

Degree	Type	Year
2501572 Business Administration and Management	FB	1
2501573 Economics	FB	1

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

To make a good track of this course it is recommended that students have a minimum knowledge of basic mathematics (functions in one variable and its representation, differentiation, and systems of equations). The previous mathematical tools will prove very convenient in order to properly solve problem sets and other related exercises.

Objectives and Contextualisation

The course introduces the basic concepts and methodology that we use in modern economic analysis. These tools will help us to begin the study of a wide range of phenomena which are interesting from the standpoint of economics. The course material is structured in a first part of Microeconomics and in a second part of Macroeconomics. The Microeconomics part introduces key concepts such as "opportunity cost", "efficiency", "market" and "production function", and studies various aspects of decision making by firms and their behavior in different market arrangements. The Macroeconomics part presents some basic concepts related to the National Accounting, and various economic aggregates. It also introduces the temporal dimension in decision making, and studies the predictions of some simple models with respect to economic activity at the aggregate level. The course also introduces some policy instruments, such as taxes and subsidies, and discusses basic

aspects regarding fiscal policy and monetary policy. The ultimate goal of course is, therefore, to offer a broad perspective of economic issues and methods to successfully face the prospect of economic studies. Specifically, the objectives that are intended to be achieved are:

1. Introduction of basic concepts of microeconomics.
2. Understand the concepts of market, law of supply and demand, classification of goods, and various forms of elasticity.
3. Taxation and its effects. Loss of efficiency (deadweight loss).
4. Different types of markets depending on the degree of competition.
5. Main aggregate economic magnitudes.
6. Savings and investment decisions.
7. Aggregate demand and aggregate supply.
8. Brief introduction to monetary policy and fiscal policy.

Competences

Business Administration and Management

- Apply mathematical instruments to synthesise complex economic-business situations.
- Capacity for oral and written communication in Catalan, Spanish and English, which enables synthesis and oral and written presentation of the work carried out.
- Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances and their influence on a specific company.
- Identify the forces that govern demand and supply.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

Economics

- Apply mathematical instruments to synthesise complex economic-business situations.
- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Demonstrate initiative and work individually when the situation requires it.
- Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances and their influence on a specific company.
- Identify the forces that govern demand and supply.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Show motivation for carrying out quality work and sensitivity to the consequences for the environment and society.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Value ethical commitment in professional practice.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

Learning Outcomes

1. A capacity of oral and written communication in Catalan, Spanish and English, which allows them to summarise and present the work conducted both orally and in writing.
2. Analyse the growth factors of an economy.
3. Assess ethical commitment in professional activity.
4. Calculate short-term macroeconomic equilibrium.
5. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
6. Demonstrate initiative and work independently when required.
7. Demonstrate motivation regarding the quality of the work performed and sensitivity regarding the consequences on the environment and society.
8. Describe and measure the components of the income of an economy.
9. Describe the conditions of full employment in the labour market.
10. Detail the main economic indicators and justify their calculation and use.
11. Differentiate the effects of equilibrium on different competition regimes.
12. Discuss the profits resulting from trade and exchange.
13. Explain the role of the government and fiscal policy.
14. Identify the constituting elements of technology and costs.
15. Organise work, in terms of good time management and organisation and planning.
16. Select and generate the information needed for each problem, analyse it and make decisions based on this information.
17. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
18. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
19. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
20. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
21. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
22. Work as part of a team and be able to argue own proposals and validate or refuse the arguments of others in a reasonable manner.

Content

Theme 1: Introduction

Objective: Learn that economics is about the allocation of scarce resources. Examine some of the tradeoffs that people face. Learn the meaning of opportunity cost and efficiency. Discuss why markets are a good, but not perfect, way to allocate resources.

- 1.1 The principles of economics.
- 1.2 Thinking like an economist.
- 1.3 The opportunity cost efficiency.
- 1.4 Interdependence and the gains from international trade.

Theme 2: The market forces of supply and demand

Objective: Examine what determines the demand and the supply for a good in a competitive market. See how supply and demand together set the price of a good and the quantity sold. Analyze the causes of the changes of the equilibrium market.

