

**World Economic History**

Code: 104508  
ECTS Credits: 6

Degree	Type	Year	Semester
2503778 International Relations	FB	1	1

## Contact

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## 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

Facund Forà 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.

This subject places special emphasis on the phenomena that have occurred in Europe and the United States.

## 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**

### **HISTÒRIA ECONÒMICA MUNDIAL**

#### **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

## **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. Each exercise has a weight of 5% of the course grade.
- The Midterm exam has two parts, each worth 50% of the exam mark. The first part consists of twenty multiple-choice questions with the following scoring: 0.5 points for a correct answer, -0.17 points for an incorrect answer and 0 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.
- The final exam has two parts, each worth 50% of the exam mark. The first part consists of twenty multiple-choice questions with the following scoring: 0.5 points for a correct answer, -0.17 points for an incorrect answer and 0 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 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.

Synthesis test: From the second registration of a subject, students can request a synthesis exam to the professor by email before the 30<sup>th</sup> September. It will consist of 40 multiple-choice questions (40% weight), six short-answer questions (40% weight), and the completion of two practical exercises (20% weight).

Comprehensive Assessment: Students who opt for the comprehensive assesment must submit a request following the procedures established by the School. The Comprehensive Assessment consists of three components: a 40-question multiple-choice exam (40% weight), a six-question short-answer exam (40% weight), and two practical exercises (20% weight).

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 for the four evaluation exercises will be published on the Campus Virtual on the first day of class. These tests will not be rescheduled for any reason. If a student cannot attend on the day to take the test, they will receive a score of zero and will not have the opportunity to take the test on another day.

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

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 same assessment method as continuous assessment will be used for students who opt for Comprehensive assessment or Synthesis exam.*

The retake exam consists of two parts, each worth 50% of the exam grade. The first part consists of twenty multiple-choice questions with a scoring system of 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 worth 2.5 points each.

## Non-assessed Mark

A student is considered "Non-Assessed" in this subject as long as she/he/they has not participated in any of the assessment activities. The qualification of "Non-Evaluable" 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
Excercise 1	5% 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	5% 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	5% 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 4	5% 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.