COURSE DESCRIPTION

ECONOMIC HISTORY

3RD YEAR | 2ND SEMESTER

DEGREE (S) BUSINESS ADMINISTRATION

IN-CLASS TEACHING

ACADEMIC YEAR 2019/2020

SCHOOL OF BUSINESS AND ECONOMICS
1. COURSE IDENTIFICATION

1.-COURSE/SUBJECT:

<table>
<thead>
<tr>
<th>Name: Economic History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code: b302</td>
</tr>
<tr>
<td>Year (s) course is taught: 3rd</td>
</tr>
<tr>
<td>Semester (s) when the course is taught: 2nd</td>
</tr>
<tr>
<td>Type: Compulsory</td>
</tr>
<tr>
<td>ECTS of the course: 6</td>
</tr>
<tr>
<td>Hours ECTS: 30</td>
</tr>
<tr>
<td>Language: English</td>
</tr>
<tr>
<td>Modality: In-class teaching</td>
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<tr>
<td>Degree (s) in which the course is taught: Business Administration</td>
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<tr>
<td>School in which the course is taught: Business and Economics</td>
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2.-ORGANIZATION OF THE COURSE:

<table>
<thead>
<tr>
<th>Department: Economics</th>
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<tbody>
<tr>
<td>Area of knowledge: Economic History and Economic Institutions</td>
</tr>
</tbody>
</table>

2. LECTURERS OF THE COURSE

1.-LECTURERES:

<table>
<thead>
<tr>
<th>Responsible of the Course</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Blanca Sánchez Alonso</td>
</tr>
<tr>
<td>Phone (ext):</td>
<td>91 4566300 Ext. 15454</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:blanca@ceu.es">blanca@ceu.es</a></td>
</tr>
<tr>
<td>Office:</td>
<td>1.19B</td>
</tr>
</tbody>
</table>

2.-TUTORIALS:

For any queries students can contact lecturers by e-mail, phone or visiting their office during the teacher’s tutorial times published on the students’ Virtual Campus.
3. COURSE DESCRIPTION

The course analyses economic growth in the long run, including aspects such as the integration of national economies in the open market for factors, products and services. The analysis includes the main determinants of growth such as technological change and the role of institutions. The subject promotes analytical thinking and critical judgement.

4. SKILLS

1.-SKILLS

<table>
<thead>
<tr>
<th>Code</th>
<th>Basic and General Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS1</td>
<td>Students should have demonstrated that they have gained knowledge of and understand an area of study at a level beyond secondary education that, even though based on advanced text books, it also includes aspects that are acquired from knowledge deriving from the state-of-the-art of the field of study.</td>
</tr>
<tr>
<td>BS2</td>
<td>Students should know how to apply their knowledge to their work or vocation in a professional manner and should have the skills that are usually demonstrated by compiling and defending arguments and resolving problems within their area of study.</td>
</tr>
<tr>
<td>BS3</td>
<td>Students should have the capacity to collect and interpret relevant data (usually within their area of study) to form opinions based on reflection on relevant topics of a social, scientific or ethical nature.</td>
</tr>
<tr>
<td>BS4</td>
<td>Students should be capable of communicating information, ideas, problems and solutions to both a specialist and non-specialist audience.</td>
</tr>
<tr>
<td>GS1</td>
<td>Capacity for analytical and critical thinking</td>
</tr>
</tbody>
</table>

2.-LEARNING OUTCOMES:

<table>
<thead>
<tr>
<th>Learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to apply basic economic theory to historical situations.</td>
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</tbody>
</table>
Students will understand the relationships between economic variables and institutions in order to explain economic development in the long run.

Students will be able to select, organize and evaluate according logical criteria, quantitative and qualitative economic, institutional, historical and social data.

