

<b>COURSE SYLLABUS</b>			
Subject name	<b>CULTURAL ECONOMICS</b>		
Subject area	Applied economics		
Module	General fundamentals of economics and cultural management		
Qualification	COMMERCE INTERNATIONAL SEMESTER		
Plan	902	Code	75020
Teaching period	Second semester	Type/Nature	Optional
Level/Stage	DEGREE		
ECTS credits	6		
Language of instruction	English		
Lecturers in charge	Luis César Herrero-Prieto		
Contact details	<a href="mailto:herrero@emp.uva.es">herrero@emp.uva.es</a>		
Tutorial timetable	As stated on the UVa website.		
Department	Applied economics		
Knowledge areas	Economics and cultural management		

<b>COURSE</b>	
<b>Description</b>	<p>Economics and culture are not incompatible areas, but economic analysis provides useful tools for understanding the nature of cultural goods, as well as the study of the behaviour of different economic agents, individuals, creators and institutions, in relation to current and accumulated culture. It can be also distinguished different analytical fields due to the specificity of its assets, such as cultural heritage, live shows (performing arts and music) and cultural and creative industries, which require similar analyses. Finally, it is important to analyse the economic reach of the arts sector, how it contributes to economic growth and how it can be used as a resource in local and regional development strategies. The analytical development of this subject covers everything previously mentioned.</p>
<b>Goals</b>	<ul style="list-style-type: none"> <li>▪ Understand the analytical peculiarities of culture as an object of economic analysis.</li> <li>▪ Identification of the behaviour of consumers, businesses and cultural institutions.</li> <li>▪ Know the economic characteristics of different cultural sectors.</li> <li>▪ Understand the contribution of culture to economic development and its territorial implications.</li> </ul>

<b>CONTRIBUTION TO SKILLS DEVELOPMENT</b>	
<b>General</b>	<p>G1. Demonstrating the possession and understanding of knowledge in the area of Commerce, based on a general secondary education foundation, at a level that, supported by advanced textbooks, also includes some aspects involving knowledge from the forefront of commercial activity studies.</p> <p>G2. Being able to identify the different aspects that directly and globally affect the commercial activity of businesses and knowing how to apply the overall knowledge gained to their work or trade in a professional way, and having the skills that are typically shown by means of preparing and defending arguments and solving problems within the commercial department of a business in the context of a globalised, dynamic economy subject to a constant process of change and technological innovation.</p> <p>G3. Having the ability to gather and interpret significant data, within the commercial field, to make judgements that include a reflection General on relevant social, scientific or ethical issues.</p> <p>G4. Being able to convey in Spanish and in another language (English, French or German), both orally and in writing, information, ideas, knowledge, problems and solutions in the commercial field, analysis results, action or business proposals, the grounds and underlying reasons for them, in a way that is clear, concise and understandable both for specialist and non-specialist audiences.</p> <p>G5. Having developed any necessary learning skills that will allow students to continue training in commercial activity and in other aspects of business management with a high degree of autonomy.</p> <p>G6. Acquiring a global, multicultural vision, applying the knowledge and skills needed to organise, direct and manage the commercial area of a business in the current economic context.</p>
<b>Transversal</b>	<p>T1. Acquiring the skill of learning and knowledge from the references, as well as from the permanent sources of documentary information and statistics that will give them the necessary ability to continue studying, researching or learning in a permanent and autonomous way.</p> <p>T3. Learning to understand and respect social diversity and multiculturalism as an enriching personal and group element, in order to develop coexistence between people without distinctions of sex, age, religion, ethnicity, social or political status.</p> <p>T4. Knowing how to behave in an upstanding way that is consistent with personal and professional principles and values (ethical commitment), taking into account the various ethical instruments made available to them. This means being familiar with the ethical instruments that regulate their professional activity, acting with integrity and honesty in any situation, even in situations that are unfavourable to their own interests, being respectful of rules and laws without needing to be supervised or monitored, as well as knowing how to recognise, accept and take responsibility for mistakes made and their possible consequences.</p> <p>T5. Acquiring the potential to work as a team, demonstrating the ability to coordinate people and specific tasks, accepting or refuting the arguments of others through logical reasoning and contributing with professionalism to the smooth running and organisation of the group based on mutual respect.</p> <p>T6. Being creative, with initiative and entrepreneurial spirit, attaining the ability to offer new, different solutions to conventional problems and situations, as well as having a good willingness to act in a proactive way, putting ideas into action in the form of activities and projects in order to make the most of opportunities, assuming the necessary risks.</p> <p>T7. Being able to recognise new situations (both in the competitive environment in which their professional work is going to be undertaken as well as in changing work methods), as well as adapting to changes with versatility and flexibility.</p> <p>T8. Knowing how to develop and maintain high quality work in line with standards and managing by process using quality indicators for continuous improvement, through the use of indicators that assess progress and results, through proper planning and implementation of activities, seeking constant improvement in everything that is done, and through participation in self-assessment processes, assuming responsibilities as both assessor and assessee.</p>

