



## Teaching Guide

| Teaching Guide      |  |        |                              |           |
|---------------------|--|--------|------------------------------|-----------|
| Identifying Data    |  |        |                              | 2019/20   |
| Subject (*)         | Principles of Economics: Fashion Industry  |        | Code                         | 710G03003 |
| Study programme     | Grao en Xestión Industrial da Moda   |        |                              |           |
| Descriptors         |  |        |                              |           |
| Cycle               | Period   | Year   | Type                         | Credits   |
| Graduate            | 1st four-month period  | First  | Basic training               | 6         |
| Language            | English  |        |                              |           |
| Teaching method     | Face-to-face   |        |                              |           |
| Prerequisites       |  |        |                              |           |
| Department          | Análise Económica e Administración de EmpresasEconomía   |        |                              |           |
| Coordinador         | Varela Candamio, Laura   | E-mail | laura.varela.candamio@udc.es |           |
| Lecturers           | Varela Candamio, Laura   | E-mail | laura.varela.candamio@udc.es |           |
| Web                 |  |        |                              |           |
| General description | To know the basic foundations of the most relevant economic issues, both in microeconomic and macroeconomic aspects. The study of the fundamental concepts, instruments and principles of economics allows us to understand the economic decisions of citizens in their different roles as consumers, investors, voters, employers / employees, entrepreneurs, etc. The development of this matter is ultimately designed to understand the fashion industry and to apply what has been learned about the operation of markets (companies and customers) and the analysis of business competition to the issues and problems of this industry. |        |                              |           |

## Study programme competences

| Code | Study programme competences   |
|------|---|
| A2   | Conocer los aspectos del entorno que influyen en la evolución del mundo de la moda y sus empresas, con especial incidencia en el impacto de las cuestiones económicas y legales.  |
| A7   | Conocer la realidad y los condicionantes sociales que influyen en el mundo de la moda, con perspectiva de evolución histórica.  |
| B1   | Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio |
| B2   | Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio   |
| B3   | Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética  |
| B4   | Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado   |
| B5   | Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía  |
| B6   | Capacidad para la cooperación, el trabajo en equipo y el aprendizaje colaborativo en entornos interdisciplinarios   |
| B7   | Capacidad para analizar tendencias (razonamiento crítico).  |
| B8   | Capacidad de planificación, organización y gestión de recursos y operaciones  |
| B9   | Capacidad de análisis, diagnóstico y toma de decisiones   |
| C2   | Dominar la expresión y la comprensión de forma oral y escrita de un idioma extranjero   |
| C7   | Desarrollar la capacidad de trabajar en equipos interdisciplinarios o transdisciplinarios, para ofrecer propuestas que contribuyan a un desarrollo sostenible ambiental, económico, político y social   |
| C8   | Valorar la importancia que tiene la investigación, la innovación y el desarrollo tecnológico en el avance socioeconómico y cultural de la sociedad  |

## Learning outcomes

| Learning outcomes | Study programme competences |
|-------------------|-----------------------------|
|-------------------|-----------------------------|



|  |          |                            |          |
|--|----------|----------------------------|----------|
| Understand the real functioning of the economy in contemporary society as well as the interrelationships of business, labor, financial, social and political spheres to achieve a general perception of microeconomic and macroeconomic problems in international and globalized environments.   |          | B1<br>B2<br>B3<br>B4<br>B5 |          |
| Ability to synthesize and apply the theoretical concepts for the treatment and resolution of economic problems in general (and those of the fashion industry, in particular) in a reflexive, critical and autonomous way. Capacity for oral and written expression. Capacity for teamwork.   |          | B6<br>B7<br>B8<br>B9       | C2       |
| Awareness of the obligation of every citizen to contribute (with their knowledge) to try to solve individual and collective human needs with a better understanding of the nature and problems of the latter. Development of students in economic decision making throughout their lives, taking into account the sustainable economy approach (economic-social-environmental links) as a source of long-term welfare generation | A2<br>A7 |                            | C7<br>C8 |

| Contents   |   |
|--|---|
| Topic  | Sub-topic   |
| MODULE I. INTRODUCTION                             | Chapter 1. Basic Economic Principles<br>Chapter 2. Economic models  |
| MODULE II. MICROECONOMICS, MARKETS AND COMPETITION | Chapter 3. Supply and demand<br>Chapter 4. Elasticities<br>Chapter 5. The supply curve<br>Chapter 6. The perfect competition<br>Chapter 7. Monopoly, oligopoly and monopolistic competition   |
| MODULE III. MACROECONOMICS AND FINANCE             | Chapter 8. Macroeconomics: a global vision<br>Chapter 9. Macroeconomics measurement<br>Chapter 10. Money, banking and central banks<br>Chapter 11. International trade  |
| MODULE IV. THE FASHION INDUSTRY                    | Topic A) Definition of fashion, luxury as well as complex competitive systems and business logic<br>Topic B) Business models of the fashion industry<br>Topic C) Style identity and product development process<br>Topic D) Image identity and the communication process<br>Topic E) Retail and distribution strategies |

| Planning                        |                         |                      |                               |             |
|---------------------------------|-------------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests           | Competencies            | Ordinary class hours | Student's personal work hours | Total hours |
| Guest lecture / keynote speech  | B1 B2 B3 B4 B5 C2       | 60                   | 0                             | 60          |
| Supervised projects             | B4 B5 B8 B9             | 0                    | 30                            | 30          |
| Collaborative learning          | A2 A7 B5 B6 B7 C8<br>C7 | 4                    | 18                            | 22          |
| Aprendizaxe servizo             | A2 A7 B2 B4             | 3                    | 15                            | 18          |
| Mixed objective/subjective test | B1 B2 B3 B4 B5          | 2                    | 0                             | 2           |
| Personalized attention          |                         | 18                   | 0                             | 18          |

