



Universitat de Lleida

DEGREE CURRICULUM
**SPANISH AND WORLD
ECONOMY**

Coordination: TORRES SOLE, TERESA

Academic year 2022-23

Subject's general information

Subject name	SPANISH AND WORLD ECONOMY			
Code	101323			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Business Administration and Management	3	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Business Administration and Management and Degree in Tourism	4	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Computer Engineering and Degree in Business Administration and Management	5	COMPULSORY	Attendance-based
	Double bachelor's degree: Degree in Law and Degree in Business Administration and Management	4	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	2.4		3.6
	Number of groups	4		4
Coordination	TORRES SOLE, TERESA			
Department	APPLIED ECONOMICS			
Teaching load distribution between lectures and independent student work	40%- 60%			
Important information on data processing	Consult this link for more information.			
Language	Català			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
ENCISO RODRIGUEZ, JOAN PERE	pere.enciso@udl.cat	6	Tuesday 9h - 13h and 19h - 20 h. Dijous, de 12h a 13h. Office 0.12 FDET
TORRES SOLE, TERESA	teresa.torressole@udl.cat	12	Friday 12 - 15 h. Office 0.11 FDET
TRAPERO BERTRAN, MARTA	marta.trapero@udl.cat	6	

Subject's extra information

The course as part of the academic plan

The subject on the Spanish and World Economy is a course that is given for the ADE degree in order to understand and analyse how the international economy and the Spanish economy are structured. The subject is given in the first semester of the third year of the degree course. This allocation relates to a transversal planning of the learning process, which starts in the second half of the first year when the student is given the basics of economics with the Economics I course. It continues in the first semester of the second year with the study of Economics II, in which the knowledge of the macroeconomic field is consolidated and expanded in order to understand the information on the economic reality. In the second semester of the second year, the student is taught and gets to know the measures of the different aspects of economic policy, the aims that these pursue and their impact on the economic agents and sectors, which are the learning objectives of the course on Economic Policy. Moreover, the student has already been given different instrumental tools in the courses on mathematics (first year) and statistics (first and second years). All these learn processes are essential in order to understand today's economic environment and its evolution in the past few decades, knowledge that will be entered into in greater depth in the course on the Spanish and the World Economy.

Learning objectives

- 1.1 Correctly identify the data of a problem or question.
- 1.2 Justify and reason the answers adequately to the questions posed.
- 1.3 Prepare reports or group work.
- 1.4 Contrast the information consulted in the various bibliographic sources or on the web and draw conclusions.
- 1.5 Conclude the opinions synthetically from the reading of an article or diverse material.
- 1.6 Show ability to expand concepts worked in person.
- 2.1 Reflect and be critical about the course materials.
- 2.2 Plan and organize the work to be devoted to the subject.

- 2.3 Analyze and represent economic data appropriately.
- 3.1 Cooperate with the rest of the teammates in the group.
- 3.2 Accept the opinions and proposals of the rest of the group.
- 4.1.1 Describe the weight and importance of the Spanish economy in the world world.
- 4.1.2 Analyze the different components that determine GDP.
- 4.1.3 Define the main economic macro-figures.
- 4.1.4 Interpret the main macroeconomic variables.
- 4.1.5 Assess the main macroeconomic imbalances and their consequences.
- 4.1.6 Interpret the macroeconomic tables.
- 4.1.7 Describe the institutions in which economic agents make decisions.
- 4.1.8 Know the indicators used to analyze the economic situation.
- 4.2.1 Correctly use the basic concepts related to economic macro-figures.
- 4.2.2 Understand the causes and consequences of economic globalization.
- 4.2.3 Explain the consequences of economic globalization.
- 4.2.4 Analyze alternative proposals to globalization.
- 4.2.5 Know the reasons, causes and consequences of the economic crisis.
- 4.3.1 Analyze the international economic situation.
- 4.3.2 Apply the concepts and instruments of economic analysis.
- 4.3.3 Identify the resources of the world economy and their distribution.
- 4.3.4 Interpret the consequences of the economic development of the last decades.
- 4.3.5 Analyze economic inequalities at the territorial level.
- 4.3.6 Identify the structural and economic profiles of developing countries.
- 4.3.7 Identify the structural and economic profiles of developing countries.
- 4.4.1 State the factors that justify international trade.
- 4.4.2 Interpret the economic interrelationships of economic integration processes.
- 4.4.3 Know the main economic integration processes.
- 4.5.1 Differentiate the characteristics of the various economic cycles.
- 4.5.2 Explain the impact of economic policies on the conjunctural cycle.
- 4.5.3 Analyze the Spanish economic situation.
- 4.6.1 Recognize the different approaches to GDP.
- 4.6.2 Explain the impact of the change in the exchange rate in the economy.
- 4.6.3 Explain the economic reality of our environment.
- 4.6.4 Know the Spanish economic growth model.

