

**Spanish Economic History**

Code: 102314  
ECTS Credits: 6

Degree	Type	Year	Semester
2501572 Business Administration and Management	OT	4	2
2501573 Economics	FB	1	2
2504216 Contemporary History, Politics and Economics	OT	3	2
2504216 Contemporary History, Politics and Economics	OT	4	1
2504216 Contemporary History, Politics and Economics	OT	4	2

## Contact

Name: Carmen Sarasua Garcia

Email: carmen.sarasua@uab.cat

## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Lei Shi

Núria Mallorquí Ruscaldeda

## Prerequisites

There are no prerequisites to follow the course successfully. However it is desirable that students have some knowledge of World Economic History, World Contemporary History, Contemporary History of Spain, Geography of Spain and Economics

## Objectives and Contextualisation

Economic History of Spain is part of the group of basic subjects in the first year for the studies of Economics and Business Administration. The objective of these subjects is for students to acquire the knowledge, analytical tools and basic methodology in order to develop the general and specific competencies of the degree program.

This course studies the development of the Spanish economy, starting in the 19th century but focusing on the 20th century. It appraises the different phases of modern economic growth, the impact of major historical facts in the economy as well as the transformation of economic institutions.

## Competences

### Business Administration and Management

- Capacity for adapting to changing environments.
- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Capacity for oral and written communication in Catalan, Spanish and English, which enables synthesis and oral and written presentation of the work carried out.
- Contextualise economic problems in historical terms.
- Demonstrate initiative and work individually when the situation requires it.
- Demonstrate knowledge of the interrelationships between different economies, the role of national and international economies, their evolution and the consequences that may be produced for the company.
- Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances and their influence on a specific company.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.

### Economics

- Capacity for adapting to changing environments.
- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Contextualise economic problems in historical terms.
- Demonstrate initiative and work individually when the situation requires it.
- Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances and their influence on a specific company.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Show motivation for carrying out quality work and sensitivity to the consequences for the environment and society.
- Value ethical commitment in professional practice.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

### Contemporary History, Politics and Economics

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Distinguish between governmental decision-making systems in different social and political contexts from the mid-twentieth century to the present day in state-, substate and suprastate frameworks.
- Explain and summarise knowledge acquired in English language at an advanced level.
- Identify the role in the present of the different social memories referring to conflictive pasts, differentiating between the concepts of history and memory.
- Manage and apply data to solve problems.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

- Work cooperatively in multidisciplinary and multicultural teams implementing new projects.

## Learning Outcomes

1. A capacity of oral and written communication in Catalan, Spanish and English, which allows them to summarise and present the work conducted both orally and in writing.
2. Analyse the current economic problems in historical terms, to better assess the evolutionary possibilities of economic systems.
3. Analyse the labour markets and the international flows of workers in the different phases of contemporary economic growth.
4. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
5. Apply, with historical perspective, new experiences of industrialisation to developing countries.
6. Assess ethical commitment in professional activity.
7. Be familiar with the basic bibliography on historical evolution of governmental systems in the countries of reference for the subject.
8. Capacity to adapt to changing environments.
9. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
10. Demonstrate capacity to adapt to changing environments.
11. Demonstrate initiative and work independently when required.
12. Demonstrate motivation regarding the quality of the work performed and sensitivity regarding the consequences on the environment and society.
13. Describe the dynamic aspects of economic activity, taking as a reference the main phases of contemporary economic growth, and identify the main factors that have conditioned it.
14. Describe the historical evolution of the strategic factors determining the development and location of industry.
15. Differentiate between the literality of texts in their social and political senses based on a specific context.
16. Engaging in debates about historical facts respecting the other participants' opinions.
17. Evaluate and critically resolve the historiographical problems of studies of civil wars.
18. Explain the theoretical models of economy, in relation to their basic assumptions, using different historical cases as a reference.
19. Express an opinion based on the nature, perspective and rigour of texts referring to the course content.
20. Identify the main causes of periods of economic stability, recession and crisis, on a regional, national and international scale.
21. Identify the problems of economic agents on the basis of different historic experiences.
22. Identifying the main and secondary ideas and expressing them with linguistic correctness.
23. Know different cases of memories in conflict between different places in the same state.
24. Make a brief comparison of national and/or regional cases within the same international framework.
25. Make comparisons between the levels of regional autonomy within a state.
26. Organise work, in terms of good time management and organisation and planning.
27. Perform an integrated analysis of the financial and physical flows of the economy, on the basis of different historical experiences.
28. Perform an integrated analysis of the physical, financial, and migratory flows of the economy, on the basis of different historical experiences.
29. Placing in historical perspective the new industrialisation experiences in the developing countries.
30. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
31. Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
32. Select and generate the information needed for each problem, analyse it and make decisions based on this information.
33. Summarise the different experiences of economic development, on a regional, national and international scale.
34. Understand regional specificities within states.
35. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

36. Work as part of a team and be able to argue own proposals and validate or refuse the arguments of others in a reasonable manner.
37. Work in teams respecting all points of view. Use the specific vocabulary of history correctly.

