

## 1. BASIC INFORMATION

<b>Course</b>	ECONOMIC HISTORY AND ECONOMIC THOUGHT
<b>Degree program</b>	ECONOMICS DEGREE
<b>School</b>	Economic, Business and Communication Sciences
<b>Year</b>	1st - First
<b>ECTS</b>	6
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	Presential
<b>Semester</b>	2nd Second
<b>Academic year</b>	2025-2026
<b>Coordinating professor</b>	Dr. León Gómez Rivas

## 2. PRESENTATION

The subject of “Economic History and Economic Thought” provides students with a historical and theoretical perspective on the evolution of economics. The main events throughout history and their impact on economic development will be explored. In addition, the different currents of thought and their contributions to the understanding of economic phenomena will be studied. Students will acquire a solid foundation and critical understanding of economic theories, which will enable them to evaluate and contextualize contemporary economic problems.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### KNOWLEDGE:

CON01. Identify economic systems and their functioning in both the private and public spheres.

- Organise economic ideas defined by authors belonging to the main currents of economic thought and ideas from an international perspective.
- Recognise the different choices over time concerning the operation of economic systems by identifying different approaches to the economic debate.
- Identify the historical dimension of political economy and how to apply the different methodological criteria from an economist's point of view.

### SKILLS:

HAB01. Critically analyze economic concepts and theories, interpreting constantly evolving economic, legislative, and financial data.

- Argue correctly using the concepts of economic thought and their history.
- Interpret a variety of texts with different orientations and ideas on the Spanish and international dimension of thought and locate them historically.
- Design a current economic context through knowledge of the different economic theories.

#### COMPETENCIES:

COMP13. Evaluate and identify phenomena and agents that affect the social and political environment in different international scenarios.

COMP19. Develop and reason a coherent, free, abstract and independent discourse on the international and national economy and its cyclical functioning.

COMP20. Detect and analyse fiscal, budgetary and political wealth redistribution policies in national and international environments.

## 4. CONTENT

- 1) Methodology of Economic Science.
- 2) Preclassical Economics.
- 3) Classical thought. Criticisms of Classical Economics.
- 4) Neoclassical Thought. Neoclassical Orthodoxy and dissident currents.
- 5) Keynesian Economics and its developments.
- 6) Economic changes, crises and new theoretical trends of the 20th and 21st centuries.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Case method.
- Project-based learning.
- Reverse learning.
- Simulation environments.
- Service-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	12
Practical application seminars	18
Case studies	14

Oral presentation of work	4
Preparation of reports and written papers	16
Research and projects	8
Independent work	56
Debates and colloquiums	8
Face-to-face assessment tests	12
<b>TOTAL</b>	<b>150</b>

## 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
Face-to-face evaluation tests	50%
Oral presentations	10%
Reports and written papers	10%
Case study problems	10%
Research and projects	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

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- 2	Week 1 to 5
Activity 2- 4	Week 6 to 10
Activity 3- 5	Week 11 to 18
Face-to-face evaluation tests	Week 16-18

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 work for this subject is:

- Rothbard, M.N.: *Historia del pensamiento económico*. Vol. I y II. Unión Editorial.
- Perdices de Blas, L. (coord.): *Historia del pensamiento económico*. Alianza

The recommended Bibliography is:

- Schumpeter, J.A.: *Historia del análisis económico*. Pirámide.
- Martín, V. (coord.): *Lecciones de historia económica*. McGraw Hill.
- Ravier, A.: *Lecturas de historia del pensamiento económico*. Unión Editorial.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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@universidadeuropea.es](mailto:orientacioneducativa@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.