

COURSE DESCRIPTION

History of world economic development

Academic Year 2019-2020

(Last updated date: 07/05/2019)

(Approved by the Department Council: 21/05/2019)

MODULE	COURSE	YEAR	SEMESTER	CREDITS	TYPE
Economic History	History of world economic development	1º	2º	6	Compulsory
LECTURER(S) ⁽¹⁾			FULL CONTACT INFORMATION FOR OFFICE HOURS (Address, phone number, email, etc.)		
Leonardo Caruana de las Cagigas			Department of Economic Theory and History, 3th floor, Faculty of Economics and Business. Office number: C-211 E-mail: lcaruana_1@ugr.es		
COORDINATOR OF THE COURSE: Leonardo Caruana de las Cagigas			OFFICE HOURS		
			Monday: 12:30-14:00 and 17:30-19:00 Tuesday: 12:30-14:00 and 17:30-19:00		
BACHELOR'S DEGREE			ANOTHER BACHELOR'S DEGREE IN WHICH IT CAN BE TAUGHT		
Bachelor's Degree in Economics					
PREREQUISITES AND/OR RECOMMENDATIONS (if necessary)					
Not required					
BRIEF DESCRIPTION OF CONTENTS (ACCORDING TO BACHELOR'S DEGREE'S VERIFICATION DOCUMENT)					
<ul style="list-style-type: none"> • History of Contemporary World Economic Development. • Processes of modernization of the economy during the 19th and 20th centuries: factors, patterns and rhythms. • Industrialization processes in Europe and beyond. The Spanish case. • Crisis processes and expansion of capitalist economies. • Economic revolutions. New technologies, new industries and new rules of business organization and production processes. Social and cultural impact. • International economic relations in the 19th and 20th century. 					

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(*) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/mcg7121/>)



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GENERAL AND SPECIFIC COMPETENCES

Basic and General:

- CG1 - Skills in handling ideas and the environment in which they operate
- CG2 - Cognitive comprehension skills
- CG3 - Capacity for analysis and synthesis
- CG5 - Ability to communicate orally and written in English
- CG10 - Skill for teamwork
- CG14 - Ability to recognize diversity and multiculturalism
- CG15 - Ability to communicate with other areas of knowledge
- CG17 - Learning capacity and autonomous work
- CG22 - Aptitude of concern for quality
- CG23 - Sensitivity to environmental issues
- CG25 - Ability to search for information and research
- CB1 - That students have demonstrated to possess and understand knowledge in an area of study that starts from secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of its field of study
- CB3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant issues of social, scientific or ethical nature
- CB4 - That students can transmit information, ideas, problems and solutions to a specialized and non-specialized public
- CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Transversal:

- CT2 - Evaluate, from the relevant information records, the situation and foreseeable evolution of a company and issue reports on specific situations of companies and markets or make decisions based on the information obtained.
- CT3 - Learn to communicate fluently in an environment and to work in a team, both in a national context and in an international context

Specific:

- CE6 - Understand the processes of appearance, innovation and development of the company and promotion of the entrepreneurial spirit, as well as business ethics.
- CE22 - Provide rationality to the analysis and description of any aspect of economic reality
- CE24 - Understanding economic institutions as a result and application of theoretical or formal representations about how the economy works
- CE28 - Understand and apply the basic concepts of Economic History
- CE29 - Understand and understand social responsibility derived from economic and business actions
- CE30 - Issue advisory reports on specific situations of the economy (international, national or regional) or sectors
- CE31 - Identify the sources of relevant economic information and their content
- CE32 - Communicate fluently in an environment and work as a team

OBJECTIVES (EXPRESSED AS EXPECTED OUTCOMES OF THE LEARNING PROCESS)

- The concept Economy and Economic History.
- The origin, development and current status of the studies of these disciplines.
- The different existing sources for the study of the Economy and Economic History.
- Knowledge of the techniques and methods of work organization existing at that time.



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- Economic, technological and social development from the first Industrial Revolution until the end of the 20th century.
- Knowledge of the evolution of the economy from the mid-eighteenth century to the present.

DETAILED SYLLABUS OF THE COURSE

THEORETICAL SUBJECT:

COURSE PROGRAM:

1. Introduction. Economic History, economic development and progress.
- 2- The origin of modern growth.
- 3- The industrial revolution and its diffusion.
- 4- The economy of the interwar period.
- 5- The international economy after the Second World War until the 70s.
- 6- From the oil crisis to the present.
- 7- Economic behavior of the ex-communist, emerging and underdeveloped countries.
- 8- And Spain what?

