

**Spanish Economic History**

Code: 102314  
ECTS Credits: 6

Degree	Type	Year	Semester
2501572 Business Administration and Management	OT	4	0
2501573 Economics	FB	1	2

**Contact**

Name: Carmen Sarasua García  
Email: Carmen.Sarasua@uab.cat

**Use of languages**

Principal working language: catalan (cat)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: Yes

**Teachers**

Carmen Sarasua García  
Carles Badenes Escudero  
Nuria Mallorqui Rusalleda

**Prerequisites**

There are no prerequisites to follow the course successfully. However it is desirable that students have some knowledge of World Contemporary History, Contemporary History of Spain, and Economics

**Objectives and Contextualisation**

Context Economic History of Spain is part of the group of basic subjects in the first year for the studies of Economics and Business Administration. The objective of these subjects is for students to acquire the knowledge, analytical tools and basic methodology in order to develop the general and specific competencies of the degree program. This course studies the development of the Spanish economy, starting in the 19th century but focusing on the 20th century. It appraises the different phases of modern economic growth, the impact of major historical facts in the economy as well as the transformation of economic institutions.

Contextualise economic problems in historical terms. Demonstrate knowledge of the interrelationships between different economies, the role of national and international economies, their evolution and the consequences that may be produced for the company. Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances.

**Skills**

**Business Administration and Management**

- Capacity for adapting to changing environments.

- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Capacity for oral and written communication in Catalan, Spanish and English, which enables synthesis and oral and written presentation of the work carried out.
- Contextualise economic problems in historical terms.
- Demonstrate initiative and work individually when the situation requires it.
- Demonstrate knowledge of the interrelationships between different economies, the role of national and international economies, their evolution and the consequences that may be produced for the company.
- Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances and their influence on a specific company.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Show motivation for carrying out quality work and sensitivity to the consequences for the environment and society.
- Value ethical commitment in professional practice.

### **Economics**

- Capacity for adapting to changing environments.
- Capacity for independent learning in the future, gaining more profound knowledge of previous areas or learning new topics.
- Contextualise economic problems in historical terms.
- Demonstrate initiative and work individually when the situation requires it.
- Demonstrate knowledge of the interrelationships between different economies, the role of national and international economies, their evolution and the consequences that may be produced for the company.
- Identify the economic agents that make up an economy, understanding how they have been interrelated to date, how they are currently interrelated and forecast futures according to new circumstances and their influence on a specific company.
- Organise the work in terms of good time management, organisation and planning.
- Select and generate the information necessary for each problem, analyse it and take decisions based on that information.
- Show motivation for carrying out quality work and sensitivity to the consequences for the environment and society.
- Value ethical commitment in professional practice.
- Work well in a team, being able to argue proposals and validate or reject the arguments of others in a reasoned manner.

## **Learning outcomes**

1. A capacity of oral and written communication in Catalan, Spanish and English, which allows them to summarise and present the work conducted both orally and in writing.
2. Analyse the current economic problems in historical terms, to better assess the evolutionary possibilities of economic systems.
3. Analyse the labour markets and the international flows of workers in the different phases of contemporary economic growth.
4. Apply, with historical perspective, new experiences of industrialisation to developing countries.
5. Assess ethical commitment in professional activity.
6. Capacity to adapt to changing environments.
7. Capacity to continue future learning independently, acquiring further knowledge and exploring new areas of knowledge.
8. Demonstrate initiative and work independently when required.
9. Demonstrate motivation regarding the quality of the work performed and sensitivity regarding the consequences on the environment and society.
10. Describe the dynamic aspects of economic activity, taking as a reference the main phases of contemporary economic growth, and identify the main factors that have conditioned it.
11. Describe the historical evolution of the strategic factors determining the development and location of industry.

12. Explain the theoretical models of economy, in relation to their basic assumptions, using different historical cases as a reference.
13. Identify the main causes of periods of economic stability, recession and crisis, on a regional, national and international scale.
14. Identify the problems faced by economic agents when making decisions in uncertain conditions, based on different historical experiences.
15. Identify the problems of economic agents on the basis of different historic experiences.
16. Organise work, in terms of good time management and organisation and planning.
17. Perform an integrated analysis of the financial and physical flows of the economy, on the basis of different historical experiences.
18. Perform an integrated analysis of the physical, financial, and migratory flows of the economy, on the basis of different historical experiences.
19. Select and generate the information needed for each problem, analyse it and make decisions based on this information.
20. Summarise the different experiences of economic development, on a regional, national and international scale.
21. Work as part of a team and be able to argue own proposals and validate or refuse the arguments of others in a reasonable manner.

## **Content**

INTRODUCTION. The Spanish economy in the long run

### I. THE 19TH CENTURY

1. The natural framework
2. Population and urban growth
3. GDP and its structural development
4. External and internal trade
5. Participation rate and the structure of employment
6. Fiscal, monetary and banking systems

### II. THE FIRST THREE DECADES OF THE 20TH CENTURY

1. From the 1898 colonial crisis to WWI
2. The impact of WWI on a neutral economy
3. Structural change and growth in the 1920s
4. The 1930s crisis and the II Republic (1931-1936).