5. EDUCATIONAL ACTIVITIES

1. DISTRIBUTION OF STUDENTS’ ASSIGNMENT:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>On-campus hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA2</td>
<td>Seminar</td>
<td>54</td>
</tr>
<tr>
<td>EA3</td>
<td>Workshop</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>Hours</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Not on-campus hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA0</td>
<td>Independent work</td>
<td>120</td>
</tr>
</tbody>
</table>

2.-EDUCATIONAL ACTIVITIES:

<table>
<thead>
<tr>
<th>Educational Activity</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Seminar (EA2)</td>
<td>Educational activity focused especially on the competence of the students to develop the learning skills enabling them to assimilate content acquired beforehand, while relating economic concepts and those of similar and/or auxiliary disciplines and different theoretical and methodological approaches. Students study each subject in depth to a large extent.</td>
</tr>
<tr>
<td>Workshop (EA3)</td>
<td>Educational activity focused especially on the competence of the students to use specific methodologies for resolving problems of a practical nature encountered by economists in their most applied aspects and/or the information technology tools relevant to each subject. Priority is placed on students undertaking practical activities focused on data manipulation and</td>
</tr>
<tr>
<td>Independent Work (EA0)</td>
<td>Educational activity whereby students independently manage their own learning by the study of the course material.</td>
</tr>
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6. ASSESMENT OF LEARNING

1.-CLASS ATTENDANCE:
• In order to be eligible for examination by continuous assessment students must attend at least 75% of scheduled class time (attendance sheets will be used). As students may be absent 25% of the classes, no attenuating circumstances will be accepted for absences.
• Grades for the practical exercises will apply in the final assessment only to students who had delivered 80% of the practices.

2.-ASSESSMENT SYSTEM AND CRITERIA:

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>SE9</td>
<td>Submission of case studies and practical exercises</td>
<td>20</td>
</tr>
<tr>
<td>SE1</td>
<td>Written exam – open questions</td>
<td>10</td>
</tr>
<tr>
<td>SE2</td>
<td>Written exam – multiple choice questions or similar</td>
<td>20</td>
</tr>
<tr>
<td>SE3</td>
<td>Written exam – essay type questions</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

3. - DESCRIPTION OF THE ASSESSMENT SYSTEM

Learning goals will be assessed through written questions of reasoning and short questions on basic concepts explained in seminars.

ORDINARY EVALUATION

Mid-term exam: there will be a mid-term written exam with multiple choice questions and several questions about concepts and basic reasoning on the course material. Grades for mid-term exam will add to the final grade of the course only for those students who have reached the 75% of attendance to seminars.

Presentation of exercises and practice: to get the full score for this item, students must deliver the practical exercise at specific dates fixed in the calendar of the course and must attend 80% of the workshops.

Workshops:

Practical classes will take place as established in the course yearly program.
1. There will be 4 practical exercises along the course. Three of them based on the compulsory readings specified in the syllabus.
2. The readings for the practical classes will be provided to students in PDF format through the University intranet.
3. Practical exercise with the readings will be multiple choice questions on the basic ideas of the reading carried out during the practical class.
4. The instructor will return the exercise duly corrected. Common mistakes and queries about the practical exercises will be discussed in the classroom.
5. Students should perform 1 practical exercise consisting of analysis and commentary of tables and graphs of world economic history and Spanish economic history.

Once the calendar of the course had been set, activities such as exercises, tests, practices, etc., will not be repeated for students unable to attend on the scheduled date.

There will be a final exam which is compulsory to all students and includes the complete syllabus of the course. The final exam will include questions related to the readings that have been discussed in the workshops. To pass the subject it is compulsory to pass the global exam.
Final grades for the ordinary assessment will be calculated as follows provided the student passes the final exam:

Practical exercises (4 in total): 20% of the final grade.
Mid-term exam: 30% of the final grade.
Final exam: 50% of the final grade.

Final grade for the subject, provided the final exam is passed, will include the continuous evaluation assessment.

EXTRAORDINARY EVALUATION

Students who do not pass the subject at the ordinary assessment will have an exam in the extraordinary assessment, covering all the material contained in the subject, including the readings used for practical classes along the course.

Previous assessment of the continuous evaluation will not be taken into account for the extraordinary exam; in this case the course assessment will only be the result of the final extraordinary exam.

7. COURSE SYLLABUS

1.-COURSE SYLLABUS:

THEORETICAL:

Chapter 1
Modern Economic Growth (19th and 20th centuries)

1. Basics principles of Economics
2. Growth models in the 19th century: advanced countries, backward countries and differences between them.

Objectives: to understand the basic principles of economics to understand economic growth in the long term; to analyze 19th-century growth patterns; analysis of the economic development of backward countries identifying the advantages and disadvantages of being a late comer; the role of institutions in economic growth; understand the concept of relative backwardness; identify the main phases of growth and their determinants for the Spanish economy in the 19th century; to understand the importance of institutional changes in 19th-century Spain.


