COURSE DESCRIPTION

ECONOMIC STRUCTURE AND HISTORY
2ND YEAR 2ND SEMESTER

DEGREE: MARKETING

IN-CLASS TEACHING

ACADEMIC YEAR 2018/2019

SCHOOL OF BUSINESS AND ECONOMICS
1. COURSE IDENTIFICATION

1.- COURSE:

Name: Economic Structure and History  
Code: c205  
Year (s) course is taught: 2°  
Semester (s) when the course is taught: 2°  
Type: Compulsory  
ECTS: 6  
Hours ECTS: 30  
Language: English and Spanish  
In-class teaching  
Degree (s) in which the course is taught: Marketing  
School of Business and Economics

2.- ORGANIZATION OF THE COURSE:

Department: Economics  
Area of knowledge: Applied Economics and Economic History and Economic Institutions

2. LECTURERS OF THE COURSE

1.- LECTURERS

<table>
<thead>
<tr>
<th>Instructor in charge</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Dr. Blanca Sánchez Alonso</td>
</tr>
<tr>
<td>Phone (ext):</td>
<td>91 456 63 00 (15454)</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:blanca@ceu.es">blanca@ceu.es</a></td>
</tr>
<tr>
<td>Office:</td>
<td>1.19B</td>
</tr>
</tbody>
</table>

| Name:                | Dr. José Mª Larrú Ramos |
| Phone (ext):         | 91 456 63 00 (15414) |
| Email:               | larrram@ceu.es |
| Office:              | 1.23B |

<table>
<thead>
<tr>
<th>Lecturer(s)</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>D. Pablo Alcalá Santaella</td>
</tr>
<tr>
<td>Phone (ext):</td>
<td>91 456 63 00 (15367)</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:palcala@ceu.es">palcala@ceu.es</a></td>
</tr>
<tr>
<td>Office:</td>
<td></td>
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</table>
2.- TUTORIALS:

For any queries students can contact teachers by e-mail, phone or visiting their office during the teacher’s tutorial times published on the students’ gateway. This text may be used if the Course Unit Descriptions are completed before final schedules are published on the website where they will be updated.

3. COURSE DESCRIPTION

The course describes the world economy and Spanish economy in the long term. It starts with the sectorial and convergence analysis to understand how the Spanish economy has evolved in the context of the integration in the European Union.

Students are expected to know the characteristics of the Spanish economy in the last two centuries, the different stages of economic growth, as well as the levels of production, economic welfare and convergence. In this way they will be able to understand the Spanish market, in which they will develop their professional activity.

4. SKILLS

1.- SKILLS

<table>
<thead>
<tr>
<th>Code</th>
<th>Basic and General Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS2</td>
<td>Students should know how to apply their knowledge to their work or vocation in a professional manner and should have the skills that are usually demonstrated by compiling and defending arguments and resolving problems within their area of study.</td>
</tr>
<tr>
<td>BS3</td>
<td>Students should have the capacity to collect and interpret relevant data (usually within their area of study) to form opinions based on reflection on relevant topics of a social, scientific or ethical nature.</td>
</tr>
<tr>
<td>BS4</td>
<td>Students should be capable of communicating information, ideas, problems and solutions to both a specialist and non-specialist audience.</td>
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<tr>
<td>GS1</td>
<td>Capacity for analytical and critical thinking and its oral and written communication</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Specific Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS1</td>
<td>Knowledge and capacity to interpret and use fundamental economic concepts (Economic Theory), context and institutional factors (Economic Structure and History) and tools (mathematics) in making business decisions.</td>
</tr>
</tbody>
</table>

2.- LEARNING OUTCOMES:

- Understand the main economic indicators of the world economy and the Spanish economy
- Critical analysis of structural economic problems.
- Describe the basic elements of any economy
- Differentiate between the essential features of the national economies and to identify the solutions to their problems.
- The student will understand the relationships between different economic variables and to explain the economic development over time.

## 5. EDUCATIONAL ACTIVITIES

<table>
<thead>
<tr>
<th>Total hours</th>
<th>180</th>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Hours of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA1</td>
<td>Lecture</td>
<td>5</td>
</tr>
<tr>
<td>EA2</td>
<td>Seminar</td>
<td>47</td>
</tr>
<tr>
<td>EA3</td>
<td>Group Workshop or Seminar</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>TOTAL Hours</td>
<td>60</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Nombre</th>
<th>Independent work hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA8</td>
<td>Independent work</td>
<td>120</td>
</tr>
</tbody>
</table>

### 2.- EDUCATIONAL ACTIVITIES:

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>Lecture (EA1)</td>
<td>Educational activity focused especially on the competence of the students to acquire the basic knowledge of the field of the degree, both from a theoretical and applied point of view. Priority is given to the transmission of knowledge by the professor, requiring of the student prior preparation or subsequent study.</td>
</tr>
<tr>
<td>Seminar (EA2)</td>
<td>Educational activity focused especially on the competence of the students to develop the learning skills enabling them to assimilate content acquired beforehand, while relating economic concepts and those of similar and/or auxiliary disciplines and different theoretical and methodological approaches. Students study each subject in depth, to a large extent independently. This educational activity is also centered on encouraging students to acquire the skills necessary to communicate their conclusions – and the understanding and underlying reasons supporting them – to both a specialist and non-specialist audience, clearly and unequivocally. Priority is given to the participation of students and their sharing of the reasoned interpretation of knowledge and the sources of their fields of study, all of which is coordinated by the professor.</td>
</tr>
<tr>
<td>Group Workshop or Seminar (EA3)</td>
<td>Educational activity focused especially on the competence of the students to use specific methodologies for resolving problems of a practical nature encountered by economists in their most applied aspects and/or the information technology tools relevant to each subject. Priority is placed on students undertaking practical activities focused on data manipulation and selection of quantitative and/or qualitative information for purposes of drawing relevant conclusions.</td>
</tr>
<tr>
<td>Independent Work (EA8)</td>
<td>Educational activity whereby students independently manage their own learning by the study of the course</td>
</tr>
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</table>

