

Universidad Pablo de Olavide

COURSE SYLLABUS

Academic year 2009/2010

BASIC COURSE INFORMATION		
COURSE: ECONOMIC HISTORY (Historia Económica – English group)		DEGREE IN: FINANCE AND ACCOUNTING DOUBLE DEGREE IN: FINANCE AND ACCOUNTING, AND LAW
CODE: 502050	STUDY PLAN: 2009	
TYPE: CORE	ECTS CREDITS: 6	ORGANIZATIONAL MODEL: C1
DURATION: SEMI-ANNUAL	YEAR: 1st	TERM: 1st
1. TEACHING TEAM INFORMATION		
<i>COURSE COORDINATORS:</i>		
NAME: FERNANDO CARLOS RAMOS PALENCIA		
DEPARTMENT: ECONOMICS, QUANTITATIVE METHODS AND ECONOMIC HISTORY		
ACADEMIC AREA: ECONOMIC HISTORY AND INSTITUTIONS		
CATEGORY: <i>PROFESOR CONTRATADO DOCTOR</i>		
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NAME: MARÍA CRISTINA ROSILLO LÓPEZ		
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SPECIFIC COURSE INFORMATION

2. COURSE DESCRIPTION AND OBJECTIVES

2.1. COURSE DESCRIPTION:

This course will study long-term economic growth, paying particular attention to growth in the 19th and 20th centuries from a comparative, international perspective. The approach will be clearly comparative, bringing to light different policies and models adopted by countries both in the core and on the periphery.

2.2. OBJECTIVES:

The aim will be to gain a greater understanding of the role of institutions in economic development, as well as the effects of growth on globalisation and well-being.

The globalisation of the international economy and its long-term effects on human well-being will also be analysed. Particular attention is paid to the role of institutions in this process. While the geographical scope of the course is worldwide, focus is on European and North American economies and how they have interacted with other economic regions within the framework of economic internationalisation. One learning module is reserved for analysing economic growth and modernisation in Spain.

3. ACADEMIC CONTEXT

3.1. PREREQUISITES:

- Legal requirements: none.
- Mandatory: Geography and History (high school level).

3.2. CONTEXT WITHIN THE DEGREE:

Economic History plays an essential role within the more general field of Economics. Both fields share common problems, methods and concerns. However Economic History is distinct to the degree that focus is on the immediate, recent or distant past. General objectives associated with the study of history—such as providing students with a basic knowledge of major processes of social and economic change in historical context—are also covered in this course.

- Related subjects: *Introduction to Economics; Microeconomics; Macroeconomics; Spanish and World Economies.*
- Why Economic History?
 - Instrumental: the study of economic history leads to a better understanding of:
 - Economic Theory (Macroeconomics and Microeconomics);
 - Methodological Sequence: quantitative instruments (Mathematics, Statistics & Accounting).
 - Professional: written and oral presentation of arguments in job interviews, business reports and market analysis;
 - Cultural: basic understanding of history and the economy.

3.3. RECOMMENDATIONS:

- General understanding of Economics.
- English (reading competence).
- Basic computer literacy (Microsoft Office: Word, Excel and PowerPoint).

3.4. LEARNING TARGETS:

3.4.1. GENERAL SKILLS:

The acquisition of the following general skills will be the focus of this course:

Instrumental:

- Oral communication
- Written communication
- Problem-solving

Personal:

- Teamwork

Systemic:

- Problem-solving
- Creativity
- Intellectual stimulation

3.4.2. SPECIFIC SKILLS:

- *Cognitive (Know...):* The historical approach —by definition long-term and dynamic in nature— introduces students to the genesis and evolution of the main problems and current trends in Economics. Thus, the study of Economic History provides students with a deeper understanding of the subject and increases their ability to respond to challenges and questions that will arise throughout their professional career. Successful completion of the course also involves acquiring a basic awareness of concrete socio-economic aspects of contemporary history. Therefore, the aim of studying Economic History is not the mere accumulation of knowledge but rather the cultivation of analytical skills relevant to the broader field of Economics.
- *Instrumental (Know how to...):* The study of Economic History provides Business Administration students with the opportunity to approach complex situations with a sequential, plural dimension. Students are also enriched through the development of a series of skills, reasoning models, methods and aptitudes that open the door to the specificity of historical knowledge —of the long term— and to the paths leading to such knowledge. For example, an introduction to the fundamentals of multi-causal reasoning allows students to become familiar with comparative, interrelated and global perspectives.
- *Attitudinal (Be...):* University students are given more freedom when electing criteria due to more critical attitudes towards theoretical analysis acquired through the study of Economic History. This is reinforced by an historical approach involving tolerance, respect for human rights and the dialectic between the universal and the particular.

4. DISTRIBUTION OF IN-CLASS LEARNING

No. OF STUDENTS: 6

GROUP TYPE	STUDENTS PER GROUP	No. OF GROUPS
GENERAL TEACHING (GT)	6	1
PRACTICAL TEACHING (PT)	3	2
SEMINARS (SEM)	0	0

5. STUDENT LEARNING

TOTAL No. OF HOURS: 150 (6 ECTS CREDITS)

GROUP TYPE	HOURS PER STUDENT	CREDITS PER STUDENT
GENERAL TEACHING (GT)	22.50	0.90
PRACTICAL TEACHING (PT)	22.50	0.90
SEMINARS (SEM)	-	-
SELF-STUDY AND TUTORIALS	101.00	4.00
ASSESSMENT AND GRADING	4.00	0.20
TOTAL	150.00	6.00

6. ASSESSMENT AND GRADING

- Continuous assessment (50%):
 - Research papers
 - Required reading
 - Oral presentations
- Final exam (50%):
 - Theoretical material

FINAL EXAM:

The final mark for the course will be determined by adding the final exam results (50%) and the marks/points obtained throughout the semester for completing assignments/practical activities and attendance and participation in group sessions (50%).

