

## 1. OVERVIEW

<b>Subject area</b>	Economic and Social Thought
<b>Degree</b>	Bachelor's Degree in Business Administration and Management
<b>School/Faculty</b>	SOCIAL SCIENCE AND COMMUNICATION
<b>Year</b>	First
<b>ECTS</b>	3 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish and English
<b>Delivery mode</b>	On-campus, English
<b>Semester</b>	First semester
<b>Year</b>	2024/2025
<b>Coordinating professor</b>	Prof. Dr León M. Gómez Rivas

## 2. INTRODUCTION

The study of the evolution of economic thought, beyond its high level of theoretical and conceptual content, is of great practical relevance, as it provides us with a series of tools applicable to the understanding of everyday realities, as well as the main problems we face. It helps us to understand the relationship that exists between ideas and reality. This subject area is of particular importance because it provides us with a historical analysis of the evolution of economic and social ideas, their foundations and main authors or schools.

We will begin by identifying economics from a methodological point of view, before moving on to explain the main paradigms in economic thought since antiquity, with special emphasis on those thinkers who determined the development of economics from the 17th century onwards. The second unit seeks to define the industrialisation process that began in Britain at the end of the 18th century. The main characteristics of the industrialisation process in Spain throughout the 19th and 20th centuries will also be discussed. Thirdly, we will see an overview of the main elements for understanding the global economy, its economic and social impact (with a focus on climate change), the consequences on modern life in countries and on migration flows, as well as looking more closely at the role of international organisations and the various processes of economic integration in the world.

As detailed in this guide, the aim is for the student to learn about the most relevant authors (their ideas and works) in the history of economic thought, and to place the economic doctrines in the historical context in which they originated and developed. They will also be taught to acquire an attitude of critical open-mindedness towards the social issues surrounding us, knowing how to analyse them with precision, free of ideological prejudices. Furthermore, the aim is to stimulate a deep awareness of the issues of ethics and social responsibility, respect for human rights and the principle of equality as a source of opportunities for business success. Finally, from a more applied perspective, the aim is to acquire certain skills needed for academic work: how to process and convey ideas; how to access relevant documentation and sources, distinguishing their importance; and how to write reports, ultimately preparing students for writing their Final Degree Project at the end of their studies.

### 3. LEARNING OUTCOMES

#### **KNOWLEDGE (CON, by the acronym in Spanish):**

CON1. Define the fundamental concepts of business, entrepreneur and the business environment, as well as the key functional areas of a company such as organisation in a market economy.

- Identify basic knowledge of the events, processes and doctrines that have shaped society and the world economy: origin of economic thought in Ancient Greece; crises and social changes in the Middle Ages (the contribution of scholasticism); the discovery of America and the price revolution (Spanish thought of the School of Salamanca); the Industrial Revolution, Adam Smith and the Classical School; the shaping of economic thought in the 19th century (neoclassicals, marginalists, Marx); the 20th century: wars, crises and new international order (economic thought from Keynes to modern new institutionalism).
- Reflect on the main social and economic issues of our global world of the Third Millennium, with a particular focus on ethical, environmental debates and corporate social responsibility.

#### **ABILITIES (HAB, by the acronym in Spanish):**

HAB1. Critically analyse concepts and theories of business management, interpreting economic, tax, financial and legal data with regard to organisations.

- Analyse the original texts that have marked the development of economic and social thought, and know how to interpret the thinking of these authors and other historical sources.

#### **SKILLS (COMP, by the acronym in Spanish):**

COMP04. Analyse, integrate and assess the legal, sociocultural and economic information needed in different decision-making processes.

COMP05. Consider and apply principles of ethics and social responsibility, paying particular attention to environmental management and respect for human rights, in compliance with current law and as an opportunity to reinforce the company's image and production process.

### 4. CONTENTS

#### **Unit 1. Introduction to Economic and Social Thought**

- Topic 1. Scientific context of economic and social thought
- Topic 2. Origins of economic thought: from Antiquity to Adam Smith
- Topic 3. Adam Smith and the classical school of political economy
- Topic 4. Economic schools of thought in the 20th century: Keynesians, Post-Keynesians, the Austrian School, Monetarism

The aim of this unit is, first of all, to set the scene of the subject area of Economic and Social Thought from a scientific approach. Secondly, the aim is to explain the main paradigms of economic thought from Antiquity onwards, focusing on thinkers that have determined the development of economics from the 18th century.

#### **Unit 2. Social and economic change**

- Topic 1. From pre-modern to modern societies

- Topic 2. The industrial Revolution
- Topic 3. The industrialisation process in 19th-century Spain
- Topic 4. The industrialisation process in 20th-century Spain

This unit seeks to define the industrialisation process that began in Britain at the end of the 18th century. The main characteristics of the industrialisation process in Spain throughout the 19th and 20th centuries will also be discussed.

### Unit 3. The global economy

- Topic 1. Dimensions of globalisation
- Topic 2. Sustainability - SDGs, world crises, global warming
- Topic 3. International organisations
- Topic 4. Economic integration processes

This unit aims to provide an overview of the main elements for understanding the global economy, its economic and social impact (with a focus on climate change), the consequences on modern life in countries and on migration flows, and also looks more closely at the role of international organisations and the various processes of economic integration in the world.

