


	<b>PROCEDIMIENTO DE COORDINACIÓN DE LA DOCENCIA</b>		
	EDICIÓN: 2ª	<b>CÓDIGO: PCD_D002</b>	

## Teaching Plan



### Academic Course 2018-2019

Identification and characteristics of the subject			
Code	500001 / 500044 / 500088	ECTS credits	6
Subject	ECONOMIC HISTORY		
Degrees	Degree in Business Administration (BA) Degree in Labor Relations and Human Resources (LRHR) Degree in Economics Double Degree in BA-LRHR Double Degree in BA-Economics		
Center	Faculty of Economics and Business Sciences		
Semester	1º	Character	Compulsory
Module	Basic Formation and Economics		
Matter	History		
Teacher/es			
Name	Office	E-mail	Website
<b>Antonio M. Linares Luján</b>	225	<a href="mailto:alinares@unex.es">alinares@unex.es</a>	
<b>Raúl Molina Recio</b>	247	<a href="mailto:raulmolinarecio@unex.es">raulmolinarecio@unex.es</a>	raulmolinarecio.wordpress.com
<b>Francisco M. Parejo Moruno</b>	Academic Secretary	<a href="mailto:fmparejo@unex.es">fmparejo@unex.es</a>	
Knowledge area	ECONOMIC HISTORY AND INSTITUTIONS		
Department	ECONOMICS		
Teacher coordinator (if there is more than one)	Antonio M. Linares Luján		
Competencies*			
<b>Objetives</b>			
1. To provide a rigorous and open information on the most important issues of the development of the world economy, with particular attention to the stage after the Industrial Revolution.			
2. To introduce the features and the most important periods of economic growth in the long term, emphasizing the temporal and spatial dimension of the development processes.			
3. To show the continuity and discontinuity of economic growth, noting the fluctuating connection between the forces struggling for change and those that operate in favor of continuity.			
4. To submit for consideration, through the historical analysis, the ability or inability of the leading economic theories of each time to explain the changing trends in the economy.			
5. To clarify the relationship between economic growth and social welfare, taking into account the limitations of the conventional economic indicators to measure social progress.			
6. To highlight the importance of the different variables that make up the institutional framework (social structure,			



\* The sections on skills, short description of the content, training activities, teaching methods, learning outcomes and assessment systems must conform to that contained in the verified memory title.

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educational system, economic policy, ideology, etc.) in the analysis of economic phenomena.	
7. To provide an overview of the links existing between the dynamics of the economy and the evolution of the firm as an organization.	
8. To provide the basic knowledge to understand the transformations occurring in the field of labor relations from an economic perspective.	
9. To instruct the students through the application of basic statistical techniques for quantifying economic growth and the interpretation of quantified.	
10. To enhance the ability of working critically with written sources from various nature getting important conclusions.	
<b>Competencies</b>	
<b>BA</b>	
<b>Basic competencies</b>	
CB1	Students have demonstrated knowledge and understanding in a field of study that is part of the basis of general secondary education, and it is typically at a level which, although it is supported by advanced textbooks, it includes some aspects that imply some knowledge of the forefront of their field of study.
CB2	Students can apply their knowledge to their work or vocation in a professional manner and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB3	Students have the ability to gather and interpret relevant data (usually within their field of study) to form judgments that include a reflection on relevant social, scientific or ethical issues.
CB4	Students can communicate information, ideas, problems and solutions to both specialists and unskilled public.
CB5	Students have developed those skills needed to undertake further studies with a high degree of autonomy.
<b>General competencies</b>	
CG1	Ability to identify and anticipate relevant business problems in the private and/or public sector.
CG2	Ability to bring rationality to the analysis and description of any aspect of the business world.
CG4	Ability for the design, management and drafting of business projects and to issue advisory reports on specific situations of the company.
<b>Cross-curricular competencies</b>	
CT1	Capacity of management, analysis and synthesis.
CT2	Capacity of organization and planning.
CT3	Oral and written communication in native language.
CT6	Ability to analyze and seek information from different sources.
CT14	Critical and self-critical capacity.
CT15	Ethical commitment in the workplace.
CT17	Independent learning ability.
CT22	Motivation and quality commitment.
CT24	Respect and promotion of democratic values and coeducation.
<b>Specific competencies</b>	
CE16	To know and to understand economic institutions as the result and application of theoretical or formal representations about how the economy has worked throughout history.
<b>LRHR</b>	
<b>Basic competencies</b>	
CB1	Students have demonstrated knowledge and understanding in a field of study that is part of the basis of general secondary education, and it is typically at a level which, although it is supported by advanced textbooks, it includes some aspects that imply some knowledge of the forefront of their field of study.
CB2	Students can apply their knowledge to their work or vocation in a professional manner and have competencies

