



Universidad  
de Alcalá

# TEACHING GUIDE

## GLOBAL AREAS AND MARKETS

**Bachelor's in Economics and  
International Business**

Elective - 4th Year – 2nd Semester

**Bachelor's in Economics**

Elective - 4th Year – 2nd Semester

**University of Alcalá**

**Academic Year 2024/2025**

## TEACHING GUIDE

Name of the subject:

Global Areas and Markets

Code: 361023

Degree taught: **Bachelor's in Economics and International Business and Bachelor's in Economics**

Department and Area of Knowledge:

Department of Economics

Area of Applied Economics

Character: Optional subject

Credits ECTS: 6

Course and semester: 4th year/2nd semester

Faculty: Prof. Álvaro Antonio Martín Rodríguez

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Head of Teaching Unit: PhD. Álvaro Anchuelo Crego

Tutoring Schedule: Students will be informed at the beginning of the course.

Language in which it is taught:

English

### 1. PRESENTATION

The increasing globalization of markets makes the internationalization of both companies and countries irreversible. To address internationalization, a certain knowledge of the main international economic areas and their different sectors is required. The analysis of its characteristics is essential for the positioning of companies and countries in the international market to be carried out successfully.

Prerequisites and Recommendations

The student is recommended the previous acquisition of basic knowledge about the world economy.

### 2. COMPETENCES

Basic and general competences:

GC1.- - Acquire capacity in the negotiation techniques used in international institutions and companies.

GC2.- - Ability to analyse data and reports specifically from international sources (companies, international institutions such as the IMF, the WTO or the Bank for International Settlements).

GC3.- - Interest in updating the permanent requirements of techniques of organization and planning of international business and public activities.

GC4.- - Ability to assess the multiplicity of social, political, technical, etc. factors that converge in international business and institutional decisions.

GC5.- - Acquire the current ethical criteria susceptible of permanent updating manifested in the different countries through the anti-corruption codes, international economic rights charters, etc.

GC6.- - Ability to integrate into interdisciplinary teams that include people from very different countries and backgrounds.

GC7.- - Scientific and professional curiosity for the permanent use of analytical and conceptual instruments typical of international economic relations.

GC8.- - Motivation for the search for quality in professional practice and its development.

CG9.- - Curiosity to learn the new techniques and instruments that are continuously presented in the international world.

GC10.- - Written and oral expression capacities that can be used in different environments.

GC11.- - Ability to use the English language to search for information and use resources in that language, and in the preparation and presentation of academic activities.

BC1 - That students have demonstrated to possess and understand knowledge in an area of study that starts from the basis of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge at the forefront of their field of study.

BC2 - That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

BC3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include reflection on relevant social, scientific or ethical issues.

BC4 - That students can transmit information, ideas, problems and their solutions to both specialized and non-specialized audiences.

BC5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

#### Transversal competences:

TC1.- - Acquire techniques and skills related to professional practice, including the application of the appropriate deontological regulations.

TC2.- - Know the resources available for access to information and use them effectively.

TC3.- - Acquire oral and written communicative skills in modern languages, both in professional environments and in other types of contexts.

TC4.- - Understand the ideas and arguments that are expressed in a foreign language, in writing and orally, both in everyday situations and in professional and specialized contexts.

TC5.- - Handle in an advanced way the office tools most frequently used in a professional environment (word processor, databases and spreadsheets) and

advanced use of electronic communication programs, navigation and data search (email and Internet).

TC6.- - Design presentations using computer programs and ability to structure information appropriately and transmit it clearly and effectively, with a basic knowledge of the operation of data transmission networks.

TC7.- - Know the main techniques of management, conflict resolution, job selection and motivation of human teams in a work environment with the use of effective strategies in time management.

TC8.- - Plan and develop research in a certain field of study, in accordance with the academic and scientific requirements that are their own.

TC9.- - To know the history of the University of Alcalá, the functioning of the European institutions and the historical, social, economic and cultural reality of the European and Ibero-American countries.

Specific competences:

SC5.- - Acquire the ability to search, collect, select and manage documentary and statistical sources related to the international economy.

