



IDENTIFYING DATA

Economics: World economy

Subject	Economics: World economy			
Code	V03G100V01202			
Study programme	Degree in Economics			
Descriptors	ECTS Credits	Type	Year	Quadmester
	6	Basic education	1st	2nd
Teaching language	Galician English			
Department				
Coordinator	Simón Fernández, Xavier			
Lecturers	Padín Fabeiro, María Carmen Simón Fernández, Xavier			
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Web				
General description	Hopefully the World Economy meets your expectations and we come to June with the satisfaction of a job well done. The teacher will accompany you on this path and will provide you with help to learn about various tools that will improve your analytical skills.			

Competencies

Code	
CE3	Know the institutional framework of the economy.
CE4	Ability of situating an economy in its own historical evolution.
CE5	Understand the basic functioning of the economy, both from a broad perspective as well as a close one.
CE8	Ability to look for, identify and interpret relevant sources of economic information and their contents.
CE13	Ability to prepare economic assessment reports
CT5	Skills to make coherent and intelligible statements both in oral and written form.
CT7	Promote critical and self-critical thinking.

Learning outcomes

Learning outcomes	Competences	
Understand the operation fundamentals of economy, distinguishing between developed and underdeveloped countries.	CE3 CE4 CE5	CT5
Prepare analytical reports on the economic structure (through a set of variables) on a group of different countries	CE3 CE5 CE8 CE13	CT5 CT7
Prepare analytical reports on the dynamics of some economic variables on a range of countries	CE3 CE4 CE8 CE13	CT5 CT7
Give an oral presentation of reports on the structure and dynamics of a group of different countries. Individual and collective arguments concerning specific economic situations	CE8 CE13	CT5 CT7

Contents

Topic	
PART I. INTRODUCTION	Topic 1 - Basic concepts, methodology and sources.
	Description: The economic system. Systems Analysis. Databases and Bibliography.

PART II. STRUCTURE AND DYNAMICS OF WORLD ECONOMY

Topic 2 - Developed economies.
Topic 3 - Underdeveloped economies
Topic 4 - Other forms of insertion in the world economy

Description:

This part is treated as a single topic. The main concepts and processes are: origin of capitalism; development and underdevelopment; center / periphery relations; similarities and differences in the development process; real socialism; the Chinese economy

PART III - STRUCTURE AND ECONOMIC ACTIVITIES

Topic 5 - Human resources: population and the labor market.

Description:

Demographic behavior: its impact on the levels of well-being; unemployment; economic activity; population and welfare state.

Topic 6 - Natural resources and economic development.

Description:

Agrarian Production Models; Fishing Production Models; Ecology and Economics; Global Environmental Issues/Problems; Income level and environmental sensitivity

Topic 7 - Technology, industry and services.

Description:

Production and Work Organization Models; the role of technology; relevance of ICTs; Tertiary economies

PART IV - INTERNATIONAL RELATIONS AND ECONOMIC INSTITUTIONS

Topic 8 - International monetary and financial institutions: International Monetary System, International Monetary Fund and World Bank.

Description:

Global systemic coherence; international payment system; regulation of financial flows;

Topic 9 - Regulation of international trade: the World Trade Organization.

Description:

Global systemic coherence; International Trade Regulation; sectorial aspects of International Trade; Free trade and development

Topic 10 - Economic integration processes.

Description:

Economic integration processes: concepts and experiences; Monetary and Economic Union in the EU; sectoral policies

Planning

	Class hours	Hours outside the classroom	Total hours
Seminars	8	18	26
Practices through ICT	4	10	14
Discussion Forum	3	8	11
Collaborative Learning	3	10	13
Lecturing	30	44	74
Essay questions exam	2	10	12

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

Methodologies

	Description
Seminars	The students will give oral presentations of the requested reports in the seminars.
Practices through ICT	Sessions in Computer Room on the management of Statistical Servers and Databases Throughout these sessions, the students will practice handling economic information from these servers and receive key points to elaborate several reports. Each report will consist in answering one or more questions by analyzing data and graphical data representation. The data will become part of a specific database for a set of countries that the students will be building up as they progress throughout the course.

Discussion Forum	- The students will have a discussion activity on a proposed topic in a seminar session. They will be divided into opposing groups that must address their "adversaries" and ask questions.
Collaborative Learning	Students will be divided into groups during a seminar session. They will have to make a Collective Report on a common issue, give an oral presentation and address the questions that other students and/or the teacher will ask them.
Lecturing	Several lectures will be compulsory and they will be part of final test.

Personalized assistance

Methodologies	Description
Lecturing	The teacher will provide the guidelines that will help the students direct their work on the different elements comprising the subject.
Seminars	The groups are small and they focus on specific aspects. Therefore, the student will play the central role in building interpretative speeches on the economic, social and environmental phenomena related to/linked to the subject.
Practices through ICT	These practices are developed in the initial weeks so that the student may handle some economic, social and environmental indicators: search for the data in the statistical servers, make calculations, graph the results, etc. Students should learn to formulate written arguments on a well-known matter/issue. They will use prior knowledge, expand their conceptual spectrum, attend to conjectural information, understand the quantitative information previously generated ... in order to write specific reports.
Discussion Forum	Discussion Forums will serve to gauge the possibilities of being part of a work team. The teacher can guide the group's structuring process, but the group must function autonomously
Collaborative Learning	It will serve to gauge the possibilities of being part of a work team. The teacher can guide the group's structuring process, but the group must function autonomously.

