

Teaching guide

IDENTIFICATION DETAILS

Degree:	Business Administration and Management		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Legal and Business Science		
Course:	ECONOMIC AND BUSINESS HISTORY		
Type:	Basic Training	ECTS credits:	6
Year:	1	Code:	7111
Teaching period:	First semester		
Area:	History		
Module:	Business management and human development tools		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

Teaching staff	E-mail
María Cecilia Font de Villanueva	cecilia.font@ufv.es
Clemente López González	c.lopez@ufv.es
Damián Rubianes Carrasco	damian.rubianes@ufv.es

SUBJECT DESCRIPTION

The economic and business history is a subject for the Module of Management Tools and Human Development in the Curriculum of the Business Administration degree. It falls within what the so called core subjects. It is taught in the first semester of the academic course and integrate contents related with both economic history and business history highlighting the linkages between them and their relationship with the formation of future business leader.

These contents are basically: Origin, evolution and nature of human needs in different types of societies and history of the company; development of economic currents and systems throughout history and its reflection in business organizations; transformations and changes in companies since the beginning of the market economy; and biographies of outstanding entrepreneurs

The value of this subject for the studies in business administration and management is confirmed by the widespread demand among executives in professional practice for a greater knowledge of the historical origins of the reality in which they live. They demand tools that really help them to better understand everything related to business reality, not just the merely operational one. Thus, knowledge of economic systems, economic ideas, the environment in which companies operate, their role in economic evolution and the analysis of the successes or failures of great entrepreneurs from a historical perspective is not an exercise in mere erudition, but a very valuable tool to train the future manager. The result of this knowledge will be a visible improvement in future decision-making capacities (strategic planning).

Economic history studies the various responses that throughout history mankind has given in a practical way to the economic problem. Many questions arise around this problem: why are there rich countries and poor countries? Why do economies change over time? How are productive resources allocated? How are goods and services distributed? These questions can only be seriously addressed if the historical perspective is taken into account, that is, if the question of long-term economic change is addressed. But a study of these characteristics should not be merely descriptive, but should be based on economic theory and on the analysis of the anthropological and ethical foundations of that reality. For its part, Business History studies the historical evolution of companies as economic agents and their relationships with the state and society, both in their economic and social context, and in the particular story of each one in a process of continuous adaptation to a changing environment. Finally, we must not forget the leading role of businessmen in this historical evolution.

GOAL

To help students understand the economic dimension of the current world by studying its historical-economic genesis and analyzing the role of entrepreneurs over time.

The specific aims of the subject are:

Acquire the capacity to explain economic events in their economic and historical context

Understand the company as a dynamic reality that has to adapt to a changing economic, social and institutional environment

Develop the capacity to lead companies and put them at the service of people and society.

Be able to understand the most important economic ideas in their historical context

PRIOR KNOWLEDGE

Those corresponding to the degree.

COURSE SYLLABUS

UNIT 1: Introduction to Economic and Business History.
UNIT 2: From the Neolithic Revolution to the great empires of Antiquity (50.000 B.C. - 476 a.d)
UNIT 3: The economy of the Middle Ages (476-1500)
UNIT 4: The era of merchant capitalism (1500-1750)

- UNIT 5: The Industrial Revolution (1750-1873)
- UNIT 6: The rise of the global economy in the 19th Century (1814-1918)
- UNIT 7: The world economy during the interwar period (1918-1939)
- UNIT 8: The world economy from the end of World War II to the present day (1945-2020)

1. ANCIENT AND MIDDLE AGES

UNIT 1: Introduction to Economic and Business History.

- 1.1 Concept, objectives and method of Economic and Business History.
- 1.2 The long term perspective
- 1.3 Basic concepts and economic indicators.
- 1.4 Schools of economic thought

UNIT 2: From the Neolithic Revolution to the great empires of Antiquity (50.000 B.C. - 476 a.d)

- 2.1 The first hunters and gatherers
- 2.2 The Neolithic revolution
- 2.3 The first farmers' societies
- 2.4 The economy of the great empires of Antiquity
- 2.5 The economy of the Roman Empire

UNIT 3: The economy of the Middle Ages (476-1500).

