

Guía docente de la asignatura

**Economía del Crecimiento y del  
Desarrollo**Fecha última actualización: 15/07/2021  
Fecha de aprobación por la Comisión  
Académica: 26/07/2021**Máster**Máster Doble: Máster Universitario en Ingeniería de Caminos,  
Canales y Puertos + Máster Universitario en Economía / Economics**MÓDULO**

Asignaturas del Máster Economía/Economics

**RAMA**

Ingeniería y Arquitectura

**CENTRO RESPONSABLE  
DEL TÍTULO**

Escuela Internacional de Posgrado

<b>Semestre</b>	Segundo	<b>Créditos</b>	4	<b>Tipo</b>	Optativa	<b>Tipo de enseñanza</b>	Presencial
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**PRERREQUISITOS Y/O RECOMENDACIONES**

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**BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)**

- Factors governing long-term growth (population, financial and human capital, technology, etc.);
- Development of industry and market;
- General knowledge about the secular evolution of the most important economic powers during the 20th century;
- Institutions and economic policies;
- Main schools of political economy;
- Changing role of the State and of the business;
- Impact of human activity on the situation of the planet.

**COMPETENCIAS****COMPETENCIAS BÁSICAS**

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
- CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
- CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

### COMPETENCIAS GENERALES

- CG01 - Que al alumno obtenga capacidad de análisis y síntesis, lo cual implica ser capaz de definir, distinguir y relacionar tanto los conceptos básicos como las premisas sobre las que se construye la exposición de cualquier argumento, así como de enunciar y fundamentar su contenido de forma sintética y crítica, en el contexto científico, político, económico, organizacional o del tipo que sea- en el que se presentan.

### COMPETENCIAS ESPECÍFICAS

- CE01 - Adquirir información bibliográfica sobre el estado actual de la investigación económica
- CE03 - Comprender las teorías, tendencias y debates relevantes existentes
- CE07 - Formular y contestar cuestiones de manera aplicable a la política económica
- CE16 - Solucionar problemas técnicos y prácticos relacionados con el diseño de estudios empíricos
- CE18 - Asistir como personal de apoyo en proyectos de investigación
- CE19 - Asistir como personal de apoyo en proyectos de consultoría
- CE20 - Elaborar artículos científicos
- CE21 - Elaborar informes de consultoría adaptados a sus posibles usuarios
- CE22 - Presentación y defensa pública del trabajo propio

### COMPETENCIAS TRANSVERSALES

- CT01 - Que los estudiantes hayan demostrado una comprensión sistemática de un campo de estudio y el dominio de las habilidades y métodos de investigación relacionados con dicho campo;
- CT02 - Que los estudiantes hayan demostrado la capacidad de concebir, diseñar, poner en práctica y adoptar un proceso sustancial de investigación con seriedad académica;
- CT04 - Que los estudiantes sean capaces de realizar un análisis crítico, evaluación y síntesis de ideas nuevas y complejas;

## RESULTADOS DE APRENDIZAJE (Objetivos)



- Know the concepts of Economic History;
- Identify the various source for the study of Economic History;
- Recognize economic growth and development in the long-period.
- Identify the role of the state in economic development in the different stages of development of the twentieth century.

## PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

### TEÓRICO

Syllabus:

- Unit 1: Growth and Development in the long-run: general concepts;
- Unit 2: Why we have crisis? cases and explanation;
- Unit 3: Development, Economic growth and Economic theories;
- Unit 4: The history of the future: from globalization to the Fourth Industrial Revolution.

### PRÁCTICO

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## BIBLIOGRAFÍA

### BIBLIOGRAFÍA FUNDAMENTAL

- Maddison Angus, *Contours of the World Economy 1-2030 AD: Essays in Macro-Economic History*, Oxford University Press, 2007.

