

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

Code	42735
Name	Economic activity and economic policy
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. Period
2126 - M.D. in Human Resources Management	Faculty of Social Sciences	1 First term

Subject-matter

Degree	Subject-matter	Character
2126 - M.D. in Human Resources Management	2 - Economic, legal and social framework of HR management	Obligatory

Coordination

Name	Department
BANYULS LLOPIS, JOSEP	110 - Applied Economics
PITXER CAMPOS, JOSEP VICENT	110 - Applied Economics

SUMMARY

The knowledge of the economic and public policies applied in the economy sphere is a key point for human resource management, especially in the current crisis context. The purpose of this subject is mainly to provide information in order to understand the general aspects related to the economic dynamics and economic policy. This includes both the ability to analyze the economic situation and the knowledge of the causes of state intervention, the mechanisms by it takes place and the logic that informs the processes of public intervention in the economic sphere.

In the end, the aim is to provide to students participating in the course the ability to interpret economic data and to know the main existing economic policies, objectives and implementation and its effects on economic activity in general. This will provide theoretical fundamentals for the analysis of the most significant aspects of economic policy, but also apply to the understanding of these phenomena in real environments, particularly in the area of the Spanish economy.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

The content of the course presupposes a basic economic knowledge by students. Despite that in the classroom, and in the students attention hours, will be addressed all issues raised, knowledge of basic economic variables and relationships facilitate the compression of the classes and material preparation. For those who have taken before a course of introductory economics is sufficient to retrieve and review the material used. For people who have not submitted this, there are some references in the bibliography that can help to have a basic understanding of economics.

OUTCOMES

2126 - M.D. in Human Resources Management

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should be able to self-organise, which means systematically planning and setting realistic time schedules for the different tasks in their personal agenda, prioritising their activities, attending to criteria of urgency and importance, using explicit tools and procedures to control the level of performance and optimising time.
- Students should be able to initiate, lead, promote and facilitate interactions, as well as to manage groups of people.
- Students should have the ability to communicate, influence and be effective in interpersonal relationships.
- Students should have assertive communication and negotiation skills. This means being able to carry out negotiations related to the direction and management of human resources, and being able to carry out a mediation activity that facilitates an adequate management of human resources.
- Students should be prepared for lifelong learning and self-development. The individual develops the ability to incorporate new knowledge, skills and professional competences.



- Students should be able to lead people and teams to achieve the objectives of human resources management. In this sense, they should develop a certain level of relational sensitivity and empathy.
- Students should understand and manage cultural and ethnic diversity in organisations.
- Students should develop a certain tolerance for uncertainty.
- Students should be able to understand, use and interpret indicators on the economic activity and the labour market.
- Students should know the main economic policies, their objectives and implementation and their effects on the economic activity and the labour market.

LEARNING OUTCOMES

At the end of the course the student should be able to:

1. Understand the main aspects that explain economic dynamics.
2. Understanding interventions in economic policy.
3. Know the meaning of key economic indicators.
4. Understand the fundamentals of the various policy proposals that are been applied at the present time.

DESCRIPTION OF CONTENTS

1. Basic aspects of the economic policy

1. Concept of economic policy
2. Reasons for government intervention in the economy
3. The process of economic policy: phases, objectives, instruments, social actors and rules.
4. Economic policy models and limits of public intervention

2. Economic growth, development and welfare

1. Economic growth versus development
2. GDP as an indicator of economic growth
3. Limits to economic growth
4. Policies for growth and economic models

3. Conjuncture policies: monetary and fiscal policies

1. Objectives and instruments of the monetary policy
2. The implementation of monetary policy in the EU
3. Basic elements of the fiscal policy
4. The institutional framework of fiscal policy
5. The debate on fiscal consolidation

**4. The economic policy of external equilibrium**

1. Min external imbalances and their economic significance
2. Rebalancing policies of the external equilibrium
3. Competitiveness policy objective

5. Structural economic policies: Change of production model and levels of government

1. Structural Economic policies.
2. The productive model and its change.
3. R&D&I policy, training policies and labour skills.
4. Sub-central levels of government: regional and local policy.
5. The case of the valencian economy and valencian policy.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	16,00	100
Classroom practices	8,00	100
Tutorials	6,00	100
Development of group work	5,00	0
Development of individual work	15,00	0
Study and independent work	10,00	0
Readings supplementary material	3,00	0
Preparing lectures	9,00	0
Preparation of practical classes and problem	3,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

In general, the development of the class is structured around three axes: the classroom, preparation for the class and the individual tutorials.

