



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



LICENCIATURA EN
ADMINISTRACIÓN Y
DESARROLLO EMPRESARIAL

Main International Economies
(Versión inglés)



INSTITUTO POLITÉCNICO NACIONAL



SECRETARÍA ACADÉMICA

DIRECCIÓN DE EDUCACIÓN SUPERIOR

SYNTHETIC PROGRAM

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

ACADEMIC PROGRAM: Degree in Business Administration and Management

LEARNING UNIT: Main International Economies **LEVEL:** III

PURPOSE OF LEARNING UNIT :

Evaluates the outcomes of main international economies from its influence on the global economy.

CONTENTS:

- I. Global Economic situation.
- II. Economic and geopolitical strategies
- III. Interaction strategies between economies in the world.
- IV. Main economies in Europe and Asia.
- V. Main economies in America.



EDUCATIONAL ORIENTATION:

The teaching approach has as a guiding strategy based on case studies and is supported on the inductive method relying on the teaching models, expository- interactive and learning strategic teaching; through the development of learning techniques for individual and collaborative work such as: information, participation, analysis, essays, control reading, class presentations, concept mapping, comparative tables and matrices, preparation of charts, maps and written test.

ASSESSMENT AND ACCREDITATION :

The evaluation consists of three phases: diagnostic or initial; formative or continuous (self-assessment , peer assessment and hetero-evaluation) and summative assessment. Similarly, to prove this learning unit an integrating a portfolio of evidence will be required which will be assessed based on rubrics , checklists and matrices verification is performed.

The student has the opportunity to prove the learning unit by:

- Evaluation of previously acquired knowledge and should show mastery of the competencies of the learning unit, integrating their knowledge (ie. expertise, and know how to be and live) according to the criteria established by the academy.
- Been studied in other national and international institutions of higher education, having mobility agreement with IPN.

REFERENCES:

- Barkin, J. Samuel (2006). International Organization. Theories and Institutions. Hampshire. Palgrave Macmillan, England, pp. 215. ISBN 1-4039-7248-6.
- Bertrand, A. V. (2013). El estado del mundo 2011. Ediciones Akal, Madrid, pp. 624. ISBN: 978-84-460-3498-8.
- Carbaugh, R. J. (2009). International Economy. Cengage Learning, 12th Edition, México, pp. 562. ISBN-10: 607-481-035-4, ISBN-13: 978-607-481-035-6.
- Rupérez, Javier (2009). El Espejismo Multilateral: La Geopolítica entre el Idealismo y la Realidad. Editorial Almuzara, Madrid, pp. 216. ISBN 9788492573264.
- Tamames, R. & Huerta, B. G. (2010). International Economic Structure. Alianza, 21ª Edición. Madrid, 592 pp. ISBN 978-84-206-9135-0.

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INSTITUTO POLITÉCNICO NACIONAL



SECRETARÍA ACADÉMICA

DIRECCIÓN DE EDUCACIÓN SUPERIOR

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

ACADEMIC PROGRAM: Bachelor of Administration and Management.

SIDE OUT: In Management SMEs.

TRAINING AREA: Professional.

MODE: Classroom and On line.

LEARNING UNIT: Main International Economies

LEARNING UNIT TYPE: Compulsory, Theory and practice in English.

EFFECTIVE DATE: August, 2014

LEVEL: III

SCHOOL YEAR: Fifth

CREDITS: 4 SATCA (6 Topic)



ESTADOS UNIDOS MEXICANOS
INSTITUTO POLITÉCNICO NACIONAL
E.S.C.A. SANTO TOMÁS
DIRECCIÓN



EDUCATIONAL INTENTION

This learning unit contributes to the graduated profile of Bachelor of Administration and Management in the acquisition of skills that allow to evaluate the results of the main international economies from its influence on the global economy. These skills enable students to develop the ability to integrate effectively in teams and lead with responsibility, willingness, tolerance, fairness, leadership and creativity; well oriented to quality, achievement of goals, objectives and results; be constantly updated and adapted to the needs of companies in the global market.