The marks obtained throughout a given semester in weekly group sessions (50%) will be valid for official July exam periods. Students sitting July exams will be evaluated out of a maximum of 50%, thus forfeiting any chance to obtain the remaining 50%.

Student mobility:

Those UPO students who are not able to attend seminars due to being abroad under official mobility programs (Socrates-Erasmus, Séneca, Atlanticus...) will have an additional exam, or work that will be clearly defined, in order to obtain the 50% of the grade corresponding to the continuous evaluation. Students in this situation must inform the responsible lecturers at the beginning of the academic year, before the 31st of October, 2009.

7. CONTENTS

1. Introduction.
2. The Industrial Revolution. 1750-1850.
 - i. The Industrial Revolution in Great Britain.
 - ii. The diffusion of the Industrial Revolution in Europe.
3. Globalisation and the Second Industrial Revolution. 1850-1913.
 - i. The Second Industrial Revolution.
 - ii. Imperialism and Globalisation: transport, communications and migrations.
 - iii. Liberalism and protectionism.
4. Interwar period: 1918-1939.
 - i. The Consequences of the First World War.
 - ii. The Great Depression.
 - iii. Alternatives to Capitalism I: Communism.
 - iv. Alternatives to Capitalism II: Fascism.
5. The Birth of a New Order, 1945-1973.
 - i. European Recovery after the Second World War.
 - ii. The Golden Age of Capitalism.
 - iii. The Expansion of the Soviet Model.
 - iv. The Decolonization of the Third World.
6. Crisis and Globalization. 1973-200?
 - i. Oil crises.
 - ii. The Collapse of the Soviet Union.
 - iii. Underdevelopment and economic inequality.
 - iv. Environmental Challenges.

7. The Spanish economy (1850-200?).
- i. The causes of Spanish economic backwardness.
 - ii. Institutional problems and the Spanish economy (1850-1975).
 - iii. Economic convergence, 1959-200?

8. BIBLIOGRAPHY

- Bordo, M.D. and B. Eichengreen (eds.) (1993): *A Retrospective on the Bretton Woods System*. Chicago: The University of Chicago Press.
- Bordo, M.D., A. M. Taylor and J. G. Williamson (eds.) (2003): *Globalization in Historical Perspective*. Chicago: University of Chicago Press.
- Cameron, R. (2003): *A Concise Economic History of the World: From Palaeolithic Times to the Present*. Oxford.
- Clark, G. (2007): *A Farewell to Alms. A Brief Economic History of the World*. Princeton.
- Crafts, N. and G. Toniolo (1996): *Economic Growth in Europe since 1945*. Cambridge: Cambridge U.P.
- Eichengreen, B. (1996): *Globalizing Capital*. Princeton: Princeton University Press.
- Frieden, J. (2006): *Global Capitalism: its Rise and Fall in the Twentieth Century*. New York.
- Hobsbawm, E. (1995): *The Age of Extremes, 1914-1991*. London.
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- Jones, E. L. (2003): *The European Miracle*, 3rd edition. Cambridge: Cambridge University Press.
- Jones, G. (2005): *Multinationals and Global Capitalism from the 19th century to the 21st century*. Oxford: Oxford University Press.
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- Lindert, P. (2004): *Growing Public I, The Store. Social Spending and Economic Growth since the Eighteen Century*. Cambridge, Cambridge University Press
- Maddison, A. (2001): *The World Economy: A Millennial Perspective*. Paris: OECD Development Centre Studies.
- Maddison, A. (2003): *The World Economy. Historical Statistics*. Paris, OECD.
- Martín-Aceña, P. and J. Simpson (eds.) (1995): *The Economic Development of Spain since 1870*. Edward Elgar.
- O'Rourke, K. and J. Williamson (1999): *Globalization and History: the Evolution of Nineteenth-century Atlantic Economy*. Cambridge (MA): MIT Press.
- Pomeranz, K. (2000): *The Great Divergence: Europe, China, and the Making of the Modern World Economy*. Princeton, N.J.: Princeton University Press.
- Sachs, J. (2005): *The End of Poverty. Economic Possibilities for our time*. New York: Penguin Press.
- Temin, P. (1990): "Socialism and Wages in the Recovery from the Great Depression in the US and Germany". *Journal of Economic History*, June 1990, pp. 297-307.

9. TEACHING ORGANIZATION: WEEKLY COURSE SCHEDULE

WEEK	No. HOURS GT	No. HOURS PT	No. HOURS SEM	No. HOURS SELF-STUDY	No. HOURS ASSESSMENT	UNITS
1	1.5	1.5		6.75		Unit 1
2	1.5	1.5		6.75		Unit 2
3	1.5	1.5		6.75		Unit 2
4	1.5	1.5		6.75		Unit 3
5	1.5	1.5		6.75		Unit 3
6	1.5	1.5		6.75		Unit 4
7	1.5	1.5		6.75		Unit 4
8	1.5	1.5		6.75		Unit 5
9	1.5	1.5		6.75		Unit 5
10	1.5	1.5		6.75		Unit 6
11	1.5	1.5		6.75		Unit 6
12	1.5	1.5		6.75		Unit 7
13	1.5	1.5		6.75		Unit 7
14	1.5	1.5		6.75		Unit 8
15	1.5	1.5		6.5		Unit 8
FINAL EXAM						2
RESIT EXAM						2
TOTAL	22.5	22.5	0	101		4