### BIBLIOGRAFÍA COMPLEMENTARIA

- Autor David. 2015. "Why Are There Still So Many Jobs? The History and Future of Workplace Automation", *Journal of Economic Perspectives* 29 (3): 3-30.
- Autor David. 2013. "The Growth of Low-Skill Service Jobs and the Polarization of the US Labor Market", *American Economic Review* 103(5): 1553-1597.
- Barrat James, *Our final Invention: Artificial Intelligence and the End of the Human Era*, Thomas Dunne Books, St. Martin's Press, 2013
- Bessen James. 2016. "How Computer Automation Affects Occupations: Technology, Jobs, and Skills", Boston University School of Law, Law and Economics Working Paper n. 15-49.
- Brynjolfsson Erik and Andrew McAfee, *The Second Machine Age. Work, Progress and Prosperity in a Time of Brilliant Technology*, Norton, 2004.
- Cowen Tyler, *Average is over*, Dutton, 2013
- Deaton Angus, *The Great Escape: Health, Wealth, and the Origins of Inequality*, Princeton University Press, 2013.
- Diamandis Peter, *Abundance: The Future is Better than You Think*, Steven Kotler, 2012.
- Ford Martin, *The Rise of the Robots: Technology and the Threat of Mass Unemployment*, Oneworld Publications, 2013.
- Frey, Carl Benedikt, and Michael A. Osborne, "The Future of Employment: How



- Susceptible are Jobs to Computerization?”. Oxford Martin School, September 2013.
- Gordon Robert, “The Demise of U. S. Economic Growth: Restatement, Rebuttal, and Reflections”, NBER Working Paper No. 19895, 2014.
  - Higgs Kerry, Collision Course: Endless Growth on a Finite Planet, MIT Press, 2014.
  - Kaplan Jerry, Humans Need Not to Apply. A guide to Wealth and Work in the Age of Artificial Intelligence, Yale University Press, 2015.
  - Lewis W. Arthur, Theory of Economic Growth, Routledge, 1955.
  - Maddison Angus, Contours of the World Economy 1-2030 AD: Essays in Macro-Economic History, Oxford University Press, 2007.
  - Mokyr Joel, Chris Vickers and Nicolas L. Ziebarth. 2015. “The History of Technological Anxiety and the Future of Economic Growth: Is This Time Different?”, Journal of Economic Perspectives 29(3): 31-50.
  - Morris, Ian, The measure of Civilization: How Social Development Decides the Fate of Nations, Princeton University Press, 2013.
  - Polany Karl, Great Transformation: The Political and Economic Origin of Our Time, Beacon Press, 2001.
  - Pomeranz Kenneth, The Great Divergence: China, Europe, and making of the Modern World Economy, Princeton University Press, 2001.
  - Rodrik Dani, In Search of Prosperity: Analytic Narratives on Economic Growth, Princeton University Press, 2003.
  - Rostow Walt W., The Stages of Economic Growth: a Non-communist Manifesto, Cambridge University Press, 1962.
  - Schumpeter Joseph Alois, Business Cycles: a theoretical, historical and statistical analysis of the capitalist process, Mc Graw Hill, 1939.
  - Schwab Klaus, The Fourth Industrial Revolution, World Economic Forum Kindle Edition, 2016.
  - Sen Amartya, Development as Freedom, Oxford University Press, 2001.

## ENLACES RECOMENDADOS

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## METODOLOGÍA DOCENTE

- MD01 Lección magistral/expositiva
- MD03 Resolución de problemas y estudio de casos prácticos
- MD05 Seminarios
- MD07 Análisis de fuentes y documentos
- MD09 Realización de trabajos individuales

## EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

### EVALUACIÓN ORDINARIA

According to the Rules of assessment and grading of the students of the University of Granada (latest modification approved by the Governing Board on 26th October 2016), the assessment of students' academic performance will reflect public, objective and impartial criteria, and will



preferably be continuous and ongoing.

With the purpose of assessing the acquisition of the contents and competencies to develop in the subject, the following assessment procedure will be used, continuous assessment being optional.

Mandatory attendance and class assignments are required in at least 70% of the classes. Besides, the students could fulfill the final grade, only with a positive grade in final exam.

Under these two conditions, the evaluation and graduation system is:

- Final exam (open and closed answers about the subjects of the syllabus): 50%.
- Research paper (elaboration of written paper): 50%

### EVALUACIÓN EXTRAORDINARIA

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (convocatoria ordinaria) will have access to an extraordinary assessment session (convocatoria extraordinaria). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

Students who failed or don't do the assessment of the first call (ongoing evaluation or single final assessment) may do a special exam.

100% of the grade will correspond to that obtained in a final assessment of the following type:

- Final extraordinary exam (open and closed answer about the subjects of the syllabus): 50%
- Research paper: 50%

### EVALUACIÓN ÚNICA FINAL

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (evaluación única final), which is an assessment method that only takes a final exam into account. In order to opt for a single final assessment (evaluación única final), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

100% of the grade will correspond to that obtained in a final assessment of the following type:

- Final exam (open and closed answer about the subjects of the syllabus): 100%

### INFORMACIÓN ADICIONAL

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