

# **ECONOMIC HISTORY**

**Bachelor in Economics BIE SEP-2024 EH-Ec.1.S.A**

Area Economics

Number of sessions: 30

Academic year: 24-25

Degree course: FIRST

Number of credits: 6.0

Semester: 1º

Category: BASIC

Language: English

Professor: **ANTONELLA FAZIO**

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## **ANTONELLA FAZIO**

Antonella Fazio works as a postdoctoral researcher and adjunct Professor at IE University. She has been researching the activities of illegal online pharmacies under an ERC Starting Grant from the European Commission (2017). She has a special interest in empirical research and quantitative methods. Antonella is also a co-founder and CPO of Translucent Datalab, a startup tracking the activities of illegal online pharmacies. She is responsible for the strategic product direction of Translucent Datalab, which includes product design, product development, and product marketing. Antonella has worked with public and private institutions across different countries: the City Council of Bogotá, Milieu, an EU legal consultancy based in Brussels and the European Parliament. Antonella studied economics (BA and MA) and completed her PhD at the European University Institute, focusing on economic history. She was a postdoctoral researcher at the Department of Economics of the Universidad de los Andes and at SMAG and CriDIS at Université Catholique de Louvain (UCL - Belgium).

## **Office Hours**

Office hours will be on request. Please contact at:

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Professor: **PATRICIA GABALDON QUIÑONES**

E-mail: [pgabaldon@faculty.ie.edu](mailto:pgabaldon@faculty.ie.edu)

## **PATRICIA GABALDON QUIÑONES**

Patricia Gabaldón is currently Associate Professor of Economic Environment at IE Business School where she teaches applied economics and country economic analysis. She obtained a PhD in economics from University of Alcalá, Spain and she was visiting fellow at Harvard University.

Professor Gabaldón's research combines sociology and economics to understand gender issues and to help different company's stakeholders to improve their decision-making. Among other topics, she investigates the role of media on appointing female directors, or the role in economic development of female entrepreneurs. She also studies the impact of economic business cycles on gender quotas on boards and on top management positions and its effects on the economy and society. Last but not least, her current research seeks ways to promote sustainable behavior among corporations, including gender mainstreaming and the effect on sustainable economic growth. Her research has also been published in numerous book chapters and articles in academic journals such as the Journal of Business Ethics, Corporate Governance: an International Review, or the European Management Journal, among others.

Professor Gabaldón has collaborated with multilateral and global institutions and she is frequently sought out by the media. She has also created with great success some multimedia cases to be used in class by MBA students.

#### ACADEMIC BACKGROUND

- PhD, Economics and Business, Universidad de Alcalá (España)
- BA, Economics, Universidad de Alcalá (España)

#### ACADEMIC AND RESEARCH EXPERIENCE

- Associate Professor of Economic Environment and Country Analysis, at IE University, (2018 – present)
- Assistant Professor of Economic Environment and Country Analysis, at IE University, (2008 – 2018)
- Visiting Research Scholar, Harvard University, USA (2012)
- Research Director, IE Business School (2008 – 2011)
- Research Coordinator / Researcher. Areas include consumer behaviour, leisure, tourism and family. Instituto Universitario de Análisis Económico y Social, University of Alcalá

#### Office Hours

Office hours will be on request. Please contact at:

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## SUBJECT DESCRIPTION

This course introduces the economic history from ancient times until the present day. Following a chronological and comparative approach, this course presents an overview of the main phases and events in the evolution of the world economy to develop an understanding of the role of factors such as actors, socio-demographics, geography, institutions, technological change or culture in explaining economic development and growth. By examining these elements, this course provides an insight into the complexity of long-run economic development. After this class, students will have a global overview of significant events in economic history. They will develop critical thinking to analyze the economic history from an economic perspective.

## LEARNING OBJECTIVES

- Evaluate great theories of the history of accumulation, production and human exchange.
- Understand the complex interaction between human evolution in the economic, political and social spheres.
- Know the explanations of the great divergence between Europe and the rest of the world between the sixteenth and twentieth centuries.
- Analyze the interaction between the formation of the modern state and the creation of capitalism.
- Describe the main phases and episodes in the history of the world economy, economic globalization and international trade.
- Analyze the different varieties of capitalism and welfare states that emerge after the Second World War.
- Explain the role of major episodes such as the Great Depression, or World Wars for the evolution of the world economy

## TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	16.7 %	25.0 hours
Discussions	20.0 %	30.0 hours
Exercises in class, Asynchronous sessions, Field Work	23.3 %	35.0 hours
Group work	20.0 %	30.0 hours
Individual studying	20.0 %	30.0 hours
TOTAL	100.0 %	150.0 hours

## AI POLICY

In this course, the use of generative artificial intelligence (GenAI) is encouraged, with the goal of developing an informed critical perspective on potential uses and generated outputs.

