



Teaching Guide				
Identifying Data				2023/24
Subject (*)	The Spanish and World Economies		Code	611G02011
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Second	Obligatory	6
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Lopez Martinez, Ivan	E-mail	ivan.lopezm@udc.es	
Lecturers	Lopez Martinez, Ivan Mezo Balaca, Ines Sánchez Gabarre, Mary Elena Sanchez Quinza-Torroja, Juan Manuel Vasallo Rapela, Alejandro	E-mail	ivan.lopezm@udc.es ines.mezob@udc.es j.quinza-torroja@udc.es alejandro.vasallo@udc.es	
Web				
General description	<p>The study of world economy must be based on the identification of the essential elements that both define and identify the socioeconomic reality that we aim to analyse. The international economy is conceived 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>			

Study programme competences	
Code	Study programme competences
A1	Manage an enterprise or small organization, understanding their competitive and institutional position and identifying their strengths and weaknesses
A2	Integrate in any functional area of micro-firms or SMEs and perform fluently any management task commissioned
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A5	Write projects about specific functional areas (e.g. management, marketing, financial) of the company
A6	Identify the relevant sources of economic information and to interpret the content.
A7	Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A10	Read and communicate in a professional environment at a basic level in more than one language, particularly in English
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work



B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B6	CG1-Perform duties of management, advice and evaluation in business organizations
B7	CG2-Know how to use the concepts and techniques used in the various functional areas of the company and understand the relationships between them and with the overall objectives of the organization
B8	CG3- Know how to make decisions, and, in general, assume leadership roles.
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes			
Learning outcomes	Study programme competences		
1. Know the basic features of the world and Spanish economies.	A1	B1	C1
	A2	B2	C8
2. Know the interrelationships between the flows of production, income and expenditure, familiarizing the students with the main macro magnitudes of an economy.	A3	B8	
	A4	B9	
	A10	B10	
3. Know the main economic models that explain the functioning of economies, at a basic level.			
4. Know and understand the importance of the long term growth rate as well as the differences in income between countries.			
5. Setting some basic knowledge of the main macromagnitudes and their systematization through quantitative analysis instruments such as National Accounts (ESA) and the Balance of Payments.			
6. Know the phenomenon of globalization as well as its potential and risks for economic development.			
7. Know and value the role of international institutions in charge of regulating international economic relations, especially trade and finances and its future challenges.			
8. Know the formulations regarding sustainable development and the strategies designed in recent years for this purpose.			



11. Identify the strengths and weaknesses of both the world and Spanish economies and express one's point of view in the main current debates about the situation and trends of world economy.	A5 A6 A7	B2 B5	
2. 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 countries.	A8 A9 A11		
3. Know and show some skill with the statistical sources and papers related to the world and Spanish economies.	A12		
4. Apply the tools of economic analysis to the study of the global economy.			
5. Show ability to properly interpret economic news concernign the world and Spanish economies.			
6. Use correctly the vocabulary linked to economic matters.			
1. Ethical commitment to work and society.		B3 B4 B6 B7	C4 C5 C6 C7
2. Teamwork skills.			
3. Interested in economic problems and their solution.			
4. Capacity to reflect on the most important economic problems.			
5. Ability to search, filter, process and interpret diverse information sources (books and statistics), both in Galician and Spanish or English, with different tools, including telematic means.			
6. Capacity for critical thinking.			
7. An active attitude before the current events affecting the economic environment of the Spanish economy within the process of economic globalization.			

Contents	
Topic	Sub-topic
1. Measuring the Economy	1. Structural analysis techniques
2. The world economy	2. Evolution of the world economy. Factors of economic growth 3. Growth, development and poverty. Income distribution 4. International economic relations. Globalization
3. The Spanish economy.	5. Evolution of the Spanish economy. Factors of economic growth 6. Productive and functional sectors. Income distribution in Spain 7. The international integration of the Spanish economy

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Introductory activities	A12 B1	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	A7 A8 C6 C8	2	28	30



Workshop	A1 A2 A10 A11 B2 B3 B4 B5 B8 B9 B10 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	Introduction to the subject where the lecturer explains to the students the development of the program, the basic tools for measuring the economic activities, statistics sources to be used during the course and recommended readings and requirements for continuous assessment.
Guest lecture / keynote speech	An expository method will be used in order to facilitate the students suitable information on the fundamental knowledge related to different topics
Mixed objective/subjective test	Written test about theoretical and practical knowledge and skills acquired on the world and Spanish economies.
Workshop	Different activities that require the active participation of students will be carried out. The students' analysis and reasoning capacity will be valued, deepening in the contents characteristic of the subject. As for the student's specific work, questions of short answer will be posed to value both the learning grade and the synthesis capacity; furthermore, there will be questions of wide answer related with aspects of the subject usually with reference to a text, a graph, a piece of news, etc. and where appropriate, there could also be multiple-choice questions.