1. **Classroom- oral presentations:** there will be two types of classes. On one hand, sessions to provide the student the opportunity to discuss all aspects related to the specific topic. On the other hand, classes in which the student will present the work done on specific topic.



In any case, the teacher provides those resources that are most suitable for further preparation of the subject in depth.

1. **Study and preparation of assignments** for class. The student's preparation for class is fundamentally learning discipline. Given the philosophy underlying this subject, the knowledge, abilities and skills to be acquired should be achieved through an interactive approach and a joint collaboration between teacher and student.
2. The **individual tutorials** to resolve doubts, and to provide specific and additional information.

EVALUATION

The mark scale is from 0 to 10 (100%), with 5 being the minimum score to pass the course. For final evaluation will take into account the student's workload in terms of the different parts and / or work. Different assessment strategies are used: SE1, SE3, SE4

Thus the final mark will be assigned a different evaluation strategies identified, which have the following relative importance:

SE1 (written examination of the subject) 50% of the final mark

SE3 (class participation) 10% of the final mark

SE4 (delivery and discussion of essays) 40% of the final mark

In order to calculate the final mark it is compulsory to have at least 4 (in a scale from 0 to 10) in each of the different evaluations method pointed out before

In case of not passing the subject in the first evaluation, this is recoverable in the second one maintaining the marks of the first evaluation when they are 5 or more.

However, the following aspects should be taken into account for the second evaluation process:

- a) the activities related to the classroom participation (evaluation strategy ES3 ·) will not be recoverable.
- b) Also, for the second evaluation, the delivered works (ES4 strategy) will be recuperable with an specific exam to evaluate this part.
- c) The written examination of the subject will be recuperable with an exam with the same characteristics of the exam of the first evaluation.

If the mark obtained with the exam of the second evaluation plus the marks of the other two evaluation strategies exceeds 5, with the corresponding percentages set out above for the calculation of the final mark, the subject may be passed.



In the event that two people have the option of “honor mark” and are tied in the grade, it will be decided who will be assigned based on a written essay between the two people affected.

Plagiarism in any of the activities proposed for assessment (examination, activities carried out in class and written assignments) will automatically involve to not pass the subject in the nearest evaluation, regardless of the legal actions that may get started.

The presence of a large number of misspellings and grammar mistakes (7 mistakes) and the use of sexist, discriminatory language or that violates the personal dignity will mean that the maximum mark that can be obtained in that evaluation trail will be 5.

REFERENCES

Basic

- Chang, Ha-Joon(2015), Economía para el 99% de la población, Barcelona, Debate
- Gallego, J.R.; Nácher, J. (2001), Elementos básicos de economía. Un enfoque institucional, València, Tirant lo Blanch
- Sanpedro, José Luís (2008), Economía Humanista. Algo más que cifras, Madrid, Editorial Debate
- Torres, J. (2016), Economía para no dejarse engañar por los economistas, Barcelona, Ediciones Deusto

Additional

- Antuñano, I.; Jordán, J.M.; Tomás Carpi, J.A. (2010), Crisis y transformación. Ensayos en homenaje al profesor Emèrit Bono, Valencia, Universitat de València
- Antuñano, I.; Sánchez, A.(coord.) (2009), Política económica. Elaboración y políticas coyunturales, Tirant lo Blanch, Valencia
- Arias, X. C. (1996), La formación de la política económica, Editorial Cívitas, Madrid.
- Arias, X. C. (2009), La crisis de 2008 y la naturaleza de la política económica, Instituto Universitario de Análisis Económico y Social. Universidad de Alcalá
- Bosch, G.; Rubery, J.; Lehndorff, S. (2007), Los modelos de empleo europeos agitados por vientos de cambio, Revista Internacional del Trabajo, vol. 126, num 3-4
- Crouch, C. (2005), Models of capitalism, New Political Economy, 10:4, pp. 439-456.