- 4.7.1 Identify the resources of the Spanish economy and their distribution.
- 4.7.2 Interpret GVA changes via production. 4.7.3 Know the characteristics of the sector occupation.
- 4.7.4 Understand the characteristics of sectoral productivity.
- 4.7.5 Understand the productive structure of the Spanish economy.
- 4.8.1 Differentiate between public sector revenues and expenditures.
- 4.8.2 Describe which are the imbalances in the Spanish balance of payments.
- 4.8.3 Interpret the items in the balance of payments.
- 4.8.4 Know and interpret macroeconomic imbalances.
- 4.8.5 Identify the internal and external imbalances of the Spanish economy.
- 4.8.6 Identify the consequences of internal and external imbalances in the Spanish economy.
- 5.1 Correctly and without fault express the activities, exercises and tests carried out in writing.
- 5.2 Present in a correct and understanding way the oral answer to the questions posed.
- 6.1 Correctly use the SAKAI virtual campus environment.
- 6.2 Prepare the works and exercises in doc and pdf format appropriately.
- 6.3 Work correctly solving exercises with the spreadsheet.
- 6.4 Search and select statistical and economic information in the virtual environment.
- 6.5 Present financial information in multimedia format.
- 6.6 Search for correct information in statistical and economic databases.
- 7.1. Perform analysis of macroeconomic policies that include household activities and jobs (domestic and priesthood).
- 7.2. Recognize and understand the role of macroeconomic and social policies in the production and reproduction of gender inequalities.

Competences

General or basic competencies (CB)

CG1. Capacity for analysis and synthesis.

CG2. Ability to organize and plan.

CG5. Be able to work and learn autonomously and simultaneously interact appropriately with others, cooperating and collaborating

Specific competencies (CES)

CE5. Identify and interpret economic, environmental, political, sociological and technological factors at the local, national and international levels and their impact on organizations.

Strategic competences of university (CEU)

CT1. Correct oral and written expression.

CT3. Mastery of ICT.

CT5. Apply the gender perspective to the functions of the professional field

Subject contents

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Topic 1. The world economic situation

Topic 2. International economy: Applied economic models

Topic 3. The development stages of the world economy

Topic 4. The development stages of the Spanish economy

Methodology

This course has a workload of 6 ECTS, equivalent to 150 working hours. These hours are of two types. - Classes: for a total of 60 hours, students will meet face-to-face in GG and GM classes. The methodology used is based on the premise that the student is the center of the learning process. Through an active methodology, teachers guide students to acquire skills needed to become an apprentice to achieve effective English language within the business and economics. - Autonomous learning: for a total of 90 hours, students will conduct learning activities.

Development plan

1	Presentation
2,3,4	LESSON 1
5,6,7,8	LESSON 2

9	EVALUATION
10, 11,12	LESSON 3
13,14,15	LESSON 4
16,17	EVALUATION

Evaluation

- 1th Evaluation:15%
- 2th Evaluation: 15%
- 3th Evaluation: 25%
- 4th Evaluation: 45%
- 5th Recuperation Evaluation 45%

Check dates on <http://www.grauade.udl.cat/ca/calendari-horaris/calendari-academic.html>

Bibliography

Each of the topics will indicate the related basic bibliography.

