



## IDENTIFYING DATA

### History: Economic history

Subject	History: Economic history			
Code	V03G100V01103			
Study programme	Degree in Economics			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	1st
Teaching language	Spanish			
Department	Fundamentals of Economic Analysis & History, and Economic Institutions			
Coordinator	Facal Rodríguez, María Jesús Isabel			
Lecturers	Facal Rodríguez, María Jesús Isabel			
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General description	The main goal of Economic History is to initiate students of economics in the study of the long term and the great transformations of economic organization.			

Understand relevant historic data and sources of information to gain a solid understanding of past economies. Greater understandings of the role of Economics

The student will gain a panoramic view of the economic, industrial and organizational changes, throughout history, using theoretical and empirical tools of the economy as well as other social sciences. Capable able to analyze the development of the international economy and the phases of modern economic growth with a long-term perspective. In order that he / she can observe and analyze the effects that the crucial events produced in the socioeconomic reality, and investigate the implications of changes in global economic institutions (the gold standard, trade blocks, IMF or OMC) and the effects of technological change in the long run.

## Competencies

Code	
A3	Students should be able to collect and interpret relevant data (usually within their field of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
A4	Students should be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.
B1	Develop environmental sensitivity and the commitment towards a sustainable economy.
C2	Understand the basic language of economics and the way economists think.
C3	Know the institutional framework of the economy.
C4	Capable of situating an economy in its own historical evolution.
C5	Understand the basic functioning of the economy, both from a broad perspective as well as a close one.
C6	Acquire knowledge of economic analysis.
C7	Understand business environment.
C8	Ability to look for, identify and interpret relevant sources of economic information and their contents.
C9	Identify and anticipate relevant economic issues in both public and private spheres.
D1	Respect civic and ethical values. Strong commitment to work ethic.
D2	Ability to work within a team.
D4	The responsibility and capacity to embrace commitments.
D5	Skill to make coherent and intelligible statements both in oral and written form.
D7	Critical and self-critical thinking.

## Learning outcomes

Expected results from this subject	Training and Learning Results
Interpretation and understanding economic concepts and major concepts in historiography.	C2

To know the institutional frame of the economy.	C3	
To understand the birth and transformation of main world economic institutions in the long term	C3	
Know the European system of national accounting	C6	
Analyse the operation of economies in different periods of history.	C4	
Analyse the function and the primary challenges of long-term development processes.	C5	
Ability to look, identify and interpret relevant sources of economic information and their contents.	C8	
In the long run. Comparing economies and countries		
Understand the basic functioning of the economy, both from a broad perspective as well as a close one.	C5	
Reading's comprehension and interpretation both of articles and graphs on economic history	C6 C8	
Capacity to critical analysis and interpretation of results both to individual level as in teamwork	C8	D5 D7
Skills in the research, identification and interpretation of sources of economic information	C8	
Respect civic and ethical values. Strong commitment to work ethic		D1
Skill to make coherent and intelligible statements both in oral and written form.		D5
Develop environmental sensitivity and the commitment towards a sustainable economy.	B1	
Students should be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.	A4	D5
Skill to make coherent and intelligible statements both in oral and written form.		
Ability to work within a team.	A3 A4	D2
Critical and self-critical thinking.	A3	D7
The responsibility and capacity to embrace commitments.		D1 D2 D4
Understand the basic functioning of the economy, both from a broad perspective as well as a close one.	C5	
Skill to make coherent and intelligible statements both in oral and written form.		D5
Skill to make coherent and intelligible statements both in oral and written form.		D5
Critical and self-critical thinking.		D7
Understand business environment in the long run	C7	
Identify and anticipate relevant economic issues in both public and private spheres in the long run	C9	

## Contents

### Topic

1. Introduction to the World Economic History	Economic history and economic growth. Periodification and basic concepts in Economic History.
2. Economic History of Pre-industrial Europe	The secular trend of the preindustrial economies. Population, production and distribution of wealth. Evolution of trade and manufacturing.
3. The Industrial Revolution (1760-1870)	Modern economic growth and institutions. The process of industrialisation: factors of production and innovations of the first Industrial Revolution. Industrial revolution in United Kingdom (1760s-1830'). The diffusion of industrialization in the nineteenth century
4. International relations in the nineteenth century and the first wave of capitalist globalization (1870-1914)	The international trade and the first wave of capitalist globalization (1870-1913). International factor movements: capital and migration. An international monetary system: the gold standard. The Second Industrial Revolution
5. The international economy in the twentieth century	Inter - War economy (1919-1939). International economy in the golden age of capitalism (1950-1973). The 1973-84 crisis and adjustment responses. The modifications in the world economy from 1980': the second wave of globalization, the Third Technological Revolution, and the economic crises.

## Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	30	45	75
Seminars	15	30	45
Group tutoring	5	2	7
Short answer tests	1	6	7
Essay questions exam	1	15	16

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
	Description
Lecturing	<p>Lectures: Two weekly hours (two days, join hour by session).</p> <p>By means of this methodology, with the audiovisual support, will present of synthetic way, sequential and motivadora the aspects keys of the contained fundamental of the subject.</p> <p>The first will be dedicated to offer a panoramic vision of the subject and basic concepts of economic history; the remaining sessions will be targeted exposure agenda .</p> <p>Although the method of these sessions is fundamentally exhibition, the active participation of students be promoted</p>
Seminars	<p>Practical classes: 6 sessions (length by session 2h,30').</p> <p>It is join instance to socialize, debug and synthesize the knowledges purchased in the preparation of the session.</p> <p>It conceives how a process of learning centered teaching.</p> <p>The aim is to prepare the students for understanding the texts proposed as readings.</p> <p>It will require a previous work session , which will consist of reading a designated topic and writing a small document with the most relevant ideas and arguments of reading.</p> <p>The meeting itself , are presented and debated the readings.</p>
Group tutoring	<p>Tutorials: 2 session (2h 30' each).</p> <p>Previously, the teacher will select key issues of the contents of the subject , to treat their importance or difficulty.</p> <p>Students must prepared for these sessions an outline of doubts and questions on these key issues.</p> <p>These sessions also serve for general inquiries about the content or practices of matter.</p>

## Personalized attention

Methodologies	Description
Group tutoring	Each group will have two practical group tutoring session. In each of these sessions teacher will present key issues of matter , depending on their importance or difficulty, and the students will have prepared an outline of doubts and questions on these key issues. Also, it will serve to general inquiries about the content or practices of matter.
Seminars	Any questions that arise in the readings for seminars, can be resolved in hours of individualized tutoring in the office of professor ( No. 431).
Lecturing	Doubts about the explanations of unresolved lectures in the classroom will exhibit at the hour of tutoring in the office of professor ( No. 431).

## Assessment

	Description	Qualification	Training and Learning Results		
Seminars	Through six practical classes: Consistent practical work on reading an issue or part of a topic, writing a report or summary, oral communication and evaluate defense.  Consistency and quality of work, scheme, synthesis or conceptual map, or valuation exercises (commentary and analysis graphs, statistics, texts or series, the resolution of issues and problems) will be assessed.  Attendance, participation, compliance, fitness, formal aspects (writing, syntax, spelling, etc.), so it will be assessed oral expression.	24	A3 A4	C2 C3 C4 C5 C6 C7 C8 C9	D1 D2 D4 D5 D7
Group tutoring	In the two group tutorial sessions, presenting an outline of doubts and questions, the ability to approach significant doubts and questions or solving them will be assessed.	6	A3 A4	C8 C9	D1 D4 D5 D7
Short answer tests	These questions will be made on the final exam  Synthetic answers questions related to the practices of the seminars will be assessed.	20		C2 C3 C4 C7	D5
Essay questions exam	These questions will be made on the final exam  The theoretical contents of the subject will be assessed.  The answers will have to be structured and reasoned correctly, clear and understandable written should be considered.	50	A3 A4	C2 C3 C4 C7 C8 C9	D5 D7

## Other comments on the Evaluation

- 1.- The assessment contained in this guide is for student face to face teaching.
2. The **group tutoring is compulsory attendance**.
3. The **seminars are compulsory attendance activities**.
4. Joint seminars and tutorials **must complete 7 sessions attendance** as a requirement that the student must meet to be evaluated.
5. **The final grade** will result from:
  - A) Final exam in which knowledge of the contents and skills acquired during the course are valued:
    - a.1) For wide-ranging questions about the lectures: **50% of the final grade**
    - a.2) For short answer questions, related to the readings made for the seminars: **20% of the final grade**.
    - a.3) **In the event, that long-answer questions are raised in the final exam, the score will be 70%. In this case the questions correspond to the theoretical part and the practice**
  - B) Practical work and participation developed in the 6 seminar sessions: 24% of the final grade. as long as, in addition, **a 4 is obtained in the final exam**.
  - C) Presentation of doubts or questions in the 2 sessions of group tutoring: 6% final grade, in addition, **a 4 is obtained in the final exam**.
6. The qualification corresponding to the continuous evaluation (practical works in seminars, presentation of doubts or questions in the group tutorials) will be saved for all the calls of the present academic course.
7. Extraordinary **Evaluation: will follow the same criteria as the final exam**.
8. **For the alumnado that renounces to the face-to-face education: 100% of the final note will obtain by means of a final examination writing. It will have to realise this renunciation the three first weeks of the September**
8. Dates and times of the final evaluation tests, you will find them at: <http://fccee.uvigo.es/organizacion-docente.html>

