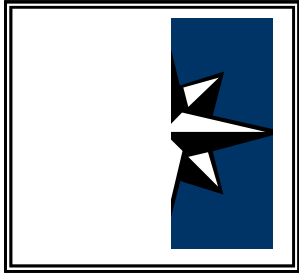




TEACHING PLAN



Economic and Business History (2ND term)

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1. Descriptive data of the course

- * **Academic Year:** 2011-2012
- * **Name:** ECONOMIC AND BUSSINES HISTORY(2nd term)
- * **Code:** 20831
- * **Course:** BASIC TRAINING FOR GRADES OF BUSINESS
ADMINISTRATION AND ECONOMICS
- * **Degrees:** ECO/ADE
- * **Nº ECTS credits:** 9
- * **Schedule:**
 - Year: 2º
 - Kind: quarterly
 - Term: 2º Term
- * **Departament:** ECONOMIA I EMPRESA
- * **Language:** Spanish / Catalan
- * **Lecturers, classes and seminars:**

Professor	Class	Seminars
Xavier Tafunell Office 20.231 xavier.tafunell@upf.edu	1 2	101
		102
		103
		104
		301
		302
		303
		304
Héctor García Oficce 20.299bis hector.garcia@upf.edu	3 4	201
		202
		203
		204
		401
		402
		403
		404

2. Course description

The course examines the development of the Spanish economy since the time of the diffusion of the industrial revolution until today. We study the economic development of Spain in the context of the European economy. The course clarifies what were the key factors in the process of economic modernization of Spain, and the factors that have hindered and delayed the process.

This is an introductory course that provides the student in Business Administration / Economics basic knowledge on the recent economic past in his/her environment that is suitable for a full understanding of the economic reality of the present.

3. Prerequisites for monitoring the training schedule

The students should have the following **background**:

- Knowledge of the fundamentals of Contemporary History of Spain: processes and relevant historical facts.
- Having assimilated the contents and achieved the objectives set out in Economic History and Business, Part 1, a subject that provides the contextual and methodological elements necessary to understand the historical evolution of the Spanish economy.
- Having assimilated the contents and achieved the goals set in the following subjects: Introduction to Economics and Data Analysis.

Students must possess the following **basic skills** to start the learning process:

- Basic skills in software for spread sheet (Excel) and text process (Word).
- Basic skills achieved in the course Data Analysis.

4. Learning Objectives

1. To know the Spanish economic environment.
2. Understanding the functioning and social dynamics on the Spanish economy.
3. Arguing historical events through economic criteria.
4. Relate changes in the Spanish economy with the changes in the European economy.
5. Reach for the instrumental skills (see next section).

5. Competencies to be developed

General Competencies	Specific Competencies
Instrumentals 1. Ability to search relevant data from different sources.	1. Ability to classify chronologically the basic facts of economic history of Spain. 2. Ability to explain the basic facts of economic history of Spain.
Interpersonal 2. Improve presentation skills. 3. Work in groups. 4. Writing skills.	3. Appraise figure and table analysis indicating long term evolution of basic economic variables. 4. Capacity to transfer data information into historical facts.
General 5. Critical reasoning in reading, writing and communicating orally. 6. Analysis and synthesis of qualitative data. 7. Analysis and synthesis of quantitative data. 8. Organize and plan tasks. 9. Adapt to new challenges.	5. Acknowledge interactions and differences between short and long term analysis. 6. Graphic and calculus adapted to statistical data. 7. Capacity to transform historical data into statistical tables. 8. Historical contextualization and economic analysis skills.

6. Metodology

The activities of teaching / learning are as follows:

- Classes in the classroom with the whole group (160 students)
The first area of activity are the **lectures**. Will be 16 lectures of 1.5 hours (80 'effective). Each attempt, in whole or in part, a block of content (v. 8.1). The function of these classes is to provide key interpretations of the evolution of the Spanish economy in the various historical periods. In order to assimilate and understand the teacher's statement that the student must do the assigned reading before the lecture (v. 9.1).
- Classes in the classroom with subgroups (20/24 students)
The second area of activity are the **seminars**. There will be 6 along the way. They will last 1.5 hours (80 'effective). Each will be dedicated to one of the themes described in 8.2. The seminars aim to familiarize students and get to know and understand the great changes occurred in economic aspects definable as cornerstones of the process of long-term growth. This learning, built on previous work of preparation, mature and consolidated with the oral defense and participation of students in the seminar.
- Outside the classroom, autonomous work
- The student must make a careful reading of the literature required to complement the lectures. Will also offer a *Guide to Reading*, which will help you identify the key elements of the text.
- Directed outside the classroom as a team (4 students) or individual
All seminars require a previous work by students, either individually or in teams of 4 students (each teacher will determine how teams are formed). Be assigned a case with detailed instructions to each team (or student when the work must be done individually). The tasks will typically include a reading, manipulation and analysis and respond to a questionnaire. Before each workshop, the teams will have to submit a written report at the seminar will defend to the teacher and the other teams (v. 9.2).
- Autonomous work outside the classroom, individually or in teams
The student has the responsibility to prepare adequately for partial and final exams. If you have served with the application, perseverance and honesty teaching and learning instances described will be able to get a good grade.

