



Universidad  
de Alcalá

# TEACHING GUIDE

## WORLD ECONOMICS

**Degree in Economics and International  
Business**

**Universidad de Alcalá**

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**2019/2020**

**First Year – First Term**

## TEACHING GUIDE

Subject:	<b>World Economics</b>
Code:	<b>360001</b>
Degree title:	<b>Economics and International Business</b>
Department and field of study:	<b>Department: Economics Field: Applied Economics</b>
Type of course:	<b>Foundation course</b>
ECTS credits:	<b>6</b>
Year and Term:	<b>First Year - First Term</b>
Teaching staff:	<b>PhD. Antonio García Tabuenca (Coordinator) PhD. Juan de Lucio Fernández</b>
Staff consultation hours:	Contact tutor via email to arrange an appointment in advance. <b>antonio.gtabuenca@uah.es juan.delucio@uah.es</b>
Language of teaching:	<b>English</b>

### 1. MODULE DESCRIPTION

World Economics is taught in the first term of the first year of the undergraduate degree in Economics and International Business. This module aims to familiarize the student with the principal concepts of economics and to understand the characteristics of the global economy.

The student may already be familiar with some of the material covered in the course from their own general knowledge and contact with society. They will have the opportunity to relate their own experience to the specialised environment, where possible using everyday examples to see how the world around them is reflected in the field of economics.

This module provides an introduction to the study of economics and economic processes. Frequently-used economic materials such as statistics bases will be covered in this module. Further materials can be accessed through the library and ICT suite. The student will also learn how to debate economic and social matters by sharing opinions and through reflection, analysis, and defending their own point of view. This module aims to bring together formal learning and everyday real-life concepts; in other words to see reality from multiple angles in order to consolidate knowledge.

## 2. LEARNING OBJECTIVES

During this module, students will acquire skills in the following areas. These will be assessed according to the criteria listed on pages 9-10.

General skills:

1. Researching, selecting and evaluating economic texts as well as general information.
2. Using ICT to research and solve economic problems.
3. Learning through reflection and critical and independent thinking.
4. Critically analyzing the material covered, summarizing information and practically applying theoretical concepts.
5. Expressing ideas in writing and verbally.
6. Working as part of a team.
7. Understanding how the economy works and linking it to the principles of ethics and solidarity that are demanded in contemporary society.
8. Developing commitment to ethical practices in the workplace.

Subject-specific skills:

1. Becoming familiar with the economic concepts necessary for understanding the problems and basic characteristics of both the Spanish and global economy.
2. Competently and accurately using economic terminology and concepts.
3. Practically applying theoretical concepts to real-world global economics.
4. Researching bibliographical and statistics sources as well as accessing texts and materials for the individual project.
5. Understanding the relationship between the global and Spanish economy in the context of the other modules studied both year and later in the course.
6. Developing critical reasoning skills based on the chosen topic; providing bibliographical evidence to support your argument; developing the skills of self-criticism, personal initiative and innovation; introducing new ideas; working as part of a team and defending ideas coherently and accurately.
7. Understanding the social implications of the strengths and weaknesses of the Spanish and global economy, with particular emphasis on the distribution of wealth.

## 3. MODULE CONTENT

Module introduction: The aims, teaching methods, assessment criteria and course outline will be explained.

Lesson 1: MEASURING ECONOMIC ACTIVITY

- 1.1.- Economic activity.
- 1.2.- Representation of economic activity by the circular flow of income.
- 1.3.- Macroeconomic variables.
- 1.4.- Balance of Payments.

**Practical exercise:**

Calculating macroeconomic variables and the Balance of Payments.

## Lesson 2: THE WORLD ECONOMICS IN THE LAST 100 YEARS

- 2.1.- Structural changes.
- 2.2.- Key periods.
- 2.3.- Economic convergence.
- 2.4.- The global economy today.

