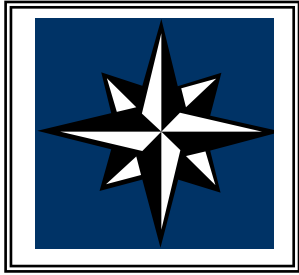




TEACHING PLAN



Economic and Business History (2ND term)

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1. Technical information about the course

- * Academic Year:** 2014-2015
- * Name:** ECONOMIC AND BUSSINES HISTORY(2nd 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 xavier.tafunell@upf.edu	1	101 102 103
	2	201 202 203
Kaloyan Stanev Office 20.229 kaloyan.stanev@upf.edu	3	301 302 303
	4	401 402 403

2. Course description

The course explores the development of the Spanish economy from the diffusion of the industrial revolution to the present day. The economic development of Spain is studied 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 state of affairs.

3. Basic requirements for attending the course

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

- Understanding of the Spanish Contemporary History: this includes the understanding of the key processes and relevant historical facts.
- Having completed the successful the first part of the course Economic History and Business. The course that provides the contextual and methodological elements necessary for the understanding of the historical evolution of the Spanish economy.
- The knowledge and the skills obtained in the following courses: Introduction to Economics and Data Analysis

Students should possess the following **basic skills** in order to be successful the learning process:

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

4. Learning Objectives

1. To acquire good understanding of the Spanish economic environment.
2. To understand the functioning and social dynamics of the Spanish economy.
3. To be able to explain the various events through economic history criteria.
4. To be able to associate the developments in the Spanish economy with the changes in the European economy.
5. To achieve the instrumental skills (see next section).

5. Skills to be developed

General skills	Specific skills
Instrumentals 1. The ability to collect relevant data from diverse sources.	1. Ability to organize chronologically the basic facts of economic history of Spain.
Interpersonal 2. Public speaking. 3. Teamwork. 4. Writing skills.	2. Ability to explain the basic facts of economic history of Spain. 3. The ability to understand and analyze tables and figures representing the long term evolution of basic economic variables.
General 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 organize and plan tasks. 9. To adapt to new challenges.	4. Capacity to transform the historical facts into figures and tables 5. The capacity to understand the interaction and the differences between short and long term processes. 6. The capacity to produce graphics and calculations from historical statistical data 7. Capacity to transform historical data into statistical tables. 8. Historical contextualization through the use of economic analysis skills.

6. Metodology

- Autónomo fuera del aula, individual o en equipo

The activities of teaching / learning are as follows:

- Classes in the aula with the group (160 students)
- The first area of activity are the **lectures**. There will be 16 lectures of 1.5 hours (80 'effective). Each will include one entire block o part of a block of content (v. 8.1). The purpose of these classes is to provide the key interpretations of the evolution of the Spanish economy during the various historical periods. In order to assimilate and understand the teacher's exposition, the students are encouraged to read the designated literature before the lecture (v. 9.1).
- Classes in the classroom with subgroups (25/30 students)
The second area of activity is the **seminars**. During the course there will be 6 seminars with duration of 1.5 hours (80 'effective) . Each seminar will be focus on one of the themes described in 8.2. The purpose of the seminars is to help the students obtain a profound understanding of particular historical processes in an long run. These could be defined as the determinants of the economic growth. The learning will be based on pre- class preparation, which will be consolidated by an oral participation of the students during the seminars.
- Outside the classroom, individual work
- The student should read comprehensively the basic literature required or the successful completion of the course. The students are provided a *Reading guide*, 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 they will be presented during the seminar 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 integrity the described above learning process, he will be able to obtain a good grade.

7. Evaluation

General evaluation criteria

• **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.
- The evaluation will be individual, if not stated otherwise, or by teams when that is the case. In the latter 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 grade as the speaker presenting 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 be based on 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 May. The grade of the May exam will be added to the positive grade achieved in either of the final exam or the seminars if there is such grade.

Type of 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

8. Contents

We approach to the contents of the course from two intertwined perspectives; on one hand, from a chronological perspective, which will address the developments and major changes by periods, on the other, focusing independently on the key process of the long-term economic growth that developed during the contemporary era.

