



Universidad
de Alcalá

GUÍA DOCENTE

INTERNATIONAL ECONOMIC HISTORY 19th and 20th Centuries

**Degree in International Economics and
Business**

Universidad de Alcalá

Academic Year 2025/2026

Third year – First Term

COURSE GUIDE

Course Name:	International Economic History, 19th and 20th Centuries
Code:	361008
Course available for:	Degree in Economics and International Business (G361). Faculty of Economics, Business Administration and Tourism Degree in Business Administration (G340). Faculty of Economics, Business Administration and Tourism Degree in Finance and Accounting (G341). Faculty of Economics, Business Administration and Tourism
Department y Area of Knowledge:	Economics (Area in Economic History and Institutions)
Carácter:	Mandatory
ECTS Credits:	6
Curso y cuatrimestre:	Year 3-Term 1
Professor:	Laura Maravall Buckwalter laura.maravall@uah.es
Teaching hours and tutorials:	Send an email to the professor to schedule an appointment.
Language of instruction:	English

1a. PRESENTACIÓN

Solo con un conocimiento sólido del pasado es posible comprender los problemas del presente. Este curso ofrece una visión general de los dos últimos siglos de la historia económica mundial. Sus temas se centran en los principales acontecimientos económicos que han transformado la economía internacional durante los siglos XIX y XX. Cada lección aborda diferentes cuestiones a la luz de la literatura más reciente en historia económica. Examinamos los factores económicos,

sociales y políticos centrales que han dado forma a la evolución de los tres períodos históricos en los que se divide el curso.

Un objetivo importante del curso es familiarizar a los estudiantes con los debates y controversias más relevantes en la historiografía. Para los investigadores interesados en cualquier ámbito de la historia internacional —económica, social o política—, el programa ofrece una visión general de los desarrollos y transformaciones más significativos de la economía mundial en los últimos doscientos años. Para los economistas, el curso proporciona un análisis detallado de la evolución de la economía internacional en el pasado reciente, que esperamos les ayude a interpretar la economía actual y a contribuir a una mejor gestión de los asuntos económicos tanto públicos como privados.

1b. PRESENTATION

Only with a solid knowledge of the past is it possible to understand the problems of the present. This course offers an overview of the last two centuries of world economic history. Its themes focus on the major economic events that have transformed the international economy during the nineteenth and twentieth centuries. Each lesson addresses different issues in light of the most recent literature in economic history. We examine the central economic, social, and political factors that have shaped the evolution of the three historical periods into which the course is divided.

An important goal of the course is to familiarize students with the most relevant debates and controversies in the historiography. For scholars interested in all areas of international history—economic, social, or political—the program provides a general overview of the most significant developments and transformations in the world economy over the past two hundred years. For economists, the course offers a detailed analysis of the evolution of the international economy in the recent past, which will hopefully help them interpret the current economy and contribute to better management of both private and public economic affairs.

2. COMPETENCES

Basic and general competences:

CG1.- Acquire skills in negotiation techniques used in international institutions and companies.

GC2.- Ability to analyze data and reports coming specifically from international sources (companies, international institutions such as the IMF, WTO or the Bank for International Settlements)

CG3.- Interest in updating the permanent requirements of organization and planning techniques for international business and public activities.

CG4.- Ability to assess the multiplicity of social, political, technical, etc. factors that converge in international business and institutional decisions.

CG5.- To acquire the current ethical criteria that can be permanently updated, as expressed in different countries through anti-corruption codes, international economic rights charters, etc.

CG6.- Ability to integrate in interdisciplinary teams with people from very different countries and backgrounds.

CG7.- Scientific and professional curiosity for the permanent use of analytical and conceptual tools specific to international economic relations.

CG8.- Motivation for the pursuit of quality in professional practice and development

CG9.- Curiosity for learning new techniques and instruments that are continuously presented in the international world.

CG10.- Written and oral expression skills that can be used in different environments.

CG11.- - Ability to use English to search for information and use resources in English, and in the development and presentation of academic activities.

CB1 - That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is typically at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB2 - That students know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the elaboration and defense of arguments and problem solving within their area of study.

CB3 - That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 – That students are able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

CB5 - That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Transversal competences:

CT1.- Acquire techniques and skills related to professional practice, including the application of the relevant ethical regulations.

CT2.- To know the available resources for accessing information and to use them effectively.

CT3.- To acquire oral and written communication skills in modern languages, both in professional environments and in other types of contexts.

CT4.- To understand the ideas and arguments expressed in a foreign language, in writing and orally, both in everyday situations and in professional and specialized contexts.