## **Content**

INTRODUCTION. The Spanish economy growth in the long run (19th and 20th centuries)

TOPIC 1. RESOURCES, INSTITUTIONS, INTERNATIONAL CONTEXT (1789-1890)

1. Population, urbanization, human capital
2. Natural conditions and the limits of agrarian growth
3. State Reform: economic liberalization and disentailments
4. Problems of the first industrialization: textile, iron, mining sector.
5. Domestic and foreign trade. The transport system: railways and cabotage
6. Banking and Treasury

TOPIC 2. FIRST GLOBALIZATION AND INTERWAR YEARS (1890-1936)

1. From the 1898 Colonial crisis to WWI
2. The impact of WWI on a neutral economy
3. Structural change and growth in the 1920s
4. The Depression of the 1930s and the II Republic (1931-1936). The Agrarian reform (1932)

TOPIC 3. THE CIVIL WAR AND THE FIRST DECADE OF FRANCO'S DICTATORSHIP (1936-1951)

1. The Spanish economy during the civil war (1936-1939)
2. The political context: organization of the "New State", International isolation and autarky.
3. Market intervention: fall in output, rationing and inflation

TOPIC 4. IMPORT SUBSTITUTION INDUSTRIALIZATION (ISI) (1951-1959)

1. Cold War, American Aid and the tempering of interventionism.
2. Import Substitution Industrialization
3. Growth of GDP and pc income, and structural change
4. The end of autarky: The 1959 Stabilization Plan

TOPIC 5. ERA OF DEVELOPMENTALISM (1960-1973)

1. Reintegration into the international economy and consolidation of liberalizing measures
2. Modernization of agriculture
3. Accelerated industrialization
4. The service sector: the specialization in Tourism
5. The labor market: internal and external migrations and participation rate
6. The improvement of income per capita and living standards

TOPIC 6. ECONOMIC CRISIS AND POLITICAL TRANSITION (1975-1985)

1. Impact of the Double Oil Shocks (1973, 1979)
2. Adjustment policies: the Moncloa Pacts (1977)
3. Fiscal reform and consolidation of the Welfare State
4. Industrial and banking crisis, and mass unemployment
5. Spain, towards the European integration

TOPIC 7. INTEGRATION INTO THE EUROPEAN UNION (1986-1998)

1. The construction of the European Union
2. Economic effects of the integration into the EU

3. Structural reforms
4. Investment, the engine of growth
5. Dominance of the tertiary sector

## TOPIC 8. A BALANCE OF TWO CENTURIES: PRODUCTIVITY AND WELL-BEING

1. Growth of productivity, income per capita and well-being
2. Inequality in regions, households and individuals

## Methodology

The planned methodology of Spanish Economic History is conventional and face-to-face learning and involves five complementary learning activities:

1. Lectures.
2. Practical classes
3. Individual work by the students (reading and information search)
4. Tutorials
5. Campus virtual (webpage)

The proposed teaching methodology may undergo some modifications according to the restrictions imposed by the health authorities on on-campus courses.

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.

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			
Lectures	32.5	1.3	28, 3, 8, 1, 9, 14, 21, 20, 12, 32, 33, 5, 6
Practical classes	17	0.68	8, 1, 26, 32
Type: Supervised			
Tutorials	8	0.32	9, 11, 26, 36, 6
Type: Autonomous			
Preparation of practical exercises	37.5	1.5	1, 26, 32
Reading and independent study	49.5	1.98	9, 26, 32

## Assessment

The evaluation will consist of:

Four practical exercises. Each exercise weights 5% of the course grade.

- A midterm exam consisting of two parts, each worth 50% of the exam grade. The first part consists of twenty multiple-choice questions that will be scored as follows: 0.5 points for a correct answer, -0.17 points for an incorrect answer, and 0 points for an unanswered question. The second part consists of four short-answer questions with a maximum score of 2.5 points each. The weight of the midterm exam is 40% of the course grade.