However, be aware of the limits of GenAI in its current state of development:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.

- Don't take ChatGPT's or any GenAI's output at face value. Assume it is wrong unless you either know the answer or can cross-check it with another source. You are responsible for any errors or omissions. You will be able to validate the outputs of GenAI for topics you understand.

- AI is a tool, but one that you need to acknowledge using. Failure to do so is in violation of academic honesty policies. Acknowledging the use of AI will not impact your grade.

## **PROGRAM**

### **SESSIONS 1 - 2 (LIVE IN-PERSON)**

**Session 1: Introduction: What is economic history?**

**Session 2: The Comparative Approach in Economic History (geographical and cultural hypothesis)**

Compulsory Readings - See below materials included for each session

*Book Chapters: Cameron, R. E. (1993). A concise economic history of the world: from Paleolithic times to the present. Oxford University Press, USA. Introduction: Economic history and economic development (p. 3-19). (IE Library)*

*Book Chapters: Acemoglu, D., & Robinson, J. A. (2012). Why nations fail: the origins of power, prosperity and poverty. Crown Business. Chapter 2: Theories that don't work (IE Library)*

### **SESSIONS 3 - 4 (LIVE IN-PERSON)**

**Session 3: The comparative approach (institutional approach)**

**Session 4: Prehistory and Ancient World**

Compulsory Readings - See below materials included for each session

*Book Chapters: Acemoglu, D., & Robinson, J. A. (2012). Why nations fail: the origins of power, prosperity and poverty. Crown Business. Chapter 2: Theories that don't work.*

*Book Chapters: North, D. C. (1981). Structure and change in economic history (1st ed.). Norton. Chapter 7 (ced)*

### **SESSIONS 5 - 6 (LIVE IN-PERSON)**

**Session 5: Middle Ages**

**Session 6: Assignment 1 - in class (Instructions will be uploaded in BB). For this session, students must have done all the readings assigned in previous sessions.**

### **SESSIONS 7 - 8 (LIVE IN-PERSON)**

**Session 6: The Modern World in Europe**

**Session 7: The Colonial Period**

Compulsory Readings - See below materials included for each session

*Book Chapters: North, D. C., & Thomas, R. P. (1973). The rise of the western world: A new*

economic history. Cambridge University Press. Chapters 9-10 (ced)

Book Chapters: Walton, G. M., & Rockoff, H. (2013). *History of the American economy*. Cengage Learning. Thomson South Western. Chapter 3 (ced)

## **SESSIONS 9 - 10 (LIVE IN-PERSON)**

### **Session 9: The Industrial Revolution**

### **Session 10: The institutional comparative approach: Latin America and The United States**

Compulsory Readings - See below materials included for each session

Book Chapters: Mokyr, J. (2004). "Accounting for the Industrial Revolution, en R. Floud & P. Johnson (Eds.), *Cambridge Economic History of Modern Britain*. Cambridge: Cambridge University Press. Chapter 1. (IE Library)

Book Chapters: Engerman, S. L. and K. L. Sokoloff (1997), "Factor Endowments, Institutions, and Differential Paths of Growth Among New World Economies: A View from Economic Historians of the United States," (ced)

## **SESSIONS 11 - 12 (LIVE IN-PERSON)**

### **Session 11 - Economic Globalization (19th Century)**

### **Session 12: Mid-term Exam**

Compulsory Readings - See below materials included for each session

Book Chapters: O'Rourke, K. H., & Williamson, J. G. (1999). *Globalization and history: the evolution of a nineteenth-century Atlantic economy*. MIT Press Chapter 1 (ced)

Book Chapters: O'Rourke, K. H., & Williamson, J. G. (1999). *Globalization and history: the evolution of a nineteenth-century Atlantic economy*. MIT Press Chapter 7 (ced)

## **SESSIONS 13 - 14 (LIVE IN-PERSON)**

Practice

How did international money transfers work? The Gold Standard

Book Chapters: *The causes of the growth of the international economy in the 19th century* – Chapter 6 & 7 – Graff et al (2014) (See Bibliography)

Article: Bordo, Michael D., and Finn E. Kydland. "The gold standard as a rule: An essay in exploration." (*Explorations in Economic History* 32.4 (1995): 423-464.) (ced)

Multimedia Material: What is the Gold Standard? (4 min.) (Youtube)

Book Chapters: *The causes of the growth of the international economy in the 19th century* – Chapter 6 & 7 – Graff et al (2014) (See Bibliography)

