relevante e o seu contido. |
| A8 | CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía. |
| A9 | CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais. |
| A10 | CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional. |



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| A11 | CE11Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés. |
| A12 | CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos. |
| A13 | CE13-Comunicarse con fluidez no seu contorno e traballar en equipo. |
| B1 | CB1 - Que os estudantes demostran posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo. |
| B2 | CB2 - Que os estudantes saiban aplicar os seus coñecementos ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo. |
| B3 | CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética |
| B4 | CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado |
| B5 | CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía |
| B6 | CG1- Que os estudantes formados se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico |
| B7 | CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora |
| B8 | CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce. |
| B9 | CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez. |
| C1 | CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |
| C4 | CT2-Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |
| C5 | CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras. |
| C6 | CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse. |
| C7 | CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C8 | CT6-Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

| Learning outcomes | | | |
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| Learning outcomes | Study programme competences / results | | |
| | 1. To identify the strenghts and weaknesses of the world economies and position themselves in the main current debates on the current situation and trends in the world economy | A2 | |
| | A3 | | |
| 2. To understand and analyze the influence of population growth, natural resources, accumulation of physical and human capital, technology, institutions and inequalities in the economic development of the different countries | A4 | | |
| | A5 | | |
| 3. To know and handle the statistical and documentary sources related to the world and Spanish economy | A6 | | |
| | A8 | | |
| 4. To apply the tools of economic analysis to the study of the world economy | A9 | | |
| | A10 | | |
| 5. To develop the ability to use economic principles to understand the current economic events | A11 | | |
| | A12 | | |
| 6. To use correctly the economic vocabulary most linked to the course | | | |



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| 1. To know the basic features of the world economy and understand the main concepts of development in its economic, social and environmental dimensions. | A1 A7 | B1 B2 | C1 C3 |
| 2. To know the interrelations between the production, income and expenditure flows, to be familiar with the main macromagnitudes of the economy | A9 A13 | B3 B4 | |
| 3. To know the main economic models, at an introductory level | | B5 | |
| 4. To know and understand the importance of the long-term growth rate and the magnitude of income differences between countries | | B6 B7 | |
| 5. To establish basic knowledge of the main aggregates and their systematization through quantitative analysis instruments such as the National Accounts (SEC) and the Balance of Payments | | B8 B9 | |
| 6. To know the phenomenon of globalization, its potential and its risks for the development of countries | | | |
| 7. To know and value the role of international institutions in charge of regulating international economic relations, especially commercial and financial ones, and their future challenges | | | |
| 8. To know the approaches related to the sustainability of development and the strategies that have been designed in recent years for this purpose | | | |
| 1. Ethical commitment to work and society | | | C4 |
| 2. Ability to work as a team | | | C5 |
| 3. Ability to be interested in economic problems and their solution | | | C6 |
| 4. Ability to think and express an opinion in relation to the most relevant economic problems | | | C7 |
| 5. Ability to search, filter, process and interpret economically diverse sources of information (bibliography and statistics), both in Spanish and English, using different tools | | | C8 |
| 6. Capacity for critical thinking | | | |
| 7. Active attitude to current events that affect the economic environment of the world | | | |

| Contents | |
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| Topic | Sub-topic |
| I: Measuring the economy | 1. The principles of economic activity. Economic macromagnitudes. National accounts (SEC) 2. External accounts: Balance of payments 3. Socio-economic indicators of growth and development. Statistics from WB, OECD, IMF, UNCTAD, WTO, UNDP, EUROSTAT |
| II. Analysis of the world economy. Globalization and the role of International Economic Institutions | 4. Evolution of the world economy under the capitalist framework. The globalization of the economy since Bretton Woods. Theories of economic growth. 5.-Emerging economies. The virtuous/vicious circle of development. Sustainable development (SDG): Welfare, environment, migrations |
| III. International economic relations and globalization | 6. Internalization and international trade. WTO and UNCTAD 7. International financial system, financial globalization and financial crisis. WB and IMF 8. Economic integration. The European Union |

| Planning | | | | |
|---------------------------------|--------------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Introductory activities | A1 A3 | 2 | 0 | 2 |
| Document analysis | A5 A7 A9 | 4 | 8 | 12 |
| Collaborative learning | A12 A13 B9 | 4 | 6 | 10 |
| Oral presentation | A12 C1 | 6 | 12 | 18 |
| Mixed objective/subjective test | A9 A12 C1 C3 | 2 | 8 | 10 |
| Guest lecture / keynote speech | A2 A3 A7 | 15 | 30 | 45 |
| Workshop | A3 A9 A12 B6 B8 C3 C4 C6 C7 | 2 | 32 | 34 |



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|------------------------|----------|---|----|----|
| Supervised projects | A2 A3 B7 | 6 | 12 | 18 |
| Personalized attention | | 1 | 0 | 1 |