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	typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB3	Students have the ability to gather and interpret relevant data (usually within their field of study) to form judgments that include a reflection on relevant social, scientific or ethical issues.
CB4	Students can communicate information, ideas, problems and solutions to both specialists and unskilled public.
CB5	Students have developed those skills needed to undertake further studies with a high degree of autonomy.
<b>General competencies</b>	
CG6	Ability to develop, implement and evaluate strategies of socioeconomic promotion, occupational training and employment.
CG7	Ability to interpret data and socioeconomic indicators on the labor market.
<b>Cross-curricular competencies</b>	
CT2	Ability for oral and written communication in Spanish.
CT4	Ability to manage, analyze and synthesize information.
CT5	Ability to work as a team.
CT7	Recognition of diversity and multiculturalism.
CT8	Autonomous learning ability
CT9	Ability for critical and self-critical reasoning
CT12	Ability for organization and planning
CT13	Respect and promotion of democratic values and coeducation
CT14	Sensitivity to social and environmental issues
CT16	Ethical commitment in the workplace.
CT17	Commitment on Quality.
<b>Specific competencies</b>	
CE6	Knowledge on labor relations history
CE9	Knowledge on the economic fundamentals, its evolution and interaction with the labor market
CE11	Knowledge on the main social and labor policies
<b>Economics</b>	
<b>Basic competencies</b>	
CB1	Students have demonstrated knowledge and understanding in a field of study that is part of the basis of general secondary education, and it is typically at a level which, although it is supported by advanced textbooks, it includes some aspects that imply some knowledge of the forefront of their field of study.
CB2	Students can apply their knowledge to their work or vocation in a professional manner and have competencies typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB3	Students have the ability to gather and interpret relevant data (usually within their field of study) to form judgments that include a reflection on relevant social, scientific or ethical issues.
CB4	Students can communicate information, ideas, problems and solutions to both specialists and unskilled public.
CB5	Students have developed those skills needed to undertake further studies with a high degree of autonomy.
<b>General competencies</b>	
CG1	Ability to identify and anticipate relevant business problems in the private and/or public sector.
CG2	Ability to bring rationality to the analysis and description of any aspect of the business world.
<b>Cross-curricular competencies</b>	
CT2	Ability for oral and written communication in Spanish.
CT4	Ability to manage, analyze and synthesize information.
CT8	Autonomous learning ability
CT9	Ability for critical and self-critical reasoning
CT12	Ability for organization and planning

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CT13	Respect and promotion of democratic values and coeducation
CT14	Sensitivity to social and environmental issues
CT16	Ethical commitment in the workplace.
CT17	Commitment on Quality.
<b>Specific competencies</b>	
CE12	Ability to know, understand and use the principles of Economic History

## Contents

### Brief description of the content\*

This basic formation subject aims to teach students the most prominent features of modern and contemporary economic growth, insisting in: the changes in the economic activities and institutions; the differences between various parts of the world; the periods of expansion and crisis in the international economy; as well as social, the political and labor aspects of development. To do this, the subject proposes a long-term comparison between the different economic models (feudalism, capitalism and socialism) from two perspectives: sectorial (lessons 2, 3 and 4) and cyclical (lessons 5 and 6)

### Syllabus of the course

#### **Lesson 1. Introduction**

##### Theoretical contents:

- 1.1. Elementary concepts of economic analysis
  - 1.2. Great events of historical development
- Method: Explanation in large group using Power Point

##### Practical contents:

- 1.a. Basic quantitative methods: linear representation, ratios, index numbers and growth rates
- Method: Explanation in large group using Power Point

#### **Lesson 2. The economy of the preindustrial Europe (XVI-XVIII centuries)**

##### Theoretical contents:

- 2.1. Population
  - 2.2. Agrarian sector
  - 2.3. Industry
  - 2.4. Trade and finances
  - 2.5. Economic policy and tax system
- Method: Explanation in large group using Power Point



##### Practical contents:

- 2.a. Cereals yields in the preindustrial Europe
- Method: Statistical analysis and individual interpretation of one temporal series in the classroom for making a posterior presentation of the results to the whole group