### **Practical exercise:**

Using global economic data to calculate annual (or periodical) variation rates of different macroeconomic variables as well as calculating economic convergence indices. Using the Human Development Index.

## Lesson 3: DEMOGRAPHIC DYNAMICS OF THE GROWTH

- 3.1.- Demographic indicators.
- 3.2.- Stages of the demographic development.
- 3.3.- Demographic transition.
- 3.4.- International demographic patterns and trends.
- 3.5.- Human capital.

### **Practical exercise:**

Calculate demographic indicators for several countries by doing an assessment within the theoretical framework explained in class.

## Lesson 4: INTERNATIONAL TRADE

- 4.1.- International Trade Theory.
- 4.2.- International Trade Organizations.
- 4.3.- Evolution and current situation of the international trade.

### **Practical exercise:**

Calculating coverage rates, openness of economy, propensity to import to and export from an economy, purchasing power parity, relative balance of trade, contribution to sales and intra-industry trade.

## Lesson 5: ECONOMIC INTEGRATION

- 5.1.- Types of economic integration.
- 5.2.- Static and dynamic outcomes of the economic integration.
- 5.3.- Main regional integration blocs.

### **Practical exercise:**

Analysing the European integration process. Calculate trade creation and diversion effects.

## Lesson 6: INTERNATIONAL FINANCE

- 6.1.- The International Finance System. Financial Globalization.
- 6.2.- International financial markets.
- 6.3.- Financial crises: causes and effects.
- 6.4.- International financial institutions.

Introduction (Lesson 0)	<ul style="list-style-type: none"> <li>• 1 session</li> </ul>
Lesson 1	<ul style="list-style-type: none"> <li>• 4 sessions (2 theory classes and 2 practical)</li> </ul>
Lesson 2	<ul style="list-style-type: none"> <li>• 2 sessions (1 theory classes and 1 practical)</li> </ul>
Lesson 3	<ul style="list-style-type: none"> <li>• 2 sessions (1 theory classes and 1 practical)</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• 2 sessions (1 theory classes and 1 practical)</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• 2 sessions (1 theory classes and 1 practical)</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• 2 sessions (1 theory classes and 1 practical)</li> </ul>

## 4. TEACHING AND LEARNING METHODS

### 4.1. Number of hours

Total contact hours: 48	<ul style="list-style-type: none"> <li>• Theory classes: 22,5 hours</li> <li>• Practical classes: 22,5 hours</li> <li>• Final exam: 3 hours</li> </ul>
Total hours of individual study: 102	<ul style="list-style-type: none"> <li>• Individual study: 99 hours</li> <li>• ECTS tutorials: 3 hours</li> </ul>
Total: 150 hours	

### 4.2. Learning activities, materials and resources

<b>Attending classes</b>	<ul style="list-style-type: none"> <li>• Theory classes in large and small groups</li> <li>• Analysing and discussing case studies</li> <li>• Seminars</li> <li>• Small-group tutorials</li> </ul>
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<b>Individual study</b>	<ul style="list-style-type: none"> <li>• Readings</li> <li>• Carrying out activities: exercises, concept maps, exemplification, research</li> <li>• Participating in the online learning platform</li> </ul>
<b>One-to-one tutorials</b>	<ul style="list-style-type: none"> <li>• One-to-one meetings allow the student to resolve queries and monitor their progress.</li> </ul>
<b>Exams</b>	<ul style="list-style-type: none"> <li>• Individualised assessment of knowledge and skills gained throughout the module.</li> </ul>

### Materials and Resources

**Given the nature of this module, students can make use of a wide range of materials and resources, including the following key resources:**

- Textbooks, reference books and workbooks
- Scientific and journalistic articles
- Regional, national and international statistics
- Audio-visual materials: films and documentaries
- Online learning platform (Blackboard) and ICT suites
- Software: Word processor, spreadsheet, presentations, web browsers, video editing software
- Web 2.0 tools

There will be a collaboration with the professionals of the CRAI-Library, with the objective that students perform an activity that develops information skills in the use and management of information.