PRACTICAL AGENDA:

Seminars / Workshops:

- Analysis of historical documents, economic literature, demographic statistics and economic production, graphics and cartography.
- Analysis on the use of different energy sources and their impact
- Analysis of the forms of business organization and work. Repercussions on the economy and society.

Field practices:

- Analysis of the evolution of a sector or economic activity during the contemporary era.
- Business development. Applied innovations Institutional framework. Consequences on the geographical, social and cultural environment.

BIBLIOGRAPHY

BASIC:

- CAMERON, R. AND NEAL, L. (2003); A concise economic history of the world. Oxford University Press
- TORTELLA, G (2000): The development of modern Spain, Harvard University Press

Others

- CARUANA, L. (Coord.); CASTRO, M.; CUÉLLAR, D.; GARRIDO, L; GÓMEZ D.; MATÉS, J.M.; DE PRADO, M.L.; SÁNCHEZ PICÓN, A.; (2015); *Cambio y crecimiento económico*. Editorial Pirámide.
- FELIU, G. y SUDRIA, C. (2007); *Introducción a la Historia Económica Mundial*, Valencia, Ed. Universidad de Valencia.
- COMIN, F.; HERNANDEZ, M. y LLOPIS, E. (ed), (2010); *Historia Económica Mundial*, siglos X-XX, Barcelona, Crítica
- ZAGMANI, V. (2010); *Historia Económica de la Europa contemporánea*, Barcelona, Ed. Crítica.



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- BEAUD, M. (1986); Historia del capitalismo. De 1500 a nuestros días. Ed. Ariel. Barcelona.
- BERG, M. (1987); La era de las manufacturas, 1700-1820. Ed. Crítica. Barcelona.
- CARRERAS, A. y TAFUNELL, X. (2004); Historia económica de la España contemporánea. Ed. Crítica. Barcelona.
- CIPOLLA, C. M. (1981); Historia Económica de Europa. Ed. Ariel. Barcelona.
- CLARK, G. (2008); A farewell to the Alms. A Brief Economic History of the World. Princeton University Press. N. J.
- FELIU, G. Y SUDRIÀ, C. (2007); Introducción a la historia económica. Publicaciones de la Universidad de Valencia.
- FONTANA, J. (1975); Cambio económico y actitudes políticas en la España del siglo XIX. Ed. Ariel, 2ª edición revisada. Barcelona.
- FOREMAN-PECK, J. (1985); Historia de la economía mundial. Ed. Ariel. Barcelona.
- GERSCHENKRON, A. (1970); El atraso económico en su perspectiva histórica. Ed. Ariel. Barcelona.
- GONZÁLEZ ENCISO, A. y MATÉS BARCO, J.M. (2007); Historia Económica de España. Ed. Ariel. Barcelona.
- HEILBRONER, R. y MILBERG, W. (1999); La evolución de la sociedad económica. Prentice Hall. México.
- HERNÁNDEZ ANDREU, J. ed. (2008); Lecciones de Historia Económica. Ed. Delta Publicaciones Universitarias. Madrid.
- HEYNE, P. (1998); Conceptos de economía. El mundo según los economistas. Prentice Hall. Madrid
- HEFFER, J. y SERMAN, W. (1989); De las revoluciones a los imperialismos. Akal. Madrid.
- KENWOOD, A. G. y LOUGHEED, A.L. (1973); Historia del desarrollo económico internacional. Ed. Istmo. Madrid.
- KENNEDY, P. (1994); Auge y decadencia de las grandes potencias. Globus. Barcelona.
- LANDES, D. S. (1979); Progreso tecnológico y revolución industrial. Ed. Tecnos. Madrid.
- LLOPIS, E., COMÍN, F. y HERNÁNDEZ (2003); Historia Económica de España (Siglos X-XX) Ed. Crítica. Barcelona.
- NADAL, J. (1975); El fracaso de la Revolución Industrial en España, 1814-1913. Ed. Ariel. Barcelona.
- POLLARD, S. (1991); La conquista pacífica. La industrialización de Europa, 1760-1970. Prensas Universitarias de Zaragoza. Zaragoza.
- STEARNS, Peter N. (2013) The Industrial Revolution in World History. Boulder, Colorado: Westview Press.
- TORTELLA CASARES, Gabriel (2017) Capitalismo y Revolución. Un ensayo de historia social y económica contemporánea. Madrid: Gádir.
- TORTELLA, G. y NUÑEZ, C.E. (2011); El desarrollo de la España Contemporánea. Historia Económica de los siglos XIX y XX. Alianza Editorial. Madrid.
- VILAR, P. y otros (1981); La industrialización europea. Estadios y tipos. Ed. Crítica. Barcelona.

TEACHING METHODOLOGY

- The subject is presented in different topics that will be addressed from a double perspective. On the one hand, the theoretical explanation of the topics. They will provide the elements of analysis and reflection necessary for the good understanding of the subject and the reading of the texts.