Cuadrado, J.R. (dir) (2005), Política económica. Elaboración, objetivos e instrumentos, McGraw-Hill, Madrid.

Gallego, J.R.; Pitxer, J.V. (2018): Reinterpretando el desarrollo territorial: Una nueva visión desde la Economía, en Farinós, J. (coord. i ed.) y Peiró, E. (ed.): Territorio y Estados: Elementos para la coordinación de las políticas de ordenación del territorio en el siglo XXI, Tirant lo Blanch, València, pp. 191-233.

García Reche, A. Sánchez, A. (coords.) (2010), Política económica estructural y de competitividad, Tirant lo Blanch, València

Jordán, J. M.; Sánchez, A. (coord.) (2008), Desafíos actuales de la política económica, Thomson-Cívitas, Madrid.

- Royo, S. (2007), Varieties of Capitalism in Spain: Business and the Politics of Coordination, European Journal of Industrial Relations, 13, 1: 47-65

Sánchez, A. (2009), Agentes sociales y política económica, en Antuñano, I.;

Sánchez, A.(coord.) (2009), Política económica. Elaboración y políticas coyunturales, Tirant lo Blanch, Valencia, pp.61-84

Sánchez, A. (2010), Nuevas tendencias en la política económica, en Antuñano, I.; Jordán, J. M.; Tomás, J. A. (ed), Crisis y Transformación. Ensayos en homenaje al profesor Emèrit Bono, Valencia, Universitat de València, pp. 41-58.

Sánchez, A.; Ochando, C.; Torrejón, M. (2018): Política económica estructural, Editorial UOC, Barcelona.

Sánchez, A. Tomás, J.A. (dir.) (2014), Crisis y política económica en España. Un análisis de la política económica actual, Pamplona, Aranzadi.

ADDENDUM COVID-19

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

English version is not available



1. Contenidos

Se mantienen los contenidos previstos inicialmente en la guía docente.

2. Volumen de trabajo y Planificación temporal de la docencia

La asignatura tiene un fuerte componente práctico y de análisis de la realidad económica. Esta orientación se mantendrá y se abordará con discusiones de textos y materiales que se proporcionarán por parte del profesor

3. Metodología docente

Se asistirá a clases presencialmente en semanas alternas (50% del alumnado en el aula).

Se subirán materiales en el aula virtual para el trabajo individual y en grupo y para el seguimiento de los temas. Asimismo, las clases que no se puedan impartir presencialmente se harán mediante el sistema Black Board Collaborate o sistema equivalente que esté disponible en ese momento por parte de la Universidad. También se utilizarán los distintos recursos docentes disponibles en el aula virtual (tareas, cuestionarios, wikis ...)

En caso de que la situación sanitaria impusiera que la totalidad de la docencia se desarrollaría online, se sustituirían todas las sesiones, teóricas y prácticas, para materiales en el Aula virtual, videoconferencia síncrona o transparencias locutadas, dinámicas guiadas, etc.

4. Evaluación

En la asignatura se da un peso muy importante en la evaluación continua y el trabajo tanto individual como en grupo. Ahora mismo las ponderaciones de los sistemas de evaluación son 40% examen, 40% trabajos en grupo y 20% participación en clase. En caso de no haber clase presencial se mantendrían estas ponderaciones y el 20% de la nota que corresponde a la participación en clase sería evaluada con actividades realizadas individualmente

5. Bibliografía

No hay cambios sustanciales en la bibliografía. El material necesario para el trabajo en clase (o en caso de no presencialidad para el trabajo individual en casa) será facilitado mediante el aula virtual.