

Degree	Type	Year
2500501 History	OT	4
2504235 Science, Technology and Humanities	OT	4

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

None

Objectives and Contextualisation

The economic and social evolution during the XIX and XX centuries is described from the changes in the demography, the economic structure, the economical thought, the action of the States and the ecological impact. In the first part, great attention is paid to the transition from developed feudalism to capitalism, including the processes of industrialization and urbanization; secondly, the *Gilded Age* is described, with the second industrialization and imperialism; finally, the great economic systems of the 20th century are characterized, both capitalism and socialism, in some versions; finally, a panorama of the socioeconomic evolution of the last decades is drawn.

Competences

History

- Applying the main methods, techniques and instruments of the historical analysis.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Identifying the main historiographical tendencies and critically analysing their development.
- Respecting the diversity and plurality of ideas, people and situations.
- 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 develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Analysing the main social and political movements of the 19th and 20th centuries.
2. Communicating in your mother tongue or other language both in oral and written form by using specific terminology and techniques of Historiography.
3. Engaging in debates about historical facts respecting the other participants' opinions.
4. Identifying the main and secondary ideas and expressing them with linguistic correctness.
5. Organising and planning the search of historical information.
6. Properly using the specific vocabulary of History.
7. Reading and interpreting the historical documents produced in the contemporary era.
8. Recognising diversity and multiculturalism.
9. Solving problems autonomously.
10. Submitting works in accordance with both individual and small group demands and personal styles.
11. Using the characteristic computing resources of the field of History.

Content

PART 1: THE ECONOMIC TRANSFORMATION IN THE CONTEMPORARY AGE (1750-1850)

- 1.1. Demographic changes
- 1.2. Agrarian reforms: property and technology
- 1.3. First industrializations
- 1.4. Urbanization
- 1.5. The fiscal-military state
- 1.6. Classical economists

PART 2: THE CENT OF CAPITALISM (1850-1918)

- 2.1. International business relations
- 2.2. Imperialism and colonialism: the world-economy
- 2.3. The second industrialization
- 2.4. The beginnings of the tutelary State
- 2.5. Between nature and culture
- 2.6. Tendencies in economic thought

PART 3: REPLY AND REAFFIRMATION (1918-2000)

- 3.1. Alternative models: socialism and fascism
- 3.2. Underdevelopment
- 3.3. Welfare state

3.4. Economic neoliberalism

3.5. Neocapitalism and the environmental balance

3.6. Socio-economic challenges today

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical sessions	45	1.8	1, 7
Type: Supervised			
Tutorials	15	0.6	2, 5, 3
Type: Autonomous			
Personal study	50	2	10
Preparation of the dossier-final work	15	0.6	9, 4, 7, 5, 10, 11
Reading of texts. Writing of works. Preparation of oral comments and seminars. Search of bibliographic information	10	0.4	9, 5, 11

Theoretical classes directed by the teacher, to the extent that sanitary circumstances allow. Otherwise, alternative non-face-to-face formulas will be used.

Seminar sessions and practices led by the teacher.

Comprehensive and analytical reading of texts.

Realization of practical exercises, work and analytical comments.

Comprehensive use of network resources as a communication vehicle (Moodle Classroom) or as an information fund (Internet).

Personal study.

15 minutes of a class will be reserved, within the calendar established by the center/degree, for students to complete the surveys to assess the performance of the teaching staff and to assess the subject.

It is only allowed to enter the classroom during the first 5 minutes of the lesson and only to leave the classroom during the last 5 minutes of the lesson. No food or drinks may be consumed during the class. Students may not consult their mobile phones during class. Any duly justified exception to these rules must be explicitly approved in advance by the professor.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Dossier of final practices	25%	4.7	0.19	1, 9, 2, 4, 5, 10, 8, 6
Final exam	50%	1.3	0.05	1, 2, 4, 7, 6
Workshop practices	25%	9	0.36	2, 4, 7, 5, 3, 10, 6, 11

If the tests cannot be done in person, their format will be adapted (keeping the weight) to the possibilities offered by the virtual tools at the UAB, always ensuring that all the students will be able to access it.

A student will be considered as "Not evaluable" if he / she has submitted less than 30% of the evaluable evidences on the total of the subject.

The repechage will consist of an examination without supporting materials; the maximum grade that can be obtained in it is 5.0. Non-evaluable students can not access the repechage.

Students have the right to review the results of the tests carried out. Professor will establish opportunely the mechanisms to do it.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

SINGLE ASSESSMENT:

- Final exam 70%
- Quarterly work 30%.

The same assessment method as continuous assessment will be used.

Bibliography

General bibliography and mandatory

CAMERON, Rondo. *Historia económica mundial, desde el Paleolítico hasta el presente*. Madrid: Alianza Editorial, 2000 (4th) (available on line).

FERGUSON, Niall, *Dinero y poder en el mundo moderno, 1700-2000*. Madrid: Taurus, 2001.

KINDLEBERGER, Charles P., *Problemas históricos e interpretaciones económicas. Estudios de historia financiera*. Barcelona: Crítica, 1993.

LANDES, David. *La riqueza y la pobreza de las naciones*. Barcelona: Crítica, 2018 (4th) (available on line).

TORTELLA, Gabriel, *Introducción a la economía para historiadores*. Madrid: Tecnos, 1986.

WALLERSTEIN, Immanuel. *El capitalismo histórico*. México: Siglo XXI, 1988 (available on line).

ZAMAGNI, Vera. *Historia económica de la Europa contemporánea: de la revolución industrial a la integración europea*. Barcelona: Crítica, 2004 (available on line).

Extension bibliography

BAIROCH, Paul, *De Jericho à Mexico: villes et économie dans l'histoire*. París: Gallimard, 1985.

BELTRÁN, Lucas, *Historia de las doctrinas económicas*. Barcelona: Teide, 1989 (4ª).

CIPOLLA, Carlo M., *Historia económica de la población mundial*. Barcelona: Crítica, 2000 (8a).

GALBRAITH, John K., *Un viaje por la economía de nuestro tiempo*. Barcelona: Ariel, 1984 (en paper i e-book a la Biblioteca).

LACOSTE, Yves, *Geopolítica. La larga historia del presente*. Madrid: Síntesis, 2009.

LICHTEIM, George, *Breve historia del socialismo*. Madrid: Alianza editorial, 1979 (3a).

LINDERT, Peter H., *Economía internacional*. Barcelona: Ariel, 1994.

LIVI BACCI, Massimo, *Historia de la población europea*. Barcelona: Crítica, 1999.

MARIS, Bernard, *Carta abierta a los gurús de la economía que nos toman por imbéciles*. Barcelona: Granica, 2001.

PIKETTY, Thomas, *El capital en el siglo XXI*. Madrid, Fondo de Cultura Económica, 2014.

POUNDS, Norman. J. G., *Geografía histórica de Europa*. Barcelona: Crítica, 1990.

SKIDELSKI, Robert, *John Maynard Keynes*. Barcelona: RBA, 2013.

See https://ddd.uab.cat/pub/guibib/112365/modelchicago_a2021a.pdf

Software

Microsoft Office pack, specially Excel.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed