

## ENGLISH FRIENDLY COURSES (EFC) 2018-2019 – CAMPUS OF BIZKAIA

<https://www.ehu.eus/es/web/gkz-csc/all-the-information>

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In addition to the general offer of courses taught in English, some Centers also offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

FACULTY OF SOCIAL AND COMMUNICATION SCIENCES (323)		SEMESTER	CREDITS	SCHEDULE <sup>1</sup>
27086	<a href="#">Análisis del Entorno Económico</a>	Sep. 2018- Jan. 2019	6	M
25031	<a href="#">Ciencia, Tecnología y Gestión del Conocimiento</a>	Jan. 2019- May 2019	6	M
27187	El Sistema Político en España y Euskadi	Sep. 2018- Jan. 2019	6	M
27183	Representación y Partidos Políticos	Sep. 2018- Jan. 2019	6	M
27191	Análisis Político y Prospectiva Electoral	Jan. 2019- May 2019	6	M
25010	Sociología de la Vida Cotidiana	Sep. 2018- Jan. 2019	6	M
25022	Sociología Urbana	Jan. 2019- May 2019	6	M
27083	Comunicación Comercial, Corporativa e Institucional	Sep. 2018- Jan. 2019	6	A
27117	Medios de Comunicación Local: Creación de un Producto	Sep. 2018- Jan. 2019	6	M
27198	Política Comparada	Sep. 2018- Jan. 2019	6	M

<sup>1</sup>SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30.

By clicking the subject's name, its Syllabus will appear.

## TEACHING GUIDE

2018/19

**Centre** 323 - Faculty of Social and Communication Sciences

**Cycle** Indiferente

**Plan** GPERIO30 - Bachelor's Degree in Journalism

**Year** First year

## SUBJECT

27086 - Analysis of the Economic Environment

**ECTS Credits:** 6

## DESCRIPTION & CONTEXTUALISATION OF THE SUBJECT

As it has been pointed out in the different reports of the three Communication degrees available in this faculty, this subject is common to all of them in the first year. It is an introductory course that will help the students to acquire basic skills necessary for their future experience in the professional area of communication.

In the subject of Analysis of the economic environment, economic basic concepts and skills are acquired in order to understand the complex current economic reality as well as analysing governmental economic policies. On the one hand, the main principles, pros and cons of current market economies will be studied. And on the other hand, in order to justify and explain the role of the public sector, the main four macroeconomic issues are identified and analysed: the economic growth, the unemployment, the inflation and the external balance.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

- To compare the underlying values, objectives, agents and institutions of different economic systems, with special attention to the market economy system.
- To identify and justify the intervention of the public sector in the economy and to be able to interpret the related indicators.
- To identify the main macroeconomic issues and imbalances: to explore their origin (the causes) and to propose economic policies to cope with them.
- To interpret the data and the socio-economic indicators related to the economic environment

### LEARNING OUTCOMES:

1. To understand and interpret the economic facts that are described in the mass media.
2. To find out and to learn to use the main indicators and sources of economic information.
3. To synthesize in a clear and coherent way the information collected.
4. To interpret the economic situation of a country in terms of growth, employment and stability according to the indicators selected and available information
5. To interpret the mechanisms that lie under the free market and to think about them.
6. To justify the public sector intervention in economy
7. To consider and think about the new emerging trends in economy: globalization, gender economy, ecology, sustainability and human development.

## THEORETICAL/PRACTICAL CONTENT

Lesson 1: Introduction: basic concepts in the economic analysis

Lesson 2: Microeconomic analysis: market economies

2.1 Operation of the markets: the demand and supply curves

2.2 Market failures

Lesson 3: Macroeconomic analysis

3.1 Basic concepts and interpretations

3.2 Measuring the production: The macroeconomic aggregates

Lesson 4: Monetary indicators

4.1. The monetary policy

Lesson 5: Employment and labour market

5.1. The operation of the labour market

5.2. Basic indicators

5.3. Unemployment theories and types of unemployment

5.4. Employment policies

Lesson 6: The inflation

6.1. Basic concepts and types of inflation

6.2. Measuring the inflation: Price indicators

6.3. Anti-inflationary policies

## Lesson 7: The intervention of the public sector in the economy

- 7.1. Public sector dimension
- 7.2. The public budget
- 7.4. Public deficit and debt

## Lesson 8: The analysis of the foreign sector

- 8.1. The balance of payments
- 8.2. Exchange rates and foreign currency's markets

### METHODS

The lectures will follow a theoretical-practical methodology. That is, the theory classes will be combined with training activities related to the contents seen in class. The attendance to the practical sessions will be mandatory.