Personalized attention	
Methodologies	Description
Workshop	Tutorials in small groups (provided if they are planned in the Center's teaching) will be used for enhancing student's self-learning. Continuous assessment activities will be supervised Students will receive personalized attention (email, Moodle, scheduled meetings in Teams)

Assessment			
Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A7 A8 C6 C8	Written exam to test the knowledge and skills acquired in the course. It will be held during the exam period. In order to pass the course it is required to obtain a minimum of 4 points out of 10 in the final exam. In addition to knowledge of the contents of the subject, the following may be assessed: - the ability to express - analytical and synthetic capacities - the ability to argue - the ability to elaborate a coherent speech - mastery of technical and scientific language	60
Workshop	A1 A2 A10 A11 B2 B3 B4 B5 B8 B9 B10 C1 C4 C7	Activities carried out throughout the course. Within this section, participation in classes and practical activities developed and presented by the student during the course are considered.	40

Assessment comments



GENERAL REMARKS:

Since this subject is taught in two degrees and in different courses, teacher will adapt the following evaluation criteria to their groups, always duly informing the students.

To pass the course at any opportunity, a minimum score of 5 out of 10 is required. In the continuous assessment, the participation of students in the activities organized by the Faculty could be taken into account: conferences, Green Campus... etc. Qualification of not presented: Corresponds to students when they only participate in evaluation activities that have a weighting of less than 20% of the final grade, regardless of the grade obtained in them. Conditions of conducting the final written exam: The students will have to personally accredit themselves according to current regulations. It is forbidden to access the classroom with any device which allows communication with external and/or storage of information. Part-time students. Same grading criteria as full-time students will be applied (including students with class attendance exemption approved). The fraudulent performance of the tests or evaluation activities, once verified, will imply the qualification of fail (numerical note 0) in the corresponding opportunity of the academic year, whether the commission of the offense occurs on the 1st opportunity or on the 2nd opportunity.. For this, their qualification in the 1st opportunity record will be modified, if necessary. Teachers can use the plagiarism detection service ?Turnitin? to review student work. PARTICULAR REMARKS: At first opportunity, a minimum of 4 points out of 10 in the final exam is required. For the students whose final exam grade is below 4 points, the final grade will be the continuous assessment grade. Second opportunity: the best score of the following options will be taken: a. The exam will account for 100% of the final grade without taking into account the continuous assessment (workshops). b. The exam will account for 60% of the grade and the remaining 40% will be what has been obtained during the course in the continuous assessment. It is necessary to obtain a minimum of 4 out of 10 in the exam. The students whose final exam grade is below 4 points, their final grade will be the continuous assessment grade. In the advanced call, an exam will be held that will account for 100% of the grade.