2.1 Demand and supply functions.

2.2 Market equilibrium.

2.3 Determinants of market demand and shifts in the demand curve.

2.4 Determinants of the market supply and shifts in the supply curve.

Theme 3: Elasticity

Objective: Learn the concepts of price elasticity and income elasticity for a better understanding how the quantity demanded responds to both a change in price and a change in income.

3.1 Definition of price elasticity of demand.

3.2 Interpretation of price elasticity of demand: inelastic and elastic demand.

3.3 Determinants of price elasticity of demand.

3.4 Price elasticity and revenue.

3.5 Income elasticity and cross-price elasticity of demand.

3.6 Price elasticity of supply and its determinants.

Theme 4: Welfare, taxes and price controls

Objective: To introduce the concepts of consumer surplus and producer surplus and their relationship with the measure of welfare. The level of welfare associated to markets and the effects of taxes.

4.1 Surplus (consumer and producer). Welfare measures.

4.2 The effect of taxes and their incidence.

4.3 Deadweight loss.

4.4 Maximum and minimum prices. A view to the labor market.

Theme 5: The firm: cost curves and production.

Objective: To define the concepts of production function and to analyze the different types of costs (and cost functions).

5.1 Objective of the firm.

5.2 Production and technology. Marginal product and returns to scale.

5.3 Cost curves: total cost, average cost and marginal cost.

5.4 Short- and long-run cost curves.

5.5 The firm's output decision.

Theme 6: Market Structure.

Objective: To define several market structures in terms of competition. Study how the supply curve is determined when there are a large number of firms supplying the same good. Show how the market equilibrium is determined in perfect competition.

6.1 The behavior of firms according to the degree of competition in the markets.

6.2 The competitive firm.

6.3 The profit maximization of a competitive firm.

6.4 Output decision in the long- and short-run.

6.5 Competitive firm supply curve.

6.6 Industry supply curve.

Theme 7: Aggregate magnitudes

Objective: To introduce fundamental economic aggregates and its measure. Learn how gross domestic product (GDP) and consumer price index (CPI) are defined and calculated. Learn about how to measure unemployment.

7.1 Macroeconomic aggregates. Index of prices and inflation.

7.2 Unemployment and its natural rate. The flows in the labor market.

7.3 Level of economic activity, wealth, per capita income, others indicators of welfare. GDP deflator. Variables in nominal terms and in real terms.

7.4 National accounts: some important identities.

Theme 8: Consumption, savings and investment.

Objective: To analyze how the aggregate demand and aggregate supply are determined either in the short-run or long-run.

8.1 The aggregate demand and shifts.

8.2 The aggregate supply, determinants and shifts.

8.3 Macroeconomic equilibrium in the short-run.

8.4 Macroeconomic equilibrium in the long-run.

Theme 9: Economic policies: monetary and fiscal policy

Objective: Analyze how fiscal policy affects interest rates and aggregate demand. Introduction to monetary policy: controlling the amount of money and its effect on the price level.

9.1 Instruments of fiscal policy and the multiplier effect of the fiscal policy in a simple macroeconomic model.

9.2 Taxes and government expenditures. Limits of public debt.

9.3 Instruments of monetary policy. Money market equilibrium.

9.4 The monetary policy and the inflation rate.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises and other tasks	17	0.68	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 22
Lectures	32.5	1.3	2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14
Type: Supervised			
Tutorials and work monitoring	5	0.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 22
Type: Autonomous			
Solve problem sets	15	0.6	2, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16
Student work	72	2.88	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 22
Texbook reading	4	0.16	1, 3, 5, 6, 15, 22

In this course we combine lectures with ICT support, together with several applied sessions devoted to solving problem sets and lists of exercises. We will eventually propose several readings, as well as case studies using real data.