Main International Economies has as antecedent to learning units : Sustainable Development, Fundamentals of Economy, Research Seminar, Mexican Economy in the Global Context, Social responsibility and Business Ethics; as subsequent learning unit for Standardization Norms; and as parallel learning units: Commercial Law, Sales Management and Economic Study Blocks. Also relates transversely with learning units: oral and written communication, Troubleshooting and Creativity, Sustainable Development, Social Responsibility and Business Ethics, Entrepreneurship.

PURPOSE OF LEARNING UNIT

Evaluates the outcomes of main international economies from its influence on the global economy.

ALLOCATED TIMES	LEARNING UNIT DESIGNED BY:	AUTHORIZED JUNE 12 th , 2014 BY:
THEORY HOURS / WEEK 2	Academy of Economics, ESCA, Unit Santo Tomas.	Committee on Academic Programs General Advisory Council of the IPN.
PRACTICE HOURS / WEEK 2	REVIEWED BY: Academic Branch of Santo Tomas Unit.	
THEORY HOURS / SEMESTER: 36	M.C. Nadina Valentin Kajatt Olinda.	
PRACTICE HOURS / SEMESTER: 36	APPROVED MARCH 27th, 2014 BY:	SECRETARÍA DE EDUCACIÓN PÚBLICA INSTITUTO POLITÉCNICO NACIONAL DIRECCIÓN DE EDUCACIÓN SUPERIOR
TOTAL HOURS / SEMESTER: 72	Technical Advisory Council Unit Santo Tomás. Principal C.P.C. Norma Cano Olea	Technical Secretary of the Committee on Academic Programs.

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4



LEARNING UNIT:

Main International Economies

PAGE:

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OF

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THEMATIC UNIT No.: I		NAME: World Economic Structure			
UNIT OF COMPETENCE					
Identifies the international economic structure from the formation processes of the global economic system.					
No.	CONTENTS	HOURS AD Teaching activities		TAA HOURS Independent Learning Activities	KEY REFERENCES
		T	P		
1.1	Global economic situation.	2.0			1B
1.1.1	Breton Woods System and the International Monetary System.				2C
1.1.2	The Rise and Fall of the Welfare State (Keynesianism)				3B
1.2	Globalization.	2.0			18C
1.2.1	Trade and financial deregulation.				
1.2.2	Multinationals.				
1.2.3	Potential benefits and risks.				
1.3	The Financial Organizations.	1.0			
1.3.1	IMF, WB, WTO, OECD, APEC.				
1.3.2	Supervisory and regulatory policies.				
1.4	The Economy in the XXI century.	1.0			
1.4.1	Economic Blocs in the World.				
1.4.2	Economic and Financial Crises				
1.4.3	The Commodities.				
Subtotales:		6.0			

LEARNING STRATEGIES

The teaching method that teachers will be supported to address the thematic contents is the inductive method, the learning strategy is leading the case studies and the techniques that will help both the method and the strategy are:


- Questionnaire will be made to reinforce the previous knowledge.
- Documentary research related to the main features of the economic structure and historical evolution of the global economic system to prepare a team exhibition.
- Based on the previous presentation, the teacher will organize a discussion forum about the emergence and evolution of the global economic structure.
- Develop a graphic organizer (concept map) that describes the evolution of the global economic situation.
- Develop a matrix to explain the economic structure from the criteria set out by international organizations, in teams, with constant monitoring of the teacher.

LEARNING ASSESSMENT

The teacher will make the valuation of these products from: checklists, observation guides and rubrics, among others.