SC6.- - Use the tools of the quantitative methods applied to the study of the national and international economy, to understand and know its different dimensions, applying, where appropriate, the corresponding theoretical models.

SC7.- - Acquire the minimum skills to defend economic-business points of view, using the minimum tools necessary to be able to express orally and in writing, in a scientific way, economic data of a company-institution.

SC8.- - Acquire skills to successfully carry out all kinds of international negotiations with people from very different cultures and interests.

### 3. CONTENTS

Content blocks	Total classes, credits or hours
I. Introduction: general basics.	• 2ECTS
II. Markets or thematic areas	• 2ECTS
III. Area Analysis	• 2ECTS

## Schedule

Week / Session	Content
<b>01st</b>	<ul style="list-style-type: none"> <li>Commodity markets. Agriculture</li> </ul>
<b>02nd</b>	<ul style="list-style-type: none"> <li>Commodity markets. Minerals</li> </ul>
<b>03rd</b>	<ul style="list-style-type: none"> <li>Consumer goods markets</li> </ul>
<b>04th</b>	<ul style="list-style-type: none"> <li>Consumer goods markets</li> </ul>
<b>05th</b>	<ul style="list-style-type: none"> <li>Markets for capital goods</li> </ul>
<b>06th</b>	<ul style="list-style-type: none"> <li>Services markets</li> </ul>
<b>07th</b>	<ul style="list-style-type: none"> <li>Global Areas 1: EU</li> </ul>
<b>08th</b>	<ul style="list-style-type: none"> <li>Global Areas 2: USA</li> </ul>
<b>09th</b>	<ul style="list-style-type: none"> <li>Global Areas 3: Top Asian Countries</li> </ul>
<b>10th</b>	<ul style="list-style-type: none"> <li>Global Areas 4: Latin America</li> </ul>
<b>11th</b>	<ul style="list-style-type: none"> <li>Global Areas 5: Eastern European Countries and former USSR</li> </ul>
<b>12th</b>	<ul style="list-style-type: none"> <li>Global Areas 6: Oceania and Africa</li> </ul>
<b>13th</b>	<ul style="list-style-type: none"> <li>Global Areas 6: Oceania and Africa</li> </ul>

## 4. TEACHING-LEARNING METHODOLOGIES.-TRAINING ACTIVITIES

### 4.1. Distribution of appropriations

Number of face-to-face hours: 48	Theoretical classes: 22,5 Practical classes: 22,5 Final examination: 3
Number of working hours Student's own: 102	Autonomous work:98 Tutorials ECTS: 4
Total hours: 150	

### 4.2. Methodological strategies, materials and teaching resources

1. Expository classes to present a topic, introduce students to a complex topic, reach conclusions.
2. Practical classes for solving exercises and practical application of theoretical contents.
3. Realization of works, exhibitions and exercises.

4. Reading, analysis and interpretation of articles, books and different documents.
5. Discussions on a topic proposed by the lecturer.
6. Participation in forums / blog.
7. Search for information and use of electronic resources (web pages, online dictionaries, etc.).
8. Seminars, workshops, conferences, ...
9. Attention to students individually or collectively for the celebration of tutorials, in order to carry out an adequate follow-up of them.
10. Consultations with the teacher in the Virtual Classroom.
11. Application of teaching innovation techniques (cooperative learning, flipped learning, role plays, gamification methods, blended learning...).