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

| Methodologies |             |
|---------------|-------------|
| Methodologies | Description |



|                                 |   |
|---------------------------------|---|
| Guest lecture / keynote speech  | The professor will explain each of the topics of the program, insisting on the fundamental concepts and their interrelations. Class attendance is considered mandatory, although no attendance list will be passed.   |
| Supervised projects             | Students will solve issues and problems related to each of the chapters of the syllabus.<br>The professor will explain in advance the methodology to be followed and the bibliographic orientation.   |
| Collaborative learning          | Set of guided teaching-learning procedures, face-to-face and / or supported with information and communication technologies, which are based on the organization of the class in small groups in which students work together in the resolution of assigned tasks by the professor to optimize their own learning and that of the other members of the group. |
| Aprendizaxe servizo             | Methodology that combines the service to the community with learning in a single project, in which students are trained working on real needs of their environment in order to improve it. The project on this subject is entitled: "Economy with science and conscience: promoting sustainable development" for groups at risk of social exclusion.          |
| Mixed objective/subjective test | The final exam of this subject is written. The exam will preferably consist of multiple-choice tests, although it may also consist of short questions and / or essay questions.   |

## Personalized attention

| Methodologies          | Description   |
|------------------------|---|
| Collaborative learning | The teacher will be available for personalized attention to students when they required it, in person or by email, for those topics they deem necessary in relation to the subject's syllabus and, particularly, to resolve the doubts of the process of preparing the supervised projects and /or of the service-learning project. |

## Assessment

| Methodologies                   | Competencies            | Description  | Qualification |
|---------------------------------|-------------------------|--|---------------|
| Collaborative learning          | A2 A7 B5 B6 B7 C8<br>C7 | It will be evaluated the knowledge and skills shown by the students in the development of collaborative activities, considered as continuous evaluation activities. These activities may consist of a supervised project or the development of the service-learning project. | 30            |
| Mixed objective/subjective test | B1 B2 B3 B4 B5          | It will be evaluated the knowledge and skills shown by the students in the final exam proposed by the teaching team, and students must obtain a minimum of 3.5 points out of 7.  | 70            |

## Assessment comments

Evaluation criteria (other comments): The minimum grade required to pass this subject will be 5 points.

Students who release part of the subject through one of the activities of "collaborative learning" or, if there is any, mixed (partial) test, will only be valid for the current course. If a student who has released a part fails to pass the subject as a whole at the opportunities of June or July, his/her final grade will be "Fail", and they will have to repeat all the subject in the following academic courses.

It is forbidden to access the classroom in which the different evaluation tests are carried out with any device that allows communication with the outside and/or storage of information.

Students with qualification of "not presented": Students will be qualified with "Non-Presented" in the event that they only present activities that together represent less than 20% of the final grade. Students with qualification of "suspended": Students who fail the mixed test (final exam) will appear with the qualification obtained on it.

Students with part-time dedication and academic waiver of attendance exemption: Students with any of these conditions will be evaluated under the above criteria.

Criteria for the second opportunity (July call): The aforementioned evaluation criteria will apply to both the first and the second opportunity.

Criteria for the advanced call: For students who want to attend the advance call in December to overcome this subject will apply the same criteria as in the second opportunity. In this case, 70% of the final exam (mixed test) and 30% of the continuous evaluation (collaborative learning).



## Sources of information

|                      |  |
|----------------------|--|
| <b>Basic</b>         | Krugman, P., Wells, R. & Graddy K. (2014). Essentials of economics. 3rd Edition. Reverté<br>Krugman, P., Wells, R. & Graddy, K. (2014). Fundamentos de economía. 3rd Edition. Reverté<br>Dillon, S. (2012). Principios de gestión en empresas de moda. Barcelona. Editorial Gustavo Gili.<br>Martin, M.S. (2009). El todo en uno del diseñador de moda. Barcelona: Promopress.                       |
| <b>Complementary</b> | Pindyck R. S. and Rubinfeld, D. L. (2013). Microeconomics. Pearson<br>Frank, R.H. (2010). Microeconomics and Behavior. McGraw-Hill<br>Blanchard, O. (2017). Macroeconomics. 7th Edition. Pearson<br>Pindyck, R.S. & Rubinfeld, D.L. (2012). Introducción a la Economía: Microeconomía. Pearson.<br>Prentice Hall<br>Mochón Morcillo, F. (2009). Introducción a la Macroeconomía. Madrid. McGraw-Hill |

## Recommendations

### Subjects that it is recommended to have taken before

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

### Other comments

1. The delivery of the documentary works carried out in this area:  
a. They will be requested in virtual format and / or in computer support.  
b. It will be done through Moodle, in digital format without printing.  
2. The importance of ethical principles related to sustainability values in personal and professional behaviors must be taken into account.  
3. Work will be done to identify and modify prejudices and sexist attitudes, and the environment will be influenced to modify them and promote values of respect and equality.  
4. It will be facilitated the full integration of students who, for physical, sensory, psychic or sociocultural reasons, experience difficulties in adequate, equal and profitable access to university life.

(\*)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.