Portfolio of evidence:

- Exposure
- Graphic Organizer (conceptual map):
- Matrix
- Written evaluation



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THEMATIC UNIT No.: II		NAME: Economic Strategies and Geopolitical			
UNIT OF COMPETENCE					
Compares the performance of the economies in the world from the strategies and economic indicators.					
No.	CONTENTS	HOURS AD Teaching activities		TAA HOURS Independent Learning Activities	KEY REFERENCES
		T	P		
2.1	Geopolitics: hegemonic countries, emerging, pivot and dependents.	1.0	4.0		8C
2.2	Strategies for growth and development.	2.0			11C
2.2.1	Monetary and fiscal: economic policies.				12C
2.2.2	Commercial policy (neoprotectionism)				14B
2.2.3	Main Indicators				16C
2.3	Policy intervention	2.0			
2.3.1	Access to natural resources				
2.3.2	Investment, types, origin and destination.				
2.3.3	Economic and Geopolitical agreements between Nations.	1.0	5.0		
2.4	State Capitalism.				
Subtotals:		6.0	9.0		

LEARNING STRATEGIES

The teaching method that teachers will be supported to address the thematic contents is the inductive method, the learning strategy is leading the case studies and the techniques that will help both the method and the strategy are:

- Questions related to triggers items to retrieve prior knowledge.
- Interactive Lectures on the impacts of economic integration to develop a conceptual map highlighting the performance of the main economic indicators.
- Search for hemerographic news concerning the impact of economic integration strategies, lead a guided discussion and develop an analysis of the news.
- Search for information from various sources on the strategies and actions implemented by the economic and financial authorities in the world and trends of key indicators. Based on the information, organize working meeting teams and an analysis.
- Group discussion guided by the teacher to draw conclusions on every working meeting and determine general conclusions.
- Practice1: "Performance of the economies in the world." In teams and based on a case compare the performance of the economies in the world from the strategies and economic indicators.
- In teams, prepare an interactive exhibition on the impact of economic strategies.
- Develop an essay that expresses the student's critical and reflective opinion about the prospects for the results of the review.

LEARNING ASSESSMENT

The teacher will make the valuation of these products from: checklists, observation guides and rubrics, among others.

Portfolio of evidence:

- • Concept Map
- • Analysis (impact of economic integration strategies)
- • Analysis (strategies and trends in major indicators)
- • Practice1
- • Exposure
- • Essay
- • Written test



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DIRECCIÓN DE EDUCACIÓN SUPERIOR

LEARNING UNIT: Main International Economies PAGE: 5 OF 11

No. THEMATIC UNIT: III		NAME: Interaction Strategies between Economies in the World			
UNIT OF COMPETENCE					
Analyzes the main economic strategies among nations based on the results of the interaction in international markets.					
No.	CONTENTS	HOURS AD Teaching activities		TAA HOURS Independent Learning Activities	KEY REFERENCES
		T	P		
3.1	The mutual interest	2.0	4.0		3B
3.1.1	Between Continents and Intercontinental				5B
3.1.2	Bilateralism and Multilateralism				6C
3.2	Legal Certainty	2.0			10C
3.3	Environment	2.0			12C
3.4	Social Development	1.0			
3.5	Strategies of Economic Integration	1.0	5.0		
3.5.1	Integration of Global Markets				
3.5.2	Global trade				
3.5.3	Industry				
3.5.4	Technology				
3.5.5	Commodities				
Subtotals:		8.0	9.0		
LEARNING STRATEGIES					
<p>The teaching method that teachers will be supported to address the thematic contents is the inductive learning method, the strategy is leading the case studies and techniques that will help both the method and the strategy are:</p> <p>Discussion guided by the teacher about the importance of economic relations between countries.</p> <p>Group dynamics to identify the policies derived from the interaction of economies.</p> <p>In teams, identify the economic agreements and major financial integration to perform interactive exhibits on the assigned agreement.</p> <p>Based on the presentations and monitored by the teacher, develop a chart that includes the impact of the integration agreements.</p> <p>Moderated by Professor, participate in a discussion panel on the economic significance of the different integration agreements to develop an analysis of the current economic significance of the various economic agreements within the framework of the international economy.</p> <p>Study Case 2: "Evolution of economic integration agreements". Team and based on a case brought by the teacher, analyze the main characteristics of an integration agreement within the international economy. The aspects to be noted are : a) origin, b) evolution, c) member countries and their characteristics, d) strategic economic areas, e) degree of progress in integration, f) geo-economic relevance, g) resourcing, h) at present</p>					
LEARNING ASSESSMENT					
The teacher will make the valuation of these products from: checklists, observation guides and rubrics, among others.					
Portfolio of evidence:					
<ul style="list-style-type: none"> • Exposure • Table • Analysis • Practice 2 					30% 20% 20% 30 %