Article: Bordo, Michael D., and Finn E. Kydland. "The gold standard as a rule: An essay in exploration." (*Explorations in Economic History* 32.4 (1995): 423-464.) (ced)

Multimedia Material: What is the Gold Standard? (4 min.) (Youtube)

## **SESSIONS 15 - 16 (LIVE IN-PERSON)**

The International economy from 1914 and economic consequences of the First World War

Book Chapters: *The causes of the growth of the international economy in the 19th century* – Chapter 11 & 12 & 13 – Graff et al (2014) (See Bibliography)

Article: Wixforth, Harald. "The Economic Consequences of the First World War." (*Contemporary*

*European History*, 3 (2002): 477-488) (ced))

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 11 & 12 & 13 – Graff et al (2014) (See Bibliography)*

*Article: Wixforth, Harald. "The Economic Consequences of the First World War." (Contemporary European History, 3 (2002): 477-488) (ced)*

## **SESSIONS 17 - 18 (LIVE IN-PERSON)**

Practice

The roaring twenties and the stock market crash of 1929. How did it happen? Was it predictable?

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 14 & 15 – Graff et al (2014) (See Bibliography)*

*Article: "Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression." (American Economic Review 73, no. 3 (June 1983): 257-276) (ced))*

*Multimedia Material: 1929 The Great Depression part 1: (52 mins.) (Youtube)*

*Multimedia Material: The Crash of 1929 & the Great Depression, part 4 (Youtube)*

*Multimedia Material: The Crash of 1929 & the Great Depression part 5 (Youtube)*

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 14 & 15 – Graff et al (2014) (See Bibliography)*

*Article: "Nonmonetary Effects of the Financial Crisis in the Propagation of the Great Depression." (American Economic Review 73, no. 3 (June 1983): 257-276) (ced)*

*Multimedia Material: 1929 The Great Depression part 1: (52 mins.) (Youtube)*

*Multimedia Material: The Crash of 1929 & the Great Depression, part 4 (Youtube)*

*Multimedia Material: The Crash of 1929 & the Great Depression, part 5 (Youtube)*

## **SESSIONS 19 - 20 (LIVE IN-PERSON)**

The international economy from 1939 to 1950

Practice

**The international economy from 1939 to 1950**

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 16 & 17 – Graff et al (2014) (See Bibliography)*

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 16 & 17 – Graff et al (2014) (See Bibliography)*

## **SESSIONS 21 - 22 (LIVE IN-PERSON)**

**The institutions of Bretton Woods**

Practice

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 18 & 19 – Graff et al (2014) (See Bibliography)*

*Article: Pehle, John W. "The Bretton Woods Institutions." (The Yale Law Journal 55.5 (1946): 1127-1139) (ced))*

## **SESSIONS 23 - 24 (LIVE IN-PERSON)**

Practice

### **The golden age of capitalism and the fall of Bretton Woods**

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 20 & 21– Graff et al (2014) (See Bibliography)*

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 20 & 21– Graff et al (2014) (See Bibliography)*

## **SESSIONS 25 - 26 (LIVE IN-PERSON)**

Practice

### **The Oil crisis in the 1970. The Virtuous Circle (or not) of Natural resources**

Practice

Lessons to learn

#### **Monetary and financial systems**

#### **The Great Recession of 2008 & Inequality in the long run**

*Book Chapters: Acemoglu and Robinson (2012) Chapter 11 “Virtuous Circles” (IE Library)*

*Article: García-Jimeno, Camilo and James A. Robinson (2011) “The Myth of the Frontier (NBER, August 2011)*

*Article: Torvik, R (2009), Why do some resource abundant countries succeed while others do not? (Oxford Review of Economic Policy, Vol 25, No 2, pp 241-256) (ced))*

*Working Paper: Central bank balance sheets: expansion and reduction since 1900. (ECB Forum on Central Banking / May 2014)*

*Book Chapters: C. M. Reinhart and K.S. Rogoff, Varieties of crises and their dates. Princeton UP, 2009.*

*Working Paper: Secular drivers of the global real interest rate (Bank of England, Working Paper No. 571)*

*Book Chapters: The causes of the growth of the international economy in the 19th century – Chapter 23 – Graff et al (2014) (See Bibliography)*

*Article: T. Piketty, E. Saez, “Inequality in the long run”, (Science, 23 MAY 2014 • VOL 344 ISSUE 6186)*

## **SESSION 27 (LIVE IN-PERSON)**

### **Thinking on the future: why Economic History matters?**

*Multimedia Material: Frontline – In the Age of AI (Youtube)*

*Book Chapters: Harari, Y. N. (2018). 21 Lessons for the 21st Century. Random House. Chapter 1-2 (ced)*