### TYPES OF TEACHING

Type of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Classroom hours	53		7						
Hours of study outside the classroom	79,5		10,5						

**Legend:** M: Lecture S: Seminario GA: Pract.Class.Work GL: Pract.Lab work GO: Pract.computer wo  
GCL: Clinical Practice TA: Workshop TI: Ind. workshop GCA: Field workshop

### ASSESSMENT SYSTEMS

- Final assessment system

### TOOLS USED & GRADING PERCENTAGES

- Extended written exam 70%
- Realización de prácticas, trabajos individuales o en grupo, exposición de trabajos... 30%

### ORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

#### EVALUATION SYSTEMS

- Final evaluation system

#### TOOLS AND PERCENTAGES OF GRADE

- Written exam to develop: 70%
- Carrying out exercises, assignments, problems: 30%

#### ORDINARY CALL

The final evaluation system will be applied, in which the following will be evaluated:

- The knowledge acquired by the student through a written exam, which will represent the 70% of the total mark. **IMPORTANT:** In order to pass the subject, it is mandatory to obtain a minimum of 2.1 points out of 7 points in the written exam.
- The remaining 30% of the total mark will cover the exercises, problems and assignments done by the student during the course. **IMPORTANT:** In order to take into account the grades obtained in this kind of training activities, it is mandatory to attend the practical sessions.

The student could also be evaluated just through the written exam (about the contents seen in class) which will cover the 100% of the final mark. For doing this, the student must present a justification (in a written format) to the teacher in the first 9 weeks of the fourth-month period indicated in the academic calendar of the centre.

**Renunciation:** The non-presentation to the exam set in the official exams calendar will suppose the automatic renunciation to the corresponding call.

### EXTRAORDINARY EXAM CALL: GUIDELINES & DECLINING TO SIT

It will consist of a unique final exam that will represent the 100% of the mark of the subject. Those students that during the fourth-month period have obtained positive grades in the practical part could keep them (if they want) so that they will have to do just a written exam that will represent the remaining 70% of the final mark.

## COMPULSORY MATERIALS

Material provided via Egela.

## BIBLIOGRAPHY

### Basic bibliography

- Mankiw, N. G. (2017). Essentials of Economics (Eight Edition). Cengage learning US.
- Krugman, P., Wells, R. and Graddy, K. (2013). Essential of Economics (Third Edition). WORTH PUBLISHERS, New York and BASINGSTOKE.

### In-depth bibliography

### Journals

### Useful websites

<http://www.europa.eu/eurostat>  
<http://www.ilo.org>

## REMARKS

## **TEACHING GUIDE: SCIENCE, TECHNOLOGY AND KNOWLEDGE MANAGEMENT**

### **DESCRIPTION**

First of all, the subject analyses science as yet another social institution and the dismantling of the mythology of science created in the Modern Age that is taking place in modern societies. Second, in the context of globalized societies and information/data, the new meaning of the relationship between science and technology is studied, as well as the social significance of these two concepts. Finally, social innovation process related to science and technology are studied, as well as the importance of knowledge management in advanced societies.

### **COMPETENCES / LEARNING OUTCOMES OF THE SUBJECT**

1) Understand the theoretical and methodological basis of the study of science, technologies and innovation 2) Understand the social dimension of processes of change in organisations, with particular attention to knowledge management 3) Acquire practical skills in the handling and analysis of information and data in this field

### **METHODOLOGY**

In this subject, autonomous work by students will be particularly encouraged, together with participative strategies. More specifically, and in connection with the different teaching modalities (lectures, seminars and practical classroom work), the following activities will be carried out: - Lectures to present students with the theoretical basis of the different subjects in the programme - Practical work sessions, both individually and in groups: analysis of texts, lectures, statistical information, press releases, seminars and presentations in class.

