



INSTITUTO POLITÉCNICO NACIONAL
ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN
UNIDAD SANTO TOMÁS



**LICENCIATURA EN
ADMINISTRACIÓN Y
DESARROLLO EMPRESARIAL**

**The Mexican Economy in the
Global Context**



INSTITUTO POLITÉCNICO NACIONAL

SECRETARÍA ACADÉMICA

DIRECCIÓN DE EDUCACIÓN SUPERIOR



SUMMARIZED PROGRAMME

ACADEMIC UNIT: Escuela Superior de Comercio y Administración, Unidad Santo Tomás
ACADEMIC PROGRAM: Bachelor in Management and Business Development
LEARNING UNIT: The Mexican Economy in the Global Context **LEVEL:** II

PURPOSE OF LEARNING UNIT:

Analyze the characteristics of the Mexican economy from the global economic context.

CONTENTS:

- I. Stages of globalization and market formation.
- II. Integration and cooperation relations.
- III. Geopolitics of the global economy.
- IV. International Economic Structure environment
- V. Mexico in the international economic structure.



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EDUCATIONAL ORIENTATION:

The educational orientation has the ruling strategy, which is based on the case method, at the same time, it is fundamented in the inductive method; all supported by the teaching models expository-interactive and strategic teaching, through the development of learning individual and collaborative techniques, for instance, searching information, working sheets, analysis, class presentations, conceptual maps, processing graphic organizers, time line, graphics, maps and written test.

ASSESSMENT AND ACCREDITATION:

The evaluation consists of three phases: diagnostic evaluation or initial or ongoing formative assessment (self-assessment and peer assessment) and, finally, the summative evaluation. In the same way, to prove this learning unit there will be the integration of a portfolio of evidence based on rubrics, checking lists, etc.

The student has the opportunity of proving the learning unit:

- Evaluation of previously acquired knowledge and should show mastery of the competencies of the learning unit, integrating their knowledge (knowing, knowing how, and knowing how to be and live) according to the criteria established by the academy.
- Be studied in other higher education institutions national and international, which have mobility agreement with the IPN.
- Traffic between the ESCA academic units according to the attention span

REFERENCES:

- Bertrand, A. V. (2013). El estado del mundo 2011. Madrid: Akal Ediciones. pp. 74-83 and 408-603. ISBN: 978-84-460-3325-7.
- Carbaugh, R. J. (2009). International Economy. Mexico: Cengage Learning. 12th Edition. ISBN-10: 607-481-035-4, ISBN-13: 978-607-481-035-6.
- Correa, E, Girón, A. Guillén, A. & Ivanova. A. (2011). (Coordinadores). Las tres crisis: Economía, finanzas y medio ambiente. México: Miguel Ángel Porrúa. pp. 321-342, ISBN-978-607-401-396-2.
- Dunning, J. H., Lundan, S. M. (2008). Multinational Enterprises and the Global Economy. Massachusetts, USA: Edward Elgar Publishing, Inc., Second Edition. ISBN 978 1 84376 525 7, ISBN 978 1 84720 122 5.
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**INSTITUTO POLITÉCNICO NACIONAL
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ACADEMIC UNIT: Escuela Superior de Comercio y Administración, Unidad Santo Tomás.

ACADEMIC PROGRAM: Bachelor in Management and Business Development.

OUTPUT SIDE: In managing SMEs

TRAINING AREA: Basic Scientific.

MODALITY: Schooling and on line

LEARNING UNIT: The Mexican Economy in the Global Context.

LEARNING UNIT TYPE: Theory and practice, mandatory and English (bilingual).

