



## IDENTIFYING DATA

### Economic History

Subject	Economic History			
Code	V03G100V01103			
Study programme	Degree in Economics			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Basic education	1st	1st
Teaching language	Spanish			
Department				
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 maior 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 period 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 graphic 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. Periodificación 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, Diffusion of industrialisation and Second Industrial Revolution: (1760-1983)	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, the Second Industrial Revolution (1873- 1983). The great divergence (1870-1914).
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.
5. The international economy in the twentieth century	Economics during Inter - War Years (1919-1939). International economy in the golden age of capitalism (1950-1973). The 1973-84 crisis and the responses. The modifications in the world economy from 1973: the second wave of globalization, the Third Technological Revolution, and the economic crises.

## Planning

	Class hours	Hours outside the classroom	Total hours
Master Session	30	45	75
Seminars	15	30	45
Group tutoring	5	2	7
Short answer tests	1	6	7
Long answer tests and development	1	15	16

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

<b>Methodologies</b>	
	Description
Master Session	Lectures: Two weekly hours (two days, join hour by session). 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. The first will be dedicaded to offer a panoramic vision of the subject and basic concepts of economic history; the remaining sessions will be targeted exposure agenda . Although the method of these sessions is fundamentally exhibition, the active participationof students be promoted
Seminars	Practical classes: 6 sesions (length by session 2h,30').  It is join instance to socialize, debug and synthesize the knowledges purchased in the preparation of the session.  It conceives how a process of learning centered teaching. The aim is to prepare the students for understanding the texts proposed as readings.  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. The meeting itself , are presented and debated the readings.
Group tutoring	Tutorials: 2 session (2h 30' each). Previously, the teacher will select key issues of the contents of the subject , to treat their importance or difficulty.  Students must prepared for these sessions an outline of doubts and questions on these key issues. These sessions also serve for general inquiries about the content or practices of matter.

## **Personalized attention**

<b>Methodologies</b>	<b>Description</b>
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).
Master Session	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
Long answer tests and development	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

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## Other comments on the Evaluation

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- 1.- The assessment contained in this guide is for student 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.
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## Sources of information

### Basic Bibliography

- Baten, Joerg, **A History of the global economy.1500 to the present**, Cambridge University Press, 2016
- Cameron, R.; Neal, L., **A Concise Economic History of the World: From Paleolithic Times to the Present**, 5ª, Oxford University Press, 2016
- Feliù, G.; Sudrià, C., **Introducción a la historia económica mundial**, 2ª edición, Universidad de Valencia, 2013
- Palafox, J. (ed), **Los tiempos cambian. Historia de la economía**, Tirant Humanidades, 2013
- Tello Argay, E. (coord), **Guía práctica de historia económica mundial**, UAB publicaciones, 2005

### Complementary Bibliography

- Allen, R. C., **Historia económica mundial: una breve introducción**, Alianza, 2011
- Allen, R. C., **Global economic history : a very short introduction**, Oxford University Press, 2011
- Cameron, R. y Neal, L., **Historia Económica Mundial. Desde el paleolítico hasta el presente**, Alianza, 2005
- Camps Cura, E., **Historia Económica Mundial. La formación de la economía internacional (siglos XVII-XX)**, McGraw Hill, 2013
- Comín, F., **Historia económica mundial. De los orígenes a la actualidad**, Alianza, 2011
- 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 trasfondo económico de la historia del siglo XX**, Crítica, 2007
- Graff, M.; Kenwood, A.G and Loughheed, A.L., **Growth of the international economy, 1820-2015**, 5ª, Routledge, 2011
- Hobsbawm, E. J., **Historia del siglo XX: 1914-1991**, Crítica, 1995
- Kenwood, A.G. and A.L. Loughheed, **Historia del desarrollo económico internacional**, Itsmo, 1995
- Kriedte, P., **Fudalismo tardío y Capital Mercantil**, Crítica, 1989
- Maddison, A., **La economía mundial: una perspectiva millonaria**, Mundi-Prensa, 2002
- Tortella, G., **Los orígenes del siglo XXI. Un ensayo de historia social y económica contemporánea**, Gadir, 2005
- Zamagni, V., **Historia Económica de la Europa Contemporánea**, Crítica, 2001
- Williamson, J.G., **Trade and poverty : when the Third World fell behind**, Mit Press, 2011
- Williamson, J.G., **Comercio y Pobreza, Cuando y cómo comenzó el atraso del Tercer Mundo**, Crítica, 2014

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## Recommendations

### Subjects that continue the syllabus

- Global Economics/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/V03G100V01101
- Global Economics/V03G100V01202

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## Other comments

1. Aconséllase un traballo regular, sistemático, ao longo do cuadrimestre, tanto no referido aos contidos teóricos, transmitidos nas clases maxistras, como nos traballos de seminario.
2. As alumnas e alumnos terán en conta que se avaliará:
  - a) Participación e realización das tarefas nos seminarios (26% da nota final). A asistencia a estas sesións é obligatoria.
  - b) Participación e realización de tarefas nas titorías de grupo (4% da nota final). A asistencia a estas sesións é obligatoria.
  - c) Coñecementos teóricos (50% da nota final)
  - d) Coñecemento sobre as lecturas realizadas nos seminarios (20% da nota final).

3. Na parte práctica, como na teórica, será especialmente tido en conta o interese demostrado e a calidade das intervencións, ben sexa dentro dos grupos de traballo que se formen, ben individualmente.

4. Convén lembrar que para aprobar esta materia hai que ter aprobada cada unha das partes, teórica e práctica, tal e como se explica no apartado referido á avaliación, desta Guía.

Esta guía docente anticipa as liñas de actuación que se levan a cabo na materia, e concíbese de forma flexible. En consecuencia, pode requirir reaxustes ao longo do curso académico, derivados da dinámica da clase e do grupo de destinatarios real, ou pola relevancia das situacións que poidesen xurdir.

Así mesmo, achegaráselle ao alumnado a información e pautas concretas que sexan necesarias en cada momento do proceso formativo. Utilizarase para elo a plataforma TEMA (CLAROLINE) en [fatic.uvigo.es](http://fatic.uvigo.es).

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