In principle, we plan to have teaching on campus. Even though, the proposed teaching methodology may undergo some modifications according to the restrictions imposed by the health authorities on on-campus courses.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final exam	50% of the final mark	2	0.08	1, 2, 4, 8, 9, 10, 11, 12, 13, 14
Other evaluation activities	20% of the final mark	1.25	0.05	1, 2, 4, 6, 8, 9, 10, 11, 13, 14, 16, 17, 18, 19, 20, 21, 22
Partial exam	30% of the final mark	1.25	0.05	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 22

This subject/module does not offer the option for comprehensive evaluation. There will be a continuous evaluation of the course through partial evaluations and a final exam. The weight of each of the previous components in the calculation of the final grade is as follows:

- 50% for final exam
- 50% for partial evaluation activities (30% a partial exam and 20% other evaluation activities)

Partial evaluation activities: The objective of these activities is to facilitate the learning of the material by studying relatively small quantities of material rather than forcing the student to learn a lot of material for only one exam. One of the activities consist of a midterm exam, which counts for a 30% of the final grade, in which it will not be allowed to consult any reference/support materials, and the maximum resolution time will be 75 minutes. The rest of partial evaluation activities will be managed by the teacher. You will be able to use a calculator, but under no circumstances you will be allowed to use the cellular phone.

Final Exam: It includes all the materials of the course. The exam is designed so that students are forced to make the last effort that is required to consolidate the knowledge already acquired. The maximum resolution time is 2 hours and 15 minutes. During the exam it will not be allowed to consult any reference/support materials. You will be able to use a basic calculator, but under no circumstances you will be allowed to use the cellular phone.

Hence the double assessment system aims to ensure the success in the learning process of the largest number of students. Additionally it is advisory to solve problem sets and other home-works that will be provided in advance during the developing of the course. The purpose of problem sets is to put at work the concepts and results developed during the lectures. Home works using real data can, eventually, be proposed in order to provide a more complete overview of the issues being studied.

All students are required to perform the evaluation activities. The grade of the course is computed by applying the aforementioned weights. In case the grade is equal to or above 5, it is considered that the course requirements are satisfied and hence it cannot be the subject of a new assessment. In the case the grade is below to 3,5, the student must re-take the course the following year. For those students who have obtained a grade that is equal to or greater than 3,5, but smaller than 5, there will be a second chance exam (re-take exam). The coordinator of the course will decide, and announce in due time, the format of the second chance exam. The second chance exam is scheduled in the last week of the semester. The grade of the second chance exam will be qualitative with only two options: PASS or NO PASS. If a student gets a grade of PASS in the second chance exam his final grade in the subject will be 5. If a student gets a grade of NO PASS in the second chance exam his final grade will be the one obtained before the second chance exam.

Students not participating in any activities subject to evaluation are considered "Non-Evaluable". Therefore, it is considered that a student who performs any of the continuous assessment components can no longer be eligible for a "Non-Evaluable".

Exceptionally and with the aim of motivating the participation of the students to teaching activities related to the subject that can be programmed occasionally, an individual bonus can be given to the final grade of the subject (before the retake exam) of a maximum of 0.5 points (all activities). The criteria and conditions for obtaining this bonus must be published on the virtual campus. Obtaining this bonus implies that students will have to submit some type of document or quiz to show that they have achieved the objective of the activity. These teaching activities will be carried out outside the class schedule. The implementation of the bonus has to be approved by the coordinator of the subject.

Calendar of evaluation activities

The dates of the evaluation activities (midterm exams, exercises in the classroom, assignments, ...) will be announced well in advance during the semester.

The date of the final exam is scheduled in the assessment calendar of the Faculty.

"The dates of evaluation activities cannot be modified, unless there is an exceptional and duly justified reason why an evaluation activity cannot be carried out. In this case, the degree coordinator will contact both the teaching staff and the affected student, and a new date will be scheduled within the same academic period to make up for the missed evaluation activity." Section 1 of Article 264. Calendar of evaluation activities (Academic Regulations UAB).

Students of the Faculty of Economics and Business, who in accordance with the previous paragraph need to change an evaluation activity date must process the request by filling out an Application for exams' reschedule: [e-Formulari per a la reprogramació de proves](#).

Grade revision process

After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will be also be informed of the procedure, place, date and time of grade revision following University regulations.

