

MODULE	SUBJECT MATTER	YEAR	SEMESTER	CREDITS	TYPE
Economic History	History of world economic development	1º	2º	6	Compulsory
TEACHING STAFF			ADDRESS, TELEPHONE NUMBER, EMAIL, ETC. DIRECCIÓN COMPLETA DE CONTACTO PARA TUTORÍAS (Dirección postal, teléfono, correo electrónico, etc.)		
<ul style="list-style-type: none"><li>Leonardo Caruana de las Cagigas</li></ul>			DEPT Theory and Economic History, Faculty of Economics and Business Administration Office number: C-211 Email: lcaruana_1@ugr.es		
			TIMETABLE FOR TUTORIALS OR LINK TO WEBSITE		
			Monday: 12:30-14:00 and 15:30-17:00 Tuesday: 12:30-14:00 and 15:30-17:30		
BELONGS TO UNDERGRADUATE DEGREE PROGRAMME			AND ALSO TO OTHER UNDERGRADUATE DEGREE PROGRAMMES		
Grado in Economics					
PREREQUISITES OR RECOMMENDATIONS (where applicable)					
none					
BRIEF DESCRIPTION OF CONTENT (ACCORDING TO OFFICIAL VALIDATION REPORT)					
<ul style="list-style-type: none"><li>History of Contemporary World Economic Development.</li><li>Processes of modernization of the economy during the 19th and 20th centuries: factors, patterns and rhythms.</li><li>Industrialization processes in Europe and beyond. The Spanish case.</li><li>Crisis processes and expansion of capitalist economies.</li><li>Economic revolutions. New technologies, new industries and new rules of business organization and production processes. Social and cultural impact.</li><li>International economic relations in the 19th and 20th century.</li></ul>					

## GENERAL AND SPECIFIC COMPETENCES

### General

- CG1 - Skills in handling ideas and the environment in which develops
- CG3 - Ability to analyze and synthesize
- CG5 - Skill in oral and written communication in English
- CG7 - Ability to manage information
- CG8 - Ability to solve problems
- CG10 - Skill for teamwork
- CG13 - Skills in interpersonal relationships
- CG15 - Ability to communicate with other areas of knowledge
- CG16 - Capacity for critical and self-critical reasoning
- CG17 - Learning capacity and autonomous work
- CG19 - Creativity or ability to generate new ideas
- CG24 - Ability to apply knowledge in practice
- CG25 - Ability to search for information and research

### Basic:

- 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
- CB2 - That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area 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:

- CT1 - Through knowledge and application of the concepts learned in the degree, be able to identify and anticipate relevant economic problems in relation to the allocation of resources in general, both in the private sphere and in the public

### Specific:

- CE28 - Understand and apply the basic concepts of Economic History
- CE63 - Study and analysis of territorial policy objectives and instruments: of the Spanish, EU and international economy

## OBJECTIVES (EXPRESSED AS EXPECTED LEARNING OUTCOMES)

- 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.



- 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

### 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.

#### More bibliography

- 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 INSTRUMENTS, CRITERIA AND PERCENTAGE VALUE OF FINAL OVERALL MARK, 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 asked.

Techniques based on attendance and active student participation in class, seminars and tutorials: work in small groups on proposed practical cases. Students who cannot follow this continuous assessment, which requires the specified commitments, will have the opportunity to take a final exam. For this model we will follow the text by Antonio Parejo Barranco, Historia Económica de Andalucía Contemporánea, Ed. Síntesis.

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:

- Final Exam - 50%
- Class practices - 50%

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 60%

DESCRIPTION OF THE EXERCISES WHICH WILL CONSTITUTE SINGLE FINAL ASSESSMENT AS ESTABLISHED IN UGR REGULATIONS

- Final Exam

### SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

#### TUTORIALS

TIMETABLE  
(According to Official Academic Organization Plan)

TOOLS FOR TUTORIALS  
(Indicate which digital tools will be used for tutorials)

Monday: 12:30-14:00 and 15:30-17:00  
Tuesday: 12:30-14:00 and 15:30-17:30

e-mail and internet with meet or similar

#### MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

- Ordinary classes or video conferences

#### MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

Ordinary assessment sesión

- Final exam - 50%
- Class practices - 50%

Extraordinary assessment session

- Final exam - 50%
- Class practices - 50%

Single final assessment

- Final exam

### SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)

#### TUTORIALS

TIMETABLE  
(According to Official Academic Organization Plan)

TOOLS FOR TUTORIALS  
(Indicate which digital tools will be used for tutorials)



UNIVERSIDAD  
DE GRANADA

Monday: 12:30-14:00 and 15:30-17:00 Tuesday: 12:30-14:00 and 15:30-17:30	e-mail and internet meet or similar
MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY	
<ul style="list-style-type: none"> <li>• Video conference</li> </ul>	
MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)	
Ordinary assessment sesión	
<ul style="list-style-type: none"> <li>• Final exam - 50%</li> <li>• Class practices - 50%</li> </ul>	
Extraordinary assessment session	
<ul style="list-style-type: none"> <li>• Final exam - 50%</li> <li>• Class practices - 50%</li> </ul>	
Single final assessment	
<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	
ADDITIONAL INFORMATION (if necessary)	
<ul style="list-style-type: none"> <li>• The information contained in this guide may be modified by supervening circumstances, changes in regulations or new guidelines that may be given by the health authorities, the University or the Center.</li> </ul>	

