Universitat Autònoma de Barcelona

2021/2022

World Economic History

Code: 104508
ECTS Credits: 6

Degree	Type	Year	Semester
2503778 International Relations	FB	1	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Facund Fora Alcalde

Prerequisites

There are no prerequisites for taking the course successfully. Nonetheless it would be desirable if students were familiar with basic knowledge of Global Contemporary History, Economics and Geography.

Objectives and Contextualisation

- Analyse the complexity and dynamics of economic processes.

- Identify and explain the main determinants that have made possible periods of growth, economic stability, recession and crisis, on a national and international scale.

- Establish the explanatory factors of the economic globalisation processes.

- Analyse the causes and consequences of inequality amongst countries and between individuals generated by capitalist economic development.

- Study technological revolutions and their impact on the economy and on business organisation.

- Assess and compare the sustainability of historical economic development models.

- Examine the differences between women and men (gender differences) in the labour market, in access to economic resources and in general welfare.

Competences

- Analyse international society and its structure and understand its importance for real-life problems and professional practice.

- Analyse the structure and operation of international institutions and organisations (political, economic, military and security, environmental, development and emergency aid) both in the universal and regional spheres, with particular emphasis on the European Union, from either real or simulated cases.
- Apply knowledge of the structure and operation of international institutions to problems and/or practical cases, either real or simulated.
- Apply quantitative and qualitative analysis techniques in research processes.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Identify the main theories of international relations and their different fields (international theory, conflicts and security, international politics, etc.) to apply them in professional practice.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Produce and prepare the presentation of intervention reports and/or proposals.
- 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 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

Learning Outcomes

1. Analyse and explain the functioning of the economy and international trade in the contemporary system.
2. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
3. Analyse the operation of the main universal and regional institutions that intervene in international finance and trade.
4. Apply quantitative and qualitative analysis techniques in research processes.
5. Critically evaluate the dynamics created in the interaction between the state and the market.
6. Describe the dynamics of economic systems, their limits and potential and their political consequences.
7. Explain the theoretical models of economics taking into account different historical studies.
8. Identify data sources and carry out rigorous bibliographical and documentary searches.
9. Identify the problems faced by economic agents when making decisions in conditions of uncertainty, using different historical experiences.
10. Identify the processes of economic integration in the world.
11. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
12. Make a historical analysis of current economic problems to better assess the evolutionary possibilities of economic systems.
13. Produce and prepare the presentation of intervention reports and/or proposals.
14. Propose new experience-based methods or alternative solutions.
15. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
16. Propose viable projects and actions that promote social, economic and environmental benefits.
17. Propose ways to evaluate projects and actions for improving sustainability.
18. Relate basic questions of contemporary economics with previous economic developments starting from the main elements in contemporary economic history.
19. 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.
20. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
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. Use analytical tools for economics and international trade and apply them to different processes and case studies.
23. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
24. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.

Content

Topic 1. Industrial Revolution and Demographic Transition

1.1 Industrial Revolution and Demographic Transition

1.2 The diffusion of industrialisation: regional and national models

1.3 Industrial powers outside Europe: USA and Japan

Topic 2. The International Economy (1870 - 1913)

2.1 Transport and Communications Revolution

2.2 Regional and International Migrations

2.3 International Trade and Finance

2.4 The International Monetary System: the Gold Standard

2.5 The Great Divergence in Economic Development

Topic 3. The Crisis of Traditional Liberal Capitalism (1914 - 1945)

3.1 World War I and the economic consequences

3.2 The Great Depression: origins and development

3.3 Second World War II

3.4 American financial intervention and European and Japanese economic recovery

Topic 4. New World Order and Economic Growth (1945-1973)

4.1 The Bretton Woods agreement and the new international relations

4.2 Golden Age of Capitalism

4.3 Centralised planned economies

4.4 Decolonisation and the Third World

Topic 5. Structural Change and Second Globalisation (from 1973)

5.1 The 1973-84 crisis and the responses

5.2 New actors in the new growth model

5.3 The Third Technological Revolution and Globalisation

Methodology

1. Lectures

The professor will develop an analytical conceptualisation and a synthesis for every topic in the programme. The aim is to facilitate the transmission of knowledge and to motivate the student in historical analysis.

2. Exercise sessions

The aim of the exercise sessions is to help students to achieve the specific knowledge of the subject and acquire transferable skills. There will be questions set for each topic and it is expected that students will work on them before class with the help of the lectures and reading material.

3. Studying from lectures and readings

The work done in class has to be complemented by the student individually or in-group work. The student should gain independence in the learning process and in the process attain the analytical tools to develop the critical thinking. This work should amount to hundred hours in addition to lectures and tutorials.