The selected readings or others freely chosen by the students -in relation to each topic raised- will serve to illustrate the contents exposed in class by the professor, allowing to deepen the knowledge of the big questions or historical-economic events raised. In this way, the analysis and the debate in class have special relevance.

Likewise, supervised by the teacher, it will be possible to carry out a monographic work to be carried out by the students, individually as well as practice of the subject, which allows to approach directly to the students. primary sources in archives, libraries, etc.

ASSESSMENT (ASSESSMENT TOOLS, ASSESSMENT CRITERIA AND PERCENTAGE OF FINAL MARK,



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ETC.)

According to the evaluation and qualification standards of the students of the University of Granada (last modification approved in the Government Council on October 26, 2016), the evaluation of the students' academic performance will respond to public, objective and impartial criteria, and It will preferably be continuous.

The training activities will be developed from a participatory and applied methodology that focuses on the student's work (face-to-face and non-face-to-face / individual and group). Among the training activities designed for the Degree (developed in point 5.1 of this Report) and responsible for organizing the teaching and learning processes (lecture, practical activities, seminars or workshops, individual / group activities and academic tutoring), the subject will develop those activities that best suit the contents and skills to be acquired by the students. These training activities may vary depending on the specific needs of the subjects that make up each subject and depending on the orientation defined by the knowledge areas responsible for informing them. The training activities will be specified in the teaching sheets of the subjects that will be published on the websites of the degree and the Faculty for each course and will respond to the coordination between the teachers involved, the Departments and the Faculty. Specifically, the teaching methodology to be followed in the matter will consist, approximately, of:

30% of classroom teaching in the classroom (45 h.).

60% individualized study of the student, search, consultation and information processing, problem solving and case studies, and completion of work (90h.).

10% for individual and / or collective tutorials and evaluation (15h.).

As a guide, the teaching methodology to be followed in the subject will consist, approximately, of:

TRAINING ACTIVITIES HOURS (subject of 6 credits)

Master Lesson 25 - 30

Practical Activities and Seminars 15 - 20

Academic Tutorials and Evaluation Tests 15

Non-Presential Activities 90

TOTAL 150

In order to evaluate the acquisition of the contents and competences to be developed in the subject, a diversified evaluation system will be used, selecting the most appropriate evaluation techniques for the subject at each moment, which allows to highlight the different knowledge and skills acquired. by the students when taking the course. Among the following evaluation techniques will be used some of them:

Written test: essay exams, objective tests, problem solving, cases or assumptions, short answer tests,

Oral test: oral presentations in class, individual, on contents of the subject (seminar) and on the execution of practical tasks corresponding to specific competences.

Observation: observation scales, where behaviors that the student performs in the execution of tasks or activities that correspond to the skills are ask.

Techniques based on attendance and active student participation in class, seminars and tutorials: work in small groups on proposed practical cases.

The rating system will be expressed by numerical rating in accordance with the provisions of art. 5 of R. D 1125/2003, of September 5, which establishes the European system of credits and the system of qualifications in university degrees.

The final grade of the student will be obtained by adding the weighted score of the different aspects and activities that make up the evaluation system. These may vary depending on the specific needs of the subjects that make up each subject and depending on the orientation defined by the knowledge areas responsible for imparting them. The evaluation system will be specified in the teaching sheets of the subjects that will be published in the websites of the degree and the Faculty for each course and will respond to the coordination between the teachers involved, the Departments and the Faculty. The following weightings are indicated as a guide:

Evaluation system %

Exams - Maximum 80%



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Internships - Maximum 30%
Seminars - Maximum -%
Assistance and participation - Maximum 20%

Specifically, the teaching methodology to be followed in the subject will consist, approximately: Continuous evaluation consists of at least 2 test-type controls throughout the semester, the practices and participation in class. The final assessment is 70%

ADDITIONAL INFORMATION

The Department of Economic Theory and History, in accordance with the Regulations for the attention to students with disabilities and other specific educational support needs (approved by the Governing Board of the University of Granada on 20th September 2016) will promote the right to education under conditions of equal opportunities to students with disabilities and other specific educational support needs. The necessary assistance actions will be established to achieve their full and effective inclusion, guaranteeing their right to inclusive education, in accordance with the principles of non-discrimination, equal opportunities and universal accessibility, so that they can achieve the maximum possible development of their personal and , in any case, the objectives established in general for all students.

Likewise, according to article 11 current Rules for Assessment of students at the University of Granada, the evaluation systems will be adapted to students with disabilities or other specific needs of educational support, guaranteeing in any case their rights and favouring their inclusion in university studies.



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