



COURSE SYLLABUS

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
Term:	First term
Total Credits:	6
Year:	1st
Type of Course:	Basic
Course Language:	English

Teaching model:	B1	
a. General/background:		60%
b. Theory-into-practice/developmental knowledge-building		40%
c. Guided Academic Activities:		



COURSE SYLLABUS

2. TEACHING TEAM INFORMATION

Course coordinator	
Name:	Montserrat Cachero Vinuesa
Faculty:	Business Administration
Department:	Economics, Quantitative Methods and Economic History
Academic Area:	Economic History
Category:	Profesora Ayudante Doctor
Office hours:	(To be announced)
Office No.:	3.2.28
E-mail:	mcacvin@upo.es
Tel.:	954977331



COURSE SYLLABUS

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).



COURSE SYLLABUS

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.

- 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.

COURSE SYLLABUS

5. COURSE CONTENT (COURSE TOPICS)

1. Introduction
 - i. Timeline
 - ii. Historical basic Knowledge
2. Economic Growth
 - i. Definition
 - ii. Measurement
 - iii. Economic Inequality
3. Globalization
 - i. Definition
 - ii. Historical Experiences
4. War and Economics
 - i. Causes and consequences
 - ii. WWI and WWII a comparison
5. World Trade
 - i. Theories
 - ii. Evidences
6. Migrations
 - i. Theories
 - ii. Evidences
7. International Monetary System (IMS)
 - i. The money
 - ii. The role played by Central Banks
 - iii. Evidences
8. Economic Crises
 - i. Why we still suffer economic crises?
 - ii. Preindustrial evidences
 - iii. The Great Depression
 - iv. Oil Crises
 - v. The last economic crises



COURSE SYLLABUS

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.

During the course we will combine lectures with paper presentations and discussions. For the workshops the professor will upload to aula virtual papers, data, news, maps, reports and all sort of materials in advance.



COURSE SYLLABUS

7. ASSESSMENT

- Continuous assessment (40%):

- o Research papers
- o Required reading
- o Oral presentations

- Final exam (60%):

- o FINAL EXAM:

The final mark for the course will be determined by adding the final exam results (60%) and the marks/points obtained throughout the semester for completing assignments/practical activities and attendance and participation in group sessions (40%).

The marks obtained throughout a given semester in weekly group sessions (40%) will be valid for official July exam periods. Students sitting July exams will be evaluated out of a maximum of 60%. However, students with no grades for continuous assessment can write an essay reviewing specific literature recommended by the professor, the final mark of this essay will be equivalent to the 40% of final score. Also students with a grade different to zero in the continuous assessment can renounce to their mark and opt for the essay. Students in this situation must communicate their decision to the professor 10 days before the exam.



COURSE SYLLABUS

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.
- Hobsbawm, E. (1996): The Age of Revolution, 1789-1848. London.
- Hobsbawm, E. (1996): The Age of Capital, 1848-1875. London.
- 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.
- Landes, D. (1998): The Wealth and Poverty of Nations: Why some are so rich and others are so poor. New York.
- Lindert, P. (2004): Growing Public I, The Store. Social Spending and Economic Growth since the Eighteenth 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.