4. Tutorship

Students can use the professor's office hours to solve specific questions. Office hours will be announced in Campus virtual.

5. Campus Virtual

Campus Virtual is a useful tool to help students to get easy information about the logistics of the course and the basic materials that the professor considers essential for learning.

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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercise sessions	17	0.68	25, 3, 12, 1, 23, 6, 13, 7, 9, 10, 8, 20, 19, 18, 22, 5
Lectures	33	1.32	3, 12, 1, 23, 6, 7, 9, 10, 8, 21, 18, 22, 5
Type: Supervised			
Tutorship	10.5	0.42	3, 12, 23, 13, 8, 21, 20, 19, 18
Type: Autonomous			
Preparation of Exercises	28	1.12	3, 12, 1, 4, 23, 25, 6, 13, 7, 10, 8, 20, 19, 18, 22, 5
Reading and independent study	58	2.32	25, 12, 1, 4, 23, 13, 7, 9, 10, 8, 21, 19, 18, 22, 5

Assessment

The evaluation will consist of:

- 4 exercises.

- The Midterm exam has two parts, each worth 50% of the exam mark. The first part consists of twenty multiple-choice questions each worth 0.5 points if the answer is correct, -0.125 if the answer is incorrect and 0 if the question is not answered. The second part consists of two essay questions worth 5 points each.

- The final exam has two parts, each worth 50% of the exam mark. The first part consists of twenty multiple-choice questions each worth 0.5 points if the answer is correct, -0.125 if the answer is incorrect and 0 if the question is not answered. The second part consists of two essay questions worth 5 points each.

The questions will be on the topics explained in the theory and practical sessions and on the content of the readings and teaching materials indicated by the professor.

Calendar of assessment activities

The dates of the final and retake exams can be found in the Faculty's exam calendars available on the Faculty's website.

The date of the midterm will be announced at the beginning of the course in the Campus Virtual.

"The scheduling of assessment tests may not be modified, unless there is an exceptional and duly justified reason why an assessment event cannot take place. In this case, the persons responsible for the degree programmes, after consulting the teaching staff and students affected, shall propose a new schedule within the corresponding academic period. "Article 115.1. Calendar of assessment activities (UAB Academic Regulations)

Marks revision process

After all grading activities have ended, students will be informed of the date and way in which the course marks will be published. Students will also be informed of the procedure, place, date and time of the revision of exams 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 3 of Article 112 ter. The recovery (UAB Academic Regulations)*. Additionally, it is required that the student to have achieved* an average grade of the subject between 3.5 and 4.9.

Students who take this exam and pass, will get a mark of 5 for the subject. If the student does not pass the retake, the mark will remain unchanged, and hence, student will fail the course.

The retake exam has two parts, each worth 50% of the exam mark. The first part consists of twenty multiple-choice questions each worth 0.5 points if the answer is correct, -0.125 if the answer is incorrect and 0 if the question is not answered. The second part consists of two essay questions worth 5 points each.

Irregularities in evaluation activities

Without prejudice to other disciplinary measures that may be deemed appropriate, and in accordance with current academic regulations, "in the event that the student carries out any irregularity that may lead to a significant variation in the grade of an evaluation activity, this evaluation activity will be marked with a 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation activities of the same subject, the final grade of this subject will be 0". Section 10 of Article 116. Results of the evaluation. (UAB Academic Regulations)

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Excercise 1	8% of the final mark	0	0	25, 3, 12, 1, 4, 23, 6, 13, 7, 9, 10, 8, 11, 21, 20, 19, 18, 22, 5
Excercise 2	4% of the final mark	0	0	25, 3, 12, 1, 4, 23, 6, 13, 7, 9, 10, 8, 11, 14, 21, 20, 19, 18, 22, 5
Excercise 3	4% of the final	0	0	25, 3, 12, 1, 4, 23, 6, 13, 7, 9, 10, 8, 11, 14, 21, 20, 19, 18, 22, 5

	mark			
Excercise 4	4% of the final mark	0	0	25, 3, 2, 12, 1, 4, 23, 6, 13, 7, 9, 10, 8, 11, 24, 17, 14, 15, 16, 21, 20, 19, 18, 22, 5
Final exam	40% of the final mark	2	0.08	25, 3, 12, 4, 6, 7, 9, 10, 21, 20, 19, 18, 22, 5
Midterm exam	40% of the final mark	1.5	0.06	25, 3, 12, 4, 6, 7, 9, 10, 21, 20, 19, 18, 22, 5

Bibliography

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Software

Excel, Word and PowerPoint.