## 5. EVALUATION: Exams, evaluation criteria and marks

### Criteria for assessing skills

Normally, the student must follow the process of continuous evaluation. If this is unsuitable due to extenuating circumstances, the student may be permitted to sit a final exam instead, depending on approval from the Dean of the faculty. See below for further details.

### General conditions

1. The student must pass the continuous evaluation activities throughout this module in order to pass it. This complies with Article 9 of the regulations of undergraduate assessment (approved on the 24th March 2011 by the University Governing Board). If the student does not participate in the learning-teaching process explained in the course handbook (attendance, carrying out and handing in assignments), they will not be allowed to sit exams during the examination period.
2. If extenuating circumstances prevent the student from following the continuous evaluation process and they wish to be assessed by a final exam instead, they must submit a written request to the Dean during the first two weeks of term explaining why continuous evaluation is unsuitable. Acceptable reasons for this that do not require further investigation include doing an internship,

work obligations, family obligations, health reasons and disabilities, among others. (this is in accordance with article 3.2 of the University of Alcalá's "Regulations of Assessment" published on the 24th March 2011). Studying part-time does not authorise the student to opt to sit the final exam rather than be assessed continuously. If a student wishes to do so, they must make a request in writing within two weeks of the first lesson. If they have not received a written response within fifteen working days of making their request, they can presume their request has been approved.

## ❖ CONTINUOUS EVALUATION SYSTEM

The following continuous assessment methods will determine the final grade for the module:

- Sitting a theoretical and practical exam (worth 40% of the final grade).
- Mid-term exams; Preparing and presenting readings, case studies and/or research material; contributions in class, meetings with tutors and other activities (worth 60% of the final grade).

### 1. Understanding theoretical and practical elements:

#### A. Assessment criteria: The following areas will be assessed:

- Understanding the concepts and principal ideas of each of the lessons.
- Ability to integrate and apply theoretical knowledge to practical situations that may arise.
- Ability to resolve problems of an economic nature.
- Ability to summarise and clarify information.

#### B. Assessment process:

- The student must sit a final written exam consisting of theoretical and practical elements and is worth **40%** of final grade.

### 2. Mid-term exams; Preparation and presentation of readings, case studies and/or research tasks; Attendance and contribution to class

#### A. Assessment criteria: The following areas will be assessed:

- Ability to resolve problems of an economic nature.
- Applying suitable economic information sources to solve the given tasks.
- Presenting assignments formally with a clear and justified argument, using economic language and suitable quotations.
- Ability to work independently and as part of a group.
- Regularly attending theory and practical classes. The student must attend at least 75% of classes in order to pass continuous assessment.
- Attending meetings with tutors - both individually and in a group - and any other activities or seminars that may be organised.
- Making contributions in class - the student must prepare the set readings before coming to class.
- Quality and originality of contributions made in class.
- Engaging in set tasks.
- Participating and contributing in group activities

#### B. Assessment method:

- Preparing and presenting readings, case studies and/or research material as well as mid-term exams. Assessment of class activities, meetings with tutor and other activities (worth **60%** of the final grade).

### ❖ FINAL EVALUATION SYSTEM (Extenuating circumstances)

If the student has permission to follow the final exam process rather than continuous assessment, they must demonstrate that they have acquired the general and subject-specific skills of this handbook in a final written exam. This exam will consist of both theory and practical elements and is worth **100%** of the final grade.

#### Examination resits (June):

If the student fails the assessment in May, they must resit it in June. This exam consists of both theory and practical elements and is worth 100% of the final grade.

If the student is following the process of continuous assessment and fails, they will not be given a grade.

