

**COURSE DATA****Data Subject**

<b>Code</b>	36164
<b>Name</b>	Economic history of Spain
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1316 - Degree in Economics	Faculty of Economics	2	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1316 - Degree in Economics	23 - Economic history	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
CALATAYUD GINER, SALVADOR	10 - Economic Analysis

**SUMMARY**

Spanish Economic History provides an understanding of the configuration process of contemporary Spanish economy. The course is based on the long-term perspective of historical analysis and the conceptual tools from economic theory and quantitative methods. This course also allows you to check the usefulness of history as an analytical framework in the training of future economists.

Topics studied allow to identify the effects of institutional and social variables on economic phenomena, particularly those concerning the Spanish economy over the last two centuries. All this is achieved with a method that combines lectures with practical work, and will seek to encourage analysis, reflexion, and critical thinking. To achieved it, the course is structured around the following contents:

- \* The evolution of the Spanish economy in historical perspective.
- \* Convergence and divergence in European pattern.



- \* Institutional changes in the liberal Revolution
- \* The hard industrialization of the Spanish economy during the nineteenth century.
- \* The consolidation of an industrial base between 1874 end 1936.
- \* Divergence and convergence during the Francoist period.
- \* The adaptation of Spanish economy to democratic change: instyitutional reforms and economic integration.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1316 - Degree in Economics

- Show critical thinking skills.
- Be able to collect and analyse information.
- Have oral and written communication skills in the native language.
- Be able to work in a team (including interdisciplinary teams).
- Be able to learn autonomously.
- Be able to use ICTs.
- Understand and apply the scientific method, which involves formulating hypotheses, deducing verifiable results and contrasting them with empirical and experimental evidence.
- Understand the functioning of the economy at the aggregate level and the effect of different economic policies.
- Know and understand the determinants of the long-term sustainable growth of an economy.
- Understand the possible causes of economic cycles and the effects of stabilisation policies.
- Know the Spanish, European and international economic environment, the productive sectors and the functioning of institutions.
- Know the origin of the major economic problems, the mechanisms of long-term growth, how economic and non-economic factors have interacted throughout history and the evolution of the different approaches in modern economic thought.



## LEARNING OUTCOMES

The learning outcomes of the Economic History I course are:

- Ability to understand critical economic performance in the past: factors contributing to and limited economic growth in the long term (role of institutions, technological change, demographics, etc)
- Ability to analyze critically what has been the main source of current economic problems, identify problems and their causes
- Critical capacity to position themselves in the main debates about the origin of the major national and international economic issues
- Ability to understand the factors that support the processes of convergence and the determinants of development / underdevelopment, as well as the evolution of inequality and poverty
- The use and understanding of economic concepts through its application to historical reality
- Understanding the role of the internationalization of the economy on economic growth: the relationship between the process of globalization and improvements in long-term welfare. Causes of the acceleration / deceleration in the integration of markets and consequences of this process. Emergence of key international economic institutions (IMF, EU, etc.).
- Compression of how they interacted the economic and noneconomic factors throughout history
- Analyze and interpret historical statistical information

## DESCRIPTION OF CONTENTS

### 1. The evolution of the Spanish economy in the long term

- 1.1 .- Indicators of economic development in Spain, 1820-2000
- 1.2 .- Convergence and divergence in Europe
- 1.3 .- Reasons for the lack of convergence: the debate on Spanish economic backwardness

### 2. Spanish economy during the liberal era, 1808-1874

- 2.1. Institutional transformation. The new property rights and market integration
- 2.2. The limits of public finance and fiscal reform
- 2.3. The difficult start of the industry in Spain: causes and consequences

### 3. The consolidation of an industrial base, 1874-1936

- 3.1. The agrarian crisis of the last century and its effects
- 3.2. The reception of the 2<sup>nd</sup> industrial revolution
- 3.3 The interwar period, the impact of the Great Depression and the Second Republic

**4. The Spanish economy during the Franco regime: Divergence and convergence in the "golden age", 1936-1974**

- 4.1. Economic and production bottlenecks during the 1940s: the Autarky
- 4.2. Opening and institutional change between the 1950s and 1960s
- 4.3 The development, structural change, agricultural modernization and industrial growth

**5. The Spanish economy in democracy, reform and integration, 1974-2000**

- 5.1. Economic crisis and institutional change
- 5.2. The Spanish economy in EMU.
- 5.3. The transformation of society and the Spanish economy in regional perspective

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
Development of group work	20,00	0
Development of individual work	10,00	0
Study and independent work	60,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The learning methodology combines education lectures with active student participation through exercises, the submission of papers, and participation in class.

To meet the goals outlined in the lectures, the student must have prepared the subject using the basic literature. The explanation of the teacher in the classroom will be aimed at specific points of greatest difficulty and not to repeat information found in the basic texts. In the theoretical classes will be tracked in the learning process through the use of different techniques that encourage active student participation in class. For this, techniques of "informal cooperative learning groups" with the aim of preventing decay attention of students. Thus, for example, encourage the formulation of questions from students, the development of short talks from an issue launched by the teacher (relationship between the historical theme discussed in class and a hot topic on the Spanish economy) or a brief written summary of the lesson developed at the end of the class. Such activities will develop part of the evaluation through the assessment by the teacher of student participation and involvement in the teaching-learning process. To monitor the learning process of the contents in the master class participation, students could get to make a directed activity that would not face delivery, through the virtual classroom, one or more questionnaires.