6. ASSESSMENT OF LEARNING

1.- CLASS ATTENDANCE:

- To qualify for the continuous assessment system is necessary a minimum attendance of 75% of the lectures. Since the student can miss 25% of classes, justifications for absence are not accepted.
- Attendance to practical classes is compulsory at 100%.

IMPORTANT:
Once the schedule of activities or tests (exams, practices, exercises, work, presentations, etc.) has been established, in order to guarantee a level playing field for all students, these tests will not be repeated for the students who did not attend them.

2.- ASSESSMENT SYSTEMS AND CRITERIA

<table>
<thead>
<tr>
<th>ORDINARY EVALUATION</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE2 Written exam – multiple choice questions or similar</td>
<td>30%</td>
</tr>
<tr>
<td>SE3 Written exam – essay type questions</td>
<td>40%</td>
</tr>
<tr>
<td>SE6/SE7 Individual papers</td>
<td>30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXTRAORDINARY EVALUATION</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE2 Written exam – multiple choice questions or similar</td>
<td>30%</td>
</tr>
<tr>
<td>SE3 Written exam – essay type questions</td>
<td>70%</td>
</tr>
</tbody>
</table>

3.- DESCRIPTION EVALUATION SYSTEMS:

Grades will be assessed by a written exercise of questions of reasoning and test type in the official dates of the Ordinary Call. Continuous assessment will be considered only for students with an attendance level greater than 75%.

The evaluation of all the tests of the continuous evaluation represents 50% of the ordinary final grade and the other 50% corresponds to the grade obtained in the final exam.

The Continuous Evaluation will consist of a control (accounting for 20% of the total score) and three individual practices related to the analysis of the national and international economy (with an assessment of 30%).

In the Ordinary Call students are required to have a minimum grade of 3.5 out of 10 in both the final exam and the continuous assessment grade.

EXTRAORDINARY EVALUATION:

The student who does not pass the Ordinary Call, must take the Extraordinary Exam, which will include all the topics of the subject.

The exam may include questions regarding the assignments and materials delivered during the course.
7. COURSE SYLLABUS

1.- COURSE SYLLABUS:

THEORETICAL:

1. The natural conditions
   1.1. Geographical factors
   1.2. Natural resources

2. Population and Human Resources
   2.1. Main demographic variables
   2.2. Phases
   2.3. Migration movements
   2.4. Active population and the problem of unemployment in Spain
   2.5. Education and economic growth.

3. GDP and per capita income
   3.1. Can be measured the wealth of a country? Main macro magnitudes
   3.2. Spanish economic growth in the long term
   3.3. The economic crisis in Spain

4. Sectoral Structure
   4.1. Introduction. General evolution
   4.2. Agriculture
   4.3. Industry
   4.4. Services

5. Spain within Europe: convergence of the Spanish economy
   5.1. Convergence and divergence throughout the 19th and 20th centuries
   5.2. The process of incorporating Spain into the EU
   5.3. The challenges of Spain in the EU

6. Economic evolution of the Spanish regions
   6.1. Growth and development by region
   6.2. Regional productive specialization
   6.3. Inequality and regional convergence.

PRACTICAL WORK PROGRAMME:
The practical work aims to familiarize students with the management and interpretation of the main databases and economic indicators of Spain and the world economy.

Three practices will be carried out regarding the situation of a country or Spanish region, regarding its potential economic growth, demographic problems (quantitative and qualitative aspects) and real convergence and divergence in the long term.

8. BIBLIOGRAPHY

1.- BASIC BIBLIOGRAPHY:

2. – ADDITIONAL BIBLIOGRAPHY:

- INE: Anuario Estadístico y España en cifras. Publicaciones anuales con los principales datos de la población española.

3.- WEB SOURCES:

European Union: http://europa.eu/index_es.htm
International Monetary Fund: http://www.imf.org
World Bank: http://www.bancomundial.org/
OECD: http://www.oecd.org
WTO: http://www.wto.org
FAO: http://www.fao.org
UNDP: http://www.undp.org
Statistics:
  - OECD: http://www.oecd.org/statsportal/0,3352,en_2825_293564_1_1_1_1,00.html
  - WTO: http://www.wto.org/spanish/res_s/stats_s/stats_s.htm

9. ATTITUDE IN THE CLASSROOM

1.- REGULATIONS:

Any irregular act of academic integrity (no reference to cited sources, plagiarism of work or inappropriate use of prohibited information during examinations) or signing the attendance sheet for fellow students not present in class will result in the student not being eligible for continuous assessment and possibly being penalized according to the University regulations.

The use of mobile phones in the classroom, and the use and/or consultation of web pages that do not correspond to what the teacher is explaining at that time, is considered a reason for sanction and will be communicated to academic authorities.