## Sources of information

### Basic Bibliography

- Allen, R. C., **Global economic history : a very short introduction**, Oxford University Press, 2011
- Allen, R. C., **Historia económica mundial: una breve introducción**, Alianza, 2011
- Cameron, R. y Neal, L., **Historia Económica Mundial. Desde el paleolítico hasta el presente**, 5ª, Alianza, 2005
- Cameron, R.; Neal, L., **A Concise Economic History of the World: From Paleolithic Times to the Present**, 5ª, Oxford University Press, 2016
- Clark, G., **Adiós a la sopa de pan, hola al sushi**, Universidad de Valencia, 2014
- Comín, F., Hernández, M., Llopis, E. (eds), **Historia Económica de España siglos X-XX**, Crítica, 2002
- Feliú, G.; Sudrià, C., **Introducción a la historia económica mundial**, 2ª edición, Universidad de Valencia, 2013
- Tello Argay, E. (coord), **Guía práctica de historia económica mundial**, UAB publicaciones, 2005
- Williamson, J.G., **Comercio y Pobreza: cuándo y cómo comenzó el atraso del tercer mundo**, Crítica, 2012

### Complementary Bibliography

- Baten, Joerg, **A History of the global economy. 1500 to the present**, Cambridge University Press, 2016
- Camps Cura, E., **Historia Económica Mundial. La formación de la economía internacional (siglos XVII-XX)**, McGraw Hill, 2013
- Clark, G., **A Farewell to Alms. A brief economic history of the world**, Princeton University Press, 2007
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- Comín, F. Hernández, M., Llopis, E., **Historia Económica Mundial. Siglos X-XX**, Crítica, 2005
- De Vries, J., **La revolución industrial. Consumo y economía doméstica desde 1650 hasta el presente**, Crítica, 2009
- Frieden, J. A., **Capitalismo Global: el transcurso económico de la historia del siglo XX**, Crítica, 2007
- Hobsbawm, E. J., **Historia del siglo XX: 1914-1991**, Crítica, 1995
- Kenwood, A.G. and A.L. Lougheed, **Historia del desarrollo económico internacional**, 4ª, Itsmo, 1995
- Kenwood, A.G and Lougheed, A.L.; Graff, M., **Growth of the international economy, 1820-2015**, 5ª, Routledge, 2011
- Kriedte, P., **Feudalismo tardío y Capital Mercantil**, 10ª, Crítica, 1989
- Maddison, A., **La economía mundial: una perspectiva millonaria**, Mundi-Prensa, 2002
- Palafox, J. (ed), **Los tiempos cambian: historia de la Economía**, Tirant lo Blanc, 2014
- Tortella, G., **Los orígenes del siglo XXI. Un ensayo de historia social y económica contemporánea**, Gadir, 2005

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## **Recommendations**

### **Subjects that continue the syllabus**

Economics: World economy/V03G100V01202

Spanish economy/V03G100V01301

Economic policy/V03G100V01504

Economic Policy and of the Institutions/V03G100V01913

Economic History of Spain/V03G100V01906

Quantitative Techniques to Analyse Economics/V03G100V01914

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### **Subjects that are recommended to be taken simultaneously**

Political science: Political science/V03G100V01101

Economics: World economy/V03G100V01202

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## **Other comments**

Regular, systematic work is advised throughout the semester, both in terms of theoretical contents, transmitted in the lectures, as well as in seminary work.

2. The students and students will take into account that it will be evaluated:

- a) Participation and realization of the tasks in the seminars (26% of the final grade). Assistance to these sessions is mandatory.
- b) Participation and accomplishment of tasks in the group tutorials (4% of the final grade). Assistance to these sessions is mandatory.
- c) Theoretical knowledge (50% of the final mark)
- d) Knowledge about readings in the seminars (20% of the final grade).

3. In the practical part, as in theoretical, the proven interest and the quality of the interventions will be especially taken into account, either within the working groups that are formed, either individually.

4. It is worth remembering that in order to pass this subject it is necessary to have approved each one of the parts, theoretical and practical, as explained in the section referred to in the evaluation, of this Guide.

This teaching guide anticipates the lines of action that are carried out in the subject, and is conceived in a flexible manner. Consequently, it may require adjustments throughout the academic year, derived from the dynamics of the class and the real group of recipients, or the relevance of situations that may arise.

Likewise, the students will be provided with the specific information and guidelines that are necessary at each moment of the educational process. The platform TEMA (CLAROLINE) will be used for it at [fatic.uvigo.es](http://fatic.uvigo.es).

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