



COURSE SYLLABUS

Academic year 2012-2013

1. COURSE DESCRIPTION

Degree:	Finanzas y Contabilidad (English teaching)
Double Degree:	Derecho y Finanzas y Contabilidad (English teaching)
Course:	ECONOMIC HISTORY (Historia Económica - English teaching)
Module:	Basic Training in Business and Economic Sciences
Department:	Economics, Quantitative Methods and Economic History
Academic Year:	2012-2013
Term:	First term
Total Credits:	6
Year:	1st
Type of Course:	Basic
Course Language:	English

Teaching model:	A1	
a. General/background:		70%
b. Theory-into-practice/developmental knowledge-building		30%
c. Guided Academic Activities:		



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2. TEACHING TEAM INFORMATION

2.1. Course coordinator

MARÍA CRISTINA ROSILLO LÓPEZ

2.2. Teachers

Name:	MARÍA CRISTINA ROSILLO LÓPEZ
Faculty:	Business Administration
Department:	Economics, Quantitative Methods and Economic History
Academic Area:	Economic History
Category:	PROFESORA CONTRATADA DOCTOR
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Name:	
Faculty:	
Department:	
Academic Area:	
Category:	



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Office hours:	
Office No.:	
E-mail:	
Tel.:	



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3. ACADEMIC CONTEXT

3.1. Course Description and 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.

3.2. Contribution to the Training Plan

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?

- o Instrumental: the study of economic history leads to a better understanding of:

- Economic Theory (Macroeconomics and Microeconomics);

- Methodological Sequence: quantitative instruments (Mathematics, Statistics & Accounting).

- o Professional: written and oral presentation of arguments in job interviews, business reports and market analysis;

- o Cultural: basic understanding of history and the economy.

3.3. Recommendations or Prerequisites

- Legal requirements: none.

- Mandatory: Geography and History (high school level).



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4. SKILLS

4.1 Degree Skills Developed during this Course

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

Instrumental:

- Oral communication
- Written communication
- Problem-solving

Personal:

- Teamwork

4.2. Module Skills Developed during this Course

Systemic:

- Problem-solving
- Creativity
- Intellectual stimulation

4.3. Course-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 Finance and Accounting 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.



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- 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.



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5. COURSE CONTENT (COURSE TOPICS)

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?



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6. METHODOLOGY AND RESOURCES

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.



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7. ASSESSMENT

- Continuous assessment (30%):
 - o Research papers
 - o Required reading
 - o Oral presentations

- Final exam (70%):
 - o Theoretical material

FINAL EXAM:

The final mark for the course will be determined by adding the final exam results (70%) and the marks/points obtained throughout the semester for completing assignments/practical activities and attendance and participation in group sessions (30%).

The marks obtained throughout a given semester in weekly group sessions (30%) will be valid for official July exam periods. Students sitting July exams will be evaluated out of a maximum of 70%, thus forfeiting any chance to obtain the remaining 30%.

Mobility:

Students benefit from any of the various student mobility programs (Socrates-Erasmus, SICUE-Seneca, Atlanticus ...) to study the subject out of their contracts of studies of mobility, may recover, in view of the final grade, the relative percentage of continuous assessment to block planned by performing some additional testing to final consideration of the subject. Students who are in this situation should be communicated in writing to the teachers of the subject before November 30 in the case of subjects of the first semester or before April 30 in the case of subjects in the second half. Failure to meet this deadline should come endorsed by the Academic Coordinator for its mobility contract.



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8. BIBLIOGRAPHY

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- 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.