7. Evaluation

7.1 General evaluation criteria

The evaluation is based on participation in seminars and partial and final exams. The rating given to learning to be achieved in the seminars has a weight of 50 percent in the final grade, while the tests will account for 50 per cent. To pass the course will be necessary to have obtained a minimum grade of 4 (out of 10) both in the overall rating of the seminars and in exams. Since the current curriculum considered curricular purposes only subject the two sections and Economic History of the Company which are held in two quarters, the final grade for the course will be calculated by averaging the final grades on both sides, conditioned on obtaining a minimum score of 4 in each quarter. Failure to reach the pass, the student will be considered at the September announcement of the suspended part of the course. If not approved or not submitted will have to repeat the entire course of course.

• **Participation in the seminars.** Preparation tasks, attendance and participation in the seminars are essential to achieve the objectives. The evaluation was carried out using the following criteria:

- The oral presentation of the results of the preparatory work done by the team.
- The evaluation team will be made, if not stated otherwise. Shall also be assessed individual oral contributions.
- The evaluation was carried out according to the following principles: clarity, relevance and quality analytical and explanatory.
- Teams must submit before the completion of each seminar, a written text that includes the results of their work in relation to the tasks assigned to them.
- The teacher randomly designate a spokesperson of equipment in each seminar.
- Team members attending will receive the same rating that the speaker in relation to the presentation of team work. Non-attendance to the seminar and non-submission of written work will be graded with a zero.
- In the seminar individual student made a final exercise of synthesis. This exercise will be graded, but not necessarily be corrected all exercises for each student seminars.

Partial examination. The questions posed in a multiple-choice test correspond to the content covered in lectures and required readings for the first three weeks.

Final Exam. The questions posed in multiple choice format will refer to the contents of lectures and required readings for the course.

Second Call Exam. Review of second call. Choice test, the same character as the first call, with a weight of 60 or 80 percent rating, whichever is more favorable to the student, 20 or 40 per cent corresponds to the overall grade the seminars.

Evaluation	Impact on the rating		Evaluation agent		Grouping		%
	Compulsory	Optional	Professor	Self Evaluation	I	PE	
Level test							—
Continuous: Seminar's Presentation							20
Continuous: Seminar's Participation							30
Partial Exam							10
Final: Final Exam							40

7. Contents

We approach to the contents of the course from two perspectives intertwined; on one hand, from a chronological perspective, which will address the developments and major changes temporarily, on the other hand, focusing differentially on those key the process of long-term economic growth in a transverse crossing the contemporary era.

In the lectures we will discuss the temporal perspective, while the seminars we will focus on a monograph on each of the cross-cutting economic growth process as set forth below.

8.1. Contents' block of the lectures

Block 1. Modern economic growth in Spain: a long-term perspective.

Block 2. The liberal revolution and the spread of the industrial revolution.

Block 3. 1891-1914: the nationalist turn.

Block 4. 1914-1936: the Spanish economy between the wars.

Block 5. 1936-1950: Spain out of the international economy.

Block 6. 1951-1959: The Imports Substitution Industrialization

Block 7. 1960-1973: Liberalization and economic development

Block 8. 1974-1985: Economic crisis and political transition.

Block 9. 1986-1998: from Integration into the European Community to the euro.

Block 10. 1999-2011: Spain in the euro.

8.2. Contents' block of the seminars*

Block 1. Regional inequalities

Block 2. Labor market and migrations

Block 3. Human Capital: education

Block 4. Firms and business man

Block 5. Living standards and welfare

*** 1.5 hours duration each, except the block 5, which will take 3 hours (2 weeks)**

	Seminar 1	Seminar 2	Seminar 3
Seminar	Regional inequality	Labor market and migrations	Human Capital: Education
Objective	Understand that the historical process of economic growth has brought with it the disappearance of regional disparities, but neither has produced growing inequalities.	Examine the changing patterns of migration flows of the Spanish people, and as its reflected in structural change through the labor market.	Recognize the importance of human capital formation on economic growth, and changing historical views on the matter.
Concepts	* Economic specialization	* National / international migration	* Human Capital Formation
Key words	* Growth Relative / Absolute	* Factors of attraction	* Education Policy
	* Convergence / Divergence	* Factors for expulsion	* Literacy
		* Structural Change	* Formal
Method	Validate / falsify a hypothesis Individual work	Compilation of family histories. Teamwork.	Contrast historical and contemporary texts. Team work.
Material	Critical reading of a text	Data provided by students + read about migrations.	Texts from different periods will be compared with a current text on the subject.

