

TEACHING GUIDE

SPANISH AND WORLD ECONOMICS II

GRADO EN ECONOMÍA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 05-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	2 course, 2Q semester
Nº of credits	4.5
Language in which the subject is taught	English

II.-Presentation

The purpose of the course is to provide students with the basic knowledge of the functioning of the Spanish economy and to initiate students in the use of analytical tools. The contents focus on the study of economic growth and its determining factors, which provides the necessary perspective to tackle both the analysis of the productive structure and the institutions that make up Spain's economic organisation, as well as its foreign relations. This is based on a theoretical framework, which underlies any explanation of economic reality and allows students to reason on the basis of the instruments at their disposal.

In order to be able to continuously assess repeating students, it is recommended that they enrol in those shifts/groups, or in those subjects, which allow them to make the assessment of those in which they have enrolled compatible.

III.-Learning outcomes

CT01. Ability to analyse and synthesise
 CT06. Ability to analyse and search for information from different sources
 CB02 . That students are able to apply their knowledge to their work or vocation in a professional manner and have the skills that are typically demonstrated through the preparation and defense of arguments and problem solving within their field of study.
 CB03 . That students have the ability to gather and interpret relevant data (usually within their field of study) to express judgments that include a reflection on relevant topics related to social, scientific or ethical areas.
 CB04 . That students are able to transmit information, ideas, problems and solutions to both specialized and non-specialized audience.
 CB05 . That students have developed the learning skills needed to undertake further studies with a considerable degree of autonomy.
 CE02. Information search and research skills
 CE04. Ability to communicate economic issues
 CE07. Understanding and appraisal of economic contingencies
 CE08. Understanding of the behaviour of economic agents
 CE09. Understanding of how markets work
 CE17. Knowledge of the Spanish economic situation and environment within the European Union

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Block 1: Economic Growth

- Spanish Industrialization
- Economic Growth and Structural Change

Block 2: Growth Factors

- Demographic Structure and Human Capital
- Capital Formation
- Innovation and Technological Change
- Entrepreneurship

Block 3: Productive Activities

- The Agricultural Sector
- The Industrial Sector
- The Energy Sector
- The Construction Sector
- The Services Sector

Block 4: Institutional Aspects

- The Labor Market
- The Financial System
- The Public Sector
- Macroeconomic Policies
- Income Distribution
- The External Sector

IV.B.-Training activities

Type	Title
Other activities	Seminars on specific topics
Prácticas / Resolución de ejercicios	Exercises and case analysis
Lectures	Class debate and discussion of substantive issues about recommended readings on particular topics

V.-Student workload	
Theoretical sessions	31
Resolution of exercises, problems, case studies, etc.	10
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	30
Related activities: conferences, seminars, etc.	6
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	14
Preparation for tests and/or exams	10
Total student workload	135

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 15	This course introduces basic theoretical tools to analyze a real economy (the Spanish economy). The teaching methodology therefore encourages analytical rigour and critical thinking through a practical approach, drawing mainly on lectures, reading material, seminars and class discussions.
Practical sessions	Week 4 to Week 14	This course introduces basic theoretical tools to analyze a real economy (the Spanish economy). The teaching methodology therefore encourages analytical rigour and critical thinking through a practical approach, drawing mainly on lectures, reading material, seminars and class discussions.

VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

The assessment for activity SE1 will take place on the official date indicated for the ordinary exam session.

To pass the course, students must obtain an overall grade of 5 or higher, provided that a minimum grade of 5 has been achieved in the SE1 written exam.

If the minimum grade of 5 is not achieved in the SE1 assessment, the final grade will be the grade obtained in this test, and the student will be required to retake the exam in the extraordinary session.

The period and content of the assessments will be determined by the instructor.

Test	Minimum Grade	Weight	Retake Option
SE1 Written exam	Yes (Minimum grade: 5 out of 10)	60%	Yes
SE5 Individual assignment	No	20%	No
SE6 Group assignment	No	20%	No

The individual assignment and the groups assignment cannot be re-evaluated in the resit (extraordinary) session, since these activities are designed to assess the student's progress on a regular basis throughout the course, encouraging active participation and continuous learning, which cannot be effectively replicated in a resit evaluation

Description of the Extraordinary Evaluation Tests and Their Weighting:

Test	Minimum Grade	Weight	Period and Content
SE1 Written exam	Yes (Minimum grade: 5 out of 10)	60%	Extraordinary exam session

Students who do not pass the ordinary evaluation will be required to take an extraordinary assessment under the terms established by the instructor. In this extraordinary evaluation, only the 60% corresponding to the "SE1 Written exam" will be reassessed. The final grade in the extraordinary session will be the grade obtained in the SE1 exam of the extraordinary session plus the grades obtained in SE5 and SE6 assignments from the ordinary session, provided that a minimum grade of 5 has been achieved in the SE1 written exam.

The reassessment of the SE1 evaluation activity will take place on the official date indicated for the extraordinary exam session.

Given the characteristics of the course and the early examination session, the evaluation of any student requesting it will be carried out through an in-person theoretical-practical exam covering all the course content.



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

The Spanish Economy. An Introduction

José Luis GARCÍA DELGADO and R. MYRO:

Título: Lecciones de economía española.

Autor: José Luis García-Delgado (director),

Editorial Thomson-Civitas, (18ª edición), 2025.

Título: Manual de Economía Española

Editorial: FUNCAS Fundación de las Cajas de Ahorro

Fecha: octubre 2022

Autores: María José Moral Rincón con la colaboración de Orencio Vázquez y Fernando Pampillón

<https://www.funcas.es/wp-content/uploads/2022/10/Manual-de-Economia-Espanola.pdf>

Título: Informe trimestral y proyecciones macroeconómicas de la economía española.

Autor: Banco de España

<https://www.bde.es/f/webbe/SES/Secciones/Publicaciones/InformesBoletinesRevistas/BoletinEconomico/23/T2/Fich/be2302-it.pdf>

Consultation bibliography

Boscá, J., et al., eds. *The Spanish Economy: A general equilibrium perspective*. Springer, 2011.

Candau, Eva Benages, and Juan Carlos Robledo Domínguez. *Acumulación y productividad del capital en España y sus comunidades autónomas en el siglo XXI*. Fundacion BBVA, 2017.

García, Angel Estrada, Álex Pons, and Javier Vallés. "La productividad de la economía española: una perspectiva internacional." *Información Comercial Española, ICE: Revista de economía* 829 (2006): 7-25.

Hospido Quintana, Laura, and Eva Moreno-Galbís. "The Spanish productivity puzzle in the Great Recession." *Documentos de trabajo/Banco de España, 1501* (2015).

Jiménez, José María López. "La economía española: 1977-2017." *eXtoikos* 20 (2018): 99-108.

López, Carlos Barciela, Albert Carreras, and Xavier Tafunell. *Estadísticas históricas de España: siglos XIX-XX*. Vol. 1. Fundacion BBVA, 2005.

Mourre, Gilles. *What explains the differences in income and labour utilisation and drives labour and economic growth in Europe? A GDP accounting perspective*. No. 354. Directorate General Economic and Financial Affairs (DG ECFIN), European Commission, 2009.

Prados De La Escosura, Leandro. "Growth and structural change in Spain, 1850-2000: a European perspective." (2007).

Rosés, Joan R., and Nikolaus Wolf. "Regional economic development in Europe, 1900-2010: a description of the patterns." (2018).

IX.-Professors