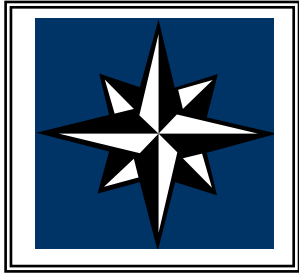




## TEACHING PLAN



## Economic and Business History (2<sup>ND</sup> term)

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## 2. Technical information about the course

- \* Academic Year:** 2013-2014
- \* Name:** ECONOMIC AND BUSSINES HISTORY(2<sup>nd</sup> term)
- \* Code:** 20831
- \* Course:** BASIC TRAINING FOR GRADES OF BUSINESS  
ADMINISTRATION AND ECONOMICS
- \* Degrees:** ECO/ADE
- \* N° ECTS credits:** 4,5
- \* Schedule:**
  - Year:** 2º
  - Type:** Trimester
  - Term:** 2º Term
- \* Department:** Economic and business sciences
- \* Language:** Spanish / Catalan
- \* Lecturers, classes and seminars:**

Professor	Class	Seminars
Xavier Tafunell Office 20.231 <a href="mailto:xavier.tafunell@upf.edu">xavier.tafunell@upf.edu</a>	1	101 102 103
	2	201 202 203
Kaloyan Stanev Office 20.229 <a href="mailto:kaloyan.stanev@upf.edu">kaloyan.stanev@upf.edu</a>	3	301 302
	4	401 402 403

## **2. Course description**

The course follows the development of the Spanish economy from the the industrial revolution to the present day. The economic development of Spain is placed within the context of the European economy. The course examines the key factors promoting the economic modernization of Spain, and the forces that delayed or obstructed the development.

This introductory course provides the student in Business Administration / Economics with the basic knowledge on the recent economic past of his/her environment, which is essential for the understanding of the modern economic reality.

### 3. Basic requirements for attending the course

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

- Knowledge of the fundamentals of Contemporary History of Spain: the key processes and relevant historical facts.
- Comprehension of the contents of Economic History and Business, Part 1, a course that provides the contextual and methodological elements necessary to understand the historical evolution of the Spanish economy.
- Comprehension of the contents and the knowledge achieved in the following courses: Introduction to Economics and Data Analysis.

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

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

#### 4. Learning Objectives

1. To be familiar with the Spanish economic environment.
2. To understand the functioning and social dynamics of the economy of Spain.
3. To be able to explain the historical events through economic criteria.
4. To be able to associate the developments of the Spanish economy with the developments of the European economy.
5. To achieve the instrumental skills (see next section).

#### 5. Competencies to be developed

General Competencies	Specific Competencies
<b>Instrumentals</b> 1. Ability to obtain relevant data from diverse 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.
<b>Interpersonal</b> 2. Improve presentation skills. 3. Teamwork. 4. Writing skills.	3. The ability to understand and analyze tables and figures representing the long term evolution of basic economic variables. 4. Capacity to transform the historical facts into figures and tables
<b>General</b> 5. Critical reasoning in reading, writing and oral communication. 6. Analysis and synthesis of qualitative data. 7. Analysis and synthesis of quantitative data. 8. To plan and organize tasks. 9. To adapt to new challenges.	5. The capacity to understand the interaction and the differences between short and long term processes. 6. Capacity to produce graphics and calculations from historical 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 group (160 students)  
The first area of activity are the **lectures**. There will be 15 lectures of 1.5 hours (80 'effective). Each will be focused on one entire o part of a block of content (v. 8.1). The function of these classes is to provide the key interpretations of the evolution of the Spanish economy in the various historical periods. In order to assimilate and understand the teacher's presentation it is recommendable for the student to read the basic literature before the lecture (v. 9.1).
- Classes in the classroom with subgroups (25/30 students)  
The second area of activity is the **seminars**. There will be 6 seminars during the course with duration of 1.5 hours (80 'effective) . Each will be dedicated to one of the themes described in 8.2. The purpose of the seminars is to help the students obtain a profound understanding of particular important long rung economic transformations. The learning will be based on previous work of preparation, and will be consolidated by the oral defense and participation of students during the seminar.
- Outside the classroom, autonomous work
- The student should prepare carefully by reading the complement literature required for the lectures. The students will have an access to a *Guide to Reading*, which will help them to identify the key elements of the text.
- The work outside the classroom as a team (4 students) or individually
- All seminars require a preparation by students, either individually or in teams of 4 students (each teacher will determine how teams are formed). Each team(or individual when the work is individual) will receive a particular task with detailed instructions. The tasks will typically include a reading, data manipulation and analysis and the completion of a questionnaire. Before each workshop, the teams will have to submit a written report which during the seminar they will present 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 the final exam. If he had attended the classes and followed with dedication, perseverance and honesty the described above learning process, he will be able to obtain a good grade.