In practice the material that has previously work the teacher will be located in the Virtual Classroom. The materials consist of readings, statistics, video presentation and discussion, and interpretation of data and historical facts in the light of economic theory learned. In the design of materials to use in practical



classes will encourage both individual work and teamwork using collaborative learning techniques (such as technical puzzle). The objectives in using these techniques in the development of practical classes are to promote the active involvement of students in the learning process, capitalizing on the ability of groups to increase the level of learning through interaction among colleagues, promote learning independent and self, promoting the development of the ability to reason critically, to facilitate oral communication skills and the ability to synthesize, to promote more positive attitudes by students toward the study material and prepare them as citizens and as professionals taking into account the competencies that are demanded in the labor market (fidelity, responsibility, initiative, teamwork, dynamism, honesty).

Punctuality is important in this subject and is a sign of respect to other students and teacher. During the stay in the classroom mobile phones must be turned off. It is forbidden to use any of them including sending text messages, which prevent the concentration of the rest of those present. Is also requested to avoid conversations with other students who have the same effect.

## EVALUATION

The subject will be assessed through both tests (Test, objective and oral) and through observation techniques, in particular:

- Written exam performed at the end of the course consisting of theoretical and practical questions (60%).
- Assessment of practical activities developed by the student from school during the course, from the preparation of papers, presentations and problem-solving. This assessment may include answering questionnaires test questions for each of the topics that make up the agenda (40%)
- Continuous evaluation based on their participation and involvement in the teaching-learning process.
- The observation techniques allow examination of the student's ability to work together, argue and defend ideas and attitudes in accordance with criteria of fairness, equality and respect for human rights.
- Copy on a test or plagiarizing a paper (copy of another) are not acceptable behavior on this serious subject. Assume a zero in the evaluation.

To pass the course is necessary to pass the exam, at least, with a 3 out of 6. The exam will be unique for all groups.

To pass the course, the minimum score on the weighted global computing is 5 points.

The date of the exam will be determined by the TAC and approved by the Central Board and announced by the Faculty.

## REFERENCES

### Basic

- A. CARRERAS y X. TAFUNELL (2018), Entre el imperio y la globalización. Historia económica de la España contemporánea, Barcelona, Crítica
- F. COMIN, M. HERNÁNDEZ y E. LLOPIS (2002), Historia Económica de España. Siglos X-XX, Barcelona Crítica





- J. MALUQUER de MOTES (2014), La economía española en perspectiva histórica, Barcelona, Pasado & presente.
- F. COLLANTES (2017): La economía española en 3D. Oferta, demanda y largo plazo, Madrid, Ediciones Pirámide.
- A. CARRERAS y X. TAFUNELL (2021), Between Empire and Globalization. An Economic History of Modern Spain, Cham, Springer.
- C. BETRÁN y M<sup>a</sup> A. PONS, eds. (2020), Historical Turning Points in Spanish Economic Growth and Development, 1808-2008, Cham, Springer.

#### **Additional**

- L. GERMAN, E. LLOPIS, J. MALUQUER DE MOTES y S. ZAPATA, S., eds. (2001): Historia económica regional de España siglos XIX y XX, Barcelona, Crítica
- G. TORTELLA, (1994): El desarrollo de la España contemporánea. Historia económica de los siglos XIX y XX, Madrid, Alianza
- A.M. BERNAL y A. PAREJO (2001): La España liberal (1868-1913). Economía, Madrid, Síntesis
- C. SAIZ y J. VIDAL (2001): El fin del Antiguo Régimen (1808-1868). Economía, Madrid, Síntesis.
- A. PAREJO y A. SÁNCHEZ PICÓN (2007): La modernización de España (1914-1939). Economía, Madrid, Síntesis
- C. BARCIELA, M<sup>a</sup> I. LÓPEZ, J. MELGAREJO y J.A. MIRANDA (2001): La España de Franco (1939-1975). Economía, Madrid, Síntesis
- C. BETRÁN, A. CUBEL, M<sup>a</sup> A. PONS y M<sup>a</sup> T. SANCHIS (2009): La España democrática (1975-2000). Economía, Madrid, Síntesis
- R. GRAFE (2012): Distant tyranny: markets, power, and backwardness in Spain, 1650-1800, Princeton, P. University Press
- L. PRADOS de la ESCOSURA (2017): Spanish Economic Growth, 1850-2015, Londres, Palgrave-Macmillan
- A. DÍEZ-MINGUELA, J. MARTÍNEZ-GALARRAGA y D.A. TIRADO-FABREGAT (2018): Regional inequality in Spain, 1860-2015, Londres, Palgrave-Macmillan.
- L. GARRIDO y M. CASTRO, eds. (2023), España (1923-12023): un siglo de economía, Madrid, Marcial Pons.