Force: 2014

LEVEL: II

SCHOOL TERM: Fourth

CREDITS: 6 SATCA (9 Tep)



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EDUCATIONAL INTENTION

This learning unit contributes to the graduated student's profile of Business Administration and Business Development in the acquisition of skills, which analyze geopolitical integration phases of the countries and the The Mexican Economy in the Global Context. Due to the global interconnection, companies operating in national markets are affected by an economy increasingly integrated. Not only the face of growing competition from foreign companies, but also by the dependence of the flow of raw materials, intermediate goods, and funding from foreign sources. These skills enable students to develop the ability to integrate effectively in teams and responsibly addressed, disposition, tolerance, fairness, leadership and creativity, as well as directed toward the achievement of goals, objectives and results, updated, permanently learn and adapt to change, allowing Mexico's integration into the global economy.

The Mexican Economy in the Global Context has been preceded by a learning units: Accounting Fundaments, Law Fundaments, Marketing Fundaments and Economic Fundaments, as subsequent to the learning unit for Standardization Standards, Marketing Management Strategy, Main International Economies, Strategy Management, Administrative Mega-tendencies Studies, The Decision Making and Negotiation and across to it learning units: Law Commercial, Sales Management and Study of Economic Blocs. Also relates transversely with learning units: Oral and written communication, Troubleshooting and creativity, Sustainable Development, Corporate Social Responsibility and Business Ethics, Entrepreneurship and Social Service.

PURPOSE OF LEARNING UNIT

Analyze the characteristics of the Mexican economy from the global economic context.

<p align="center">HOURS ASSIGNED</p> <p>THEORY HOURS / WEEK: 3.0</p> <p>PRACTICE HOURS / WEEK: 3.0</p> <p>HOURS THEORY / SEMESTER: 54.0</p> <p>PRACTICE HOURS / SEMESTER: 54.0</p> <p>TOTAL HOURS / SEMESTER: 108.0</p>	<p align="center">LEARNING UNIT DESIGNED BY: Academy of Economics ESCA Santo Tomas Unit.</p> <p>REVIEWED BY: Unit Academic Branch St. Tomas M. en C. Nadina Olinda Valentín Kajatt</p> <p>APPROVED 4th SEPTEMBER 2103 BY: Technical Advisory Unit School St. Tomas. President, CPA Norma Cano Olea</p>	<p align="center">AUTHORIZED 5th DECEMBER 2013 BY: Committee on Academic Programs Advisory Council General</p> <p align="center"> SECRETARÍA DE EDUCACIÓN PÚBLICA INSTITUTO POLITÉCNICO NACIONAL DIRECCIÓN DE EDUCACIÓN SUPERIOR Technical Secretary for Academic Programs Committee</p>
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LEARNING UNIT:

The Mexican Economy in the Global Context

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THEMATIC UNIT No.: I **NAME:** Stages of globalization and market formation

COMPETENCE UNIT

Match the stages of the global process and the formation of integrated markets based on the economic performance of war movements (first and second world war).

No.	CONTENTS	HOURS AD Teaching activities		HOURS AD Teaching activities	KEY LITERATURE
		T	P		
1.1	The economy in the global context: Concept, background and objectives of globalization; Major International Organizations (IMF, World Bank, GATT-WTO, FAO, ILO, OECD).	2.0	1.0		1C 9B 3B
1.2	Economic policy: The Trade Policy, Trade Policy Instruments, Protectionist Model, Free Market Model.	2.0	1.0		
1.3	Global Economic Radiography: Economic crisis in the XXI Century, Emerging economies.	2.0	1.0		
Subtotals:		6.0	3.0		

LEARNING STRATEGIES

The learning method the professor will use to support the contents is the inductive method, the ruling strategy is the case method and the techniques that are useful for both, the method and the strategy are:

- Detonating questions on the themes: globalization, international organizations, trade policy, economic crisis and emerging economies. In teams and with the information provided students will do worksheets
- Search for information from various sources on concepts, background and objectives of globalization to develop conceptual maps.
- Discussion guided by the professor based on research.
- Interactive exhibition on international organizations in teams.
- Based on the presentations and docent monitoring, develop a table of international agencies, including core members, objectives, and functions, supervisory and regulatory policies.
- Interactive explanation about trade policy and its main instruments taught by the professor.
- Based on monitoring exposure and docent, prepare a comparison chart that highlights the most important features of a model free market protectionist.
- Interactive exposition about the economic and financial crisis of the XXI Century, given by the professor.
- Based on the exposure and the professor monitoring, develop an analysis of the crisis in the world, including the factors that influence economic fluctuations which have characterized financial and economic crisis of the XXI Century and the rise of emerging economies.

