

Economic History

Code: 105784
ECTS Credits: 6

Degree	Type	Year	Semester
2501231 Accounting and Finances	FB	1	2

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.

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

- Communicating in oral and written form in Catalan, Spanish and English, in order to be able to summarise and present the carried out project in both forms.
- Efficiently searching information, discriminating irrelevant information.
- Interpreting and using mathematical tools and statistics in order to identify and solve problems of the economical and business scope with deterministic or/and random components.
- Preparing and interpreting financial statements and reports for accounting, fiscal, financial and organizational purposes.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- 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. Communicating in oral and written form in Catalan, Spanish and English, in order to be able to summarise and present the carried out project in both forms.
3. 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.
4. Efficiently searching information, discriminating irrelevant information.
5. Establishing the financial statements of a company taking into considerations the current accounting regulations in accordance with the size, format and model of the company.
6. 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.
7. Placing in historical perspective the new industrialisation experiences in the developing countries.
8. Reasoning and giving your opinion about the information provided by the financial statements.
9. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
10. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
11. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
12. 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 the intranet, 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, 4, 6, 3, 12, 11, 9, 7, 2
Lectures	32.5	1.3	1, 4, 6, 3, 11, 2
Type: Supervised			
Tutorship	10.5	0.42	1, 4, 6, 3, 11, 7, 2
Type: Autonomous			
Exercise Preparation	20.5	0.82	1, 4, 6, 3, 11, 10, 7, 2
Reading and independent study	66	2.64	1, 4, 6, 3, 11, 7

Assessment

The evaluation consists 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 scheduling of assessment tests cannot be modified unless there is an exceptional and duly justified reason that prevents the evaluation activity from taking place. In such cases, the persons responsible for the degree programs, after consulting with the teaching staff and the affected students, shall propose a new schedule within the corresponding teaching period." Section 1 of Article 115. (Academic Regulations UAB)

Students of the School of Economics and Business who, in accordance with the previous paragraph, need to change an assessment date must submit a request by completing the document "Request for Exam Rescheduling" at:

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 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, students must have previously been evaluated in a set of activities that represent at least two-thirds of the total grade for the subject." Section 3 of Article 112 ter. Retake (Academic Regulations UAB). Students must have obtained an average grade 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.

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	5% of the final mark	0	0	1, 4, 6, 11, 10, 9, 7, 2
Exercise 2	5% of the final mark	0	0	1, 4, 6, 3, 11, 10, 7, 2
Exercise 3	5% of the final mark	0	0	4, 6, 3, 11, 10, 7, 2
Exercise 4	5% of the final mark	0	0	1, 4, 6, 3, 11, 10, 7, 2
Final exam	40% of the final mark	2	0.08	1, 4, 6, 3, 12, 11, 10, 7, 2
Midterm exam	40% of the final mark	1.5	0.06	1, 4, 6, 3, 5, 12, 11, 10, 9, 8, 7, 2

Bibliography

Comín, Francisco (2011) *Historia Económica Mundial. De los orígenes a la actualidad*, ed. Alianza Editorial, Madrid.

Feliu, Gaspar i Carles Sudrià (2013) *Introducció a la història econòmica mundial*, ed. Publicacions de la Universitat de València, València.

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

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

Software

Excel, Word and PowerPoint.