

World Economic History

Code: 106184
ECTS Credits: 6

Degree	Type	Year	Semester
2504216 Contemporary History, Politics and Economics	FB	1	2

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

Roser Álvarez Klee

Prerequisites

A B2 level of English of the Common European Framework of Reference for Languages is required, although no specific test of English proficiency level is held to access the degree.

There are no official prerequisites. However, it is recommended that students have a basic knowledge of Economics, History and Geography, in order to get the most out of the lectures, readings and exercises.

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

- Distinguish between and analyse the type of relations that have been established over the last century among the different social, political and economic agents on national, regional and international frameworks.
- Explain and summarise knowledge acquired in English language at an advanced level.
- Recognise and contextualise texts referring to recent contemporary history.
- Relate fundamental questions of the current economic situation with previous economic developments on the basis of the main elements of contemporary economic history.
- 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.

Learning Outcomes

1. Describe the evolution of the economic institutions and the variety of economic experiences in the past to understand the present.
2. Express an opinion based on the nature, perspective and rigour of texts referring to the course content.
3. Make a brief comparison of national and/or regional cases within the same international framework.
4. Make a historical analysis of current economic problems to better assess the evolutionary possibilities of economic systems.
5. Recognise and explain different national and regional cases of relations between different social agents in contemporary history.
6. 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.
7. Write a review of a publication, documentary video or event (conference or seminar) in English adapted to the content of one or more subjects on this course.

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	4, 3, 1, 7, 2, 6, 5
Lectures	33	1.32	4, 3, 1, 2, 6, 5
Type: Supervised			
Tutorship	10.5	0.42	4, 3, 1, 2, 6, 5
Type: Autonomous			
Preparation of exercises	28	1.12	4, 3, 1, 2, 6, 5
Reading and independent study	58	2.32	4, 3, 1, 7, 2, 6, 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 partial and final exams will be announced at the beginning of the course in the Campus Virtual.

The retake exam will be scheduled by the Dean's Office.

"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

On carrying out each evaluation activity, lecturers will inform students (on Campus Virtual) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

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.

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.

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.

Students will obtain a "Not assessed/Not submitted" course grade unless they have done assessment items that count for more than 20% of the course mark.

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	4, 3, 7, 2, 6, 5
Exercise 2	4% of the final mark	0	0	4, 3, 1, 2, 5
Exercise 3	4% of the final mark	0	0	4, 3, 1, 2, 6, 5
Exercise 4	4% of the final mark	0	0	4, 3, 1, 6, 5
Final exam	40% of the final mark	2	0.08	4, 3, 1, 2, 6, 5
Midterm exam	40% of the final mark	1.5	0.06	4, 3, 1, 2, 6, 5

Bibliography

Aldcroft, Derek and Morewood, Steven (2013) *The European Economy since 1914*, London: Routledge.

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Broadberry, Stephen & O'Rourke, Kevin (eds.) (2010) *The Cambridge Economic History of Modern Europe*. Cambridge: Cambridge University Press.

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Temin, Peter (1989) *Lessons from the Great Depression*. Cambridge: The MIT Press.

Zamagni, Vera (2018) *An Economic History of Europe since 1700*, Agenda Publishing.

Software

Excel, Word and PowerPoint.