

Academic Year/course: 2022/23

## 61342 - Economic Development in Historical Perspective

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 61342 - Economic Development in Historical Perspective

**Faculty / School:** 109 - Facultad de Economía y Empresa

**Degree:** 525 - Master's in Economics

**ECTS:** 3.0

**Year:** 1

**Semester:** Second semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning outcomes of the subject provides training and competence to contribute to some extent to their achievement". Specifically, the first part of the subject addresses the following objectives. Goals 1 and 2 are addressed by studying the mechanisms that have produced economic growth, eliminating poverty and hunger in developed countries. The importance of Goal 4 is addressed by explaining the importance of education in economic growth. Objective 8 is addressed in a large part of the course by studying the causes and characteristics of economic growth. The study of industrialization processes also emphasizes the role of technological innovation in economic growth (Objective 9). The reduction of inequalities (Objective 10) is included by explaining how these inequalities have been generated both spatially and interpersonally. In the second part of the course, the end of poverty (Objective 1) is addressed in the case studies of Africa, Latin America and Asia. Likewise, in Africa, special emphasis is placed on the problem of hunger (Goal 2), as well as that of sustainable

cities (Goal 11), which is also addressed in the Latin American theme. In all the topics corresponding to the different areas of the world, there is a review of the evolution of life expectancy and levels of well-being (Goal 3). The topics of energy and pollution (Goal 7) are transversal to different themes, although they are particularly present in the themes of the West since 1980 and the Planned Systems. The work and growth objective (Goal 8), as well as innovation (Goal 9) and inequality (Goal 10) are cross-cutting to all the themes that address the world's zones. The objectives of sustainable production and climate action (Goals 12 and 13) have been addressed in particular in the Western theme since 1980. The goal of peace and strong institutions (Goal 16) is addressed more intensively in the Asia, Latin America and Africa themes, although it is mentioned in all themes corresponding to areas of the world. The acquisition of the learning outcomes of the subject both through theoretical expositions and text discussion provides training and competence to better understand the aforementioned SDGs and their historical configuration, also contributing to some extent to their possible future achievement.

### 1.2. Context and importance of this course in the degree

The context is that of subjects that, through the analysis of the real economy, seeks to increase the student's analytical capacity by confronting him/her with situations whose complexity exceeds the theoretical models. The aim is therefore to make them capable of using their theoretical and instrumental knowledge to solve real economic problems.

## 2. Learning goals

### 2.1. Competences

Upon passing the course, the student will be more competent to....

1. Analyze important economic phenomena, trying to take into account all the relevant variables, thus facing the complexity of the real economy.
2. Understand the historicity of the current economy, i.e. be able to understand the present from a historical perspective that gives us essential elements for it.
3. To be able to initiate research in the field of economic history and applied economics, taking into account the phenomena of path dependence.
4. To understand the mechanisms and economic variables that explain the varying degree of success in the processes of economic development.
5. Obtain the ability to analyze the economic situation of specific countries and to formulate appropriate policies.

## 2.2. Learning goals

The student, in order to pass this subject, must demonstrate the following results....

1. Is able to have a complete vision of the nature and characteristics of the processes of modern economic growth and development in the last two centuries...
2. Has a profound vision of the existing debate on the proximate and fundamental causes of economic growth both from a theoretical perspective and from the application of this to the analysis of the real processes developed in the last two centuries.
3. Is able to know and understand the most relevant consequences of modern economic growth and development, especially in relation to its relationship with the environment, the processes of economic globalization, interpersonal and spatial disparities in income distribution and public intervention in the economy.

## 2.3. Importance of learning goals

The understanding of current economic problems is facilitated by long-term analysis, since many of them have originated through long-term processes or have their origins in past situations. Ultimately, we hope to contribute to a greater ability to analyze current economic problems and provide possible solutions.

Economic development is a central topic in economics and also in economic history. The consideration in our analysis of the complex interrelationships between institutional and quantitative variables, as well as path dependency phenomena, seeks a realistic approach to economic development in which the long-term perspective of economic history can help to understand the causes of temporal and spatial differences in the rates of development and the distribution of its results.

The use of economic theory in the analysis of the past makes it possible to contrast it with the empirical evidence provided by economic history, which is also of great educational interest.

## 3. Assessment (1st and 2nd call)

### 3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Continuous Assessment. The student must demonstrate that he/she has achieved the expected learning outcomes through the following assessment activities:

Submission of summaries of readings or of questionnaires and short papers assigned by the instructors.

Presentations to the instructor and the rest of the students of the readings and materials ordered by the instructors or previously agreed with them.

Active participation in the discussions on each topic guided by the instructors.

For those students who do not pass the continuous assessment or wish to improve their grade, there will be a global exam of the whole subject.

<b>Assesment system</b>	<b>Minimum weighting</b>	<b>Maximum weighting</b>
Continuous assessment: work performed, presentation of work and participation in classes.	100%	100%
Final exam: for those who do not pass the continuous assessment or who want to improve their grade.	100%	100%

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The learning process designed for this course is based on the following:

Combination of theoretical exposition by the instructor with the active participation of the student in the different topics. The learning process is based on the combination of the student's reading and reflection of economic texts and the instructor's explanation of the same topic. This leads to a debate for which it is essential both the student's previous personal work at home, as well as the presence in the classroom in the different sessions.