CT5.- To handle in an advanced way the most frequently used office tools in a professional environment (word processing, databases and spreadsheets) and advanced use of electronic communication, navigation and data search programs (e-mail and Internet).

CT6.- To design presentations using computer programs and the ability to structure the information in an adequate manner and transmit it clearly and effectively, with a basic knowledge of the operation of data transmission networks.

CT7.- To know the main techniques of management, conflict resolution, labor selection and motivation of human teams in a work environment with the use of effective strategies in time management.

CT8.- To plan and develop research in a specific field of study, according to the academic and scientific requirements.

CT9.- To know the history of the University of Alcalá, the functioning of European institutions and the historical, social, economic, and cultural reality of European and Latin American countries.

Specific competences:

CE15.- To acquire the ability to analyze, synthesize and critically summarize the economic-business information using quantitative tools in the different economic-business fields.

CE19.- To acquire basic skills of economic and historical analysis to understand from a technical perspective the content and method of economics and history, as well as for the correct understanding of the behavior of economic phenomena and the evolution of economic doctrines.

CE20.- To acquire a clear idea of the type of changes undergone by the main variables that define the general economic environment, how these changes should be analyzed and interpreted, and how this knowledge can improve the economic decision-making process.

Learning results of the subject

The purpose of the subject is to familiarize students with the literature available on each of the topics, as well as with the main debates and controversies existing in historiography. It examines the evolution of the international economy in the last century, focusing on those aspects that have greater significance.

3. SYLLABUS

Content blocks	Number of class hours or credits
The content of the subject offers an analysis of the evolution of economic history and international economic relations in the last century. The topics focus essentially on the major transformations that have occurred in each of the periods in which the program is organized and study the main factors of economic change and their consequences.	

1. The development of the World Economy between 1850 and 1913.	• 10 sessions
2. The economy of the interwar period, 1919-1939.	• 10 sessions
3. The world economy after 1945	• 10 sessions

4. TEACHING-LEARNING METHODOLOGIES - TRAINING ACTIVITIES

4.1. Distribution of credits (in hours)

Number of class hours: 48	Teaching hours and evaluations
Number of independent study hours by the students: 102	This includes hours of study, readings of specific texts, preparation of presentations in class, educational activities, and preparation of exams.
Total hours: 150	

4.2. Methodological strategies, teaching materials and resources

Classroom sessions	<p>Theory classes</p> <p>The tutor will give an overview of each topic, placing emphasis on the most relevant aspects. Through these classes the tutor will guide students in the learning process and the use of the methods of research employed by the economic historian.</p> <p>Workshops</p> <p>Seminars will be held throughout the semester, in which a topic will be debated based on readings and previous work done by the student. In these scheduled sessions, various activities will be carried out (oral presentations, written tests, debates...) to assess the knowledge acquired.</p>
Independent Study	<p>The students will dedicate the hours of independent study to read the books and articles included in the bibliography, to prepare the topics assigned for the workshop, and to prepare the</p>

presentations for the workshop. Furthermore, those independent hours will also be dedicated to write the essays required to participate in the Workshops

TEACHING METHODOLOGIES

- Expository classes to present a topic, introduce students to a complex subject, draw conclusions.
- Practical classes for the resolution of exercises and practical application of theoretical contents
- Completion of assignments, presentations, and exercises
- Reading, analysis and interpretation of articles, books, and different documents.
- Discussions on a topic proposed by the teacher
- Information search and use of electronic resources (web pages, online dictionaries, etc.)
- Seminars, workshops, conferences, ...
- Attention to students individually or collectively for the celebration of tutorials, to carry out an adequate follow-up of the students.
- Consultations to the teacher in the Virtual Classroom (Aula Virtual)

We will collaborate with the professionals of the CRAI-Library so that students carry out an activity that develops informational skills in the use and management of information. As agreed at the last Faculty Meeting of March 11, 2019, it is important that a university student possesses informational skills and competencies being appropriate that the training is provided by the library.

5. ASSESSMENT: Procedures and assessment and marking criteria¹

In accordance with the regulations of the Governing Council of the University of Alcalá passed on the 24th of March 2011, to pass any subject, the student must follow the continuous evaluation system. Students can only be evaluated by a final exam in exceptional circumstances.

¹ Siguiendo la **Normativa reguladora de los procesos de evaluación de los aprendizajes, aprobada en Consejo de Gobierno de 24 de Marzo de 2011**, es importante señalar los procedimientos de evaluación: por ejemplo evaluación continua, final, autoevaluación, coevaluación. Instrumentos y evidencias: trabajos, actividades. Criterios o indicadores que se van a valorar con relación a las competencias: dominio de conocimientos conceptuales, aplicación, transferencia conocimientos. Para el sistema de calificación hay que recordar la **Normativa del Consejo de Gobierno del 16 de Julio de 2009**.