LEARNING UNIT: Main International Economies PAGE: 6 OF 11

No. THEMATIC UNIT: IV NAME: Major economies in Europe and Asia

UNIT OF COMPETENCE

Determines the impact of business strategies in the development of the major economies of Europe and Asia according to the main indicators.

Table with 5 columns: No., CONTENTS, HOURS AD Teaching activities (T, P), TAA HOURS Independent Learning Activities, KEY REFERENCES. Rows include 4.1, 4.1.1, 4.1.2, 4.2, 4.2.1, and Subtotals.

LEARNING STRATEGIES

The teaching method that teachers will be supported to address the thematic contents is the inductive learning strategy is leading case studies and techniques will help both the method and the strategies are:

- Lectures with trigger questions about the concept, history, and objective factors of the different forms of global integration.
• Documentary research and discussion on topics of the unit for an essay on market rates generated from the process of economic integration in Asia and Europe.
• Practice 3: "Analysis of business development in Europe and Asia." Team and based on the points made by the teacher, determine the impact of the strategies applied in the business development of the major economies of Europe and Asia according to the main indicators.
• Plenary session for drawing conclusions related to the ways of the process of economic integration in Asia and Europe.

LEARNING ASSESSMENT

The teacher will make the valuation of these products from: checklists, observation guides and rubrics, among others.

- Portfolio of evidence:
• Participation
• Essay
• Practice 3
• Written evaluation



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LEARNING UNIT: Main International Economies PAGE: 7 OF 11

No. THEMATIC UNIT: V		NAME: Main Economies in Latin America.			
UNIT OF COMPETENCE					
Interprets the repercussions of the strategies applied in the business development of the main economies of America and Mexico from the overhaul of its major policies and indicators.					
No.	CONTENTS	HOURS AD Teaching activities		TAA HOURS Independent Learning Activities	KEY REFERENCES
		T	P		
5.1	Main Economies in America: States(history and general characteristics, main economic indicators, economic and geopolitical strategies and business development strategies)	4.0	3.0		3B 6C 14C 19C
5.1.1	United States, Canada, Brazil, Argentina and Chile.				22C
5.1.2	Mexico in global economic integration.	2.0	3.0		23C
5.2	Development and consequences	2.0	3.0		
5.3	Impacts and consequences of global economic integration.				
Subtotals:		8.0	9.0		

LEARNING STRATEGIES

The teaching method that teachers will be supported to address the thematic contents is the inductive learning strategy is leading case studies and techniques will help both the method and the strategies are:

Find information in diverse sources on the economic development strategies of the main economies to group discussion with brainstorming.

Previous readings proposed by the teacher on economic development strategies.

Control of defense: a page of main points and a page containing the critical review of the student.

Group discussion and brainstorming led by teacher triggers questions about the content of the readings.

Interactive exhibition supported by maps and comparative statistical tables to identify the economic strategies of countries and develop a matrix where the main economic development strategies stand out.

Study Case 4: "Main Economic Resources ". In teams and based on the points made by the teacher to interpret the significance of the main economic, natural and financial resources in addition to identify the regions of origin and analyze their markets.

LEARNING ASSESSMENT

The teacher will make the valuation of these products from: checklists, observation guides and rubrics, among others.

