

1. BASIC INFORMATION

Course	World Economics
Degree program	Global Bachelor Degree in International Business
School	Social Sciences
Year	Second
ECTS	6
Credit type	University Core Requirement
Language(s)	English
Delivery mode	Campus-based
Semester	2
Academic year	2019 / 20
Coordinating professor	César Lajud

2. PRESENTATION

This course is an introductory subject, aiming at providing students with the basic knowledge concerning world economy, the concepts and basic information about the role of countries, systems and Institutions. Specifically, the role of the countries in new economic order, as well as tendencies such as objectives, functions and specific actions in the near future. Additionally, this course introduces the students in the international movement of goods, services and capital, together with basic knowledge of international trade and international finance. These concepts will be the foundation for the remaining courses students will take during their second year, as well as in subsequent courses during their degree.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- BS1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.
- BS3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.
- BS5: Students must have developed the necessary learning skills so as to undertake subsequent studies with autonomy.

Cross-curricular competencies:

- CS1: Self-learning skills: The ability to choose the most effective strategies for controlling our own learning environment and acting autonomously throughout the learning process.
- CS2: Self-confidence: The ability to assess our own results, performance and capabilities with the inner conviction that we are capable of meeting the demands of a task or challenge.
- CS4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- CS7: Ethical values: The ability to think and act according to universal principles based on individual worth and full development of the human personality, and which entails a commitment to certain social values.
- CS8: Information management: The ability to find, select, analyze and integrate information from different sources.
- CS9: Interpersonal skills: The ability to interact positively with other people by verbal and non-verbal means through assertive communication, the latter meaning the ability to express or transmit what one wants, thinks or feels without inconveniencing, insulting or upsetting the other person.
- CS17: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.
- CS18: Use of information and communication technologies (ICT): The ability to use information and communication technologies effectively as a tool for finding, processing and storing information, as well as for developing communication skills.

Specific competencies:

- SS 1. Capacity for evaluation and critical analysis of phenomena and agents that affect the social and political environment in different international scenarios.
- SS3: Ability to analyze the role of international organizations today as well as the role and scope of the influence of international cooperation agencies and organizations.
- SS4: Ability to identify and analyze the economic aspects of globalization linked to the internationalization of companies, foreign trade, and the global economy.
- SS6: Ability to assimilate and take into account in decision-making the socio-economic reality of the different geopolitical, geo-economic and socio-cultural issues, as well as their particularities.
- SS14: Capacity to adapt to new trends and business practices including the application of corporate social responsibility policies, in the context of international business.

Learning outcomes:

- LO1: The student will be able to analyze, integrate and evaluate the information coming from LO1: The student will understand basic concepts, main characteristics and elements related to world economics.
- LO2: The student will locate the weight and significance of the main world economies, both currently and in the economic horizon of 2050.
- LO3: The student will understand the international movement of capital and the relevance of international organizations.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
BS1, BS3, BS5, CS 1, CS2, CS8, SS1, SS4, SS6	LO1
BS1, BS3, BS5, CS 1, CS2, CS4, CS7, CS8, CS9, CS17, CS18, SS1, SS4, SS6, SS14	LO2
BS1, BS3, BS5, CS 1, CS2, CS4, CS7, CS8, CS9, CS17, CS18, SS1, SS3, SS4, SS6, SS14	LO3

4. CONTENT

Unit 1: World Economics: An introduction.

- 1.1 Current situation and perspectives
- 1.2 Basic concepts to understand market economies and other economic systems
- 1.3 Historical evolution of modern world economy

Unit 2: The Globalization of the World Economy.

- 2.1 Globalization: aspects and dimension
- 2.2 Advantages and disadvantages of globalization

Unit 3: International Trade Relations.

- 3.1 Global trade
- 3.2 Regulating international trade
- 3.3 Economic integration

Unit 4: International Monetary Relations.

- 4.1 Monetary systems; payments among nations; international investment positions
- 4.2 Exchange rates and foreign exchange markets
- 4.3 International regulatory institutions.

Unit 5: Global Challenges

- 5.1 Poverty and inequality
- 5.2 The environment and the world economy
- 5.3 Other challenges: energy, migration, population

Unit 6: The Global Enterprise.

- 6.1 Multinationals and the process of globalization
- 6.2 Global companies' valuation

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master classes.
- Case method.
- Cooperative learning.
- Problem based learning.
- Project based learning.

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning Activity	Number of hours
Master classes	40 h
Tutoring	20 h
Analysis and integration of contents of the different units through readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations.	55 h
Autonomous work	20 h
Specific topics quizzes/test.	10 h
Comprehensive knowledge exams	5 h
TOTAL	150 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Comprehensive knowledge exams	40%
Specific topics quizzes/test	10%
Readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations.	40%
Final group project and oral presentation	10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Analysis and integration of contents of unit 1 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 1-4
Activity 2. Reading comprehension quiz/test of material corresponding to unit 1.	Week 5
Activity 3. Analysis and integration of contents of unit 2 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 6-7
Activity 4. Reading comprehension quiz/test of material corresponding to unit 2.	Week 7
Activity 5. Analysis and integration of contents of unit 3 through readings,	Week 7-9

debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	
Activity 6. Reading comprehension quiz/test of material corresponding to unit 3.	Week 9
Activity 7. Comprehensive knowledge exam – Intermediate	Week 10
Activity 8. Analysis and integration of contents of unit 4 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 12-14
Activity 9. Reading comprehension quiz/test of material corresponding to unit 4.	Week 14
Activity 10. Analysis and integration of contents of unit 5 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 15
Activity 11. Analysis and integration of contents of unit 6 through readings, debates, individual / group resolution of exercises, case studies, reports, questionnaires and / or oral presentations.	Week 16
Actividad 12. Group Projects – Oral presentations.	Semana 17-18
Activity 13. Comprehensive knowledge exam – Final	Week 19