Retake Process

"To be eligible to participate in the retake process, it is required for students to have been previously been evaluated for at least two thirds of the total evaluation activities of the subject." Section 2 of Article 261. The recovery (UAB Academic Regulations). Additionally, it is required that the student to have achieved an average grade of the subject greater than or equal to 3.5 and less than 5.

The date of the retake exam will be posted in the calendar of evaluation activities of the Faculty. Students who take this exam and pass, will get a grade of 5 for the subject. If the student does not pass the retake, the grade will remain unchanged, and hence, student will fail the course.

Irregularities in evaluation activities

In spite of other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the case that the student makes any irregularity that could lead to a significant variation in the grade of an evaluation activity, it will be graded with a 0, regardless of the disciplinary process that can be instructed. In case of various irregularities occur in the evaluation of the same subject, the final grade of this subject will be 0". Section 11 of Article 266. Results of the evaluation. (UAB Academic Regulations).

Bibliography

Bibliography

The reference manual for the course is:

-Krugman, P., Wells, R., i Graddy, K., Essentials of Economics. Palgrave Macmillan.

It is a basic manual introductory to economics which analyzes issues in both microeconomics and in macroeconomics. The text is well organized, with detailed explanations and examples and allows the reader to concentrate on the fundamental aspects of the issues at hand. Furthermore, most chapters contain case studies that demonstrate how to apply the theoretical concepts.

More Textbooks

There are many good texts that may eventually be used to complement class notes and explanations given by the teacher. Some of them are the following:

- G. Mankiw, "Principles of Economics" Ed. Mc Graw-Hill. Textbook based on real case studies, applications and examples.

- Samuelson, P. and Nordhaus, W. "Economics" McGraw-Hill Ed. This manual is very similar to the reference manual but it offers additional explanations from a slightly different point of view, with more current references to real problems of specific economies.

- Dornbush, R. & Fisher, S. "Macroeconomics" McGraw-Hill Ed. This manual presents an approach to the study of macroeconomics at an affordable level but substantially more advanced than the basic manual.

- Begg, D., Dornbush, R. & Fisher, S., "Economics" McGraw-Hill Ed. This is a manual widely accepted and it has become a good reference to take into account within texts and manuals that introduce students to the study of economics for the first time. It is a complete and affordable text issues where both microeconomics and macroeconomics are discussed. It contains many examples that help the reader better understand the theoretical concepts.

- Varian, Hal R., "Intermediate Microeconomics" Ed A. Bosch. This manual focuses only on the analysis of issues related to microeconomics. The analysis is rather more formal and complex. It can be a good supplement for those students who want to go deeper into these issues.

Other manuals

Mochón, F. "Principles of Economics" McGraw-Hill Ed

Wonnacott & Wonnacott, "Economy" Ed McGraw-Hill

Frank & Bernanke, "Principles of Economics" McGraw-Hill Ed

Web Links

International Monetary Fund (IMF): <http://www.imf.org/external/esl/index.asp>

Bank of Spain (BE): <http://www.bde.es>

European Central Bank (ECB): <http://www.ecb.int/home/html/lingua.es.html>

National Institute of Statistics (INE): <http://www.ine.es>

Software

In order to fully follow this course, it is recommended to have a basic knowledge of Excel and Word applications.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	2	Spanish	first semester	morning-mixed
(PAUL) Classroom practices	4	English	first semester	morning-mixed
(PAUL) Classroom practices	8	English	first semester	morning-mixed
(PAUL) Classroom practices	51	Catalan	first semester	afternoon
(PAUL) Classroom practices	52	Catalan	first semester	afternoon
(PAUL) Classroom practices	60	Catalan	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed
(TE) Theory	2	Spanish	first semester	morning-mixed
(TE) Theory	4	English	first semester	morning-mixed
(TE) Theory	8	English	first semester	morning-mixed
(TE) Theory	51	Catalan	first semester	afternoon
(TE) Theory	52	Catalan	first semester	afternoon
(TE) Theory	60	Catalan	first semester	morning-mixed