



## Teaching Guide

Teaching Guide				
Identifying Data				2018/19
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	SpanishGalician			
Teaching method	Face-to-face			
Prerequisites				
Department	Economía			
Coordinador	Lopez Rodriguez, Abel Francisco	E-mail	francisc.lrodriguez@udc.es	
Lecturers	Lopez Rodriguez, Abel Francisco	E-mail	francisc.lrodriguez@udc.es	
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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
	A3	B8	
	A4	B9	
	A10	B10	
2. Know the interrelationships between the flows of production, income and expenditure, familiarizing the students with the main macro magnitudes of an economy.			
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: some techniques of structural analysis	1. The National Accounts. Macrogntitudes. 2. Input-Output Analysis. Balance of Payments. 3. Socioeconomic indicators.
2. A panoramic view of the world economy	4. Capitalism as an economic system. 5. The major stages in the evolution of the world economy of the twentieth century. 6. Globalization, integration, trade and finance.
3. Globalization and international economic relations.	7. Development and underdevelopment in the global economy. 8. Demography and migrations. 9. Natural resources, environment and sustainable development.
4. A panoramic view of the Spanish economy.	10. The main stages in the evolution of the Spanish economy in the twentieth century. 11. Population, human capital and labor market. 12. Physical capital, technology and innovation.
5 The Spanish economy: factorial and sectoral structure.	13. The functional and productive sectors in the Spanish economy. 14. Distribution of income and social cohesion.



## 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
Oral presentation	A10 C7	8	10	18
Mixed objective/subjective test	A7 A8 C6 C8	2	28	30
Workshop	A1 A2 A11 B2 B3 B4 B5 B8 B9 B10 C1 C4	22	28	50
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
Oral presentation	The student must orally present current news about the world and Spanish economies.
Mixed objective/subjective test	Written test about theoretical and practical knowledge and skills acquired on the world and Spanish economies.
Workshop	Actividades en clase, solución problemas, lecturas, participación en clase

## Personalized attention

Methodologies	Description
Oral presentation	<p>Two subgroups of 15 students will be formed. The tutorials will last up to 4 hours for each of these subgroups. There will be a planning throughout the course. Students will be notified in advance.</p> <p>Designed to enhance self-learning of students by both monitoring and supervising several programmed activities, such as searching for economic data, bibliographic resources, problems solving or presentation of works.</p>

## Assessment

Methodologies	Competencies	Description	Qualification
Mixed objective/subjective test	A7 A8 C6 C8	Written test about the knowledge and skills acquired on the world economy and Spanish. Held in exam period. Require a qualification at or above 3.10 to pass the subject.	60
Oral presentation	A10 C7	The student must complete one or two throughout the year. To asses the suitability of the issue raised the subject, its degree of difficulty, mastery of the issues and ability in oral comunicación.	5
Workshop	A1 A2 A11 B2 B3 B4 B5 B8 B9 B10 C1 C4	Classroom activities, problem solving, reading, class participation.	35



## Assessment comments

Each activity of reading + summary + seminar has had a unique evaluation for each student to perform. The set of such activities weighted 20% towards the final. Qualification not presented: Corresponds to students, when only participate in assessment activities which have a weighting less than 20% of the final grade, regardless of qualification achieved. Minimum party of the subject: To pass the course, you need a minimum mark of 10 to 4 in the test mixed. Conditions of conducting the final assessment. It is prohibited to access the classroom exam with any device which allows communication with external and / or storage of information. 1. "In order to guarantee the possibility that it can pass the course in the second opportunity (art. 18.7), the weight of the continuous assessment in qualifying should be set between 30% and 50%. 2. "It is recommended that the evaluation criterion for the second opportunity is the chance to operate in the early assessment."

## Sources of information

<b>Basic</b>	<p>Alonso, J.A. (dir.) (2015). Lecciones sobre economía mundial. 7ª edición. Ed. Thomson &amp; Civitas, Madrid. García Delgado, J.L., Miro, R. (dir.) (2017). Lecciones de economía española. 13ª edición. Ed. Thomson &amp; Civitas, Madrid. Galbraith, J.K. Introducción a la economía. Una guía para todos (o casi), Ed. Crítica, Barcelona, 2001. Garicano, L. El dilema de España, Ediciones Península, Barcelona, 2014. Krugman, P.; ¡Acabad ya con esta crisis!, Crítica, Barcelona 2012. Prada Blanco, A. El despilfarro de las naciones, Editorial Clave Intelectual, Madrid, 2017. Requeijo, J. et alii Técnicas básicas de Estructura Económica, Delta Publicaciones, Madrid, 2007. Sachs, J. Economía para un planeta abarrotado, Debate, Barcelona, 2008 Sampedro, J.L. El mercado y la globalización, Ediciones Destino, Madrid, 2002 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.) Páginas web de los principales organismos económicos internacionales (EUROSTAT, Banco Mundial, FMI, OMC, OCDE, PNUD, UNCTAD, Penn World Tables, etc.).</p>
<b>Complementary</b>	<p>Akerlof, G. A. y Shiller, R. J. (2015): La economía de la manipulación. Deusto Centro Libros PAPF, 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. &amp; 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 &amp; 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, Edicions Universitat de Barcelona, 2003.</p>

## 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

É importante a lectura da prensa e mais de revistas económicas. Hanse poñer a disposición do estudante diversos materiais tanto na fotocopiadora como no Moodle da materia.

(\*)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.