- 3.1 The Middle Ages and the foundation of the Western rise
- 3.2 The feudal system
- 3.3 The Spanish economy in the medieval term.
- 3.4 Medieval merchants and the first companies
- 3.5 Economic thought in the Middle Ages: Scholasticism

2. ECONOMY AND MODERN WORLD

UNIT 4: The era of merchant capitalism (1500-1750)

- 4.1 The transition to the market economy: Mercantilism
- 4.2 Merchant capitalism.
- 4.3 The crisis in Spain: decline or decadence?
- 4.4 Entrepreneurs and pre-modern companies
- 4.5 Economic thought in the Modern Age: Francisco de Vitoria and the School of Salamanca, Mercantilism and Physiocracy

UNIT 5: The Industrial Revolution (1750-1873)

- 5.1 Industrial Revolution and industrialization
- 5.2 The roads towards industrialization
- 5.3 The Spanish case, similarities and differences with other nations
- 5.4 Industrial Revolution and Economic Thought: Smith, Ricardo and Malthus

UNIT 6: The rise of the global economy in the nineteenth century (1814-1918)

- 6.1 The first globalization: free trade and protectionism
- 6.2 The industrial capitalism.
- 6.3 The rise of the modern corporation
- 6.4 The economic thought of the 19th century: Marx, marginalism

UNIT 7: The world economy during the interwar period (1918-1939)

- 7.1 The economic consequences of World War I.
- 7.2 The crisis of 1929
- 7.3 The Spanish economy during the interwar period
- 7.4 Modern companies in the first half of the 20th century
- 7.5 20th century economic thought: Keynes and Hayek

UNIT 8: The world economy from the end of World War II to the present day (1945-2020)

- 8.1 The European reconstruction
- 8.2 Capitalism, communism and decolonization.
- 8.3 The latest economic crises
- 8.4 Modern companies, postmodern companies and new business paradigms
- 8.5 The Spanish economy

EDUCATION ACTIVITIES

The educational activities, as well as the distribution of the working time, can be modified and adapted according to the different scenarios established following the instructions of the health authorities.

The classroom teaching will consist of lectures and practical sessions, seminars and tutorials. Part of the learning process will take place in a virtual environment with distance mode.

Teaching methodology will serve the active student learning. For this reason those formulas that promote independent learning and teamwork will be prioritized. Notwithstanding, classroom teaching will also act as an effective formula to coordinate the work and to consolidate and strengthen the contents. Special attention will be paid to two methodologies: Flipped Learning and Collaborative Learning.

Broadly speaking, the learning process includes:

1. Classroom activities:

1.1 Lectures.

1.2 Practical classes with the whole group

The total length of each will be 60 minutes.

Procedures in practical sessions will be based on active learning methodologies. They are mainly:

a) Cooperative learning: preparation and presentation of projects

b) Debates

c) Case method

d) Gamification

Practical sessions will also include:

a) Watching videos with colloquium

b) Discussion of t texts / graphics

c) Guidance evaluations

1.3 Tutoring of groups:

There will be tutorials for working groups. The maximum number of groups for each of the required work will be 6.

1.4 Individual tutorials:

They will be made upon request of the students and according to the schedule set. The student who wants a tutorial must send an e-mail requesting it.

2. Distance teaching and learning.

The basis of this learning process will be the Virtual Campus. It will consist of:

2.1 Preparation of mandatory individual exercises:

- Participation in forums at the Virtual Campus.

- Preparation of presentations and talks for classroom sessions.

- Readings' commentaries

2.2 Mandatory group projects:

-Preparation of topics related to the course to be presented in class.

-Preparation of participation dynamics.

2.3 Autonomous work.

Individual study supported by all resources published at the Virtual Campus

-Notes

-Power Point presentations

-Texts

-Bibliographies

-Web pages

DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
Lectures 30h Practical sessions 26h Tutorials 4h	Preparation of practices and projects both in groups and individually 40h Reading of documentation and visualization of contents at the Virtual Campus 20h Study of contents for the final exam 30h

SKILLS

Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

General Skills

Ability to carry out synthetic and analytical thought.

To have developed a capacity for leadership.

To have developed the necessary skills to ensure problems are solved and goals are reached.

To have developed an ability for critical and reflective thought.

To seek, find and analyse diverse information from various sources.

Specific skills

To be able to approach a subject by means of rigorous, profound and comprehensive thought.

To analyse and appreciate the key ideas and content of all manner of texts; to discover the ideas, issues and messages incorporated within them and to make critical judgments about their form and content.

To be able to analyse the essence and meaning of the concept of human dignity, the fundamental dimensions of the human being, the evolution of the various anthropologies throughout history and the practical implications derived thereof.

To identify the links between today's world and historical events and to acknowledge the need to define the historical framework of any event in order to understand it.

To be able to analyse and interpret models of economic theory.

LEARNING RESULTS

The student explains the main lines of the evolution of economic activity throughout history.

The student discovers the link between the current economy and the historical evolution of capitalism and the role of entrepreneurs over time.

The student argues the causes of the economic development of the West according to different economic theory models.

The student connects the economic history of Spain with the rest of the Western world.

The student contrasts the explanations of economic change over time, especially the process of industrialization

The student identifies basic concepts of economic theory in the interpretation of History.

The student analyzes the importance of culture and technological change in economic history

The student links the history of economic facts with the great texts of economic thought.

The student analyzes the concept of the "modern corporation" and the historical reasons of its genesis, development and predominance.

