



Teaching Guide

| Identifying Data | | | | 2023/24 |
|---------------------|---|--------|-------------------|---------|
| 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 | SpanishGalicianEnglish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Economía | | | |
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| Lecturers | Mezo Balaca, Ines | E-mail | ines.mezob@udc.es | |
| Web | | | | |
| General description | The goal of this course is to learn the fundamentals that allow students to deepen their knowledge of the world economy. The course will include topics such as economic analysis tools, the evolution of the world economy, economic growth and development, income distribution and inequality, international trade, the international financial system and economic integration. | | | |

Study programme competences / results

| 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. |
| 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 demostren 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 |



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| 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 | | | |
|--|---------------------------------------|----|----|
| 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 | | |
| 4. To apply the tools of economic analysis to the study of the world economy | A8 | | |
| 5. To develop the ability to use economic principles to understand the current economic events | A9 | | |
| 6. To use correctly the economic vocabulary most linked to the course | A10 | | |
| | A11 | | |
| | A12 | | |
| 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 | B1 | C1 |
| | A7 | B2 | C3 |
| 2. To know the interrelations between the production, income and expenditure flows, to be familiar with the main macromagnitudes of the economy | A9 | B3 | |
| | A13 | 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 | | | |



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| 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 | |
|---|---|
| Topic | Sub-topic |
| I. The international economic environment. Instruments of economic analysis | 1. Economic activity. Macroeconomic aggregates. National Accounts 2. External accounts. Balance of Payments |
| II. Analysis of the world economy. | 3. Evolution of the world economy and growth factors. 4. Economic development. Welfare, migrations, climate change |
| III. International economic relations and globalization | 5. International trade. 6. International financial system 7. Economic integration. The European Union. |

| Planning | | | | |
|---------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Introductory activities | A12 A13 B1 C3 | 2 | 0 | 2 |
| Guest lecture / keynote speech | A3 A4 A5 A6 A9 B3 B4 B6 B7 C1 C5 | 15 | 30 | 45 |
| Mixed objective/subjective test | A8 A7 C8 C6 | 2 | 28 | 30 |
| Workshop | A1 A2 A10 A11 B2 B3 B4 B5 B8 B9 C1 C4 C7 | 17 | 51 | 68 |
| Personalized attention | | 5 | 0 | 5 |

(*)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 | Course presentation. Syllabus, sources , bibliography, continuous evaluation requirements. |
| Guest lecture / keynote speech | This teaching method will be used to provide the student with organized information on the fundamental knowledge related to the topics. |
| Mixed objective/subjective test | Written test on the acquired knowledge of the subject |
| Workshop | Different activities that require the active participation of the students. The student's capacity of analysis and reasoning will be valued |

| Personalized attention | |
|------------------------|-------------|
| Methodologies | Description |
| | |



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| Workshop | Small groups (if planned by the Center) to reinforce individual learning through the supervision of activities Office hours, email, Moodle or Teams (meetings have to be previously scheduled) for students to solve their questions |
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| Assessment | | | |
|---------------------------------|--|---|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Mixed objective/subjective test | A8 A7 C8 C6 | 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. This will take place on the date established in the academic calendar | 60 |
| Workshop | A1 A2 A10 A11 B2 B3 B4 B5 B8 B9 C1 C4 C7 | Continuous assessment: Includes readings, problem solving and class participation | 40 |

| Assessment comments |
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| <p>In order to pass the course, both opportunities, a minimum score of 5 out of 10 is required.</p> <p>In the final exam of the first opportunity it is necessary to obtain a minimum of 4 out of 10. In the case of not achieving the minimum grade of 4 out of 10, the final grade will be the same grade as the one obtained in the continuous evaluation.</p> <p>In the second opportunity, the best grade of the following options will be taken:</p> <p>a. The exam will account for 100% of the final grade without taking into account the continuous evaluation.</p> <p>b. The exam will account for 60% of the grade and the remaining 40% will be the grade obtained during the course in the continuous evaluation. It is necessary to obtain a minimum of 4 out of 10 in the exam. If the minimum grade of 4 out of 10 is not reached, the final grade will be the grade obtained in the continuous evaluation.</p> <p>In the advanced opportunity, an exam will be held which will represent 100% of the grade.</p> <p>It is forbidden to access the exam room with any device that allows communication with the outside and/or storage of information.</p> <p>No-show grade: Corresponds to students who only participate in the continuous evaluation activities that have a weighting of less than 20% of the final grade.</p> <p>The student will have to personally accredit himself/herself according to the current regulations.</p> <p>Students with recognition of part-time dedication, although they are exempt from attendance, they will be graded with the same criteria as full-time students.</p> <p>PLAGIARISM</p> <p>The fraudulent performance of tests or evaluation activities once has been proved will imply the grade of NOT PASS in the call in which the fault is committed and in the subject in which it is committed. The student will be qualified with a "suspense" (numerical grade 0) in the corresponding call of the academic year, whether the commission of the fault occurs in the 1st opportunity or in the 2nd. In order to do this, the student's grade will be modified in the 1st opportunity report, if necessary.</p> |

| Sources of information | |
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| Basic | Alonso, J.A.(dir.) (2021 Lecciones de Economía Mundial, Aranzadi KRUGMAN, P. R. y M. OBSTFELD (2016): Economía internacional. Teoría y política, Pearson EdGarcía de la Cruz, Durán, y Sánchez Díez (coord.) (2011), La economía mundial en transformación, Paraninfo, Madrid.SAMUELSON, P. A. y W. D. NORDHAUS (2019): Economía, McGraw-HillTambién utilízense outros recursos |
| Complementary | |

| Recommendations |
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| 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

Macroeconomics/611G01017

Subjects that continue the syllabus

The Spanish Economy/611G01016

Economic Integration and the European Economy/611G01025

Regional Economics: the Galician Economy/611G01030

Other comments

To read the economic media is highly recommended. Other readings and material will be available in the Virtual Campus. Students will turn in their homework through Virtual Campus.Ethical principles related to sustainability should be taken into account.Values of respect and equality will be promoted. Prejudices and sexist attitudes will be identified and encouraged to be eliminated Full integration of students who due to physical, sensory, psychological or sociocultural reasons, experience difficulties in gaining adequate, equal and beneficial access to university life will be facilitated.

(*)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.