#### **Lesson 3. The capitalist economic system (XIX-XXI centuries): real economy**

##### Theoretical contents:

- 3.1. Industrialization and economic growth: characteristics of the capitalist model

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- 3.2. Technical Innovation and technological revolution
  - 3.3. Demographical transition, urbanization and migration movements
  - 3.4. Changes in the agrarian sector
  - 3.5. The development of industry
  - 3.6. Commercial expansion and market integration
- Method: Explanation in large group using Power Point

Practical contents:

- 3.a. Evolution of world population (1500-2005)
- Method: Statistical analysis and individual interpretation of one temporal series in the classroom for making a posterior presentation of the results to the whole group

**Lesson 4. The capitalist economic system (XIX-XXI centuries): financial economy and institutional framework**

Theoretical contents:

- 4.1. Public intervention in the economy
  - 4.2. Financial system and monetary systems
  - 4.3. Evolution of firm
- Method: Explanation in large group using Power Point

Practical contents:

- 4.a. Monetary supply in United States, France and United Kingdom
- Method: Statistical analysis and individual interpretation of one temporal series in the classroom for making a posterior presentation of the results to the whole group

**Lesson 5. The great phases of the capitalist economic development**

Theoretical contents:

- 5.1. Industrial revolution (1760-1870)
  - 5.2. Internationalization of markets (1870-1914)
  - 5.3. War and crisis in the capitalist economy (1914-1950)
  - 5.4. The amazing expansion in the "Golden age" (1950-1973)
  - 5.5. The slowing growth: crisis in the seventies and restructuration
- Method: Explanation in large group using Power Point

Practical contents:



- 5.a. Economic consequences of Peace: the Keynes' notice
- Method: Statistical analysis and individual interpretation of one temporal series in the classroom for making a posterior presentation of the results to the whole group

**Lesson 6. The European socialist centrally planned economies**

Theoretical contents:

- 6.1. The creation of the Soviet Union: Russian revolution and socialist economy
  - 6.2. The war communism and the New Economic Policy (NEP)
  - 6.3. The URSS's industrialization and the expansion of the socialist economies
  - 6.4. The fall of the "real Socialism" in Eastern Europe
- Method: Explanation in large group using Power Point

Final practice: The economic growth in the long term (1700-2005)

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Method: Statistical analysis and individual interpretation of one temporal series in the classroom for making a posterior presentation of the results to the whole group

### Training activities\*

Student work hours per topic		Classroom		Monitoring activity	Distance
Lesson	Total	BG	SL	ST	PS
1 Theory	14	6			8
1 Practice	8	4			4
2 Theory	16	6			10
2 Practice	6	2			4
3 Theory	20	8			12
3 Practice	6	2			4
4 Theory	20	8			12
4 Practice	6	2			4
5 Theory	20	8			12
5 Practice	6	2			4
6 Theory	18	6			12
Final Practice	6	2			4
<b>Global assessment</b>	4	4			
<b>TOTAL</b>	<b>150</b>	<b>60</b>			<b>90</b>

BG: Big Group (100 students).

SL: Seminary/Laboratory (hospital clinical practices = 7 students; laboratory practices = 15; computer classroom practices or language laboratory = 30, solving problem classes or seminars or practical cases = 40).

ST: Scheduled tutorials (monitoring by teacher, tutorial type ECTS).

PS: Personal Study, individual or group work, and references reading.



### Teaching methodology \*

#### **BA and LRHR:**

1. Expository method which consists in the presentation by the teacher of the whole contents of the subject under study. It also includes the resolution of example problems by the teacher.
2. Method based on the approach of problems by the teacher and the resolution of them in the classroom. Students develop and interpret the appropriate solutions in collaboration from the procedure of problem resolution.
4. Collaborative activities based on resources and digital tools, especially those owned by the Virtual Campus of the UEX.
5. Learning /assessment situation in which the student performs some test that serves to reinforce their learning and as an evaluation tool.

#### **Economics:**

1. Expository method which consists in the presentation by the teacher of the whole contents of the subject under study. It also includes the resolution of example problems by the teacher.

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2. Method based on the approach of problems by the teacher and the resolution of them in the classroom. Students develop and interpret the appropriate solutions in collaboration from the procedure of problem resolution.
4. Collaborative activities based on resources and digital tools, especially those owned by the Virtual Campus of the UEX.
5. Learning /assessment situation in which the student performs some test that serves to reinforce their learning and as an evaluation tool.