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

- ALLEN, R.C. (2001). *Global Economic History: A Very Short Introduction*. Oxford University Press.
- APPLEYARD, D.R., FIELD, A.J. (2014). *International Economics*. McGraw-Hill.
- BARNETT, M., FINNEMORE, M. (2004). *Rules for the World: International Organizations in Global politics*. Cornell.
- CARBAUGH, R.J. (2015). *International Economics*. Cengage Learning.
- EICHENGREEN, B. (2008). *Globalizing Capital: A History of the International Monetary System*. Princeton.
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- KAGUNDU, P. ROSS, G. (2016). *Introduction to the Global Economy, Second Ed.* Kendall Hunt Publishing Company.

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- LAIRSON, T.D. & SKIDMORE, D. (2003). International Political Economy: The Struggle for Power and Wealth. Thomson & Wadsworth
- LECHNER, F. J.; BOLI, J. (ed.) (2015). The Globalization Reader. Wiley Blackwell.
- MADDISON, A. (2001). The World Economics. A Millennial Perspective. OECD.
- OATLEY T. (2012). International Political Economy. Pearson.
- PIKETTY, T. (2014). Capital in the Twenty-First Century. Harvard.
- PUGEL, T.A. (2016). International Economics, 16th edition, McGraw-Hill,. International Edition.
- RAVENHILL, J. (2017). Editor, Global Political Economy, 5th Edition, Oxford University Press.
- RODRIK, D. (2011). The Globalization Paradox. Oxford University Press.
- STEGER, M. B. (2003). Globalization. A Very Short Introduction. Oxford University Press.
- STUTZ F. P. AND WARF B. (2013). The World Economy: Geography, Business, Development. New International Edition. 6th edition, Prentice Hall.
- Annual Reports by international organizations will be used extensively: WTO, IMF, WB, OECD, UNCTAD, UNDP, etc.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

INSTITUTIONAL ASSESSMENT OF LEARNING OUTCOMES PLAN

Covid-19

TEMPLATE TO ADAPT TEACHING AND EVALUATION ACTIVITIES

Course/Module: World Economics
Degree Program: Global Bachelor Degree in International Business
Year (1^o-6^o): Second
Group (s): M2Z
Professor: César Lajud
Coordinating profesor: César Lajud (Degree Coordinator, Internship coordinator, End of Degree Project, Master´s Degree Program)

In the following chart you should include the **teaching activities** described in the course syllabus of your course/module and the alternative ones that you have implemented in this new scenario of virtual teaching and learning. If you are using an equivalent activity, it still needs to be included in the right column as well. Keep in mind, that the teaching activities and evaluation mechanisms that you had planned in your course, Will need to be adapted to distance learning. Students should receive clear instructions which Will facilitate the activity and self-study, thus preparing evaluation for the course.

Should an appropriate adaptation of the activities that you had planned in your syllabus for the course not be possible, please provide a brief description of the alternative you have designed (this may be especially relevant in practical laboratory sessions)

Teaching Activity described in the syllabus	Adapated activity in distance learning
Master classes. (Campus based)	Master classes. (Online)
Tutoring. (Campus based)	Tutoring. (Online)
Analysis and integration of contents of the different units through readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations. (Campus based)	Analysis and integration of contents of the different units through readings, debates, individual / group resolution of problems, case studies, reports, questionnaires and / or oral presentations. (Online)
Autonomous work. (Campus based)	Autonomous work. (Online)
Specific topics quizzes/test. (Campus based)	Specific topics quizzes/test. (Online)
Comprehensive knowledge exams. (Campus based)	Comprehensive knowledge exams. (Online)

Similarly, if any of the **evaluation activities** that you had in place is in any way adapted to distance learning, this needs to be reflected in the chart below. You may copy the chart as many times as needed, one section for each activity. (*)

(*) Note: The following table is not completed because there are not changes in the evaluation activities.

Evaluation Activity that was planned in the Syllabus for face to face instruction		NEW virtual evaluation activity (adapted)	
Description of original face to face evaluation activity		Description of new activity	
Content to be assessed	The content to be addressed in each evaluation activity should be the same.		
Learning Outcomes to be assessed <i>(Please check Syllabus of the course/module)</i>	The Learning Outcomes that are addressed are the same: specify:		
Duration		Approximate duration	
Weight in evaluation		Weight in evaluation	
Please note:			

¡IMPORTANT!

The Course/Module Coordinator Will unify all professor's suggestions from the same course and Will send the adaptation template properly filled out to the Degree Coordinator/Director so it may be discussed in the CCT/CEAT (Quality and Assessment Degree Committees) that Will be held as an extraordinary measure.

Once approved in the CEAT- CCT, the Course/Module coordinator Will attach it to the syllabus and make it available to students in virtual campus, Assessment-SharePoint and in the syllabus platform to be uploaded in the university's website.