EVALUATION INSTRUMENTS

Option 1: Standard process: Continuous evaluation system.

It will be evaluated from 2 types of activities:

- Seminars programmed throughout the course (40% of the final grade)
- Written tests (large group and small groups) (60% of the final grade). No individual test will account for more than 40% of the total grade.

To pass the course, it is necessary to obtain an average score equal to or higher than 4 in each of the two parts. A minimum of 3 must be obtained in each written test.

The system of continuous evaluation is based on monitoring and following the work of the student throughout the course. The system will be adapted according to the course resources and the number of students in the class and explained to the student at the beginning of the academic year.

Option 2: Final exam.

There will be an ordinary final exam, which will evaluate the materials worked in classes and seminars, including the mandatory readings in all of them.

Students who do not pass the continuous evaluation or the final exam will have the opportunity to submit to the extraordinary call that will be governed by the rules of ordinary final exams.

EVALUATION CRITERIA

General:

- Understanding and application of the basic concepts
- Ability to relate and synthesize the different knowledge
- Relevance and accuracy of the information.
- Clarity and correction of the oral or written expositions

Specific:

- Seminars: These tests will evaluate the competences associated with the search for information, capacity for interpretation, writing reports, oral and written communication, critical analysis skills and specific knowledge. The evaluation will be made based on some of the exercises and the participation in the discussion that will take place in each session.
- Written tests and exams: These regular tests will evaluate the competences associated with the acquisition of fundamental knowledge.

During the development of the evaluation tests, the guidelines set out in the Regulation establishing the Rules of Coexistence of the University of Alcalá must be followed, as well as the possible implications of irregularities committed during these

tests, including the consequences for committing academic fraud according to the Disciplinary Regulations of the Student Body of the University of Alcalá.²

The teaching-learning methodology and the assessment process will be adapted as needed, in accordance with the guidelines of the Diversity Support Unit, to implement curricular adaptations for students with specific needs.

6. BIBLIOGRAPHY

Compulsory:

- ALDCROFT, D.H., The European Economy 1914-1990, London: Routledge, 1993.
- EICHENGREEN, B., Globalizing Capital: A History of the International Monetary System, Princeton University Press, 2008.
- KENWOOD, A.G. y LOUGHEED, A. L., Growth of the International Economy, 1820-2015, London: Routledge, 2013.
- MADDISON, A., The World Economy: A millennial perspective, OCDE, 2001.
- OBSTFELD, M. y A. TAYLOR: Global Capital Markets. Integration, Crisis and Growth. Cambridge, Mass: Cambridge University Press, 2004
- O'ROURKE, K. y J.G. WILLIAMSON: Globalization and History. The Evolution of a Nineteenth-Century Atlantic Economy, Cambridge: MIT, 1999

Others:

- ALDCROFT, D.H.: De Versailles a Wall Street, 1919-1929. Barcelona: Crítica, 1985.
- BORDO, M., A.M. TAYLOR y J.G. WILLIAMSON: Globalization in historical perspective; Chicago/London: University of Chicago Press, 2003
- CRAFTS, N. y P. FEARON: The Great Depression of the 1930s: Lessons for Today; Oxford: Oxford University Press, 2013.
- CRAFTS, N.F.R. y G. TONIOLO (eds.): Economic Growth in Europe since 1945. Cambridge: Cambridge University Press, 1996.
- DE LONG, B. y B. EICHENGREEN: "The Marshall Plan: History's Most Successful Adjustment Program" en DORNBUSCH, R. W NÖLLING y R. LAYARD (eds.) Postwar Economic Reconstruction and Lesson for the East Today; Cambridge Mass: The MIT Press, 1993, pp. 190-231.
- EICHENGREEN, B.: Golden Fetters: The Gold Standard and the Great Depression, 1919-1939; Oxford/New York: Oxford University Press, 1992.
- EICHENGREEN, B.: Europe's Post-War Recovery; Cambridge: Cambridge University Press, 1995.

² Durante el desarrollo de las pruebas de evaluación han de seguirse las pautas marcadas en el Reglamento por el que se establecen las Normas de Convivencia de la Universidad de Alcalá, así como las posibles implicaciones de las irregularidades cometidas durante dichas pruebas, incluyendo las consecuencias por cometer fraude académico según el Reglamento de Régimen Disciplinario del Estudiantado de la Universidad de Alcalá.