### Learning results \*

#### **BA and Economics:**

The student may submit for consideration, through the historical analysis, the ability or inability of the current leading economic theories to explain the changing trends in the economy. He/she can highlight in a job the importance of the different variables that make up the institutional framework (social structure, educational system, economic policy, ideology, etc.) in the analysis of economic phenomena and provide an overview of the links existing between the overall dynamics of the economy and the evolution of the company as an organization.

#### **LRHR:**

- To get and understand knowledge in a study area.
- To apply knowledge for practicing and solving specific problems within his/her area.
- To have the ability for working independently and in group.
- To make judgments that includes ethical reflections.
- To search, transmit and manage information, ideas, and to identify problems and solutions
- To provide sufficient autonomy for pursuing further studies successfully



### Evaluation systems \*

The evaluation of the subject, both for students attending classes or students not attending classes, will be done through a final written exam to be held at the end of the semester. This examination will have a theoretical part and a practical part, which will be judged independently in a scale from 0 to 10.

To pass the subject it will be necessary to pass both parts of the exam: theory and practice. Only then, the final grade for the course will be calculated by weighting the score on each exam test as follows:

$$\begin{aligned} \text{Theory} &= 75 \% \text{ of the final grade} \\ \text{Practice} &= 25 \% \text{ of the final grade} \end{aligned}$$

Students who, after the semester ended, have suspended the theoretical part of the course and approved the practical one, or vice versa, may maintain the qualification of the approved part. In this case, they do not have to make the exam of the approved part in June, July and December, because the qualification remains. They only have to make in this case the failed part.

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### CRITERIA AND SPECIFIC EVALUATION SYSTEMS



(All the convocatories of the 2018-2019 Course)

- The exam of the theoretical part will consist in three essay questions:
  - ✓ The student will have to respond compulsorily to two of the three proposed questions in a maximum space of two pages.
  - ✓ To pass the exam, it will have to obtain, in overall, at least 5 points, with the indispensable condition of not getting 0 points in any of the answered questions.
  
- The exam of the practical part will consist in a discussion about one or various texts, tables or graphs, similar to those which were used in the practical classes (always related to the lesson explained in the theoretical classes):
  - ✓ The student will have to respond compulsorily, in a maximum space of two pages, to several small questions (between 2 and 4), which will be evaluated up to 4 points. He/She also must respond to a question on the conclusions of the exercise, which will be evaluated up to 6 points.
  - ✓ To pass the exam, it will have to obtain, in overall, at least 5 points, with the indispensable conditions of passing the conclusions question and not obtaining 0 points in any of the other proposed questions.
  
- In the responses to the theoretical and practical exercises, it will be taken into account the explanations offered in class and the use of the expressly recommended bibliography. It will be also valued the capacity of analysis and synthesis, as well as the use of an appropriate vocabulary of the matter. The orthographic mistakes will penalize in the final grade: an excessive number of mistakes will be considered enough for failing any part of the exam. Having important mistakes in the use of the subject terminology will be also motive for not passing the exam. If the student is not able to demonstrate the correct use of the key concepts (which have been explained in class), the teacher could determine the fail of the exam or of any part of it. In this case, there will be considered big mistakes the confusion in dates, centuries, phases and stages of the Economic History. If the student put some facts or concepts in a wrong date, the teacher will consider that the student has not assimilated adequately the contents of the subject, and, consequently, will be able to fail one or all the parts of the final exam. The formal aspects (the presentation of the tables or graphs, for instance) will be also evaluated, the teacher being able to value negatively, pointing up to -0,5 points each error made in this sense.

To carry out the two exercises that compound the final exam it will not be permitted more material than those necessary for writing and making calculations. The use of mobile phones or any other communication device during the exam is completely prohibited.

- The student will have to be identified during the exam, using for it the identity card, the Passport or the student card.
  
- If any student does not deliver to the teacher the “student record document” completely filled, with a picture of him/her, and in the established period by the teacher at the beginning of the course, it will be considered that the student is not attending the classes, being, for it, evaluated as a not attendance student.



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### References (basic and further)

#### Basic and compulsory bibliography:

Área de Historia e Instituciones Económicas de la Universidad de Extremadura (2015): *Cuaderno Auxiliar de Historia Económica (2015-2016)*. (Available in the copyshop of the Faculty of Economics and Business Sciences).

#### Complementary bibliography:

ALDCROFT, Derek (2001): *The European Economy 1914-2000*, Routledge.

BROADBERRY, S.; O'ROURKE Kevin H. (2010): *Cambridge Economic History of Modern Europe*, Cambridge, Cambridge University Press.

