

Economic History

Code: 102141
ECTS Credits: 6

Degree	Type	Year	Semester
2501232 Business and Information Technology	FB	2	2

Contact

Name: Anna Maria Aubanell Jubany
Email: anna.aubanell@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Nuria Mallorqui Ruscalleda

Prerequisites

There are no prerequisites to take the course successfully. Nonetheless, it would be desirable for students to be familiar with the basic concepts 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

- Demonstrating a comprehension of the foundations of the historical analysis of economic problems in order to assess and interpret the development opportunities of current economic systems.
- Developing self-learning strategies.
- Display a capacity for analysis.

- 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 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.

Learning Outcomes

1. Analysing the explicative capacity of the various economic theoretical models in relation to their primary assumptions, taking several historical cases as a reference.
2. Arguing about the problems that must be faced by economic agents (and rarely by the companies), when they must take decisions under conditions of uncertainty, from several historical experiences.
3. Arguing the historical evolution of the strategic factors determining the developing and localisation of the industry, including the business initiative.
4. Describing the most remarkable technological, organisational, and spatial aspects of the industrialisation processes, emphasising the relations between company and technology and the organisational changes in business structures.
5. Developing self-learning strategies.
6. Display a capacity for analysis.
7. Naming the dynamic aspects of the economic activity, taking as a reference the main phases of the current economic growth, and identifying the main factors that conditioned it.
8. Placing in historical perspective the new industrialisation experiences in the developing countries.
9. Students must be capable of searching and analysing information of different sources.
10. 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.

Content

1. PRE-INDUSTRIAL ECONOMY

- 1.1. The limits of population growth: The Malthusian ceiling
- 1.2. Agriculture, trade and manufacture

2. THE INDUSTRIAL REVOLUTION

- 2.1 Agriculture revolution
- 2.2 Demographic transition
- 2.3 Determinants of the Industrial Revolution
- 2.4 Technological and organisational change
- 2.5 Modern economic growth and living standards

3. THE SPREAD OF INDUSTRIALIZATION (1830-1913)

- 3.1. Diffusion of industrialization in Europe
- 3.2. The beginnings of the Second Technological revolution
- 3.3. The rise of the United States

4. The International Economy (1860 - 1913)

- 4.1. Transport and Communications Revolution

4.2. Regional and International Migrations Regional and Intercontinental Migrations

4.3. International Trade

4.4. Capital Markets

4.5. The International Monetary System: the Gold Standard

4.6. The Great Divergence in Economic Development

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

5.1. World War I and its economic consequences

5.2. The 1920s economic growth

5.3. The Great Depression 1929-33 and anticrisis policies

5.4. Second World War II (1939-45): economic factors

5.5. The role of the United States and the European economic recovery

6. THE NEW WORLD ORDER AND ECONOMIC GROWTH (1945-1973)

6.1. The Bretton Woods agreement and the new international relations

6.2. Golden Age of Capitalism

6.3. Centralised planned economies

6.4. Decolonisation and underdevelopment of the Third World

7. Structural Change, Third Technological Revolution and Second Globalisation (the last 50 years)

7.1. The 1973-84 crisis and the responses

7.2. New actors in the new growth model

7.3 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	1, 2, 3, 7, 4, 5, 9, 8, 6
Lectures	32.5	1.3	1, 2, 3, 7, 4, 8
Type: Supervised			
Tutorship	10.5	0.42	1, 2, 3, 7, 4, 8
Type: Autonomous			
Preparation of exercises	31.5	1.26	1, 2, 3, 7, 4, 5, 8, 6
Reading and independent study	55	2.2	1, 2, 3, 7, 4, 5, 8, 6

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 partial, final and recovery exams can be found in the Faculty's exam calendars available on the Faculty's website.

"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)

Students of the Faculty of Economics and Business who, in accordance with the previous paragraph, need to change an assessment date must submit the request by filling in the document Request for rescheduling test.

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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.

Non assessed Mark

A student is considered "Non-Assessed" in this subject as long as she/he has not participated in any of the assessment activities. The qualification of "Non-Assessed" implies the exhaustion of the inherent rights related to the registration of this subject

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
Exercise 1	8% of the final mark	0	0	1, 2, 3, 7, 4, 5, 10, 9, 8, 6
Exercise 2	4% of the final mark	0	0	1, 2, 3, 7, 4, 5, 9, 8, 6
Exercise 3	4% of the final mark	0	0	1, 2, 3, 7, 4, 5, 9, 8, 6
Exercise 4	4% of the final mark	0	0	1, 2, 3, 7, 4, 5, 9, 8, 6
Final Exam	40% of the final mark	2	0.08	1, 2, 3, 7, 4, 5, 10, 9, 8, 6

Midterm exam	40% of the final mark	1.5	0.06	1, 2, 3, 7, 4, 5, 10, 9, 8, 6
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Bibliography

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Palafox, Jordi (ed) (2014) *Los tiempos cambian. Historia de la economía*, València: Tirant Humanidades.

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V. Zamagni, *Una historia económica. Europa de la Edad Media a la crisis del euro*, ed. Crítica, Barcelona, 2016.

F. Comín, *Historia Económica Mundial. De los orígenes a la actualizad*, ed. Alianza Editorial, Madrid, 2011.

Software

Excel, Word and PowerPoint.