During the lectures we will discuss the temporal perspective, while the seminars we will focus separately on each of the long run 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 on the periphery 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 state in the economy

Block 2. Human Capital: education

Block 3. Companies and entrepreneurs

Block 4. Living standards and welfare

Block 5. The crisis 2007-2014 in historical perspective

* 1.5 hours duration each, except the block 4, which will take 3 hours (2 weeks)

	Seminar 1	Seminar 2	Seminar 3
Seminar	The state in the economy	Human Capital: Education	Companies and entrepreneurs
Objective	Deliberación sobre si el Estado ha significado un freno o un factor de crecimiento para la economía española	Recognize the importance of human capital formation for economic growth, and the different historical views on the matter.	To observe the evolution of some Entrepreneurs and/or companies, in improvement and deterioration order to define their success or failures to adapt to the changes in the environment
Concepts	Resources Innovation and Technology transfer Public Policy Institutional Framework Demand Factors vs supply factors.	* Human Capital Formation * Education Policy * Literacy * Formal education	* Institutional change * Innovation and technological change * Monopoly * Lobby and interest groups * Protectionism / Free trade
Key words			
Method	Extraction of the key elements from contemporary literature text and the main lecture as supporting material.	Contrasting historical and contemporary texts. Team work.	Analysis of information from various sources Individual work
Material	A novel for an interpretation, using an academic study.	Texts from different periods will be compared with a contemporary text on the subject.	Texts about entrepreneurs and companies

	Seminar 4 (2 weeks)	Seminar 5
Seminar	Living standards and welfare	The crisis 2007-2014 in historical perspective
Objective	To 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.	To determine the cyclical and structural factors behind the current economic depression. Reflecting on the historical continuity and discontinuity using a comparative analysis of the crises in the Spanish economy in the nineteenth and twentieth century.
Concepts	<ul style="list-style-type: none"> * Living standard * Welfare indicators * Economic inequality 	<ul style="list-style-type: none"> * Financial and real Bubbles * The Processes of massive borrowing * Debt crisis and deleveraging . * Restructuring of production and recovery strategies.
Key words		
Method	<p>the construction of a welfare index</p> <p>Team work</p>	<p>Obtaining the key elements from academic texts</p> <p>Individual work</p>
Material	Set of variables that could integrate into a welfare index + text	Critical reading of texts with interpretations

9. Schedule of activities and student work

9.1. Activities program

Week	Classroom activity activity / Content	Outside classroom activity Reading (R) / Others
Week 1 (January 4-10)	Lectures: Course presentation and Block 1	R: Handbook*, pp. 29-67 + Pascual y Sudrià
Week 2 (January 11-17)	Lectures: Block 2	R: Handbook *, pp. 183-219 + Preparation for Seminar 1
Week 3 (January 18 -24)	Lectures: Blocks 3 y 4(1) Seminar: Subject 1	R: Handbook *, pp. 221-261 Preparation of Seminar 2
Week 4 (January 25 – 31)	Lectures: Block 4(2) y 5(1)	R: Handbook *, pp. 263-301 + Preparation of Seminar 2
Week 5 (1-7 February)	Lecture: Block 5(2) Seminar: Subject 2	R: Handbook *, pp. 303-331 + Preparation of Seminar 3
Week 6 (8-14 February)	Lectures: Block 6 y 7 Seminar: Subject 3	R: Handbook *, pp. 333-366 + Preparation of Seminar 4(1)
Week 7 (15-21 February)	Lecture: Bloc k 8(1) Seminar: Subject 4	R: Handbook *, pp. 367-434 + Preparation of Seminar 4(2)
Week 8 (22-28 February)	Lecture: Block 8(2) y 9 Seminar: Subject 5(1)	R: Handbook *, pp. 435-456 + Preparation of Seminar 5
Week 9 (March 1-7)	Lecture: Block 10 Seminar: Subject 5(2)	R: Handbook *, pp. 457-495
Week 10 (March 8 - 14)	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 -(I) 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 -(I) Preparation of seminar 2 (Act. 5b)	Reading: -Handbook, p. 263-301 -individual (see assignments)	3 h. 6 h.			
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 -(I) Preparation of seminar 3 (Act 6b)	Reading: -Manual, p. 303-331 ; -individual(see assignments)	3 h. 6 h.			
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 -(TW) Preparation of seminar 4/1 (Act. 7b)	Reading: -Handbook, p. 333-366 ; -individual (see assignments)	3 h. 4 h.	Delivery 3: Seminar Report 4/1 (Act. 9b)	Compulsory.	

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 4 : Seminar Report 4/2 (Act. 10b)	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 4/2 (Act. 9b)	Reading : -Handbook, p. 435-456 ; -team (see assignments)	2 h. 6 h.			
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 -(I) Preparation of seminar 5 (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.	23.03.2015
Activity inside the classroom:			30 h.	Activity outside the classroom:		90 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

MALUQUER DE MOTES, Jordi (2014): *La economía española en perspectiva histórica. Siglos XVIII-XXI*. Barcelona: Pasado y Presente.

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 material used in the seminars will be provided later in the task assignment documents.