

Approval date: 20/06/2022

COURSE GUIDE

History of Contemporary World Economic Development (2391119)

Grado (Bachelor's Degree)	Grado en Economía		Branch	Social and Legal Sciences			
Module	Formación Básica		Subject	Historia			
Year of study	1 ^o	Semester	2 ^o	ECTS Credits	6	Course type	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 - Skills in dealing with the ideas and the environment they are involved in.
- CG02 - Cognitive comprehension skills.
- CG03 - Ability to analyse and summarise.
- CG05 - Oral and written communication skills in Spanish.
- CG10 - Ability to work in a team.
- CG14 - Ability to recognise diversity and multiculturalism.
- CG15 - Ability to communicate with other areas of knowledge.



- CG17 - Ability to learn and work autonomously.
- CG22 - Concern for quality.
- CG23 - Sensitivity towards environmental issues.
- CG25 - Ability to search for information and research.

SUBJECT-SPECIFIC SKILLS

- CE06 - Understand the processes involved in the creation, innovation and development of a company, as well as the promotion of entrepreneurship and business ethics.
- CE22 - Bring rationality to the analysis and description of any aspect of economic reality.
- CE24 - Understand economic institutions as the result and application of theoretical or formal representations of how the economy works.
- CE28 - Know and apply the basic concepts of Economic History.
- CE29 - Understand the social responsibility derived from economic and business actions.
- CE30 - Issue advisory reports on specific situations in the economy (international, national or regional) or its sectors.
- CE31 - Identify the sources of relevant economic information and their content.
- CE32 - Communicate fluently in an environment and work in a team.

TRANSFERABLE SKILLS

- CT02 - Know, understand and apply the different economic models to provide rationality to the analysis and description of any aspect of reality, and be able to know the economic choice criteria of the different agents that make up society.
- CT03 - Learn to communicate fluently in an environment and to work in a team, both in a national and an international context.

LEARNING OUTCOMES

- The concepts: 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
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.

COMPLEMENTARY READING

- ACEMOGLU D, and ROBINSON, J. (2013); Why Nations Fail: The Origins of Power, Prosperity, and Poverty.
- 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.

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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 behaviors that the student performs in the execution of tasks or activities that correspond to the skills.
- 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:

- Exam - 60%
- Class practices - 40%.

Specifically, the teaching methodology to be followed in the subject will consist, approximately: continuous evaluation consists of test-type controls throughout the semester, the practices and participation in class.

EXTRAORDINARY EXAMINATION DIET

- 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

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.