LEARNING EVALUATION

The professor will do the evaluation of these products using the following: checklist, peer guides and rubrics among others.

Portfolio of evidence:

Worksheets

10%

Conceptual map

10%

Interactive exhibition

20%

Table (international organisms)

10%

Comparative Table

10%

Analysis

10%

Written test

30%



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LEARNING UNIT: The Mexican Economy in the Global Context **PAGE:** 4 **OF** 10

THEMATIC UNIT No.: II **NAME:** Integration and cooperation relations.

COMPETENCE UNIT

Describe the degrees of economic integration from the trade agreement signed by member countries since the periods between 1870-1914 and 1945-1970.

No.	CONTENTS	HOURS DA Teaching activities		AAT HOURS Independent Learning Activities	KEY LITERATURE
		T	P		
2.1	Economic integration process: Concept, background and objectives	1.0	1.0	3.0	9B 4C 2B
2.2	Degrees of Economic Integration, Free trade zone. Customs Union, Common Market, Economic Union and Economic Integration altogether.	1.0	2.0		
2.3	Economic Zones, Europe, America, Asia and Oceania	2.0	3.0	3.0	
2.4	Major economic integrations, Economic integration in Africa, EUROPEAN UNION, NAFTA, MERCOSUR. LAIA, ASEAN.				
	Subtotals:	6.0	11.0		

LEARNING STRATEGIES

The learning method the teacher will use to support the contents is the inductive method, the ruling strategy is the case method and the techniques that are useful for both the method and the strategy are:

- Discussion about the concepts and objectives antecedes economic integration process for the recovery of prior knowledge. (Guided by the professor).
- Previous search and discussion about the degree of economic integration and the economic zones' definition, which integrate the world's geopolitics. (Guided by the professor).
- With constant monitoring, develop a timeline dual input (horizontal line bounded vertically years and significant events), that includes at least the key elements and features of the historical context in each economic integration.
- With constant monitoring, develop an overview of treaties including the advantages and disadvantages depending on the sector, and the main products exported in Mexico.
- With constant monitoring, develop a statistical investigation to identify agricultural commodities higher monetary value and export volume.
- With constant monitoring, develop an analysis of government support for agricultural exporting SMEs.
- Case Study 1: "The Globalization process". Based on a case brought by the teacher, in teams, identify the stages of the globalization process from two periods: 1) 1870-1914 comprising driven by falling transport costs and the First World War and 2) the second stage of globalization of 1945-1970.

LEARNING EVALUATION

The professor will do the evaluation of these products using the following: checklist, peer guides and rubrics among others.

Portfolio of evidence:	
Timeline	10%
Synoptic frame	10%
Statistical research	10%
Analysis	10%
Case Study 1	40%
Written test (based on the case)	30%





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LEARNING UNIT: The Mexican Economy in the Global Context **PAGE:** 5 **OF** 10

THEMATIC UNIT No.: III **NAME:** Geopolitics of the global economy

COMPETENCE UNIT

Classify the current economic integration scenarios based on the characteristics of geopolitics.

No.	CONTENTS	HOURS DA Teaching activities		AAT HOURS Independent Learning Activities	KEY LITERATURE
		T	P		
3.1	The geopolitics of the global economy in the twenty-first century. Concept and Background.	1.0	2.0	3.0	3B 9B 2B
		1.0	2.0		
3.2	Capitalism and Geopolitics in the world. Modes of production. Ideology and evolution of capitalism.	1.0	1.0		
3.3	Causes of the new world economic order.	1.0	2.0		
3.4	Emergence of international organisms and international markets development.	1.0	1.0		
3.5	Economic Cooperation Forum "Pacific Basin (APEC)".	1.0	2.0		
3.6	Mexico faced the APEC.				
Subtotals:		6.0	12.0	3.0	

