

**COURSE DATA****Data Subject**

<b>Code</b>	35098
<b>Name</b>	Introduction to economics
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1317 - Degree in Tourism	Faculty of Economics	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1317 - Degree in Tourism	3 - Economics	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
BARRIOS PEREZ, VICTOR ENRIQUE	10 - Economic Analysis

**SUMMARY**

Introduction to Economics is a basic course of 6 ECTS credits (150 hours) placed in the first semester of the degree. The contents of this course lead to the principles of Economics. It shares the so-called Economic Analysis of Tourism with Conjunctural Analysis, which is in turn addressed in the course Analysis of the Conjuncture in Tourism during the third year. In consequence, the contents of Introduction to Economics lead to a conceptual ground for Economic Analysis of Tourism, where some of the contents have their own development. Additionally, Economics provides with the tools required in other courses such as the second-year course Market Structure in Tourism.

Introduction to Economics yields the first contact with the economic analysis, and thus with the contents and methodology that characterise it. Hence, this course combines a conceptual introduction with a basic toolkit, so that the student is provided with a ground to complete his/her studies with an open and rigorous attitude. This is achieved through a presentation of economic theory from both a microeconomic and a macroeconomic perspective. By applying this broad view to the economics of tourism, the student will be able to identify and examine issues such as the main agents in tourism, markets in this sector, and the relationship of the sector with the rest of the economy.



The main contents of the course are: supply and demand; analysis of the behaviour of consumers and firms; analysis of markets; national income, prices and employment; macroeconomic analysis.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

No previous specific knowledge is required, but both the ability to work with graphical representations and a basic knowledge of mathematics.

For foreign students from non-Spanish speaking background it is required to complete the subject the accreditation of a Diploma of Spanish as a Foreign Language in at least level B2 or "Certificat de Coneixements de Valencià" level B2 ("Intermedi").

## OUTCOMES

### 1317 - Degree in Tourism

- Analyse the economic dimension of tourism.
- Turn an empirical problem into an object of study and draw conclusions.
- Recognise the main tourist agents.

## LEARNING OUTCOMES

- Understanding the foundations and principles of Economics, the agents' behaviour and the markets.
- Being able to value the economic dimension of tourism at different levels as well as the relationship among them.
- Being able to identify situations that determine the environment in which the sector evolves.
- Knowledge of the main agents in current tourism.

## DESCRIPTION OF CONTENTS

### 1. BASIC PRINCIPLES OF ECONOMICS

- 1.1 The economics of scarcity and economic approach.
- 1.2 Fundamental principles in economics: opportunity cost and decisions.
- 1.3 Economic models: the production possibilities frontier and the diagram of circular flow of income.



## **2. DEMAND AND SUPPLY**

- 2.1 The demand curve: concept and shifts.
- 2.2 The supply curve: concept and shifts.
- 2.3 The market equilibrium.
- 2.4 Changes in the equilibrium.
- 2.5 The supply, the demand and the economic policy.

## **3. ELASTICITY AND ITS APPLICATION**

- 3.1 The elasticity of the demand with respect to the price.
- 3.2 Elasticity of the demand and producers' income.
- 3.3 Other demand elasticities.
- 3.4 The elasticity of the supply.

## **4. PRODUCTION AND COSTS**

- 4.1 Production function: returns to scale vs. productivity of a variable factor.
- 4.2 The law of diminishing returns.
- 4.3 Types and measures of cost.
- 4.4 Short-run costs.

## **5. MARKET STRUCTURES: INTRODUCTION TO PERFECT COMPETITION AND MONOPOLY**

- 5.1 Types of markets: differential features.
- 5.2 Assumptions of perfect competition.
- 5.3 Production decision of a competitive firm: supply curve in the short term.
- 5.4 Characteristics of non-competitive markets.
- 5.5 The equilibrium of a monopoly and comparison with the perfect competition.

## **6. MACROECONOMIC DATA**

- 6.1 Basic aggregates.
- 6.2 Production, income and spending: nominal and real GDP.
- 6.3 CPI and GDP deflator: inflation.
- 6.4 Activity, employment and unemployment.

## **7. DETERMINANTS OF NATIONAL INCOME IN THE SHORT AND LONG TERM**

- 7.1. Economic growth versus economic fluctuations.
- 7.2. Economic growth and productivity.
- 7.3. The aggregate demand and supply curves: the macroeconomic equilibrium.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
Development of group work	10,00	0
Development of individual work	5,00	0
Study and independent work	25,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	30,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY****Theory**

The theoretical teaching attempts to present and explain most of the concepts that form each unit. Nevertheless, it is worth noting that it is unfeasible to deal with all the items in each unit with full detail. Consequently, it is necessary that the student develops the habit of using continuously the recommended textbooks. In addition, the notes taken in class must be used only for the purpose of guidance and help in studying the units, but in no case for the purpose of substituting textbooks.

**Practice**

Practices are designed to make the concepts acquired from both the theoretical teaching and the textbooks more solid. They are also designed to help the student in building up the ability to apply his/her knowledge to the real world as well as to obtain the habit of reasoning and analysing rigorously.