The student compares the historical reasons for the survival or disappearance of large companies and the causes of success or failure of big business

LEARNING APPRAISAL SYSTEM

Economic and Business History evaluation system will be continuous assessment. In this system, class attendance is mandatory and it is a component of the final grade. Those students with academic dispensation might perform alternative activities determined by the teacher.

The minimum requirements to maintain continuous evaluation will be:

- Attendance at a minimum of 80% of classes
- Handing in homework on time

a. Final evaluation in the ordinary session.

It will be as follows:

a.1 The evaluation of knowledge:

The final exam accounts 60% percent of the final grade. The remaining 40% of the final grade will correspond to continuous assessment that includes attendance and student participation in the different activities both in the classroom and in virtual environments. The grade from continuous assessment will only be taken into account if the student achieves a score of 5 or higher in the final exam.

a.2. Weighting of the continuous assessment:

- Individual or group work: the effort will be valued as much as the competences developed; the results will also be considered: 30% of the final grade.
- Active participation in the classroom sessions and in the Virtual Campus: attendance at the sessions, attention, active participation and collaboration in forums, wikis, questionnaires and other virtual activities will be all assessed: 10% of the final grade.

a.3 Other situations:

- Students with academic waiver may average the final exam with other jobs and activities according to the teacher's criteria. According to their situation, the teacher will determine the type of work and the percentage of the final grade. To be able to make a grade in the final test, it can not be lower than 4.
- Second enrollment students may chose for the regular system or the system of students with academic waiver. They must notify the teacher at the beginning of the semester.
- Students without academic waiver who never attend class will perform the same exam as for the rest of the students but will not be able to achieve more than 6.9 in grades.
- The UFV students in exchange stay will benefit from the alternative system of evaluation for repeating students or with dispensation. It is their responsibility to know this system.

b. Final evaluation at the extraordinary session;

As it will be a recovery assessment, it will consist of a test similar to the final exam at the ordinary session and an evaluation of works and activities previously specified by the teacher for those students who haven't passed the part of works and participation. The students who have passed this part they will keep the grade. In any case, this last evaluation may not exceed 30% of the final grade. Likewise, so that the evaluation of works and activities can average, it will be necessary that the qualification of the final exam of the extraordinary exam will be at least 5.

All assessable exercises shall be subject to the regulations established by the Assessment Policy. Likewise, according to article 7 of the Regulations of Coexistence of the University, all plagiarism or copy in the exams will be considered as a Serious Offense.

The exams will be face-to-face as long as the health situation allows it, and may be modified in order to comply with the instructions given by the health authorities. In any case, the weight between the final exam and the formative assessment will be maintained.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

VALDALISO, Jesús M^a and LÓPEZ, Santiago. Historia económica de la empresa. Barcelona: Crítica, 1999.

CAMERON, Rondo and NEAL, Larry. A concise economic history of the world: from Palaeolithic times to the Present, Oxford, Oxford University Press, 2003

Additional

ACEMOGLU, D. and J. A. ROBINSON. Why Nations Fail. The origins of power, prosperity, and poverty, Crown Business, 2012.

ALLEN, Robert C. Global Economic History. A Very Short Introduction, Oxford, Oxford University Press, 2011.

CIPOLLA, Carlo María. Entre la Historia y la Economía. Introducción a la historia económica. Barcelona: Crítica, 1991.

COMÍN, Francisco. Historia económica mundial: de los orígenes a la actualidad. Madrid: Alianza Editorial, 2011.

FELIU, Gaspar; SUDRIA, Carles. Introducción a la historia económica mundial. Valencia: Universidad de Valencia, 2007.

FERGUSON, N. The ascent of money. New York: The Penguin Press, 2008.

GONZALEZ, A. and MATES, J. M. Historia económica de España. Barcelona: Ariel, 2013.

MICKLETHWAIT, John and WOOLDRIDGE, Adrian. The Company: A Short History of a Revolutionary Idea New York: Modern Library, 2005.

NORTH, Douglass C. Structure and Change in Economic History. New York: Norton, 1981.

NORTH, Douglass C. and THOMAS, Robert Paul. The Rise of the Western World: A New Economic History. New York: Cambridge University Press, 1973.

MARRON, Donald. 30 seconds economics. London, Icon Books, 2010.

PERDICES DE BLAS, Luis. Historia del Pensamiento Económico. Madrid: Síntesis, 2014

RONCAGLIA, Alessandro. Breve historia del pensamiento económico. Zaragoza: Prensa Universitaria de Zaragoza, 2017.

ZAMAGNI, Vera. Historia Económica de la Europa Contemporánea. Barcelona: Crítica, 2011.

CLARK, Gregory, Adios a la sopa de pan, hola al sushi. Breve historia económica mundial. Valencia: PUV, 2014

JONES, G. Multinationals and Global Capitalism: From the Nineteenth to the Twenty First Century. Oxford University Press, 2005