

1. BASIC INFORMATION

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|------------------------|-----------------------------|
| Course | ECONOMIC AND SOCIAL THOUGHT |
| Degree program | GLOBAL |
| School | SCHOOL OF SOCIAL SCIENCES |
| Year | FIRST |
| ECTS | 3 ECTS |
| Credit type | COMPULSORY |
| Language(s) | ENGLISH |
| Delivery mode | ON SITE |
| Semester | 1 ST SEMESTER |
| Academic year | 2024-2025 |
| Coordinating professor | LINA MARÍA RESTREPO PLAZA |
| Professor | LINA MARÍA RESTREPO PLAZA |

2. PRESENTATION

This course offers a comprehensive overview of the history of economic thought, from its beginnings to contemporary trends. It begins with an introduction to the main economic theories, followed by an analysis of the economic and social transformations driven by the Industrial Revolution. The emergence and development of the modern firm and its role in the global economy are studied. In addition, current currents of economic thought are examined, providing a critical understanding of how these theories are applied in the contemporary world. Throughout the course, recent and scientifically validated exercises are used to illustrate and analyze the concepts, ensuring a practical connection between theory and current economic and social reality. This approach allows students not only to understand the historical evolution of economic thought, but also to apply this knowledge to modern economic problems and scenarios.

3. LEARNING OUTCOMES

Competencies:

CP01: Ability to understand the concept of business and entrepreneurship and their roles in a market economy.

CP07: Ability to analyze, integrate, and evaluate information from the socio-cultural environment necessary for decision-making.

CP09: Ability to assess and apply principles of corporate social responsibility, focusing on environmental management and compliance with current regulations as a source of opportunities to enhance the company's image and productivity.

CPT01: Create new ideas and concepts from known ideas and concepts, solving problems, challenges, and situations in an original way.

CPT03: Use information and communication technologies for data analysis, research, communication, and learning.

CPT06: Integrate analysis with critical thinking in evaluating various ideas or possibilities and their potential errors, based on evidence and objective data to make effective and valid decisions.

CPT08: Demonstrate ethical behavior and social commitment in professional activities, showing sensitivity to inequality and diversity.

Learning Outcomes:

- Provide fundamental knowledge of the events, processes, and doctrines that have shaped society and the global economy: from the origins of economic thought in Ancient Greece, to social changes in the Middle Ages (Scholastic contribution), the discovery of America, the Industrial Revolution, Adam Smith, and the Classical School, through to modern economic thought from Keynes to neoinstitutionalism.
- Reflect on the major social and economic issues in today's globalized world, with particular attention to ethical, environmental, and corporate social responsibility debates.
- Access and interpret original texts that have shaped economic and social thought, and be able to analyze these works and other historical sources.

4. CONTENT

Topic 1: Introduction to the history of economic thought.

Topic 2: The economic and social transformations of the industrial revolution.

Topic 3: The modern enterprise

Topic 4: The global economy.

Topic 5: Current currents of economic thought.

5. TEACHING-LEARNING METHODOLOGIES

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

- Cooperative learning (face-to-face mode)
- Problem Based Learning (ABP) (Face-to-face mode)
- Master classes (face-to-face mode)

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:

| Actividad formativa | Número de horas |
|-----------------------------|-----------------|
| Master Lessons | 10 |
| Asynchronous Master Lessons | 10 |
| Autonomous Work | 10 |
| Oral presentations | 5 |

| | |
|-----------------------------------|------------|
| Case analysis and problem solving | 10 |
| Elaboration of written reports | 10 |
| Tutoring | 10 |
| Knowledge tests | 5 |
| Visits/stays | 5 |
| TOTAL | 75h |

7. ASSESSMENT

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

Campus-based mode:

| Assessment system | Weight |
|-------------------------------------|--------|
| Exam | 40% |
| Oral presentations | 20% |
| Case studies and problem resolution | 20% |
| Written reports | 20% |

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

In order to pass the course during the ordinary call, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

To average the final test grade with the other activities, it must be greater than or equal to 5.0.

7.2. Second exam period

In order to pass the course in the extraordinary call, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

The final test grade must be greater than or equal to 5.0 in order to average with the other activities.

Activities not passed in the ordinary exam must be turned in after receiving the lecturer corrections or not handed in.

8. SCHEDULE

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

| Assessable activities | Deadline |
|-----------------------------------|----------------------|
| Oral presentations | All weeks |
| Case analysis and problem solving | Weeks 2, 6, 8 and 10 |
| Preparation of written reports | Week 12 |
| Examination | January 2025 |

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

The main reference works for this subject are:

- CORE Team. *Economy, Society, and Public Policy*. Version 1.3.0. CORE. Accessed July 19, 2024. <https://www.core-econ.org/espp/>.
- Sánchez-Bayón, A. (2020). Renovación del pensamiento económico-empresarial tras la globalización: Talentism & Happiness Economics.
- Zambón, H., & Giuliani, A. (2017). *Introducción al pensamiento económico*. Editorial de la Universidad Nacional del Comahue.
- Mensah, J. (2019). Sustainable development: Meaning, history, principles, pillars, and implications for human action: Literature review. *Cogent social sciences*, 5(1), 1653531.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa.uev@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.