

COURSE SYLLABUS			
Subject name	ECONOMIC HISTORY OF COMMERCE		
Subject area	Economic History and Economic Structure		
Module	Economic environment		
Qualification	COMMERCE INTERNATIONAL SEMESTER		
Plan	902	Code	75021
Teaching period	Second semester	Type/Nature	Optional
Level/Stage	DEGREE		
ECTS credits	3		
Language of instruction	English		
Lecturers in charge	David Carvajal de la Vega		
Contact details	david.carvajal@uva.es		
Tutorial timetable	As stated on the UVa website.		
Departments	Foundations of Economic Analysis & Economic History and Institutions		
Knowledge areas	Economic History and Institutions		

COURSE	
Description	<p>As a result of our past, the world is a complex environment that requires a deep knowledge about the events that have modelled contemporary economies, societies and cultures. In that sense, the aims of the course are focused on the study and comprehension of the economic development process through the history and, specially, of the evolution of commerce and trade.</p> <p>Commerce was one of the main economic topics that allow us to understand the process of change in every single country, region, city... On the other hand, commerce helps us to understand some process of economic exchange like the Globalization and how it became one of the most interesting topics to understand the evolution of international exchange.</p>
Goals	<p>Learning goals:</p> <ul style="list-style-type: none"> - Understand the general trends in the evolution of commerce and trade since the 19th century. - Identify the main characteristic of international trade relations during the last two centuries. - Recognize pattern of change in the evolution of commerce (products, geographical areas, transportation, etc.). - Understand the relations between institutions and commerce (trade policies, trade agreements, etc.).

	<ul style="list-style-type: none"> - Know the bases, the evolution and the consequences of the Globalization process. - Made hypotheses about the consequences of the Globalization process and about the future of commercial relations.
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CONTRIBUTION TO SKILLS DEVELOPMENT	
General	<p>G1. Demonstrating the possession and understanding of knowledge in the area of Commerce, based on a general secondary education foundation, at a level that, supported by advanced textbooks, also includes some aspects involving knowledge from the forefront of commercial activity studies.</p> <p>G2. Being able to identify the different aspects that directly and globally affect the commercial activity of businesses and knowing how to apply the overall knowledge gained to their work or trade in a professional way, and having the skills that are typically shown by means of preparing and defending arguments and solving problems within the commercial department of a business in the context of a globalised, dynamic economy subject to a constant process of change and technological innovation.</p> <p>G3. Having the ability to gather and interpret significant data, within the commercial field, to make judgements that include a reflection General on relevant social, scientific or ethical issues.</p> <p>G4. Being able to convey in Spanish and in another language (English, French or German), both orally and in writing, information, ideas, knowledge, problems and solutions in the commercial field, analysis results, action or business proposals, the grounds and underlying reasons for them, in a way that is clear, concise and understandable both for specialist and non-specialist audiences.</p> <p>G5. Having developed any necessary learning skills that will allow students to continue training in commercial activity and in other aspects of business management with a high degree of autonomy.</p> <p>G6. Acquiring a global, multicultural vision, applying the knowledge and skills needed to organise, direct and manage the commercial area of a business in the current economic context.</p>
Transversal	<p>T1. Acquiring the skill of learning and knowledge from the references, as well as from the permanent sources of documentary information and statistics that will give them the necessary ability to continue studying, researching or learning in a permanent and autonomous way.</p> <p>T3. Learning to understand and respect social diversity and multiculturalism as an enriching personal and group element, in order to develop coexistence between people without distinctions of sex, age, religion, ethnicity, social or political status.</p>

	<p>T4. Knowing how to behave in an upstanding way that is consistent with personal and professional principles and values (ethical commitment), taking into account the various ethical instruments made available to them. This means being familiar with the ethical instruments that regulate their professional activity, acting with integrity and honesty in any situation, even in situations that are unfavourable to their own interests, being respectful of rules and laws without needing to be supervised or monitored, as well as knowing how to recognise, accept and take responsibility for mistakes made and their possible consequences.</p> <p>T5. Acquiring the potential to work as a team, demonstrating the ability to coordinate people and specific tasks, accepting or refuting the arguments of others through logical reasoning and contributing with professionalism to the smooth running and organisation of the group based on mutual respect.</p> <p>T6. Being creative, with initiative and entrepreneurial spirit, attaining the ability to offer new, different solutions to conventional problems and situations, as well as having a good willingness to act in a proactive way, putting ideas into action in the form of activities and projects in order to make the most of opportunities, assuming the necessary risks.</p> <p>T7. Being able to recognise new situations (both in the competitive environment in which their professional work is going to be undertaken as well as in changing work methods), as well as adapting to changes with versatility and flexibility.</p> <p>T8. Knowing how to develop and maintain high quality work in line with standards and managing by process using quality indicators for continuous improvement, through the use of indicators that assess progress and results, through proper planning and implementation of activities, seeking constant improvement in everything that is done, and through participation in self-assessment processes, assuming responsibilities as both assessor and assessee.</p>
Specific	<p>E24. Search sources to study commercial activities. Analyse the information in its historical context.</p> <p>E25. Know the fundamental concepts of Economy.</p> <p>E26. Understand the genesis and development, across time and space, of the economic processes.</p>