### 4.2. Learning tasks

The program offered to the student to help him/her achieve the expected results includes the following activities...

- Theoretical classes with explanations by the instructor.
- Reading of cutting-edge research articles in economic history on the subject matter of the course.

- Discussion of these articles in the general context explained by the instructor in class.

<b>Training activity</b>	<b>No. of hours</b>	<b>% Attendance</b>
Attendance to theoretical classes	20	100%
Work preparation and independent study of the student	45	-----
Presentation of the work carried out	10	100%

### 4.3. Syllabus

1. Introduction
2. Great Evasion and Great Divergence
3. Long-term growth: causes (I)
4. Long-term growth: causes (II)
5. The industrial revolution
6. Growth outside Europe (I)
7. Growth outside Europe (II)
8. Developed countries from 1945 to 1980 (I).
9. Developed countries since 1980
11. The experience of the centrally planned economies.
12. The development of Latin America in the second half of the 20th century.
13. The development of Asia in the second half of the 20th century.
14. The weak development of Africa in the second half of the twentieth century.

### 4.4. Course planning and calendar

The schedule of theoretical sessions, readings and presentations to be made by the students will be specified on the day of the presentation of the course.

### 4.5. Bibliography and recommended resources

- Acemoglu, D., Johnson, S. & Robinson, J. A. (2005). Institutions as a fundamental cause of long-run growth. En Ph. AGHION & S. N. DURLAUF, ?Handbook of Economic Growth? (capítulo 20).Amsterdam: Elsevier Nort- Holland
- Acemoglu, Daron. Por qué fracasan los países : los orígenes del poder, la prosperidad y la pobreza / Daron Acemoglu y James A. Robinson ; traducido por Marta García Madera . - 7ª ed. [Barcelona] : Deusto, 2014
- Allen, Robert. Historia económica mundial: una breve introducción/ Robert Allen Madrid: Alianza, 2013
- Globalization in historical perspective / edited by Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson Chicago : University of Chicago Press, cop. 2003
- Carreras, Albert. Historia económica de la España contemporánea / Albert Carreras, Xavier Tafunell . - 1ª ed., 3ª imp. Barcelona : Crítica, 2007
- Chang, Ha-Joon. Retirar la escalera : la estrategia del desarrollo en perspectiva histórica / Ha-Joon Chang ; traducción de Mónica Salomón Madrid : Los Libros de la Catarata, D. L. 2004
- Clark, Gregory. A farewell to alms : a brief economic history of the world / Gregory Clark Princeton : Princeton University Press, cop. 2007
- Collier, Paul. El club de la miseria : qué falla en los países más pobres del mundo / Paul Collier ; traducción de Víctor V. Úbeda . - 2ª ed. Madrid : Turner, 2009
- Easterly, William. En busca del crecimiento : andanzas y tribulaciones de los economistas del desarrollo / William Easterly ; traducción de Bernardo Kugler. Barcelona : Antoni Bosch, 2003 (pp. 257-296)
- Esping-Andersen, Gosta. The three worlds of welfare capitalism / Gosta Esping- Andersen . - [1st ed., reimp.] Cambridge : Polity, 1995
- Fontana, Josep. Por el bien del imperio : una historia del mundo desde 1945 / Josep Fontana Barcelona : Pasado y Presente, 2011
- Helpman, Elhanan. El misterio del crecimiento económico / Elhanan Helpman ; traducción de Mª Esther Rabasco y Luis Toharia Barcelona : Antonio Bosch, D.L. 2007
- Judt, Tony. Postguerra : una historia de Europa desde 1945 / Tony Judt ; traducción de Jesús Cuéllar y Victoria E.

Gordo del Rey . - 9a. ed. Madrid : Taurus, 2013

- Lindert, Peter H. El ascenso del sector público : crecimiento económico y el gasto social del siglo XVIII al presente / Peter H. Lindert México (D.F.) : Fondo de Cultura Económica, 2011
- Maddison, Angus. La economía mundial 1820-1992 : análisis y estadísticas / por Angus Maddison París : OCDE, cop. 1997
- Mokyr, Joel. La palanca de la riqueza : creatividad tecnológica y progreso económico / Joel Mokyr ; versión española de Esther Gómez Parro ; revisión de Graciela Sylvestre Madrid : Alianza, D. L. 1993
- Nove, Alec. Historia económica de la Unión Soviética / Alec Nove ; versión española de Miguel Paredes Marcos . - [1a. ed.] Madrid : Alianza, D. L. 1973
- O'Rourke, Kevin H. Globalización e historia : la evolución de la economía atlántica en el siglo XIX / Kevin H. O'Rourke y Jeffrey G. Williamson ; traducción de Montse Ponz . - 1ª ed. Zaragoza : Prensas Universitarias de Zaragoza, 2006
- Offer, Avner. The challenge of affluence : self-control and well-being in the United States and Britain since 1950 / Avner Offer Oxford [etc.] : Oxford University Press, 2007
- Williamson, Jeffrey G. Globalization and the poor periphery before 1950 / Jeffrey G. Williamson Cambridge, Mass. : MIT Press, cop. 2006