

1. BASIC INFORMATION

Course	New Economy I. Sustainable and circular economy
Degree program	Economics Degree
School	Economic, Business and Communication Sciences
Year	3º
ECTS	6
Credit type	Compulsory
Language(s)	English
Delivery mode	In person
Semester	S5
Academic year	2025-2026
Coordinating professor	Dra. Pilar López Portillo

2. PRESENTATION

This course invites students to rethink the foundations of economics from a critical and transformative perspective, at a time when ecological, social, and economic challenges demand new ways of understanding development. Through the study of approaches such as sustainable economics, circular economy, and the Doughnut Economics model, the course offers an integrative view that connects human well-being with the planet's ecological boundaries. Topics such as paradigm shifts in economic thinking, wealth distribution, the Sustainable Development Goals, and regenerative alternatives to linear models of production and consumption will be explored. The aim is to provide students with conceptual and practical tools to understand the challenges of the 21st century and to actively contribute to building a more just, resilient, and environmentally respectful economy.

3. COMPETENCIES AND LEARNING OUTCOMES

KNOWLEDGE:

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

- Recognise the intrinsic complexity of the economy by reframing business ethics and new economic policies, contrasting the economy of the 20th and 21st centuries with the new economy based on sustainability.
- List the four flaws of the current economic system and their levels: ecology, education, philanthropy and inequality.
- Identify the 12 basic human needs to define the planet's production limits.

SKILLS:

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

- Develop the concentric circles of Kate Rayworth's theory of the so-called "Doughnut Economy". Regenerative and distributive economics.

- Rewriting the role of the "new economist", profiles, skills, knowledge and areas of application.
- Prepare a "road map" of economic measures that can lead to a sustainable economy.

COMPETENCIAS/COMPETENCIES:

- COMP09. Distinguish the relevant national and international economic institutions, as well as the basic economic and fiscal laws of the economic environment.
- COMP14. Identify new business trends and practices, on corporate social responsibility policies in the international arena.
- COMP19. Develop and reason a coherent, free, abstract and independent discourse on the international and national economy and its cyclical functioning.

4. CONTENT

- 1) Analysis and change of the economic paradigm. Causes of output growth and fluctuation, unemployment, inflation and interest rate determination.
- 2) The compass of the 21st century. The doughnut of deficiencies and excesses and their technical/ecological and social rationale.
- 3) Sustainable Development Goals I. Description, implementation and resistances. Human development. Sustainable Development Goals II. School of Life skills, application in the academic and educational context.
- 4) Design and distribution of wealth. The Kuznets curve and inequalities among countries.
- 5) Crisis in product distribution models and sustainable solution implementation.
- 6) Creation and economic regeneration designs (renewable materials) versus linear degenerative economy (climate change).

5. TEACHING-LEARNING METHODOLOGIES

IN-PERSON MODALITY:

1. Lecture.
2. Case study method.
3. Cooperative learning.
4. Problem-based learning.
5. Project-based learning.
6. Simulation environments.
7. 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
TOTAL	150

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
In-person assessment tests	50%
Oral presentations	10%
Case studies	10%
Research and projects	30%

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 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 - 7
Activity 2 – 4	Week 8 - 10
Activity 3 – 5	Week 11 - 15
Activity 6	Week 3 - 17
Exam	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 following is a recommended bibliography:

- Sachs, J. D., & Vernis, R. V. (2015). *La era del desarrollo sostenible* (Vol. 606). Barcelona: Deusto.
- JIMÉNEZ HERRERO, LUIS; PÉREZ LAGÜELA, ELENA. (2019) *Economía circular espiral*. Ed. Pirámide.
- Raworth, K. (2018). *Economía rosquilla: 7 maneras de pensar la economía del siglo XXI* (F. J. Ramos, Trad.). Ediciones Paidós.
- Silva, Á. (2024). *Economía circular: Innovación y sostenibilidad para un futuro mejor*. ISBN 979-8340328908
- Rieradevall, J., & Gasol, C. (2025). *Economía circular: El camino hacia la sostenibilidad*. Servei de Publicacions de la Universitat Autònoma de Barcelona

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

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.