## 7. Evaluation

### 7.1 General evaluation criteria

The evaluation is based on the participation in the seminars and the exam. The grade given to the learning achieved in the seminars has a weight of 50 percent in the final grade, while the tests will account for the other 50 per cent. In order to pass the course the student should obtain a minimum grade of 4 (out of 10) both in the overall rating of the seminars and the exam. Since the current curriculum considers as one course, the two sections of Economic History and business history held during two trimesters, the final grade for the course will be calculated by averaging the final grades of the two courses. The condition is the obtaining of a minimum score of 4 in each trimester. In case the student fails to reach the minimum pass mark, he should take a recovery exam in May. If not approved again or not present at the recovery exam the student will have to repeat the entire course.

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

- The oral presentation of the results of the preparatory work done by the team.
- The evaluation will be individual, if not stated otherwise, or by teams when that is the case. In the later case the individual oral contributions will also be evaluated.
- The evaluation will be carried out according to the following principles: clarity, relevance and analytical and explanatory capacities.
- Teams must submit before each seminar, a written text with the results of the assigned by the professor work.
- The teacher will randomly choose a team speaker for the seminars in which teams are created. In that case the team members will receive the same rating as the speaker for the presentation of the team work. Non-attendance to the seminar and non-submission of written work will be graded with a zero.
- In the seminar the students will have to complete an individual exercise of synthesis. This exercise will be graded, but not all individual works will be corrected.

**Final Exam.** The final exam will consist of questions in multiple choice format. The questions will refer to the contents of the main lectures and required readings for the course.

**Recuperation Exam:** The minimal positive grade is 5. If the student could not obtain that grade or could not obtain at least 4 on the final exam or for the work in the seminars, he could take a recovery test in April or May (to be determined). The grade of the recovery exam will be added to the positive grade achieved in either of the final exam or the seminars if there is such grade.

Evaluation	Impact on the rating		Evaluation agent		Grouping		%
	Compulsory	Optional	Professor	Self Evaluation	I	PE	
Level test							
Continuous: Seminar's Presentation							15
Continuous: Seminar's Participation							35
Final: Final Exam							50

## 7. Contents

We approach to the course contents from two interrelated perspectives; on one hand, from a time perspective, we address the developments and major changes chronologically, on the other hand, we explore in the long run these key process of the economic growth that determine the current economic reality

During the lectures we will discuss the temporal perspective, while the seminars we will focus independently on each of the cross-cutting economic growth process as follows:

