

COURSE GUIDE

**History of Contemporary World Economic Development (2351118)**

Approval date:

Departamento de Teoría e Historia Económica: 20/06/2022

Departamento de Economía Internacional y de España: 20/06/2022

Departamento de Economía Aplicada: 14/06/2022

<b>Grado (Bachelor's Degree)</b>	Grado en Administración y Dirección de Empresas	<b>Branch</b>	Social and Legal Sciences
<b>Module</b>	Formación Básica	<b>Subject</b>	Historia
<b>Year of study</b>	1 <sup>o</sup>	<b>Semester</b>	2 <sup>o</sup>
		<b>ECTS Credits</b>	6
		<b>Course type</b>	Core course

**PREREQUISITES AND RECOMMENDATIONS**

None

**BRIEF DESCRIPTION OF COURSE CONTENT (According to the programme's verification report)**

- 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.

**SKILLS**

**GENERAL SKILLS**

- CG01 - Ability to learn and work autonomously.
- CG02 - Ability to analyse and search for information from a variety of sources applicable to the field of study.
- CG04 - Ability to work in a team.
- CG06 - Ability to analyse and summarise.
- CG07 - Ability to make decisions.
- CG08 - Problem-solving skills in economic and business contexts.
- CG09 - Ability to organise and plan.
- CG14 - Ability to convey information, ideas and solutions to problems raised.
- CG16 - Sensitivity towards environmental and social issues



- CG19 - Oral and written communication skills in Spanish.

### SUBJECT-SPECIFIC SKILLS

- CE01 - Know and understand the economic reality, identify the role that companies play in the economy, know the different forms that companies can take
- CE02 - Understand the most relevant perspectives in the study of organizations
- CE03 - Know and value the key role that economic factors have played throughout history
- CE04 - Know the historical perspective, genesis and evolution, of the great problems and economic issues of today
- CE05 - Know and apply the basic concepts of Economic History

### TRANSFERABLE SKILLS

- CT02 - Assess, on the basis of the relevant information records, the situation and foreseeable evolution of a company, issue reports on specific company and market situations, and make decisions on the basis of the resulting information.

### 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.

### PLANNED LEARNING ACTIVITIES

#### THEORY SYLLABUS

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 SYLLABUS

##### 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.

## RECOMMENDED READING

### ESSENTIAL READING

- 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
- CARUANA, L. (Coord.); (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.

### COMPLEMENTARY READING

- 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.

## RECOMMENDED LEARNING RESOURCES/TOOLS

**AEHE:** in recent times, the AEHE has been supporting different initiatives. Some are aimed at reflecting and exchanging points of view on issues related to teaching and innovation and the quality of teaching education. In this sense, the Didactics of Economic History Meetings have been held since 1990. As of the XI Meeting (Toledo, 2012) its periodicity is biannual and in it the Santiago Zapata Award is given to those people who have excelled in the dissemination and teaching of Economic History. Other initiatives seek to encourage exchanges of scientific activities with economic history associations. In this sense, it supports the meetings that the Italian-Spanish Committee for Economic History holds on a regular basis, whose first meeting dates back to 1989, in the city of Turin. The last one took place in Genoa (October 2007) and the next one will take place in Menorca (2009). And it also supports the meetings held by the Franco-Spanish Committee (Madrid, July 2006, Aix-en-Provence, June 2008). The AEHE recognizes the trajectory of its most distinguished members, the notoriety of the teaching work and the research excellence of its partners with different awards. The Ramón Carande Prize, aimed at young researchers in economic history, has been awarded annually since 1987, publishing their work in the Revista de Historia Económica - Journal of Iberian and Latin American Economic History, first, and in Investigaciones de Historia Económica, since 2005.

## TEACHING METHODS

- MD01 - Docencia presencial en el aula
- MD02 - Estudio individualizado del alumno, búsqueda, consulta y tratamiento de información, resolución de problemas y casos prácticos, y realización de trabajos y exposiciones.
- MD03 - Tutorías individuales y/o colectivas y evaluación

## ASSESSMENT METHODS (Instruments, criteria and percentages)

### ORDINARY EXAMINATION DIET



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. Students who cannot follow this continuous assessment, which requires the specified commitments, will have the opportunity to take a final exam.

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 - 60%
- Class practices - 40%

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.

## EXTRAORDINARY EXAMINATION DIET

### Final Exam

The grade for the extraordinary evaluation will be the maximum between the grade for the extraordinary exam and the grade obtained as a weighted average of the grade for the extraordinary exam (60%) and the grade for the practical exercises carried out throughout the course (40%).

## SINGLE FINAL ASSESSMENT (evaluación única final)

### Final Exam

## ADDITIONAL INFORMATION





None