LEARNING STRATEGIES

The learning method the teacher will use to support the contents is the inductive method, the ruling strategy is the case method and the techniques that are useful for both the method and the strategy are:

- Guided discussion on geopolitics, capitalism and the Pacific Basin for brainstorming.
- Pre-reading proposals (anthology) given by the professor about geopolitics, capitalism, causes the new world order and APEC to form 2 teams per item.
 - a. Interactive presentation in teams based on a rubric prior reading pre-prepared by the professor.
 - b. In teams and after each exposure, write a resume of each topic
- Case Study 2 "Geopolitical and Economic evolution of integrated markets". In teams and based on a case brought by the teacher, review the process of evolution of the geopolitical and integrated markets, according to the background of the political division (training world) and the modes of production.

LEARNING EVALUATION

The professor will do the evaluation of these products using the following: checklist, peer guides and rubrics among others.

Portfolio of evidence:

Interactive exhibition
Synthesis
Case Study 2

Written test



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20%
20%
40%
20%



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LEARNING UNIT: The Mexican Economy in the Global Context **PAGE:** 6 **OF** 10

I. THEMATIC UNIT No.: IV **NAME:** International Economic Structure environment

COMPETENCE UNIT

Interpret the scenes of the international economic structure from its components and economic indicators.

No.	CONTENTS	HOURS DA Teaching activities		AAT HOURS Independent Learning Activities	KEY LITERATURE
		T	P		
4.1	Economic development: indicators.	2.0	2.0	3.0	2B
4.2	Economic growth indicators.	2.0			8C
4.3	Developed and underdeveloped countries classification	2.0	1.5		9B
4.4	Emerging economies (BRIC's). Foreign portfolio investment.	1.0	1.5		
4.5	Foreign Direct Investment.	1.0	1.5		
4.6	Transnational organizations.	2.0	1.5		
	The major economic powers. (USA, Japan, China and European Union).		4.0		
	Groups of highly developed countries (G7-8 and G20).				
Subtotals:		10.0	12.0	3.0	

LEARNIG STRATEGIES

The learning method the professor will use to support the contents is the inductive method, the ruling strategy is the case method and the techniques that are useful for both the method and the strategy are:

- Interactive discussion by the professor on economic development and elaborate a conceptual map
- Interactive discussion by the professor on economic growth to develop a conceptual map
- Interactive presentation on economic development of the highly develop countries through graphs and the classification of countries with economic growth to develop a comparative matrix with the docent guidance and constant monitoring.
- Interactive Exhibition characterization of developing and developed countries, through documentaries and readings suggested by the docent, based on the presentations and with guidance and constant monitoring, develop a matrix comparing them.
- Search for information in diverse sources of economic growth indicators that characterize the BRIC's and prepare a research report.
- Model by the teacher on economic growth that identifies BRIC's countries to develop a geographic map including: roads, climate, tastes, preferences and socioeconomic indicators.
- Search for information from various sources on the origin and destination of foreign direct investment to develop a pie chart.
- Case Study 3 "International Economic Structure", In teams and based on a case proposed by the teacher, analyze economic levels (Development and Underdevelopment) and stage of economic growth, draw a diagram on the characteristics and differences of the components of the international economic structure of each continent include: economic, mode of production, population, territory, language, currency, environment and type of government.

LEARNING EVALUATION

The professor will do the evaluation of these products using the following: checklist, peer guides and rubrics, among others.

Portfolio of evidence:

- Conceptual map (economic development)
- Conceptual map (economic growth)
- Comparison Matrix: countries with economic growth and development
- Comparison Matrix: developing and developed countries.
- Research report
- Geographic map
- Pie chart
- Case Study 3
- Written test (based on the case)



SECRETARÍA DE EDUCACIÓN PÚBLICA	5%
INSTITUTO POLITÉCNICO NACIONAL	5%
DIRECCIÓN	40%
DE EDUCACIÓN SUPERIOR	20%



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THEMATIC UNIT No.: V **NAME:** Mexico in the International Economic Structure.