This teaching, which requires the student's participation in class and a weekly personal homework, attempts to cover three objectives:

- 1.- To inform the students about the progress and difficulties in their learning, and to suggest an approach tailored for their learning needs.
- 2.- To answer the students' questions on the units explained, to remark those aspects in the homework that arise as relatively more difficult, and to review the main concepts.
- 3.- To inform the professors about the learning by their students and about the effectiveness of the teaching method used.

**Personal work**



Personal work is compulsory for all students. This type of work is the instrument through which the student obtains knowledge and capabilities step by step. The professor, before the class, suggests some exercises as well as the study of specific contents of the unit at issue. Students must deal with the exercises well before the class devoted to those exercises, so that any question can be addressed in class, if there is time available to do so, or in the office hours that the professor allocates to his/her students. In class, the student must submit the indicated exercises completely solved. Timely submissions and class participation, if required by the professor, will be part of the final mark.

**Teamwork.**

The realization of group work allows students not only to exchange opinions about the topics covered in class with a technical and precise terminology, but also to propose solutions to economic problems in an environment similar to that which develops in a professional space. Cooperation and discussion are common in both academic and professional environments and a university student must be able to defend their arguments against other colleagues in the profession. This enriches their training and also enhances their personal development.

**Office hours available to students**

Professors allocate a number of office hours to help students with their learning difficulties by answering their questions related to the units in the syllabus (place: professor's office, Department of Economic Analysis, Economics Faculty).

## EVALUATION

Marks are obtained from the following procedure:

- There is a final written exam or final synthesis proof with questions of different nature (theoretical, mixed, practical), including exercises on all the contents in the syllabus.
- Continuous assessment which, given its own nature, is unrecoverable and composed by the following activities:
  - \* Assessment of the practical work conducted by the students on the grounds on their homework and/or class presentations. Proofs or tests to be solved in class by students. Professor can (or not) inform students about the exact date of these proofs.
  - \* Active participation of students in the teaching-learning process.

70% of the final mark (7 points) corresponds to the final written exam and the remaining 30% (3 points) to the continuous assessment.

The final written exam is compulsory and to overcome it successfully is an indispensable condition to pass the subject. The subject will be considered approved if the student gets 5 points out of 10, for which he can combine marks obtained in continuous assessment and final written exam. In case of choosing not to perform the continuous assessment tasks, the student will only be able to obtain a 7 as final mark in the subject and consequently he would need to obtain a 5 out of 7 in the final written exam to pass the subject.





In the event of failure to pass the final written exam, the final note shall be determined from the weighted sum of the scores obtained in the continuous assessment and the synthesis proof but not exceeding 4.5 points.

## REFERENCES

### Basic

- MANKIW, N.G.: Principios de Economía. Sexta edición. Paraninfo, 2012.
- MANKIW, N.G y TAYLOR, M.P.: "Economía". Paraninfo, 2017.

### Additional

- BLANCO, J. M. y J. AZNAR: Introducción a la Economía: Teoría y Práctica. McGraw-Hill, 2008.
- LIPSEY, R.G., and K.A. CHRYSAL: Introducción a la Economía Positiva. Vicens-Vives, 1999.
- SAMUELSON, P.A. y W. NORDHAUS: Economía. McGraw-Hill, 2004.
- SCHILLER, B.: Principios Esenciales de Economía. McGraw-Hill, 2002.
- STIGLITZ, J.E.: Economía. Ariel, 1993.
- KRUGMAN, P.; WELLS, R. y K. GRADDY: "Fundamentos de Economía". Segunda Edición. Editorial Reverté. 2013
- CASTEJÓN, R., MÉNDEZ, E., MARTÍNEZ, J.L. y PÉREZ, A.: "Introducción a la Economía para el Turismo". Pearson, 2014.

## ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### Syllabus of Introduction to Economics. Degree in Tourism.

#### 1. Description of contents

The contents initially foreseen in the syllabus are maintained.

#### 2. Workload and schedule of teaching

The time allocation of the activities foreseen in the workload of the syllabus of Introduction to Economics for the 2020-201 academic course is modified. The hours foreseen for the teamwork activity are eliminated, reallocating 5 of them to the activity of preparing individual works and the rest to the item of online questionnaires. If it were possible to return to a fully face-to-face activity, these 5 hours of online assessment tests would be carried out in class, either in practice hours or in theory hours.



### **3. Teaching methodology.**

Since we have groups with fully face-to-face assistance and others with online theory, the teaching methodology will be adapted to the different situations contemplated.

In general terms, the teaching methodology provided in the syllabus will be maintained, except for this referred to teamwork activities, which will be replaced by personal work or individual activities. In the case of online theory, the teachers of the subject will use alternative tools from the master class, such as:

- Materials hung in the virtual classroom (power points, exercises, etc).
- Videoconferences through online platforms (BBC, Skype, etc.).
- Virtual tutorials.
- Forums in the virtual classroom

### **4. Evaluation**

The assessment percentages established in the teaching guide for the continuous assessment and the synthesis test or final exam are maintained. These are 30% and 70%, respectively.

### **5. References**

The bibliography does not change. This is provided in the syllabus of the subject. If we had additional material online for the students, we would post it in the virtual classroom