Niño-Becerra, S. (2022): Futur, quin futur? Claus per sobreviure més enllà de la pandèmia. Editorial Pòrtic.

CONSEJO ECONÓMICO y SOCIAL ESPAÑA (CES) (2022): MEMORIA sobre la situación socioeconómica y laboral ESPAÑA 2021 (RESUMEN EJECUTIVO)

https://www.ces.es/documents/10180/5286877/Memoria_CES_2021-RESUMEN_EJECUTIVO.pdf/4d757b8c-a3fb-5d33-5d14-0e62994f3d7b

Recommended bibliography

Torres López, Juan (2015): *El capitalismo en crisis (del crac del 1929 a la actualidad)*. Editorial Anaya.

Alonso, José Antonio (2007). *Lessons on the world economy*. Publ. Thomson/Cívitas. ISBN:978-84-470-2793-4.

Bayon, D.; Flipo, F.; and Schneider, F.Walden (2011). *Economic decline <810 questions to understand it and discuss it*) Publ. El Viejo Topo.

Bello, Walden (2004). *Deglobalisation (Ideas for a newworld economy)*. Publ. Icaria, Intermon Oxfam.

Silence Magazine Group (2006). *Target decline*. Publ. Leqtor.

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- George, S. (2002). *Let'sput the WTO in its place*,publ. ICARIA
- Krugman, Paul (2008). *AfterBush*. Publ.Crítica.
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- Olivos, Arcadi (2010). *Westop the crisis. The perversions of a system that can bechanged*.Publ. Ángulo
- Pastor, Alfredo (2007). *Humblescience. Economics for citizens*. Publ. Crítica.
- PNUD (2010). *Reporton human development 2010*,Publ. Mundi Prensa.
- Ramonet, Ignacio (2009). *Theperfect catastrophe (The crisis of the century and the refounding of thefuture)*, Publ. Icaria.
- Ramiro, Pedro i González, Erika (2019): *A dónde va el capitalismo español*. Editorial traficantes de sueños.
- Sen, Amartya andKliksberg, Bernardo (2007). *People first*. Publ.Deusto.
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- Stiglitz, J. (2002). *Theunrest in globalisation*,publ. Taurus.
- Stiglitz, J. (2003). *Thehappy 90s: The seed of destruction*, publ. Taurus.
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- Taibo, Carlos (2011). *Economicdecline simply explained*. Publ.catarata.
- Torres López, Juan(2009). *The financial crisis. Guideto understanding and explaining it*.Publ.ATTAC
- Tugores, Juan (2009). *The dark side of the economy (What they don't want you to know about the crisis)*. Publ. Gestión 2000.

DOCUMENTATION SOURCES:

- Biblioguía Grado en ADE: <https://biblioguies.udl.cat/ade>
- Bank of Spain: <http://www.bde.es>
- TheWorld Bank: <http://www.worldbank.org/data>
- The Economic and Social Council: <http://www.ces.es/index.jsp>
- The Economy and knowledge department. The Regional Government of Catalonia:<http://www20.gencat.cat/portal/site/economia>.
- Eurostat: <http://europa.eu.int/comm/eurostat/>
- The International Monetary Fund: <http://www.imf.org/external/spanish/index.htm>

- Greenpeace: <http://www.greenpeace.es>
- The Institute of Statistics of Catalonia: <http://www.idescat.cat/>
- The National Statistics Institute (INE): <http://www.ine.es>
- La Caixa, monthly report: <http://www.lacaixa.comunicacions.com/se/ieimon.php?idioma=esp&libro=201106>.
- The Ministry of the Economy and Taxation: <http://www2.mineco.se/mineco/>
- OECD: <http://www.oecd.org>
- PNUD: <http://www.igov.org/pnud/>
- TV3. Programmes: 30minutes and Added Value.