

# 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		

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## 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 course for training in management and business administration is confirmed by the general opinion of professional managers who confirm the need for acquiring knowledge about the historical origins of the present reality in order to achieve a better understanding of it. They ask for tools that really help them to understand everything related to the business reality. Thus knowledge of economic systems, economic ideas, the environment in which enterprises move, their role in economic evolution and the analysis of the successes or failures of large entrepreneurs from the historical perspective does not Is an exercise of mere erudition, but a very valuable tool for training the future manager. The result of this knowledge will be a visible improvement in the capabilities for making future decisions (strategic planning).

Economic History studies the diverse responses that throughout history has given humanity in a practical way to the economic problem. Around this problem many questions arise: why are there rich countries and poor countries? Why do economies change over time? How are productive resources allocated? How are the goods and services produced distributed? These questions can only be dealt with seriously if one takes into account the historical perspective, ie whether the issue of economic change in the long run is being addressed. But a study of these characteristics should not be merely descriptive but should be based on economic theory and 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 relations with the state and society, both in their social economic context, and in the particular history of each of them in a process of adaptation. Continues to a changing environment. Finally, we must not forget the leading role of entrepreneurs in this historical development.

## GOAL

Basing students on the understanding of the economic dimension of today's world through the study of its historical genesis and the analysis of the role of entrepreneurs over time.

The specific aims of the subject are:

1. To acquire the capacity to explain economic events in their economic and historical context
2. To comprehend the company as a dynamic reality that has to adapt to a changing economic, social and institutional environment.
3. To develop the capacity to lead companies and put them at the service of people and society.
4. Be able to understand the most important economic ideas in its historical context.

## PRIOR KNOWLEDGE

The ones that correspond to the Degree.

## COURSE SYLLABUS

TOPIC 1: Introduction to Economic and Business History.

TOPIC 2: The Neolithic Revolution (50000-5000 B.C.)

TOPIC 3: The empires and civilizations of Ancient Times. The Roman Empire (5000 B.C.-476 A.D.)

TOPIC 4: The economy of the Middle Ages (476-1500)

TOPIC 5: The era of merchant capitalism (1500-1750)

TOPIC 6: The Industrial Revolution (1750-1873)

TOPIC 7: The rise of the global economy in the 19th Century (1814-1918)

TOPIC 8: The economy after the First World War (1918-2016)

TOPIC 9: Development and crisis of the modern corporation in the globalization era.

### 1. ANCIENT AND MIDDLE AGES

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TOPIC 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

TOPIC 2: The Neolithic Revolution (50000-5000 B.C.)

2.1 The first hunters and gatherers

2.2 The Neolithic Revolution

2.3 Early farmer societies

2.4 Consequences of the revolution

TOPIC 3: Empires and civilizations of Ancient Times. The Roman Empire (5000 B.C.-476 A.D.)

3.1 The economy of the great ancient empires.

3.2 The Greek polis and trade development

3.3 The economy of the Roman Empire

3.4 The decline and fall of the Western Roman Empire

TOPIC 4: The economy of the Middle Ages (476-1500).

4.1 The Middle Ages and the foundation of the Western rise

4.2 The feudal system

4.3 The Spanish economy in the medieval term.

4.4 Medieval merchants and the first companies

4.5 Economic thought in the Middle Ages: Scholasticism

### 2. ECONOMY AND MODERN WORLD

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TOPIC 5: The era of merchant capitalism (1500-1750)

5.1 The transition to the market economy: Mercantilism

5.2 Merchant capitalism.

5.3 The crisis in Spain: decline or decadence?

5.4 Entrepreneurs and pre-modern companies

5.5 Economic thought in the Modern Age: Francisco de Vitoria and the School of Salamanca, Mercantilism and Physiocracy

TOPIC 6: The Industrial Revolution (1750-1873)

6.1 Industrial Revolution and industrialization

6.2 The roads towards industrialization

6.3 The Spanish case, similarities and differences with other nations

6.4 Industrial Revolution and Economic Thought: Smith, Ricardo and Malthus

TOPIC 7: The rise of the global economy in the nineteenth century (1814-1918)

7.1 The first globalization: free trade and protectionism

7.2 The industrial capitalism.

7.3 The rise of the modern corporation

7.4 The economic thought of the 19th century: Marx, marginalism

TOPIC 8: The economy after the First World War (1918-2016)

8.1 Consequences of World War I.

8.2 The economic crisis in the 20th century

8.3 Economic developments in Spain since 1939

8.4 Modern companies in the 20th century

8.5 Economic Thought of the Twentieth Century: Keynes and Hayek

TOPIC 9: Globalization, postcapitalism and modern corporations.

9.1 Globalization

9.2 The economy of the immediate future.

9.3 Postmodern business and new business paradigms

9.4 Spain and Europe

9.5 Current currents of economic theory and business

## EDUCATION ACTIVITIES

The learning process consists 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.

Broadly speaking, the learning process includes:

1. Classroom activities:

1.1 Lectures.

The total length of each will be one hour, with 40 minutes of explanations by the teacher and 20 minutes of questions and discussion.

1.2 Practical classes

The length of each one is 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 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.

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 "big modern company" 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

The evaluation system of the subject Economic and Business History will be the 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 for 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 4 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 examination session;

As it will be an assessment of recovery, it will consist only of a test similar to the final exam at the ordinary examination and of 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 equal or superior to 4.

All assessable exercises shall be subject to the regulations established by the Assessment Policy.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

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