

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

<b>Code</b>	36786
<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>
1933 - D.D. in Law-Economics 2022	Doubles Studies Faculty of Law - Faculty of Economics	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1933 - D.D. in Law-Economics 2022	1 - Asignaturas de primer curso	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
GONZALEZ DE LARA MINGO, YADIRA MARIA	10 - Economic Analysis

**SUMMARY**

This course is an introduction to the Economic History of Spain from 1808 to the present. It aims at understanding the historical process through which the current Spanish economy has been shaped. To achieve this objective, the course combines the rigor of economic theory and quantitative methods with the richness of historical analysis, which emphasizes a healthy skepticism for accepting facts and questionable data and the need for examining an economy as a complex economic, political, social, and institutional system whose trajectory of change and capacity to change are constrained by its own history. The course thus offers prospective economists a wider perspective from which to evaluate and stimulate economic theory and inform current policy debates.

In analyzing the evolution of the Spanish economy in the long-run, especial attention will be given to the following topics:



- \* Long-term patterns of economic growth and development.
- \* The Liberal Revolution and the problems of the first industrialization, 1808-1874.
- \* The consolidation of an industrial base, 1874- 1936.
- \* Divergence and convergence during the Francoist period, 1936-1975.
- \* The Spanish economy in democracy: institutional reforms and economic integration, 1975-present.

The teaching methodology combines lectures and seminars aimed at encouraging intellectual exploration, critical thinking, and discussion.

## 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

## LEARNING OUTCOMES

- Critical thinking ability to understand the process of economic growth in the past and its relationship with demographic, technological, and institutional change.
- Critical thinking ability to analyze the origins of today's main economic problems, clearly identifying the problems and their causes
- Critical thinking ability to take a position in national and international policy debates.
- Critical thinking ability to understand what factors contribute to or hinder the processes of convergence, development, and inequality reduction.
- Capacity to use economic concepts, models, and theories to analyze the past.
- Critical thinking ability to understand the processes of globalization. Knowledge about their historical causes and their impact on long-term economic growth.
- Awareness of how economic and non-economic factors have interacted over time.



- Capacity to 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, 1820-2020
- 1.2. Convergence and divergence with respect to Europe
- 1.3. Reasons for the lack of convergence: the debate on Spanish economic backwardness

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

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- 2.1. Institutional change: new property rights and market integration
- 2.2. Constraints on public finance and fiscal reform
- 2.3. The problem of the first industrialization: causes and consequences

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

- 3.1. The agrarian crisis and its effects
- 3.2. The impact of the European industrialization
- 3.3 The interwar period: 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 policy and production bottlenecks during the 1940s: the Autarky
- 4.2. Economic opening and institutional change between the 1950s and 1960s
- 4.3 Francoist developmentalism: 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 the EMU.
- 5.3. The transformation of society and the Spanish economy in a regional perspective



## WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	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 teaching methodology combines lectures and seminars, which are both aimed at encouraging intellectual exploration, critical thinking, and discussion.

**Lectures** are simply a “discourse on a particular subject given to an audience” (Collins Dictionary for the 21st Century). Students are expected to do the compulsory readings in advance of lectures and to actively participate in class discussions. Active participation in class will be evaluated as an integral part of coursework. It is worth stressing that lecture notes, which will be weekly uploaded to the Aula Virtual (Moodle), are just the starting point, not the end point, of the learning process. Students who center their study exclusively on the lecture notes will find it difficult to excel and will not get a good final grade. To achieve the expected learning outcomes, students need to read extensively.

**Seminars** can be defined as “small group of students under the guidance of a tutor to exchange information or discuss theories” (Collins Dictionary for the 21st Century). Students are expected to solve exercises, analyze historical datasets, discuss readings and documentary films, prepare oral presentations, submit papers, and engage in cooperative learning. Cooperative learning is believed to improve learning outcomes (i.e. knowledge acquisition, retention, higher-level reasoning, motivation for learning, and academic performance) while enhancing many skills related to critical thinking, oral communication and teamwork that are key for success in a work environment. Cooperative learning also has the potential to engage a broader set of students and to encourage collaboration with classmates and faculty, which arguably contribute to the building of a more inclusive and diverse university learning community.

Creating a **respectful atmosphere** in lectures and seminars is crucial to enjoy the learning experience provided with this course. For this purpose, mobiles phones should be switched off and food consumption should be avoided. Likewise, students are expected to be punctual. Please, do respect the class and your classmates.

## EVALUATION



The final grade will be based on

- 40% coursework comprising oral presentations, written exercises, active participation in class and engagement in the learning process;
- 60% closed book, written examination at the end of the semester.

Students must achieve a mark of 5 (out of 10) in the final exam to pass the course. The exam and coursework marks will then be summed up to obtain the course grade. Students who do not pass the exam will be awarded the exam mark as final grade. The date of the exam will be posted at

<https://www.uv.es/uvweb/departamento-analisis-economico/es/departamento/recursos-informacion/fechas-examenes-1285866806982.html>

Plagiarism is defined as the act of “stealing ideas or passages from (another’s work) and present them as one’s own” (Collins Dictionary for the 21st century). It is important to develop the appropriate writing skills, hence copying and quoting from a textbook or an academic paper must be referenced. Plagiarism is unacceptable. A mark of zero will be awarded if plagiarism is detected. Copying from another’s work or using cribs in the final exam is dishonest and thus unacceptable. For more information on the grading system, please read the *Reglamento de Evaluación of the Universitat de València*:

[https://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](https://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

## 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
- 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.
- R. GRAFE (2012): Distant tyranny: markets, power, and backwardness in Spain, 1650-1800, Princeton, P. University Press