COMÍN COMÍN, Francisco (2012): *Historia económica mundial. De los orígenes a la actualidad*, Madrid, Alianza Editorial.

EICHENGREEN, Barry (2007): *The European economy since 1945*, Princeton, Princeton University Press.

FELIU, Gaspar y SUDRIÀ, Carles (2007): *Introducción a la historia económica mundial*, Valencia, University of Valencia.

MADDISON, Angust (2002): *La economía mundial. Una perspectiva milenaria*, Madrid, Mundi-Prensa.



PALAFIX, Jordi (ed.) (2014): *Los tiempos cambian. Historia de la Economía*, Valencia, Tirant Humanidades.

TORTELLA, Gabriel (2005): *Los orígenes del siglo XXI. Un ensayo de historia social y económica contemporánea*, Madrid, Gadir.

### Other resources and complementary teaching materials

- Penn World Table:
- [www.historicalstatistics.org/https://pwt.sas.upenn.edu/php\\_site/pwt71/pwt71\\_form.php](http://www.historicalstatistics.org/https://pwt.sas.upenn.edu/php_site/pwt71/pwt71_form.php)
- Maddison's website: [www.ggdc.net/maddison/](http://www.ggdc.net/maddison/)
- Historicalstatistics.org: <http://www.historicalstatistics.org/>
- Spanish Association of Economic History (AEHE): [www.aehe.net/docencia/docencia-recursos.html](http://www.aehe.net/docencia/docencia-recursos.html)
- Spanish Society of Agrarian History (SEHA): [www.seha.info/](http://www.seha.info/)
- World Bank: [www.worldbank.org](http://www.worldbank.org)
- Eurostat: [epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home](http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home)
- CMAPTOOLS: [cmap.ihmc.us/conceptmap.html](http://cmap.ihmc.us/conceptmap.html)

### Tutorial hours

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Programmed tutorial hours:  
NOT APPLICABLE

Freely available tutorials: They will be published at the beginning of the course in the webpage of the Faculty.  
Confirmation pending

**Professor: Antonio Miguel Linares Luján**  
Office 225

Teaching period:

1st SEMESTER  
Tuesday: 9:00 – 11:00  
Wednesday: 13:00 – 15:00  
Thursday: 11:00 – 13:00

2nd SEMESTER  
Tuesday: 9:00 – 11:00  
Wednesday 9:00 – 11:00  
Thursday: 9:00 – 11:00

Not teaching period (both semesters):

Wednesday: 9:00 – 12:00  
Thursday: 9:00 – 12:00

**Professor: Raúl Molina Recio**  
Office 247



Teaching period:

1st SEMESTER  
Tuesday: 9:00 – 11:00  
Wednesday: 9:00 – 11:00  
Thursday: 9:00 – 11:00

2nd SEMESTER  
Tuesday: 9:00 – 11:00  
Wednesday 9:00 – 11:00  
Thursday: 9:00 – 11:00

Not teaching period (both semesters):

Wednesday: 9:00 – 12:00

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Thursday: 9:00 – 12:00

**Professor: Francisco Manuel Parejo Moruno**

Office 246

Teaching period (1st semester):

Monday: 10:00- 12:00

Wednesday: 10:00- 12:00

Friday: 10:00- 12:00

Teaching period (2nd semester):

Tuesday: 12:00- 14:00

Wednesday: 12:00- 14:00

Thursday: 12:00- 14:00

Not teaching period (both semesters)

Tuesday: 11:00- 14:00

Thursday: 11:00- 14:00

### Recomendations

In order to get a correct acquisition of competencies associated to this subject, it is recommended:

- To review the basic contents of Contemporary History studied during the Secondary School.
- To come to class regularly, showing an open attitude and predisposition to build meaningful knowledge autonomously.
- To drive the tools and contents of the University of Extremadura virtual campus.
- To approach the study of the theoretical contents of the subject from a logical view and not from memory, always using monitoring schemes or conceptual maps (Use the CMAPTOOLS software).
- To make all the practical Works proposed along the course, paying attention not only in the statistical details but in the interpretation of the long term trends.
- To complete the Reading of the recommended materials with other readings (dairy press, literature, etc.).

It is also recommended to make the subscription to the mailing list of the Faculty. It is important for having updated information about all that happens in our institution (events, news, information on grants, deadlines, timetables, exams, changes, etc.): [www.ecouex.es](http://www.ecouex.es).