- A final exam consisting of two parts, each worth 50% of the exam grade. The first part consists of twenty multiple-choice questions that will be scored as follows: 0.5 points for a correct answer, -0.17 points for an incorrect answer, and 0 points for an unanswered question. The second part consists of four short-answer questions with a maximum score of 2.5 points each. The weight of the final exam is 40% of the course grade. The questions will focus on the material covered in theory and practical sessions, as well as the content of the teaching materials indicated by the faculty.

Synthesis Exam: From the second enrollment on students who wish to take the synthesis exam must request it via email to the professor before February 28th. The synthesis exam will be held on the same day as the final exam scheduled by the School. This exam will consist of 40 multiple-choice questions and eight short-answer questions covering both the theoretical and practical aspects of the subject.

This course does not provide a single evaluation system.

### Assessment Activities Schedule

The dates for the four evaluation exercises will be announced in advance by the professor. These tests will not be rescheduled for any reason. If a student is unable to attend on the announced date to take the test, they will receive a zero mark and will not have the opportunity to take the test on another day.

The dates for the midterm, final, and retake exams can be found in the School's exam calendars posted on the website.

"The dates of evaluation activities cannot be modified, unless there is an exceptional and duly justified reason why an evaluation activity cannot be carried out. In this case, the degree coordinator will contact both the teaching staff and the affected student, and a new date will be scheduled within the same academic period to make up for the missed evaluation activity." **Section 1 of Article 115. Calendar of evaluation activities (Academic Regulations UAB).** Students of the Faculty of Economics and Business, who in accordance with the previous paragraph need to change an evaluation activity date must process the request by filling out an Application for exams' reschedule [https://eformularis.uab.cat/group/deganat\\_feie/nou-reprogramacio-de-proves](https://eformularis.uab.cat/group/deganat_feie/nou-reprogramacio-de-proves)

### Procedure for reviewing marks:

After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will also be informed of the procedure, place, date and time of grade revision 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 system will be applied to students who choose the synthesis exam.

Students who take and pass the retake exam will pass the subject with a grade of 5. Otherwise, they will maintain their final grade.

The retake exam consists of two parts, each worth 50% of the exam grade. The first part consists of twenty multiple-choice questions that will be scored as follows: 0.5 points for a correct answer, -0.17 points for an incorrect answer, and 0 points for an unanswered question. The second part consists of four short-answer questions with a maximum score of 2.5 points each.

The date of the retake exam will be posted in the calendar of evaluation activities of the Faculty.

#### 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
Four exercises at the classroom	20% of the final mark	2	0.08	27, 28, 1, 19, 33
Midterm exam 1	40%	1.5	0.06	27, 28, 3, 2, 4, 17, 8, 1, 9, 24, 34, 23, 10, 11, 14, 15, 13, 7, 25, 18, 19, 21, 22, 20, 12, 26, 16, 30, 32, 31, 33, 29, 5, 36, 37, 6, 35
Midterm exam 2	40%	2	0.08	27, 28, 3, 2, 4, 17, 8, 1, 9, 24, 34, 23, 10, 11, 14, 15, 13, 7, 25, 18, 19, 21, 22, 20, 12, 26, 16, 30, 32, 31, 33, 29, 5, 36, 37, 6, 35

### Bibliography

The most useful textbook is this general overview:

Gabriel Tortella (2000), *The Development of Modern Spain. An Economic History of the Nineteenth and Twentieth Century*, Harvard University Press.

You can also use for specific subjects:

Betrán, C.; Pons, M.A. (Eds) (2020), *Historical Turning Points in Spanish Economic Growth and Development, 1808-2008*. Palgrave Macmillan.

Carreras, Albert; Tafunell, Xavier (2021) *Between Empire and Globalization. An Economic History of Modern Spain*. Palgrave Macmillan.

Herranz-Loncán, A. (2007), "Infrastructure investment and Spanish economic growth, 1850-1935," *Explorations in Economic History*, 44(3), p. 452-468.

Malefakis, Edward E. (1970), Agrarian Reform and Peasant Revolution in Spain, *Origins of the Civil War*, New Haven: Yale University Press

Prados de la Escosura L., et al (2017), Spanish Economic Growth, 1850-2015, Palgrave Studies in Economic History (free downloadable)

Prados de la Escosura, L et al. (2012), "Economic Reforms and Growth in Franco's Spain", *Revista de Historia Económica*, 30(1), pp. 45-90.

Ringrose, David (1970), *Transportation and Economic Stagnation in Spain, 1750-1850*, Durham, N.C.: Duke University Press.

Richard Herr, *An Historical Essay on Modern Spain*, The Library of Iberian resources online.

## **Software**

The basic software used will be Power Point, Excel and Word.