COMPETENCE UNIT

Compare the degree of economic growth in Mexico with its trading partners based on international economic indicators.

No.	CONTENTS	HOURS DA Teaching activities		TIL HOURS Independent Learning Activities	KEY LITERATURE
		T	P		
5.1	The Mexican economy from economic openness. Mexico's entry into GATT, Mexico and NAFTA, Mexico and other treaties, Mexico's trade agreements.	5.0	3.0	2.0	2B 5B 18C
5.2	Mexico's economic policy and Mexico's exchange policy.				
5.3	Structure of the balance of payments, Balance of payments and exchange rates.	3.0	2.0		
5.4	Foreign investment in Mexico, Foreign Investment Law of Mexico, Foreign Direct Investment in Mexico.	2.0	1.0		
5.5	Indirect Foreign Investment in Mexico.	5.0	2.0		
5.6	The business structure in Mexico, Features (innovation capacity of the parent company), The scale economies. Competitive advantages (Porter).	2.0	1.0		
5.7	The sustainable corporate, (social and environmental responsibility).	5.0	3.0		
	Subtotals:	4.0	4.0		
		26.0	16.0	2.0	

LEARNIG STRATEGIES

The learning method the teacher will use to support the contents is the inductive method, the ruling strategy is the case method and the techniques that are useful for both the method and the strategy are:

- Interactive discussion with guided questions about the Political Economy of Mexico.
- Pre-reading proposals (anthology) by the teacher on the themes to elaborate the following:
 - a. A conceptual map of Mexico's economic policy based on the National Development Plan 2013-2018.
 - b. An analysis of the results of the balance of payments current account, trade balance, financial account and gross international reserves.
 - c. A double entry matrix that includes small, medium and large companies in Mexico and at least the following indicators: production, capital, number of employees, main products, exports, sector involved.
- Search for information from various sources on socially and environmentally responsible companies to produce a research report.
- Case Study 4 "Business Structure in Mexico", In teams and based on a case proposed by the teacher, compare the competitiveness of the Mexican company to the international market demand and environmental impact.

LEARNING EVALUATION

The professor will do the evaluation of these products using the following: checklist, peer guides and rubrics among others. Portfolio of evidence:

- | | |
|------------------------------------|-----|
| • Conceptual map | 10% |
| • Analysis | 10% |
| • Dual input matrix | 10% |
| • Research report. | 10% |
| • Case Study 4 | 40% |
| • Written test (based on the case) | 20% |



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LIST OF PRACTICES

PRACTICE No.	NAME OF PRACTICE	THEMATIC UNITS	DURATION	PLACE
1	"The Globalization process"	I, II	14.0	Classroom
2	"Geopolitical and economic evolution of integrated markets"	III	12.0	Classroom
3	"International Economic Structure"	IV	12.0	Classroom
4	"Business Structure in Mexico"	V	16.0	Classroom
		TOTAL HOURS	54.0	

ASSESSMENT AND ACCREDITATION:

The professor will do the evaluation of these products using the following: checklist, peer guides and rubrics among others.

Pass the practices is essential to accredit the learning unit and percentages corresponding crediting are:

- | | |
|---|-----|
| Case Study 1. Globalization process | 40% |
| Case Study 2. Geopolitical and economical evolution of integrated markets | 40% |
| Case Study 3. International Economic Structure | 40% |
| Case Study 4. Business Structure in Mexico | 40% |



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LEARNING UNIT:

The Mexican Economy in the Global Context

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ASSESSMENT PROCEDURE

PERIOD	UNIT	ASSESSMENT PROCEDURE
1	I, II	Continuous assessment 70% and 30% written examination
2	III, IV	Continuous assessment 80% and 20% written examination
3	V	Continuous assessment 80% and 20% written examination

Unit I. 10% of the final assessment.
 Unit II. 10% of the final assessment.
 Unit III. 10% of the final assessment.
 Unit IV. 20% of the final assessment.
 Unit V. 50% of the final assessment.