- Portfolio of evidence: 20%
- Control Reading 20%
- Matrix 30%
- Practice 4 30%
- Written evaluation

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LEARNING UNIT: Main International Economies PAGE: 8 OF 11

CONNECTION WITH PRACTICE

PRACTICE No.	NAME OF PRACTICE	THEMATIC UNITS	DURATION	PLACE
1	"Performance of economies in the world "	II	9.0.	Classroom
2	"Evolution of economic integration agreements"	III	9.0.	Classroom
3	"Analysis of business development in Europe and Asia"	IV	9.0.	Classroom
4	"Main Economic Resources".	V	9.0.	Classroom
TOTAL OF HOURS			36.0	

ASSESSMENT AND ACCREDITATION:

The teacher will make the valuation of these products from: checklists, observation guides and rubrics, among others.

It is essential to adopt practices for the accreditation of the learning unit and the percentages of accreditation are:

- Practice 1. "Performance of the economies in the world"
- Practice 2. "Evolution of economic integration agreements"
- Practice 3. "Analysis of business development in Europe and Asia"
- Practice 4. " Main Economic Resources"

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LEARNING UNIT: _____

Main International Economies

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ASSESSMENT PROCEDURE

PERIOD	UNIT	ASSESSMENT PROCEDURE
1	I	Continuous assessment 70% and 30% written evaluation
	II	Continuous assessment 80% and 20% written evaluation
2	III	Continuous assessment 100%
	IV	Continuous assessment 70% and 30% written evaluation
3	V	Continuous assessment 70% and 30% written evaluation
	Unit I.	15% from total of the final evaluation.
	Unit II.	20% from total of the final evaluation.
	Unit III.	15% from total of the final evaluation..
	Unit IV.	20% from total of the final evaluation.
	Unit V.	30% from total of the final evaluation.



This learning unit can be accredited by:

- The student will demonstrate their learning unit before attending it by a previous acquired knowledge evaluation, integrating their knowledge (knowledge, expertise, and know how to be and live) according to the criteria established by the academy.
- Been studied in other national and international institutions of higher education, having mobility agreement with IPN.

KEY	B	C	REFERENCES
1	X		Barkin, J. Samuel (2006). International Organization. Theories and Institutions. Hampshire. Palgrave Macmillan, England, pp. 215. ISBN 1-4039-7248-6.
2		X	Bertrand, A. V. (2010). El estado del mundo 2011. Ediciones Akal, Madrid, pp. 640. ISBN: 978-84-460-3266-3.
3	X		Bertrand, A. V. (2013). El estado del mundo 2011. Ediciones Akal, Madrid, pp. 624. ISBN: 978-84-460-3498-8.
4		X	Bremer, Juan José. El Fin de la Guerra Fría y el Salvaje Mundo Nuevo. Editorial Taurus, México, pp. 350. ISBN 9789681912864.
5	X		Carbaugh, R. J. (2009). International Economy. Cengage Learning, 12th Edition, México, pp. 562. ISBN-10: 607-481-035-4, ISBN-13: 978-607-481-035-6.
6		X	Chanona, A. (2010) La comunidad de seguridad en América del Norte, una perspectiva comparada con la Unión Europea, Miguel Ángel Porrúa, México, pp. 139. ISBN 978 607 401 3566
7		X	Correa, E., Girón, A., Guillén, A. & Ivanova. A. (2011). (Coordinadores). Las tres crisis. Economía, finanzas y medio ambiente. Miguel Ángel Porrúa, México, pp. 920. SBN 978 1 84376 525 7, ISBN 978 1 84720 122 5.
8		X	Dunning, J. H., Lundan, S. M. (2008). Multinational Enterprises and the Global Economy. Edward Elgar Publishing, Inc., Second Edition. Massachusetts, USA, pp. 920. ISBN 978 1 84376 525 7, ISBN 978 1 84720 122 5.