Sources of information

Basic	<p>Alonso, J.A. (dir.) (2015). Lecciones sobre economía mundial. 7ª edición. Ed. Thomson & Civitas, Madrid.</p> <p>García Delgado, J.L., Miro, R. (dir.) (20). Lecciones de economía española. 15ª edición. Ed. Thomson & Civitas, Madrid. "Las transformaciones de la economía mundial". Angeles Sánchez Díez (coord.) 2021. UAM Haga clic en el enlace</p> <p>https://a0a30669-17f0-4d76-8af0-b536d59fcddef.filesusr.com/ugd/ab68bd_639c19374d6f4b1d854f17a9b931d62f.pdf para abrir el recurso.</p> <p>Galbraith, J.K. Introducción a la economía. Una guía para todos (o casi), Ed. Crítica, Barcelona, 2001.</p> <p>Garicano, L. El dilema de España, Ediciones Península, Barcelona, 2014.</p> <p>Krugman, P.; ¡Acabad ya con esta crisis!, Crítica, Barcelona 2012.</p> <p>Pilling, David El delirio del crecimiento, Ed. Taurus, 2019.</p> <p>Prada Blanco, A. El despilfarro de las naciones, Editorial Clave Intelectual, Madrid, 2017.</p> <p>Requeijo, J. et alii Técnicas básicas de Estructura Económica, Delta Publicaciones, Madrid, 2007.</p> <p>Sachs, J. Economía para un planeta abarrotado, Debate, Barcelona, 2008.</p> <p>Sampedro, J.L. El mercado y la globalización, Ediciones Destino, Madrid, 2002.</p> <p>Páginas web de los principales organismos económicos españoles (Banco de España, BBVA, INE, Ministerio de Economía y Hacienda, Ministerio de Industria, Comercio y Turismo, etc.)</p> <p>Páginas web de los principales organismos económicos internacionales (EUROSTAT, Banco Mundial, FMI, OMC, OCDE, PNUD, UNCTAD, Penn World Tables, etc.).</p>
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Complementary	<p>Akerlof, G. A. y Shiller, R. J. (2015): La economía de la manipulación. Deusto Centro Libros PAPP, Barcelona. Carpintero Redondo, O. El metabolismo de la economía española. Recursos naturales y huella ecológica, Fundación César Manrique, 2005. Cohen, D. La prosperidad del mal. Una introducción (inquieta) a la economía, Ed. Taurus, Madrid, 2010. Delibes, M. y Delibes de Castro, M. La Tierra herida, Ediciones Destino, Madrid 2005. Diamond, J. Colapso. Por que unas sociedades perduran y otras desaparecen, Debate, Madrid, 2006. Galbraith, J.K. La cultura de la satisfacción, Ariel, 2000. García de la Cruz, J.M. & Durán Romero, G. Sistema económico mundial, Ed. Thomson, Madrid, 2004. González J., Requena, M. (eds.) Tres décadas de cambio social en España, Alianza Editorial, Madrid, 2005. González, M. Temas de economía española, Tirant lo Blanch, Valencia, 2008. Hamilton, C. El fetiche del crecimiento, Editorial Laetoli, Pamplona, 2006. Heilbroner, R.L. El capitalismo del siglo XXI, Ed. Península, Barcelona, 1996. Klare, M. Sangre y petróleo, Tendencias (Ediciones Urano), Barcelona, 2007. Martín Mayoral, F. (coord.) Manual de economía española: teoría y estructura, Pearson, Madrid, 2009. Muñoz, C. et alii Las cuentas de la nación II. Ejercicios, Ed. Thomson & Civitas, Madrid, 2007. Navarro, V. Bienestar insuficiente, democracia incompleta (Sobre lo que no se habla en nuestro país), Anagrama, Barcelona, 2002. Navarro, V. El subdesarrollo social de España, Anagrama, Barcelona, 2006. Nieto Solís, J.A. Organización económica internacional y globalización, Siglo XXI, Madrid, 2005. Pastor, Alfredo La ciencia humilde. Economía para ciudadanos, Crítica, Barcelona, 2007. Pugel, T. Economía internacional, Mc Graw-Hill, Madrid, 2004. Rodrik, A. La paradoja de la globalización, Editorial Antoni Bosh, 2012. Sachs, J. El fin de la pobreza, Debate, Barcelona, 2005. Sampedro, J.L. Economía humanista. Algo más que cifras, Debate, Barcelona, 2009 (prólogo de Carlos Berzosa). Sampedro, J.L., Taibo, C. Conversaciones sobre política, mercado y convivencia, Los Libros de la Catarata, Madrid, 2006. Sartori, G., Mazzoleni, G. La Tierra explota. Superpoblación y desarrollo, Ed. Taurus, Madrid, 2003. VV.AA Ejercicios de economía mundial I y II, Edicións Universitat de Barcelona, 2003.</p>
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Recommendations
Subjects that it is recommended to have taken before
Principles of Macroeconomics/611G02005
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments
<p>It is important to read press and economic reviews. The student will have various materials both in the photocopier and in Moodle. 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</p> <p>@font-face {font-family:"Cambria Math"; panose-1:2 4 5 3 5 4 6 3 2 4; mso-font-charset:0; mso-generic-font-family:roman; mso-font-pitch:variable; mso-font-signature:3 0 0 0 1 0;}@font-face {font-family:Calibri; panose-1:2 15 5 2 2 2 4 3 2 4; mso-font-charset:0; mso-generic-font-family:swiss; mso-font-pitch:variable; mso-font-signature:-536859905 -1073732485 9 0 511 0;}@font-face {font-family:Optima; panose-1:2 0 5 3 6 0 0 2 0 4; mso-font-charset:0; mso-generic-font-family:auto; mso-font-pitch:variable; mso-font-signature:-2147483545 0 0 0 1 0;}p.MsoNormal, li.MsoNormal, div.MsoNormal {mso-style-unhide:no; mso-style-qformat:yes; mso-style-parent:""; margin-top:6.0pt; margin-right:0cm; margin-bottom:6.0pt; margin-left:0cm; text-align:justify; line-height:130%; mso-pagination:widow-orphan; font-size:12.0pt; font-family:Optima; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi; mso-ansi-language:ES-TRAD; mso-fareast-language:EN-US;}.MsoChpDefault {mso-style-type:export-only; mso-default-props:yes; font-family:Optima; mso-ascii-font-family:Optima; mso-fareast-font-family:Calibri; mso-fareast-theme-font:minor-latin; mso-hansi-font-family:Optima; mso-bidi-font-family:"Times New Roman"; mso-bidi-theme-font:minor-bidi; mso-ansi-language:ES-TRAD; mso-fareast-language:EN-US;}.MsoPapDefault {mso-style-type:export-only; margin-top:6.0pt; margin-right:0cm; margin-bottom:6.0pt; margin-left:0cm; text-align:justify; line-height:130%;}div.WordSection1 {page:WordSection1;}</p>



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