## **SESSIONS 28 - 29 (LIVE IN-PERSON)**

Oral Presentations (in groups) - Guidelines will be posted in BB



Thinking on the future: why Economic History matters? Contemporary challenges such as climate change, IA, Pandemic

Useful resources:

*Book Chapters: John L. Brooke. (2014) Climate Change and the Course of Global History: A Rough Journey (Studies in Environment and History.) New York, Cambridge University Press.*

*Book Chapters: Lieberman, B & Gordon, E. (2018) Climate Change in Human History: Prehistory to the Present. (Not Available on IE Library)*

*Book Chapters: Sachs, J. (2015). The Age of Sustainable Development. New York: Columbia University Press. Chapter 12. (ced)*

*Book Chapters: John L. Brooke. (2014) Climate Change and the Course of Global History: A Rough Journey (Studies in Environment and History.) New York, Cambridge University Press.*

*Book Chapters: Lieberman, B & Gordon, E. (2018) Climate Change in Human History: Prehistory to the Present. (Not Available on IE Library)*

*Book Chapters: Sachs, J. (2015). The Age of Sustainable Development. New York: Columbia University Press. Chapter 12. (ced)*

## SESSION 30 (LIVE IN-PERSON)

### Session 30: Final Exam

## EVALUATION CRITERIA

Your final grade in the course will be based on both individual and group work of different characteristics that will be weighted in the following way:

criteria	percentage	Learning Objectives	Comments
Final Assessment	40 %		
Intermediate Tests	30 %		Session 1 - 11
Group Presentation	30 %		Oral Presentations Sessions 28-29

## RE-SIT / RE-TAKE POLICY

### GENERAL OBSERVATIONS

Each student has four attempts over two consecutive academic years to pass this course.

For every BIE Program mandatory class, students are required to obtain the minimum grade of 5 required to pass the course. Students whose grade in the Final Exam is below 5 should have a final grade no greater than 4.9. In the event there is no final exam this rule applies to the part that is the greatest share of the final grade.

Dates and location of the final exam will be posted in advance and will not be changed.

Students who do not comply with the attendance rules will receive a 0.0 on their first and second attempts and go directly to the third one (they will need to enroll in this course again the following academic year).

Students who are in the third or fourth attempt should contact the professor during the first two weeks of the course.

### RETAKE POLICY

Any student whose weighted final grade is below 5 will be required to sit for the retake exam to pass the course (except those not complying with the attendance rules, whom are banned from this possibility).



Grading for retakes will be subject to the following rules

The retakes will consist of a comprehensive exam. The grade will depend only on the performance on this exam; continuous evaluation over the semester will not be taken into account.

The exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8 out of 10.

Dates and location of the retakes will be posted in advance and will not be changed.

### **PLAGIARISM / ACADEMIC HONESTY**

Plagiarism is the dishonest act of presenting another person's ideas, texts or words as your own. This includes in order of seriousness of the offense:

- providing faculty sources;
- copy-pasting material from your own past assignments (self-plagiarism) without the instructor's permission;
- copy-pasting material from external sources even while citing them;
- using verbatim translations from sources in other languages without citing them;
- copy-pasting material from external sources without citing them;
- and buying or commissioning essays from other parties.

IEU students must contact the professor if they don't know whether the use of a document constitutes plagiarism. The professor will advise the student on how to present said material. All written assignments have to be submitted through Turnitin, which produces a similarity report and detects cases of plagiarism. Professors are required to check each student's academic work in order to guarantee its originality. If the originality of the academic work is not clear, the professor will contact the student in order to clarify any doubts. Students using external tutorial support should report it to the professor and the BIE Program from the moment they began receiving this support. In the event that the meeting with the student fails to clarify the originality of the academic work, the professor will inform the Director of the Bachelor Program about the case, who will then decide whether to bring the case forward to the BIE Academic Review Panel. Very high similarity scores will be automatically flagged and forwarded to the Academic Review Panel.

Plagiarism constitutes a very serious offense and may carry penalties ranging from getting a zero for the assignment to expulsion from the university depending on the severity of the case and the number of times the student has committed plagiarism in the past.

### **BIBLIOGRAPHY**

#### **Compulsory**

- Graff, Michael, Albert George Kenwood, and Alan Leslie Loughheed.. (2013).

*Growth of the International Economy*. 5th edition. Routledge. ISBN 9780415476102 (Printed)

- Allen, Robert C.. (2011). *Global economic history: a very short introduction*. Vol. 282.. 1st edition. Oxford University Press. ISBN 0199596654 (Printed)

### **BEHAVIOR RULES**

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

### **ATTENDANCE POLICY**

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

## **ETHICAL POLICY**

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