	Seminar 4	Seminar 5 (2 weeks)
Seminar	Firms and Business man	Living standards and welfare
Objective	Observe the evolution of some Business and/or companies, in order to define successful or failed adaptation to changes in their environment	Identify the periods of improvement and deterioration in the level of economic welfare. Observe the similarities and differences between the evolution of GDP per capita and indicators of living standards and economic welfare.
Key Words	<ul style="list-style-type: none"> *Institutional change *Innovation and technical change * Monopoly *Lobby and interest group *Protectionism / Free trade 	<ul style="list-style-type: none"> * Living standard * Welfare indicators * Economic Inequality
Method	Analysis of information from various sources. Individual work	<p>Make a welfare index</p> <p>Team work</p>
Material	Texts about entrepreneurs and companies that enables setting	Variables set that can integrate a welfare index + reading

9. Activity schedule and student work

9.1. Activity program

Week	Classroom activity activity / Content	Outside classroom activity Reading (R) / Others
Week 1 (January 9-15)	Lectures: Course presentation and Block 1	R: Handbook*, pp. 29-67 + Pascual y Sudrià
Week 2 (January 16 - 22)	Lectures: Block 2	R: Handbook *, pp. 183-219 + Preparation for Seminar 1
Week 3 (January 23 -29)	Lectures: Blocks 3 y 4(1) Seminar: Subject 1	R: Handbook *, pp. 221-261 + Preparation for partial exam
Week 4 (January 30 – February 5)	Lectures: Block 4(2) y 5(1) Partial exam	R: Handbook *, pp. 263-301 + Preparation of Seminar 2
Week 5 (6-12 February)	Lecture: Block 5(2) Seminar: Subject 2	R: Handbook *, pp. 303-331 + Preparation of Seminar 3
Week 6 (13-19 February)	Lectures: Block 6 y 7 Seminar: Subject 3	R: Handbook *, pp. 333-366 + Preparation of Seminar 4
Week 7 (20-26 February)	Lecture: Bloc k 8(1) Seminar: Subject 4	R: Handbook *, pp. 367-434 + Preparation of Seminar 5(1)
Week 8 (27 February - 4 de March)	Lecture: Block 8(2) y 9 Seminar: Subject 5(1)	R: Handbook *, pp. 435-456 + Preparation of Seminar 5(2)
Week 9 (March 5-11)	Lecture: Block 10 Seminar: Subject 5(2)	R: Handbook *, pp. 457-495
Week 10 (March 12 - 18)	Lecture: Recap and review	Preparation final exam

* Handbook: Carreras, A. y Tafunell, X. (2010)

9.2 Activities Schedule and students work

Week	Activities in the classroom			Activity outside the classroom			Delivery		
	Learning activities	Didactic resources	Expected time	Learning activities	Didactic Resources	Expected time	(type)	Kind (Compulsory/ optional)	Date
1	Activity 1 : (GG) Course Presentation (GG) Lectures : Block 1	Slides	3 h.	Activity 1f : (I) Reading Activity Support 1/2	Reading : -handbook, p. 29-67 -Pascual y Sudrià	3 h. 3 h.			
2	Activity 2 : (GG) Lectures : Block 2	Slides Dossier Seminar	3 h.	Activity 2f : -(I) Reading Activity Support 3 -(TW) Preparation of seminar 1 (Act. 3b)	Reading : -Handbook, p. 183-219 ; -Individual (see assignments)	3 h. 4 h.			
3	Activity 3 : (GG) a) Lectures: Blocks 3 y 4(I) (SG) b) Seminar 1	Slides	3 h. 1,5 h.	Activity 3f : -(I) Reading Activity Support 3/4 -(I) Preparation of the Exam (Act. 4b)	Reading: -handbook, p. 221-261 ;	4 h. 6 h.			
4	Activity 4 : (I)a) Partial exam (GG) b) Lectures: Blocks 4(2) y 5(I)	Slides Dossier Seminar	0,5 h. 2,5 h.	Activity 4f : -(I) Reading Activity Support 5 -(TW) Preparation of seminar 2 (Act. 5b)	Reading: -Handbook, p. 263-301 -team (see assignments)	3 h. 6 h.	Exam (en el aula) Delivery 1 : Seminar report 2 (Act. 5b)	Compulsory. Compulsory	
5	Activity 5 : (GG) a) Lecture: Block 5(2) (SG) b) Seminar 2	Slides Dossier Seminar	1,5 h. 1,5 h.	Activity 5f : -(I) Reading Activity Support 6 -(TW) Preparation of seminar 3 (Act 6b)	Reading: -Manual, p. 303-331 ; -Team(see assignments)	3 h. 6 h.	Delivery 2: Seminar report 3 (Act 6b)	Compulsory.	
6	Activity 6 : (GG) a) Lectures : Blocks 6 y 7 (SG) b) Seminar 3	Slides Dossier Seminar	3 h. 1,5 h.	Activity 6f : -(I) Reading Activity Support 6 -(I) Preparation of seminar 4 (Act. 7b)	Reading: -Handbook, p. 333-366 ; -individual (see assignments)	3 h. 4 h.			
7	Activity 7 : (GG) a) Lecture: Block 8(I) (SG) b) Seminar 4	Slides	1,5 h. 1,5 h.	Activity 7f : -(I) Reading Activity Support 7/8	Reading: -Handbook, p. 367-434 ;	5 h.	Delivery 3: Seminar Report 5/1 (Act. 9b)	Compulsory.	