## 5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

#### ON CAMPUS MODE:

- Collaborative learning
- Problem-based learning
- Lectures

#### ONLINE MODE:

- Collaborative learning
- Problem-based learning
- Lectures via online seminars

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

#### On campus mode:

Learning activity	Number of hours
Lectures	20h.
Independent working	10h.
Oral presentations	5h.
Excursions/trips	5h.
Case studies and problem solving	10h.
Reports and written work	10h.

Tutorials	10h.
Knowledge tests	5h.
<b>TOTAL</b>	<b>75h.</b>

**Online mode:**

Learning activity	Number of hours
Online seminars	5h.
Reading course material and consulting complementary resources	10h.
Individual applied activities: problems, case studies, projects	15h.
Collaborative applied activities	10h.
Autonomous learning	20h.
Tutorials	10h.
Self-assessment questionnaires and knowledge tests	5h.
<b>TOTAL</b>	<b>75h.</b>

## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

**On campus mode:**

Assessment system	Weighting
Knowledge test	50%
Case studies, problem solving and project development	20%
Projects, reports and written work	20%
Oral presentations	10%

**Online mode:**

Assessment system	Weighting
Knowledge test	50%
Case studies, problem solving and project development	20%
Projects, reports and written work	30%

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must achieve a grade of at least 5.0 out of 10.0 as the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 4.0 in the final test for it to be included in the weighting with the other activities.

### 7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period (resits), you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 4.0 in the final test for it to be included in the weighting with the other activities.

Any activities not passed in the ordinary exam period must be submitted after receiving the relevant corrections and feedback from the teacher. Students must also submit any activities that were not submitted in the first place.

## 8. TIMELINE

This section details the timeline and submission dates for the assessment activities in this subject area.

Assessment activities	Date
Introduction to the subject area	Week 1
<ul style="list-style-type: none"> <li>Topic 1. Introduction to economic and social thought</li> </ul> Activity 1. Economic theories	Weeks 2–4
<ul style="list-style-type: none"> <li>Topic 2. Social and economic change</li> </ul> Activity 2. The industrialisation process	Weeks 5–7
<ul style="list-style-type: none"> <li>Topic 3. The global economy.</li> </ul> Activity 3. Globalisation research	Weeks 8–10

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time via the appropriate channels.

## 9. BIBLIOGRAPHY

Unit 1. Introduction to economic and social thought.

- Barber, W.J. (1989). Historia del pensamiento económico. Madrid: Alianza Editorial.
- Galbraith, John K. (1989). Historia de la economía. Barcelona: Ariel.

- Galindo, M.A. (2003) Keynes y el nacimiento de la macroeconomía. Madrid: Síntesis.
- Martín, V. (2006). Lecciones de historia económica. Madrid: McGraw-Hill.
- Perdices de Blas, L. (2003). Historia del pensamiento económico. Madrid: Síntesis.
- Rothbard, M. (1999). Historia del pensamiento económico. Madrid: Unión Editorial.
- White, L. (2015). El choque de las ideas económicas. Barcelona: Bosch.

#### Unit 2: Social and economic change.

- Bautista Vilar, J. (1990). El despegue de la Revolución Industrial española 1827-1869. Madrid: Istmo.
- Cameron, R. (1991). Historia Económica Mundial. Madrid: Alianza Editorial.
- Martín Martín, V. Cepeda González, I. Estella Álvarez, C. et al. (2006). Lecciones de historia económica. Madrid: McGraw-Hill.
- Nadal, J. (1992). El fracaso de la Revolución Industrial en España: 1814-1913, Barcelona: Ariel
- Nadal, J. y Carreras, A. (1990). Pautas regionales de la industrialización española, Barcelona: Ariel.
- Simón Segura, F. (2000). Historia económica. Madrid: Centro de Estudios Ramón Areces.

#### Unit 3. The global economy.

- Banús, E. (2005). Estudios de economía europea. Pamplona: EUNSA.
- De la Dehesa, G. (2000). Comprender la Globalización. Madrid: Alianza.
- De la Iglesia, J. (1994). El orden económico mundial. Madrid: Síntesis.
- Rabanal, N. (2003). El entorno económico actual. Madrid: Thomson.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI, by the acronym in Spanish) offers support to our students throughout their university experience to help them achieve their academic goals. Our work also centres around the inclusion of students with special educational needs, accessibility for all on the different university campuses and equal opportunities.

This Unit offers students:

1. Support and follow-up by means of personal counselling and plans for students who need to improve their academic performance.
2. With regard to support for diversity, non-significant curricular adjustments are made, i.e. in terms of methodology and assessment, for those students with special educational needs, thus pursuing equal opportunities for all students.
3. We offer students a variety of extracurricular learning resources for developing different skills to enrich their personal and professional development.
4. Career guidance through the provision of tools and counselling to students with career doubts or who believe they have made a mistake in their choice of qualification.

Students who need educational support can contact us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the survey area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.