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This unit of learning can be accredited by:

- The student may accredit prior learning unit for assessment attend it previously acquired knowledge, mastery competencies and integrating their knowledge (knowing, knowing how, and knowing how to be and live) according to the criteria established by the academy.
- Be studied in other higher education institutions national and international, which have mobility agreement with the IPN.
- Traffic between the ESCA academic units according to the attention span.

KEY	B	C	REFERENCES
1		X	Barkin, J. Samuel (2006). International Organisations. Theories and Institutions. Hampshire, England: Palgrave Macmillan. pp. 180. ISBN 1-4039-7248-6.
2	X		Bertrand, A. V. (2013). El estado del mundo. 2011. Madrid: Ediciones Akal. pp. 74-83 and 408-603. ISBN: 978-84-460-3325-7.
3	X		Carbaugh, R. J. (2009). International Economy. Mexico: Cengage Learning. 12th Edition. Pp.186-308. ISBN-10: 607-481-035-4, ISBN-13: 978-607-481-035-6.
4		X	Chanona, A. (2010) La comunidad de seguridad en América del Norte, una perspectiva comparada con la Unión Europea. Mexico: Miguel Ángel Porrúa. pp. 11-66. ISBN 978 607 401 356 6.
5	X		Correa, E., Girón, A., Guillén, A. & Ivanova, A. (2011). (Coordinadores). Las tres crisis. Economía, finanzas y medio ambiente. Mexico: Miguel Ángel Porrúa. pp. 321-342. ISBN-978-607-401-396-2.
6	X		Dunning, J. H., Lundan, S. M. (2008). Multinational Enterprises and the Global Economy, Massachusetts, USA: Edward Elgar Publishing, Inc., Second Edition. pp. 593-603, p. 707-730. ISBN 978 1 84376 525 7, ISBN 978 1 84720 122 5.
7	X		Heller, Michael G. (2009) Capitalism Institutions and Economic Development. Routledge. New York, USA. pp. 305, ISBN 0-203-87340-8.
8		X	Méndez, M. J. S. (2012), Problemas económicos de México y Sustentabilidad. Mexico: Mc Graw Hill. pp. 421. ISBN 978-607-15-0738-9.
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18		X	Rionda, R. J. I. (2010). Crecimiento Económico y Desarrollo Regional en México (1970 -2010), editado por la Fundación Universitaria Andaluza Inca Garcilaso, p. 109. ISBN-13:978-841571446-4. Viewed at: http://www.eumed.net/libros-gratis/2013/1263/index.htm on July 31, 2013.



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TEACHER PROFILE LEARNING UNIT

1. GENERAL INFORMATION

ACADEMIC UNIT: ESCUELA SUPERIOR DE COMERCIO Y ADMINISTRACIÓN UNIDAD SANTO TOMÁS

ACADEMIC PROGRAM: Bachelor in Management and Business Development **LEVEL:** II

TRAINING AREA:	Institutional	Scientific Basic	Professional	Terminal and Integration
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ACADEMY: Economy **UNIDAD DE APRENDIZAJE:** The The Mexican Economy in the Global Context

SPECIALITY AND EDUCATION REQUIRED: The Bachelor in economics and / or Master's degree in economics.

1. PURPOSE OF LEARNING UNIT:

Analyze the characteristics of the Mexican economy from the global economic context.

2. EDUCATIONAL PROFILE:

KNOWLEDGE	PROFESSIONAL EXPERIENCE	TEACHER'S SKILLS	ATTITUDES
In economics, trade relations, international trade, public accounting, and Institutional Education Model.	Having worked in the public and / or private initiative for at least 2 years. Teaching experience at bachelor's degree at least for a year.	Didactic teaching skills with teaching vocation and easy communication.	Be sociable, good relationship with students, availability, be ethical, responsible and have social commitment.

DEVELOPED

REVIEWED

AUTHORIZED

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DATE: 2013