Assessment

	Description	Qualification	Evaluated Competences	
Seminars	Oral presentation of required reports and group work. Each of the reports will consist of a written text of limited length and a database collecting the values of the variables, the calculations of the selected indicators and their graphic representation.	25	CE4 CE5 CE8 CE13	CT5 CT7
Practices through ICT	Written presentation of the reports on the first of the proposed topics that will be evaluated based on content and the database accompanying each report.	10	CE3 CE4 CE5 CE8 CE13	CT5
Discussion Forum	Defense of a specific view/position on the proposed topic. Students will use arguments to strengthen their view/position. They will also formulate questions to weaken the opposing position of another group	10		CT5 CT7
Collaborative Learning	Collective work to generate common ground on the proposed topic. Idea exchange.	10		CT5
Lecturing	Participation in the lectures will count towards the final evaluation. This participation will be instrumented through: -Questions and oral comments during the session -Critical reviews on mandatory and voluntary readings	5	CE3 CE4 CE5	CT5 CT7
Essay questions exam	The written test will consist of any of following elements: - Determining whether statements are true or false - Listing the characteristics, differences and / or similarities of economic processes - Making an economic interpretation of data, graphs or texts.	40	CE3 CE4 CE5	CT5

Other comments on the Evaluation

The student must obtain 5 or more points, understood as the sum of the scores obtained in each of the parts of the evaluation, to pass the subject. In any case, students must obtain a score of at least 3 over 10 on the essay exam to pass. In the second call, the students will keep their continuous assessment score (except the test: students must do it again).

Likewise, they will have the chance to improve the results obtained in the exercises carried out at the Seminars or the Computer Room. They must also take an essay exam. Alternatively, students may choose to be evaluated with a final test that will involve 100% of the grade. Likewise, for the last call of the degree, students may choose to be evaluated with a final test that will involve 100% of the grade.

For choosing the option final test with 100% of the grade, students must send an e-mail to teacher before first Friday of third

education month.

Exam dates must be consulted on the Faculty website (<http://fccee.uvigo.es/>)

Sources of information

Basic Bibliography

Vidal Villa e Martínez Peinado, **Economía Mundial**, 2000,

Jaime Requeijo, **Economía Mundial**, 2006,

Complementary Bibliography

VV. AA, **Sistema Económico Mundial**, 2004,

Samir Amin, **El capitalismo en la era de la globalización**, 1998,

Samir Amin, **La desconexión**, 1988,

VV. AA., **La economía mundial en transformación**, 2011,

Organización Internacional do Trabajo, <http://laborsta.ilo.org/>, 2015,

Banco Mundial,

<http://databank.worldbank.org/data/views/variableselection/selectvariables.aspx?source=world-development-indicators>, 2015,

Fondo Monetario Internacional, <http://unstats.un.org/unsd/syb/>, 2015,

Eurostat, <http://ec.europa.eu/eurostat/>, 2015,

Organización Mundial do Comercio, <http://stat.wto.org/StatisticalProgram/WSDBStatProgramHome.aspx?Language=E>, 2015,

Recommendations

Subjects that it is recommended to have taken before

Economics: Applied economic techniques/V03G100V01105

Other comments

Studying World Economy involves understanding processes rooted in history. However, these processes are alive and built day by day. Therefore, following this subject and achieving the necessary skills requires constant reading. This not only includes books and articles, but also reports from international institutions and non-governmental organizations dealing with issues on economic development and information on current events published on a daily basis in general and specific newspapers/ news journals.

Contingency plan

Description

=== EXCEPTIONAL PLANNING ===

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University of Vigo establishes an extraordinary planning that will be activated when the administrations and the institution itself determine it, considering safety, health and responsibility criteria both in distance and blended learning. These already planned measures guarantee, at the required time, the development of teaching in a more agile and effective way, as it is known in advance (or well in advance) by the students and teachers through the standardized tool.

=== ADAPTATION OF THE METHODOLOGIES ===

* Teaching methodologies maintained

If the teaching were virtual, the CAMPUSREMOTO will be used as the space for teaching, in combination with other tools such as Moovi and Moodle.

All methodologies will be kept except Sessions in Computer Room

* Teaching methodologies modified

Sessions in Computer Room on the management of Statistical Servers and Databases will be substituted by online sessions teaching key issues in regard to basic statistical software to analyze economic and social data.

* Non-attendance mechanisms for student attention (tutoring)

Personal Virtual Room; email

* Modifications (if applicable) of the contents

No modification necessary

* Additional bibliography to facilitate self-learning

No additional bibliography

=== ADAPTATION OF THE TESTS ===

All tests and their weight are maintained