Chapter 2
World Economic Growth during the 19th Century

1. Free trade and protectionism
2. The International Gold Standard
3. Convergence and international mobility of factors of production
4. Spain in the international economy

Objectives: To understand the main phases of commercial policy in the 19th century. To apply basic international economic theory concepts to the analysis of the first globalization (free trade and competitive advantage) and to reactions to globalization (tariffs and protectionism); convergence and world market
integration: goods, capital and labour (Heckscher-Ohlin); theoretical and real functioning of the classical gold standard. To understand the integration of the Spanish economy in the international markets. Commercial policy in Spain.


### Chapter 3
**International Economic Disintegration (1919-1939)**

1. The economic consequences of the peace and growth and instability during the 1920s.
2. The Great Depression (1929-1939)
3. The Spanish economy from WWI to the Civil War.
4. The formation of a socialist economy in the Soviet Union

**Objectives**: to understand the process of disintegration of the world economy; analysis of the Depression of the 1930s; remote and ultimate causes of the Depression; monetary and real variables; unemployment during the interwar period; to place the Spanish economy in the international context and to understand the causes of the rapid economic growth during the 1920s; to understand the emergence of economic models of state intervention and central planning.


### Chapter 5
**Reconstruction and Change in the World Economy (1945-2000)**

1. The new international economic order after World War II.
2. From the Marshall Plan to the European Union.
3. The Socialist economies: rise and decline.
4. Emerging countries: problems and developments.

**Objectives**: to understand the so-called “golden age of European growth” and the rise in total factor productivity; growth models without market functioning and transition costs; to identify the determinants of the current globalization and the role of the ”new economies” in the international order

Compulsory reading: Crafts and Toniolo (1996) *Economic growth in Europe since 1945*, Chapter 1

### Chapter 6
**The Spanish Economy: from Isolation to Growth and Disequilibria (1936-1959)**

1. The economics of the Civil War
2. The autarchic model (1940-1951): agriculture, industry and foreign sector.
3. Relative openness and growth with disequilibria (1951-1959)
4. Problems and limits of growth of an ISI policy

**Objectives**: to analyze the roots and the characteristics of the autarchic model and its legacy to the Spanish economy; to understand the limits of a strategy of industrialization substitutive of imports; to understand the need for the Stabilization Plan and to assess its achievements and failures.


### Chapter 7
**Modern Economic Growth in Spain and Integration in the International Economy (1960-2000).**

1. Economic growth and convergence (1960-1975)
2. Economic problems and crisis during the transition to democracy (1975-1985)

**Objectives**: to understand the sources of economic growth in Spain from 1960 until today; to analyze the dictatorship’s economic inheritance and the problems inherent to the transition to democracy within the context of a world crisis; convergence with European economies and current weaknesses of the Spanish economy.
Compulsory reading: Harrison The Spanish Economy. From the Civil War to the European Community, chapter 2

PRACTICAL WORK PROGRAMME:

Readings can change along the course. The teacher will inform students in due time about the reading assigned for each practical exercise.

Preparatory test for the final exam # 1

Preparatory test for the final exam # 2

Preparatory test for the final exam # 3
Reading: Jeffry Frieden, (2006), Global Capitalism. Its Fall and Rise in the Twentieth Century, Norton & Company, chapters 11 and 12

Practical exercise (Tables and Graphs) # 4
Analysis and comments of Economic History tables and graphs.

8. BIBLIOGRAPHY

1.-BASIC BIBLIOGRAPHY:

Rondo Cameron and Larry Neal (2016), A Concise Economic History of the World: From Paleolithic Times to the Present, Oxford University Press


2.-ADDITIONAL BIBLIOGRAPHY:


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**4. WEB RESOURCES:**

- Spanish Economic History Association: [www.aehe.net](http://www.aehe.net)
- Economic History Society: [www.ehs.org.uk](http://www.ehs.org.uk)
- Economic History Net: [www.Eh.net](http://www.Eh.net)
- Our World in Data: [https://ourworldindata.org/](https://ourworldindata.org/)

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**9. ATTITUDE IN THE CLASSROOM**

**1. REGULATIONS**

Any irregular act of academic integrity (no reference to cited sources, plagiarism of work or inappropriate use of prohibited information during examinations) or signing the attendance sheet for fellow students not present in class will result in the student not being eligible for continuous assessment and possibly being penalized according to the University regulations.