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9	X	Gauchon, Pascal (2013). Las 100 Palabras de la Geopolítica. Ediciones Akal, México, pp. 125. ISBN 9788446037415.
10	X	Heller, Michael G. (2009) Capitalism, Institutions and Economic Development. Routledge. New York, USA, pp. 299. ISBN 0-203-87340-8.
11	X	Jalife-Rahme, Alfredo (2010). El Híbrido Mundo Multipolar. Editorial Orfilia. México, pp. 206. ISBN 978-607-7521-06-8.
12	X	Jalife-Rahme, Alfredo (2010). El Fin de una Era. Editorial Orfilia, México, pp. 144. ISBN 978-607-7521-04-4.
13	X	Jalife-Rahme, Alfredo (2012). China Irrumpe en Latinoamérica. ¿Dragón o Panda? Editorial Orfilia, México, pp. 240. ISBN 978-607-7521-18-1.
14	X	Khanna, Pargs (2008). El Segundo Mundo: Imperios e Influencia en el Nuevo Orden Mundial. Editorial Paidós, Barcelona, pp. 570 ISBN 9788449321757.
15	X	Khanna, Pargs (2008). El Segundo Mundo: Imperios e Influencia en el Nuevo Orden Mundial. Editorial Paidós, Barcelona, pp. 570 ISBN 9788449321757.
16	X	Lacoste, Yves (2009). Geopolítica. Editorial Síntesis, Madrid, pp. 336. ISBN 9788497566469.
17	X	Rupérez, Javier (2009). El Espejismo Multilateral: La Geopolítica entre el Idealismo y la Realidad. Editorial Almuzara, Madrid, pp. 216. ISBN 9788492573264.
18	X	Tamames, R. & Huerta, B. G. (2010). International Economic Structure. Alianza, 21ª Edición. Madrid, pp. 592. ISBN 978-84-206-9135-0.
ON LINE RESOURCES		
19	X	Banco Mundial. Consultado en http://www.bancomundial.org/ el 02 de julio del 2013.
20	X	El comercio.pe. Consultado en http://elcomercio.pe/tag/281037/ocde el 02 de julio del 2013.
21	X	Instituto Nacional de Estadística y Geografía. Consultado en http://www.inegi.org.mx/ el 02 de julio del 2013.
22	X	International Monetary Fund. Consultado en http://www.imf.org/ el 02 de julio del 2013.
23	X	Organización Mundial del Comercio. Consultado en http://www.wto.org/indexsp.htm el 02 de julio del 2013.



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TEACHING FOR LEARNING UNIT PROFILE

1. GENERAL INFORMATION

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

ACADEMIC PROGRAM: Degree in Business Administration and Management **LEVEL:** III

TRAINING AREA:	Institutional	Scientific Basic	Profesional	Terminal and Integration

ACADEMY: Economy **LEARNING UNIT:** Main International Economies

SPECIALITY AND ACADEMIC LEVEL REQUIRED: Degree in economics and / or Master's in economics.

1. PURPOSE OF LEARNING UNIT:

Evaluates the outcomes of main international economies from its influence on the global economy.

2. EDUCATIONAL PROFILE:

KNOWLEDGE	PROFESSIONAL EXPERIENCE	TEACHERS SKILLS	ATTITUDES
Economy, Trade Relations, International Trade. Vision of Economic, Political, Social, Legal and Ecological Environment. In the Institutional Educational Model.	Having worked in the public and / or private enterprise a minimum of 2 years. Minimum experience in teaching in college 1 year.	Didactics, pedagogical skills, teaching convening capacity and easy communication. Implementation of Institutional Education Model.	Be Sociable, good deal with students, availability of time, be ethical, responsible and have social commitment.

DEVELOPED

REVIEWED

AUTHORIZED

Lic. Agdiel Obed García Ruíz,
Coordinador, Lic. Adolfo Guevara Martínez
y Lic. Pedro Montoro González, Co-worker
teachers

M. en C. Nadina Olinda Valentin Kajatt
Academic Assistant Director

C.P. Norma Cano Olea
Principal

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DATE: 2014

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