#### Grades:

The student will receive a numeric decimal grade which corresponds to a qualitative classification. (This conforms to the European Credit Transfer System Royal Decree 1125/2003 which stipulates that the student must receive a numeric decimal grade and a qualitative classification). The scale is as follows:

0,0 – 4,9 FAIL (SS)

5,0 – 6,9 PASS (AP)

7,0- 8,9 VERY GOOD (NT)

9,0 – 10 EXCELLENT (SB)

9,0 – 10 OUTSTANDING (limited to a maximum of 5% of students)

## 6. BIBLIOGRAPHY

### Lesson 1: MEASURING ECONOMIC ACTIVITY

- ALONSO, J. A.; ÁLVAREZ, I. (2019): “Medición de la actividad económica”, Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo de las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 1).
- ALONSO, J. A.; MAESO, F. (2019): “Balanza de pagos, equilibrio externo y tipo de cambio”, Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo de las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 7).
- MUÑOZ CIDAD, C.; RAPÚN, M. y IRÁIZOZ, B. (2008): *Las cuentas de la nación: introducción a la Economía Aplicada*, Civitas, Madrid (chap. 1,2, 3 4, 6 y 11).
- MUÑOZ CIDAD, C.; IRÁIZOZ, B. y RAPÚN, M. (2007): *Las cuentas de la Nación II. Ejercicios*, Civitas, Madrid.
- DELGADO, M. J.; DE DIEGO, D.; DÍAZ, C.; MARTÍN, M. (2002): *Introducción a la economía aplicada: metodología, fuentes estadísticas y casos prácticos*, Ariel, Barcelona (chapters 1 & 7).
- INTERNATIONAL MONETARY FUND (2009): *Balance of payments and international investment position manual*, Sixth Edition, Washington, D.C.
- STIGLITZ, J.E.; SEN, A.; FITOUSSI, J.P. (2010): *Mismeasuring our Lives: Why GDP Doesn't Add Up*, New Press, New York.
- UNITED STATES DEPARTMENT OF COMMERCE (2014): *Concepts and Methods of the United States National Income and Product Accounts*, Bureau of Economic Analysis, July 2014.



#### Lesson 2: THE GLOBAL ECONOMY IN THE LAST CENTURY

- JIMÉNEZ, J. C. (2019), «Etapas del desarrollo de la economía mundial», Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 2).
- ALONSO, J. A. (2019), «Radiografía de la economía mundial», Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 3).
- ALONSO, J. A.; GARCIMARTÍN, C.; FILLAT, C. (2017): «Crecimiento económico y cambio estructural», Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 4).
- MUÑOZ CIUDAD, C. (2003): *Estructura económica internacional*, 3th edition, Thomson-Civitas, Madrid (chapters 1-7).
- GRAFF, M.; KENWOOD A.G.; LOUGHEED, A.L. (2014): *Growth of the International Economy, 1820-2015*, Routledge
- PNUD (2016): *Human Development Report*, New York.
- WORLD BANK (2016): *World Development Report*, Washington.

#### Lesson 3: DEMOGRAPHIC DYNAMICS OF THE GROWTH

- BARCENILLA VISÚS, S. (2019): “Dinámica demográfica”, Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 5).
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- GALOR, O. (2005): “From Stagnation to Growth: Unified Growth Theory”, Aghion, P.; Durlauf, S. (Edts.), *Handbook of Economic Growth*, Elsevier.
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#### Lesson 4: INTERNATIONAL TRADE

- CARRERA, M.; DE DIEGO, D.; HERNÁNDEZ, R. (2019), «Comercio internacional», Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 8).
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#### Lesson 5: ECONOMIC INTEGRATION

- CARRERA, M; DE DIEGO, D.; HERNÁNDEZ, R. (2019), «Comercio internacional», Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 8).
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*transformaciones estructurales*, Civitas, Madrid.

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#### Lesson 6: INTERNATIONAL FINANCE

- MAESO, F. (2019), «Mercados financieros internacionales», Alonso, J. A. (Dir.), *Lecciones sobre economía mundial. Introducción al desarrollo y a las relaciones económicas internacionales*, Thomson-Civitas, Madrid (chapter 10).
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