### 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 diffusion of the industrial revolution.

**Block 3.** 1891-1914: The turn to nationalism.

**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.** 1999-2012: Spain in the euro.



## **8.2. Contents' block of the seminars\***

**Block 1.** The diffusion of the Industrialization in Spain

**Block 2.** Regional inequalities

**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
<b>Seminar</b>	<b>The diffusion of the Industrialization in Spain</b>	<b>Regional inequality</b>	<b>Human Capital: Education</b>
<b>Objective</b>	To identify the key elements that determined the industrialization in Spain	To understand that the historical process of economic growth has not brought the disappearance of regional disparities, however it has not produced growing inequalities neither.	Recognize the importance of human capital formation for economic growth, and the different historical views on the matter.
<b>Concepts</b>	Resources Innovation and Technology transfer Public Policy Institutional Framework Demand Factors vs supply factors.	* Economic specialization * Relative / Absolute Growth * Convergence / Divergence	* Human Capital Formation * Education Policy * Literacy * Formal education
<b>Key words</b>			
<b>Method</b>	Extraction of the key elements from contemporary literature text and the main lecture as supporting material.	Validate / falsify a hypothesis  Individual work	Contrasting historical and contemporary texts.  Team work.
<b>Material</b>	A novel for an interpretation, using an academic study.	Critical reading of a text	Texts from different periods will be compared with a contemporary text on the subject.

	<b>Seminar 4</b>	<b>Seminar 5 (2 weeks)</b>
<b>Seminar</b>	<b>Firms and Businesspersons</b>	<b>Living standards and welfare</b>
<b>Objective</b>	To observe the evolution of some Entrepreneurs and/or companies, in order to define their success or failures to adapt to the changes in the 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.
<b>Key Words</b>	<ul style="list-style-type: none"> <li>*Institutional change</li> <li>*Innovation and technological change</li> <li>* Monopoly</li> <li>*Lobby and interest groups</li> <li>*Protectionism / Free trade</li> </ul>	<ul style="list-style-type: none"> <li>* Living standard</li> <li>* Welfare indicators</li> <li>* Economic Inequality</li> </ul>
<b>Method</b>	Analysis of information from various sources. Individual work	<p>the construction of a welfare index</p> <p>Team work</p>
<b>Material</b>	Texts about entrepreneurs and Companies .	Set of variables that could integrate into 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 7-12)	Lectures: Course presentation and Block 1	R: Handbook*, pp. 29-67 + Pascual y Sudrià
Week 2 (January 13-19)	Lectures: Block 2	R: Handbook *, pp. 183-219 + Preparation for Seminar 1
Week 3 (January 20 -26)	Lectures: Blocks 3 y 4(1)  Seminar: Subject 1	R: Handbook *, pp. 221-261 Preparation of Seminar 2
Week 4 (January 27 – February 2)	Lectures: Block 4(2) y 5(1)	R: Handbook *, pp. 263-301 + Preparation of Seminar 2
Week 5 (3-9 February)	Lecture: Block 5(2)  Seminar: Subject 2	R: Handbook *, pp. 303-331 + Preparation of Seminar 3
Week 6 (10-16 February)	Lectures: Block 6 y 7  Seminar: Subject 3	R: Handbook *, pp. 333-366 + Preparation of Seminar 4
Week 7 (17-23 February)	Lecture: Bloc k 8(1)  Seminar: Subject 4	R: Handbook *, pp. 367-434 + Preparation of Seminar 5(1)
Week 8 (24February - 2 March)	Lecture: Block 8(2) y 9  Seminar: Subject 5(1)	R: Handbook *, pp. 435-456 + Preparation of Seminar 5(2)
Week 9 (March 3-9)	Lecture: Block 10  Seminar: Subject 5(2)	R: Handbook *, pp. 457-495
Week 10 ( March 10 - 16)	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(1) (SG) b) Seminar 1	Slides	3 h. 1,5 h.	Activity 3f : -(I) Reading Activity Support 3/4	Reading: -handbook, p. 221-261 ;	4 h. 6 h.			
4	Activity 4 : (GG) b) Lectures: Blocks 4(2) y 5(1)	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 -individual (see assignments)	3 h. 6 h.	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 ; -individual(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(1) (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 <sup>a</sup> -(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	20 h.	Final exam	Compulsory.	To define
<b>Activity inside the classroom:</b>			<b>30 h.</b>	<b>Activity outside the classroom:</b>		<b>90 h.</b>	<b>Total work in hours:</b>		<b>120 h.</b>

**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 X-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](http://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 required for the seminars will be provided later in the task assignment documents.