8	Activity 8 : (GG) a) Lectures : Blocks 8(2) y 9 (SG) b) Seminar 5/1	Slides Dossier Seminar	3 h. 1,5 h.	Activity 8f : -(I) Reading Activity Support 9 -(TW) Preparation of seminar 5/1 (Act. 9b)	Reading : -Handbook, p. 435-456 ; -team (see assignments)	2 h. 6 h.	Delivery 4 : Seminar Report 5/2 (Act. 10b)	Compulsory.	
9	Activity 9 : (GG) a) Lecture : Block 10 (SG) b) Seminar 5/2	Slides Dossier Seminar	1,5 h. 1,5 h.	Activity 9f : -(I) Reading Activity Support 10 ^a -(TW) Preparation of seminar 5/2 (Act. 10b)	Reading: -Handbook, p. 457-495 ; -Team (see assignments)	3 h. 6 h.			
10	Activity 10 : (GG) a) Lecture : Recap and review	Slides	1,5 h. 1,5 h.	Activity 10f : -(I) Preparation of Final Exam	Preparation of final Exam	16 h.	Final exam	Compulsory.	To define
Activity inside the classroom:			34,5 h.	Activity outside the classroom:		86 h.	Total work in hours:		120 h.

Keys:

GG: Great Group (o whole class); SG: subgroup (or seminar group); TW: Team work; I: individual

10. Sources of information and teaching resources

10.1. Basic Bibliography*

CARRERAS, Albert y TAFUNELL, Xavier (2010), *Historia económica de la España contemporánea (1789-2009)*, Barcelona, editorial Crítica.

PASCUAL, Pere y SUDRIÀ, Carles (2002), «El difícil arranque de la industrialización (1840-1880)», en COMÍN, F., HERNÁNDEZ, M. y LLOPIS, E., eds., *Historia económica de España. Siglos XX-XX*, pp. 203-241 [available in Aula Global].

10.2. Complementary bibliography and information sources

CARRERAS, Albert y TAFUNELL, Xavier, coords. (2005), *Estadísticas históricas de España, siglos XIX y XX (2ª edición, revisada y aumentada)*, 3 vols., Madrid, Fundación BBVA.

COMÍN, F., HERNÁNDEZ, M. y LLOPIS, E., eds. (2002), *Historia económica mundial. Siglos X-XX*, Barcelona, Crítica.

GERMÁN, L.; LLOPIS, E.; MALUQUER DE MOTES, J.; ZAPATA, S., eds. (2001) *Historia económica regional de España. Siglos XIX y XX*. Barcelona: Crítica.

INSTITUTO NACIONAL DE ESTADÍSTICA (INE), web page: www.ine.es

NADAL, Jordi, dir. (2003), *Atlas de la industrialización de España (1750-2000)*. Barcelona: Crítica/Fundación BBVA.

PRADOS DE LA ESCOSURA, Leandro (2003), *El progreso económico de España (1850-2000)*. Madrid: Fundación BBVA.

TORTELLA, Gabriel y NÚÑEZ, C.E. (2011), *El desarrollo de la España contemporánea. Historia económica de los siglos XIX y XX*. Madrid: Alianza editorial (3ª edición).

* The literature used to prepare the seminars will be provided later in the task assignment documents.