### III. THE CIVIL WAR AND FIRST TWO DECADES OF FRANCO'S DICTATORSHIP (1936-1951).

1. The Spanish economy during the civil war (1936-1939)
2. The organization of the "New State"
3. International isolation and autarky.
4. Market intervention: rationing and black markets

### IV. IMPORT SUBSTITUTION INDUSTRIALIZATION (ISI) (1951-1959).

1. Cold War, US help and the reduction of interventionism.

2. Import Substitution Industrialization

3. Rent increase and structural change

4. The end of autarky: The 1959 Stabilization Plan

#### V. THE DEVELOPMENT YEARS (1960-1973)

1. Reintegration into international economy and market-opening measures

2. Agricultural modernization

3. Accelerated industrialization

4. The service sector: the specialization in Tourism

5. Migrations and labor market

6. The improvement in social well being

#### VI. ECONOMIC CRISIS AND POLITICAL TRANSITION (1975-1985)

1. The 1970s oil shocks (1973, 1979)

2. Anti-crisis policies: Pactos de la Moncloa (1977)

3. The birth of the Welfare State

4. Industrial and banking crisis, and massive unemployment

5. Industrial restructuring

6. Towards Integration into the European Community

#### VII. INTEGRATION INTO THE EUROPEAN UNION (1986-1998)

1. The construction of the EC

2. Economic consequences of the integration into the EC

3. Structural reforms

4. Investment, the engine for growth

5. Dominance of the service sector

### **Methodology**

Five complementary learning activities:

1. Lectures.

2. Practical classes

3. Individual work by the students (reading and information search)

4. Tutorials

5. Campus virtual (webpage)

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Lectures	42	1.68	18, 3, 6, 1, 7, 11, 15, 13, 9, 19, 20, 4, 5
Practical classes	8	0.32	6, 1, 16, 19
<b>Type: Supervised</b>			
Tutorials	7	0.28	7, 8, 16, 21, 5
<b>Type: Autonomous</b>			
Preparation of practical exercises	43	1.72	1, 16, 19
Reading and independent study	46	1.84	7, 16, 19

## Evaluation

The assessment of the course is composed of one short essay worth 10% of the final course mark, a midterm exam and final exam, both weighting 45% of the course mark each.

Students will get a "No evaluable" (not assessed) when they sat less than one-third of the assessed work for the course.

### Calendar of evaluation activities

The dates of the evaluation activities (midterm exams and exercise in the classroom) will be announced well in advance during the semester.

The date of the final exam is scheduled in the assessment calendar of the Faculty.

*"The dates of evaluation activities cannot be modified, unless there is an exceptional and duly justified reason why an evaluation activity cannot be carried out. In this case, the degree coordinator will contact both the teaching staff and the affected student, and a new date will be scheduled within the same academic period to make up for the missed evaluation activity."* **Section 1 of Article 115. Calendar of evaluation activities**

**(Academic Regulations UAB)**. Students of the Faculty of Economics and Business, who in accordance with the previous paragraph need to change an evaluation activity date must process the request by filling out an **Application for exams' reschedule**

[https://eformularis.uab.cat/group/deganat\\_feie/application-for-exams-reschedule](https://eformularis.uab.cat/group/deganat_feie/application-for-exams-reschedule)

### Grade revision process

After all grading activities have ended, students will be informed of the date and way in which the course grades will be published. Students will be also be informed of the procedure, place, date and time of grade revision following University regulations.

### Retake Process

*"To be eligible to participate in the retake process, it is required for students to have been previously been evaluated for at least twothirds of the total evaluation activities of the subject."* **Section 3 of Article 112 ter.**

**The recovery (UAB Academic Regulations)**. Additionally, it is required that the student to have achieved an **average grade of the subject between 3.5 and 4.9**.

The date of the retake exam will be posted in the calendar of evaluation activities of the Faculty. Students who take this exam and pass, will get a grade of 5 for the subject. If the student does not pass the retake, the grade will remain unchanged, and hence, student will fail the course.

### Irregularities in evaluation activities

In spite of other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the case that the student makes any irregularity that could lead to a significant variation in the grade of an evaluation activity, it will be graded with a 0, regardless of the disciplinary process that can be instructed. In case of various irregularities occur in the evaluation of the same subject, the final grade of this subject will be 0". **Section 10 of Article 116. Results of the evaluation. (UAB Academic Regulations).**

### Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Essay exercise	10%	1	0.04	3, 2, 1, 11, 10, 14, 13, 9, 19, 20
final exam	45%	1.5	0.06	17, 18, 3, 2, 6, 1, 7, 8, 11, 10, 12, 14, 15, 13, 16, 19, 20, 4, 21
midterm exam	45%	1.5	0.06	17, 18, 3, 2, 6, 1, 7, 8, 11, 10, 12, 14, 15, 13, 9, 16, 19, 20, 4, 21, 5

### Bibliography

The most useful textbook is this general overview:

Gabriel Tortella (2000), *The Development of Modern Spain. An Economic History of the Nineteenth and Twentieth Century*, Harvard University Press.

You can also use for specific subjects:

Herranz-Loncán, A. (2007), "Infrastructure investment and Spanish economic growth, 1850-1935," *Explorations in Economic History*, 44(3), p. 452-468.

Malefakis, Edward E. (1970), *Agrarian Reform and Peasant Revolution in Spain, Origins of the Civil War*, New Haven: Yale University Press

Prados de la Escosura L., et al (2017), *Spanish Economic Growth, 1850-2015*, Palgrave Studies in Economic History (free downloadable)

Prados de la Escosura, L et al. (2012), "Economic Reforms and Growth in Franco's Spain", *Revista de Historia Económica*, 30(1), pp. 45-90.

Ringrose, David (1970), *Transportation and Economic Stagnation in Spain, 1750-1850*, Durham, N.C.: Duke University Press.

Richard Herr, *An Historical Essay on Modern Spain*, The Library of Iberian resources online.