### **SUBJECT CONTENTS**

1. Social perception of science and technology
2. A first approach to the relationships among science, technology and society
3. Science and technology policies
4. R&D indicators
5. Merton's sociology of science
6. "The cognitive turn": Sociology of scientific knowledge
7. "The institutional turn": Innovation systems approach
8. Critical management studies

### **ASSESSMENT SYSTEMS**

#### **GUIDANCE and WITHDRAWAL in ORDINARY CALLS.**

Assessment in this subject will be CONTINUOUS and will include: a) a written test to be taken based on a.1) the drawing up and presentation (in class) of an in-depth individual examination of a case study, representing 45% of the final grade, and a.2) a written examination in which questions will be asked about the theoretical and practical content of different subjects dealt with in class. The grade obtained in the examination will account for 30% of the student's final grade. b) The performance and presentation in class of different individual and group tasks throughout the academic year. The grades for these assignment and the continuous assessment of work done by the student in class will represent 25% of the final grade. It is essential to pass the individual test referred to in section a.2 to succeed the full subject. To apply this mode of assessment, 70% minimum attendance at class is required.

## **TEACHING GUIDE: SCIENCE, TECHNOLOGY AND KNOWLEDGE MANAGEMENT**

Following the existing rules student can also RENOUNCE TO THE CONTINUOUS EVALUATION by writing to Professor in a period of time not less than a month before the teaching time is ended (regulations for evaluation, art. 12.2).

### **FINAL EVALUATION**

Regulations for the evaluation of students in degrees of UPV/EHU (BOPV nº50-13/03/2017) say: Anyway, students will have the right for been evaluated by de final examination system, independently of having take part or not in the continuous evaluation. For this students must present by written text to professor of the subject the renounce to continuous evaluation, and they will have a 9 weeks period to do this, from the beginning of the four month term. (art. 8.3)

The final assessment under the ordinary call will be done in a written theoretical-practical exam to make up 100% of the grade. This exam will include both theoretical questions and practical activities, and will the knowledge acquired and the skills developed by the student will be jointly assessed.

### **GUIDANCE and WITHDRAWAL in EXTRAORDINARY CALLS.**

For students who have followed the combined assessment modality, the grades obtained in the individual examination of a case study will be retained (a.1), together with that for the practical work done throughout the year (b), provided these have exceeded the established minimum. For students who have not participated in the continuous assessment system under the ordinary call, the final assessment in an extraordinary call will be done through a written theoretical-practical exam to make up 100% of the grade. This exam will include both theoretical questions and practical activities, and will the knowledge acquired and the skills developed by the student will be jointly assessed.

### **BIBLIOGRAPHY**

Barnes, D., Edge, D. (1992) *Science in Context: Readings in the Sociology of Science*. Open Uni. Press

Braczyk, H., Cooke, P., Heidenreich, R. (Eds.) (1996): *Regional Innovation Systems*, London, University College London Press

Collins, D. (1998) *Organizational Change: Sociological Perspectives*. London: Routledge

Edquist, C. (1997) *Systems of Innovation: Technologies, Institutions, and Organizations*, London, Pinter

Gibbons, M. (1994) *The new production of knowledge: the dynamics of science and research in contemporary societies*. London: Sage

Huczynski, A. (2006) *Management Gurus*. London: Sage, revised edition

Latour, B. (1987) *Science in action: How to follow scientists and engineers throughout society*. Cambridge, Mass.: Harvard Univ. Press

Little, S., Quintas, P., Ray, T. (2002): *Managing knowledge: an essential reader*. London: Open University Press

Lundvall, B. (1992): *National Systems of Innovation: Towards a Theory of Innovation and Interactive Learning*, London, Pinter

## **TEACHING GUIDE: SCIENCE, TECHNOLOGY AND KNOWLEDGE MANAGEMENT**

MacKenzie, Donald; Wajcman Judy (editors) (1998) *The Social Shaping of Technology: Second Edition*. Open University Press: Buckingham, UK.

McKelvey, M.D., Edquist, C. (2000): *Systems of innovation: Growth, competitiveness and employment*. Cheltenham, UK: Edward Elgar

Sanz-Menéndez, L. and Cruz-Castro, L. (2005) "Explaining the science and technology policy of regional governments", *Regional Studies* 7, pp. 939-954

Ziman, John (1987) *An introduction to science studies*. Cambridge University Press

Ziman, John (2008) *Teaching and learning about science and society*. Cambridge University Press

### **Scientific journals**

Organization Studies

Research Policy

Regional Studies

European Planning Studies

Technovation

### **Websites**

OECD

Eurostat

Society for Social Studies of Science

European Association for the Study of Science and Technology