<b>Specific</b>	<p>E3. Obtaining criteria and tools to identify and evaluate the behaviour of cultural agents and institutions, as well as to analyse the functioning of different cultural markets.</p> <p>E7. Knowledge of cultural policies, as well as capacity for the design and evaluation of projects and cultural interventions.</p> <p>E8. Acquisition of skills in the management of cultural indicators, preparation of databases, as well as their treatment and statistical interpretation.</p> <p>E9. Knowledge of the different cultural sectors (patrimonial, artistic and creative), especially those that belong to the regional scope. Knowing how to interact and act proactively with the different agents and cultural institutions as a means of capturing experience and promoting entrepreneurship.</p> <p>E10. Ability to design a research project in the field of economics and cultural management, decide on the most appropriate methodology to face the study, develop it autonomously or in a group, and defend it clearly and synthetically.</p>
-----------------	---

### THEMATIC BLOCKS

#### **BLOCK 1. Cultural economics and cultural institutions**

Contextualisation and justification	<p>It contemplates the configuration of a single thematic block to develop the whole subject, both the theoretical and distinctive bases of the cultural economics as a scientific discipline, as the study of the dimension and scope of the cultural sector, the analysis of the different markets, as well as the study of the contribution of culture to economic development.</p>
Contents	<ul style="list-style-type: none"> <li>• Factors of recognition of the cultural economics.</li> <li>• Analytical delimitation of the cultural economics as a scientific discipline.</li> <li>• The figures of culture: dimension of the cultural sector, especially in Spain and the region of Castile and Leon.</li> <li>• Cultural economics: main analytical bases.</li> <li>• Economic analysis of specific cultural sectors: historical heritage, scenic and musical arts, cultural and creative industries.</li> <li>• Culture and regulation: cultural institutions.</li> <li>• The contribution of culture and the arts to economic development.</li> </ul>

### METHODOLOGY AND WEIGHTING

Teaching Methodology	Time Dedication
Lectures (in class)	30 hours
Discussions (in class)	24 hours
Assessment (in class)	3 hours
Presentations (in class)	3 hours
Preparation for assessment (outside class)	14 hours
Preparation of articles, reports, essays, etc. (outside class)	16 hours
Group work on practical contents (outside class)	30 hours
Independent final course project on theoretical contents (outside class)	30 hours
<b>TOTAL</b>	<b>150 hours</b>

COURSE SCHEDULE		
Week	Topic	ECTS
Weeks 1-15	BLOCK 1. Cultural economics and cultural institutions	6

GRADING CRITERIA	
Your final grade in the course will be based on both individual and group work. The evaluation is based on:	
<b>Class participation 10%</b>	<p>Everyone is expected to be prepared for each class and to be an active participant in class discussion. You are required to attend each of the classes. If you are unable to attend a class, please let me know before the class.</p> <p>Your participation grade will reflect my assessment of your total contribution to the learning environment. This includes not only the frequency of your contributions but also their quality. The grades will range from 0 to 4.</p> <p>0: You do not do any of the following:                      1: You are present, on time, awake and not bothering others in class.                      2: You are participating and are part of the discussion.                      3: You are greatly involved in participation, having more than one good point to make.                      4: You participate with really high quality points, helping advance the in-class discussion and sharpening the in-class debate.</p>
<b>Final course project (individual) presentation 30%</b>	The purpose of this assignment is to provide you with an opportunity to use the course material in the design of a final course project. It will be evaluated by its depth and thoroughness and the appropriateness.
<b>Individual Exam. 60%</b>	This assignment will consist on answering to a set of questions about the subject. The questions will be assigned and will have to be answered during class.

COURSES POLICIES	
<b>Attendance</b>	Lectures form a core component of this course. Students must ensure that they are available to attend lectures during these times. Students should pay close attention to the class schedule and read the material prior to class. They are welcome to share new ideas during class and are encouraged to read about current events in the world economy throughout the semester.

<p><b>Technology in the Classroom</b></p>	<p>Please turn-off your cell phone prior to the start of class. No cell phones should be used during class; that means no texting, tweeting, surfing, or anything else. You will be asked to leave the course for the day if you are using your phone.</p>
<p><b>Policy on Academic Ethics and Honesty</b></p>	<p>The University of Valladolid (UVa) regards cheating as a serious academic offence. Anyone caught cheating will automatically receive a 0/10 for the quiz/exam/assignment, and will be reported to the dean. Your responsibility, besides maintaining a high standard of personal honesty, includes taking precautions to prevent others from copying your work. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms.</p>
<p><b>Text / Materials</b></p>	<ul style="list-style-type: none"> <li>• GINSBURGH, V. Y THROSBY, D. (2006) Handbook of the Economics of Art and Culture, Elsevier</li> <li>• THROSBY, D. (2001) Economics and culture, Cambridge University Press</li> <li>• TOWSE, R. (2010) A Textbook of Cultural Economics, Cambridge University Press, Cambridge</li> <li>• TOWSE, R. (2011) A Handbook of Cultural Economics, Edward Elgar, Cheltenham</li> </ul>