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|---------------------------------|---|
| Methodologies | Description |
| Introductory activities | Presentation of the course where it is explained to the students the syllabus (main content of the course), the basic tools for the measurement of the economy, the bibliography (sources that will be used during the course), and the requirements for the continuous assessment and the grading policy |
| Document analysis | Introduction of the main databases, national and international ones, with relevant economic information for the analysis of the world economy to study the world economy |
| Collaborative learning | Learning in work groups following a specific work strategy to achieve the previously established objectives |
| Oral presentation | Oral presentation of the tutored projects that will be orally presented and defended to the class |
| Mixed objective/subjective test | Written test on the acquired knowledge of the subject |
| Guest lecture / keynote speech | This teaching method will be used in order to provide the students with organized information on the fundamental knowledge related to the different topics |
| Workshop | Interpretar textos económicos e noticias de actualidade, debates dirixidos, tratamento de información socio-económica internacional, participación de conferencias, seminarios relacionados coa materia, probas de autoevaluación e outros traballos que estime o profesor. |
| Supervised projects | There will be tutored group projects related to a topic of the syllabus that will be selected by the teacher. The steps to follow are: topic selection, documentation, index, periodical sessions with the teacher to follow-up, search and processing data and preparation of the oral presentation |

| Personalized attention | |
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| Methodologies | Description |
| Supervised projects Oral presentation | Intended to reinforce the personal learning process of the student through the monitoring and supervision of the different activities (search of economic data, bibliographical sources, problem solving, oral presentation) |

| Assessment | | | |
|---------------------------------|--------------------------------|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Supervised projects | A2 A3 B7 | Continuous assessments: The projects will include different topics, quantitative analysis and explanation of the methodology used. The projects will be supervised by the teacher before the oral presentation | 20 |
| Mixed objective/subjective test | A9 A12 C1 C3 | The mixed test corresponds to the final written exam to evaluate the level of knowledge that the student has acquired at the end of the course. | 40 |
| Oral presentation | A12 C1 | Continuous assessment: part of the course work related to oral presentations. | 20 |
| Workshop | A3 A9 A12 B6 B8 C3 C4 C6 C7 | Continuous assessment: Includes readings, problem solving and class participation | 20 |

| Assessment comments |
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This course is organized to help the student to be up to date with the work. The final exam represents 40% of the final grade, the course projects 40%, and the workshop 20 %.

In order to pass the course, it is necessary to obtain a minimum of 5 points out of 10 (final grade) and a minimum of 4 points out of 10 in the final exam.

"Second opportunity". The same grading criteria will be applied. The students will retake the final exam (40 per cent of the final grade) and they will be allowed to do additional work to make up for the workshop (20 per cent of the final grade)

Qualification of "No presentado" . For students whose participation in the assessment activities is less than 20 % of the total assessment, regardless of the qualification achieved.

Conditions of conducting the final written exam. It is forbidden to access the classroom with any device which allows communication with external and/or storage of information.

Advance opportunity: Being a first semester course, the conditions will be the same as for the rest of the courses (60% continuous evaluation + 40% written exam).

Students with recognition of part-time dedication or academic exemption of attendance exemption:

They might be allowed to substitute the group project for an individual project. Personalized tutoring will be mutually agreed between teacher and student.

Sources of information

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| Basic | Alonso, J.A.(dir.) (última edición, aunque según los temas valen ediciones anteriores) Lecciones sobre Economía Mundial. Lecciones de Economía Mundial, Civitas, Madrid. ? Durán, G. García de la Cruz y Sánchez Díez (2013), Estructura económica y relaciones internacionales, Garceta, Madrid. ? Viñas Apaolaza, Pérez Ortiz y Sánchez Díez (2013), Análisis del Entorno Económico Internacional, Garceta, Madrid. ? Requeijo y otros (2007), Indicadores de Estructura Económica, Delta Publicaciones, Madrid. ? García de la Cruz, Durán, y Sánchez Díez (coord.) (2011), La economía mundial en transformación, Paraninfo, Madrid. ? Nieto Solís, J. A. (2005) Organización económica internacional y globalización, Ed. Siglo XXI, Madrid. ? Pugel, Thomas A. (2004) Economía Internacional, Ed. McGraw-Hill (12 edición) Banco Mundial. Informe sobre el desarrollo mundial. www.worldbank.org ? EUROSTAT. Anuario Estadístico. www.europa.eu.int ? FMI. Direction of Trade Statistics Yearbook. www.imf.org ? INE. Cuentas económicas www.ine.es ? OCDE. Perspectivas económicas de la OCDE. www.oecd.org ? OMC. Informe anual. www.wto.org ? ONU. Anuario estadístico. www.un.org ? PNUD. Informe sobre el desarrollo humano. www.undp.org ? UNCTAD. Trade and Development Report. www.unctad.org ? CEPAL. Comisión Económica para América Latina y Caribe. www.eclac.cl ? Revista de Economía Mundial http://www.sem-wes.org/seccion.php?menu=15&idsec=15 ? Información Comercial Española http://www.revistasice.com/es-ES/Paginas/default.aspx ? Revista de Economía Aplicada http://www.revecap.com/revista/ |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Economic History/611G01002

Statistics I/611G01006

Subjects that are recommended to be taken simultaneously

Economic Policy/611G01013

Subjects that continue the syllabus

The Spanish Economy/611G01016

Economic Integration and the European Economy/611G01025

Regional Economics: the Galician Economy/611G01030

Other comments

Sustainability goals. ?Green Campus?- Remote delivery of assessment through Moodle in order to avoid unnecessary printing- Ethical principles related to sustainability and professional behavior will be encouraged- Efforts will be done to identify and modify sexist prejudices attitudes and to promote values of respect and equality- Efforts will be done to facilitate integration into university life for students experiencing difficulties due to physical, sensorial, psychic or sociocultural reasons



(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.