

**COURSE GUIDE** 2022/23

**Faculty** 130 - Faculty of Arts

**Cycle** .

**Degree** GHISTO10 - Bachelor's Degree in History

**Year** First year

**COURSE**

25552 - World Economic History

**Credits, ECTS:** 6

**COURSE DESCRIPTION**

World Economic History is a core subject of the first year of the History and Geography degrees. Its main objective is to provide the student with a good knowledge of the main historical processes and developments, taken into account different historiographical approaches. In this course the student will become familiar with the main developments and facts of World Economic and Social History: the rise and crisis of feudalism in the Middle Ages, the Age of the Discoveries and the Big and Little Divergences, the Industrial Revolution, the rise of Capitalism, the appearance of alternatives to Capitalism (Socialism), and the arrival of Globalization and its consequences (both positive and negative).

The students will have to learn how to analyze historical texts and sources and how to use the different kinds of tables and figures commonly used in the field of Economic History.

This subject is closely linked to the "Economic History of Spain" of the second year of the History degreee.

The Economic and Social History is one of the most important parts of Historical Studies all over the world, and it is also related to Economics and Geography. It should also be mentioned that World Economic History is a basic part of many of the subjects taught at High School level in the line of Social and Human Sciences, such as "History of the Modern World", "Geography" and "Economics".

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

To develop a good knowledge of the main trends and developments in World Economic History with an awareness of the relations between them and the present world.

To learn the methods most commonly used in historical research and to develop the capacity to work with different sources.

To develop the ability of students for teamwork.

**CONTENIDOS TEÓRICO-PRÁCTICOS**

LESSON 1. THE RISE AND CRISIS OF FEUDALISM.

LESSON 2. THE EARLY MODERN ECONOMY (16TH-18TH CENTURIES).

LESSON 3. THE INDUSTRIAL REVOLUTION AND THE EXPANSION OF CAPITALISM.

LESSON 4. THE EXPANSION OF THE INTERNATIONAL ECONOMY (1870-1913).

LESSON 5. THE CAPITALISM AT A CROSSROADS: THE WORLD WARS AND THE INTERWAR YEARS (1914-1945).

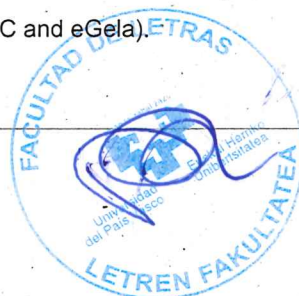
LESSON 6. THE EXPANSION AND CRISIS OF CAPITALISM.

**TEACHING METHODS**

The teacher will taught the main contents of the subject during his lectures. There will also be time devoted to practical exercises and seminars, both individual and in group. Taking together, the lectures and practical classes will amount to 60 hours. It should be remarked here that the attendance of the student to these classes (clases magistrales) is compulsory. Then, the student will also have to devote another 90 hours of personal work to the subject.

Whenever the health situation allows it, teaching will be carried out either face-to-face or in a bimodal way. The latter will only be adopted if the size of the group does not make it possible for all the students to attend the classroom in person. If for health reasons, the presence of the student in the classroom cannot be guaranteed, then teaching will be carried out online.

If the health situation forces the suspension of face-to-face tutorials, these will be held online (BBC and eGela).



## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	40		20						
Horas de Actividad No Presencial del Alumno/a	60		30						

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation methods

- End-of-course evaluation

## Evaluation tools and percentages of final mark

- Written test, open questions 60%
- Exercises, cases or problem sets 20%
- Individual assignments 20%

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

This subject is evaluated on the basis of continuous evaluation.

1- Continuous Evaluation: 40% of the final mark of the subject is made up of practical exercises realized in the classroom (20%) and an individual paper (another 20%).

2- Final exam (60% of the final mark). To compute the continuous evaluation in the final mark, the student will have to reach a minimum mark in the final exam. This minimum mark will be communicated to the students at the beginning of the term.

Students will be informed about the assessment criteria of the final exam at the professor's tutorial sessions.

In the event that a student chooses to waive the continuous evaluation, he/she should submit a written application to the professor within the first nine weeks of the semester. In this case the final exam will amount to 100% of the final mark if the student wishes so.

If the health situation makes it necessary to suspend the on-site evaluation, the exams will be carried out online using eGela's tools. The specific characteristics of each exam will be announced in advance in the corresponding eGela forum of each group/subject.

It is recalled that students must be aware and follow the protocol for both academic ethics and prevention of dishonest or fraudulent practices when taking assessment tests and writing academic essays at the UPV/EHU.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation criteria followed in second call (segunda convocatoria/bigarren deialdia) will be the same as in the first.

## MANDATORY MATERIALS

Selected readings (review articles and books) necessary for a good knowledge of the subject.

Figures and Tables will be provided to the student by the teacher.

## BIBLIOGRAFÍA

### Basic bibliography

- ALLEN, Robert C. (2013), World Economic History. A very Short Introduction, Cambridge, Cambridge University Press.  
 CAMERON, Rondo y NEAL, Larry (2005), A Concise Economic History of the World. Since the Paleolithic to the Present, Oxford, Oxford University Press.  
 CHANG, Ha Joon (2008), Bad Samaritans. The Myth of Free Trade and the Secret History of Capitalism, Bloomsbury, New York.  
 CHANG, Ha Joon, (2014), Economics: the User's Guide, London, Penguin,  
 FRIEDEN, Jeremy. (2006), Global Capitalism. Its Fall and Rise in the 20th Century, Norton, New York.  
 MARKS, Robert. (2015), The Origins of the Modern World: A Global and Environmental Narrative from the XVth to the 21th Century, Rowman and Litfield, London.



### Detailed bibliography

- ALLEN, Robert, The British Industrial Revolution in Global Perspective, (Cambridge, CUP, 2009).
- BERNSTEIN, William, The Birth of Plenty, How the Prosperity of the Modern World was Created, (New York, Mc Graw-Hill, 2004).
- BERNSTEIN, William, A Splendid Exchange. How Trade Shaped the World, (New York, Atlantic Monthly Press, 2008).
- BROADBERRY Stephen and O'Rourke, Kevin, The Cambridge Economic History of Modern Europe, vols I and II, (Cambridge, CUP, 2010).
- CHANG, Ha-Joon, Kicking Away the Ladder: Development Strategy in Historical Perspective (London, Anthem Press, 2002).
- DE VRIES, Jan, The Economy of Europe in an Age of Crisis, 1600-1750, (Cambridge, CUP, 1976).
- DE VRIES, Jan, The Industrious Revolution: Consumer, Behavior and the Household Economy, 1650 to Present, (Cambridge, CUP, 2008).
- EICHENGREEN, Barry, Globalizing Capital. A History of the International Monetary System, (Princeton, PUP, 2008).
- LANDES, David, The Wealth and Poverty of Nations, (London, Little Brown and Co, 1998).
- MADDISON, Angus, The World Economy, volumes I and II, (Paris, OECD, 2006).

### Journals

- Economic History Review
- Journal of Economic History
- Journal of European Economic History
- Explorations in Economic History

### Web sites of interest

[www.aehe.net/docencia](http://www.aehe.net/docencia)

### OBSERVATIONS

Whenever the health situation allows it, teaching will be carried out either face-to-face or in a bimodal way. The latter will only be adopted if the size of the group does not make it possible for all the students to attend the classroom in person. If for health reasons, the presence of the student in the classroom cannot be guaranteed, then teaching will be carried out online.

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