<p>The Teaching-Learning methodology pursues meaningful and relevant learning based on Relevant Content capsules (RCC).</p>	<p>Each didactic unit is accompanied by a capsule that the student will have. They contain: description of the objectives to be achieved, a pre-test exam to evaluate previous knowledge, a summary of contents, a glossary of essential terms, a group of FAQ's or frequently asked questions with answers and a series of links related to the subject as well as the corresponding bibliographic resources.</p>
<p>Presentation of basic theoretical approaches and concepts contained in a capsule</p>	<p>The capsules include summaries of contents that allow in the classes an extension destined to the essay and explanation and the analysis.</p>
<p>Analysis and participatory reflection on the contents applying them to real cases</p>	<p>Use of the glossary and the FAQ's to check the understanding and application of all the relevant concepts in each didactic unit.</p>
<p>Preparation and exhibition of works: one work per thematic block</p>	<p>I. Information search II. Description of an area/market. Work and exhibition</p>
<p>Reading of various materials that must be worked on throughout the course</p>	<ul style="list-style-type: none"> <li>- Statistics of public institutions: chambers of commerce, Institutes of Foreign Trade</li> <li>- Studies of international organizations.</li> <li>- Press articles</li> </ul>
<p>Analysis of multimedia material</p>	<p>Use of thematic videos produced by the World Trade Organization, the International Monetary Fund and other institutions for teaching purposes.</p>
<p>Use and management of information</p>	<p>Collaboration with the professionals of the CRAI-Library so that the students carry out an activity that develops the informational competences in the use and management of</p>

## 5. EVALUATION: Procedures, evaluation and qualification criteria<sup>1</sup>

### Evaluation criteria

#### In relation to content and study

1. Understands the basics and knows how to apply them
2. Relates the different knowledge
3. Properly resolves cases, exercises and activities
4. Synthesizes ideas and proposes a coherent reasoning in reports and works
5. Knows how to work as a team encouraging and motivating its members
6. Presents his work fluently, arguing from a technical perspective
7. Makes original contributions
8. Is able to respond to the values recommended by the student

#### In relation to research work, the following criteria are used:

1. Adequacy of the bibliographic and/or other references of the project
2. According to the analysis of each student, the synthesis of the information obtained and the originality
3. The quality of the structure and format of the presentation

### Qualification criteria

The student must choose and communicate to the teacher who teaches the subject in the first 15 days after the beginning of the course the type of evaluation which he has chosen, using the file provided.

#### Type of evaluation:

1. Continuous evaluation
2. Final evaluation

In case of not communicating the choice, it will be understood that the student has opted for the continuous evaluation.

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<sup>1</sup> It is important to point out the evaluation procedures: for example, continuous evaluation, final, self-evaluation, co-evaluation. Instruments and evidence: works, activities. Criteria or indicators to be assessed in relation to competences: mastery of conceptual knowledge, application, knowledge transfer. For the rating system, it is necessary to remember the Regulation of the **Governing Council of July 16<sup>th</sup>, 2009**: the qualification of the continuous evaluation will represent, **at least, 60%**. You can raise this % in the guide.

## Continuous evaluation

100% of the mark will be obtained through a continuous evaluation system that will take into account the following elements:

1. Active, of quality and orderly participation of students: 10%
  - ✓ 2 midterm exams: 25% each.
  - ✓ Final evaluation. Elaboration of empirical project:
    - Oral defense of the project: 20%
    - Written project: 20%

To pass this subject by continuous evaluation, a weighted mark of 5 points must be obtained.

## Final evaluation

This option is for students who have not chosen continuous assessment or for those who have chosen continuous assessment and have not met the requirements to pass it (weighted average of 5 points).

## Ordinary call

Students who have chosen this option may apply in this call. They will take a final exam that will constitute 100% of the grade.

## Extraordinary call

Students who have not passed the subject in the ordinary call or through continuous evaluation will take a final exam that will constitute 100% of the grade.

During the development of the evaluation tests, the guidelines set out in the Regulation establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of the irregularities committed during those tests, including the consequences for committing academic fraud according to the Regulation of Disciplinary Regime of the Students of the University of Alcalá.

## 6. BIBLIOGRAPHY

### Basic bibliography

There is no single text that covers the whole program. Each of the topics has specific bibliography and the need to know the statistical instruments, reports of institutions etc. that can be obtained through the web pages.

### Books

Stutz, F. y Warf, B. (2012): *The World Economy: Geography, Business, Development*. USA: Pearson Prentice Hall.



Dicken, P. (2011): *Global Shift. Mapping the changing contours of the World economy*. UK: Ashford Colour Press Ltd.

### **Web pages (statistics)**

United Nations statistical indicators database

<http://data.un.org/>

Database of United Nations statistical indicators relating to the Millennium Development Goals.

<http://mdgs.un.org/unsd/mdg/Default.aspx>