THEMATIC BLOCKS

BLOCK 1. The 18th-19th century “revolutions”

Contextualisation and justification	The Industrial Revolution and the expansion of international-regional commercial relations were the starting points of an economic growth process. The modern businesses, the rise of consumption and other topics will be analysed.
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Contents	<ul style="list-style-type: none"> - The Industrial Revolution and the “consumer revolution”. - New changes: The Second Industrial Revolution. - The evolution of international commerce during the 19th century: - Markets & Competition: the birth of Marketing strategies.
BLOCK 2. The 20th century: opportunities and threats	
Contextualisation and justification	The international relations destroyed some of the bases that made possible the economic and commercial growth. In this block the main opportunities and threats in modern economies, between the early 20 th and the 2nd World War, will be analysed.
Contents	<ul style="list-style-type: none"> - Economy and war: opportunities and threats. - Economic growth and economic crisis: the 1929 Crisis and the Great Depression.
BLOCK 3. The world economy since the 2nd World War: Globalization and crisis	
Contextualisation and justification	Since 1945 the world has changed. The intense economic growth, the emergence of the consumer society, the welfare state, the internationalization of the economy, the modern crisis, the role of institutions and the evolution of the Globalization process will be the bases of this block.
Contents	<ul style="list-style-type: none"> - Economic growth and changes in modern economies (1945-1973). - The new international economic order: commercial & financial institutions - International crisis and Globalization (1973 – 2008).

METHODOLOGY AND WEIGHTING	
Teaching Methodology	Time Dedication
Lectures (in class)	16 hours
Discussions (in class)	4 hours (1h per block)
Assessment (in class)	4 hours (1h per block)
Presentations & Discussion (in class)	6 hours
Preparation for assessment (outside class)	7 hours
Preparation of articles, reports, essays, etc. (outside class)	8 hours
Group work on practical contents (outside class)	15 hours
Independent final course project on theoretical contents (outside class)	15 hours
TOTAL	75 hours

COURSE SCHEDULE		
Week	Topic	ECTS
Weeks 1-3	BLOCK 1. The 18 th -19 th century “revolutions”	1
Weeks 3 - 5	BLOCK 2: The 20 th century: opportunities and threats	1
Weeks 5 -8	BLOCK 3. The world economy since the 2nd World War: Globalization and crisis	1

GRADING CRITERIA	
Your final grade in the course will be based on both individual and group work. The evaluation is based on:	
Class participation 20%	<p>Everyone is expected to be prepared for each class and to be an active participant in class discussion. You are required to attend each of the classes. If you are unable to attend a class, please let me know before the class.</p> <p>Your participation grade will reflect my assessment of your total contribution to the learning environment. This includes not only the frequency of your contributions but also their quality. The grades will range from 0 to 4.</p> <p>0: You do not do any of the following: 1: You are present, on time, awake and not bothering others in class. 2: You are participating and are part of the discussion (0 - 0,5 points). 3: You are greatly involved in participation, having more than one good point to make (0,5 – 1,5 points). 4: You participate with really high quality points, helping advance the in-class discussion and sharpening the in-class debate (1,5 – 2 points).</p>
Final course project (group / individual) presentation 30%	<p>The purpose of this assignment is to provide you with an opportunity to use the course material and other complementary in the design of a final course project. It will be evaluated by its depth and thoroughness and the appropriateness.</p>
Individual Exam. 50%	<p>This assignment will consist on answering to a set of questions about the subject based on the economic information provided (graphs, charts, statistics, texts...).</p>

COURSES POLICIES	
Attendance	<p>Lectures form a core component of this course. Students must ensure that they are available to attend lectures during these times. Students should pay close attention to the class schedule and read the material prior to class. They are welcome to share new ideas during class and are encouraged to read about current events in the world economy throughout the semester.</p>
Technology in the Classroom	<p>Please turn-off your cell phone prior to the start of class. NO CELLPHONES should be used during class; that means no texting, tweeting, surfing, or anything else. You will be asked to leave the course for the day if you are using your phone.</p>
Policy on Academic Ethics and Honesty	<p>The University of Valladolid (UVA) regards cheating as a serious academic offence. Anyone caught cheating will automatically receive a 0/10 for the quiz/exam/assignment, and will be reported to the dean. Your responsibility, besides maintaining a high standard of personal honesty, includes taking precautions to prevent others from copying your work. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms.</p>

Text / Materials	<ul style="list-style-type: none">• ALDCROFT, D. H.: Historia de la economía europea, 1914-2000, Barcelona, Crítica, 2003.• CHANDLER, A. D., Escala y diversificación. La dinámica del capitalismo industrial. Zaragoza, Prensas Universitarias de Zaragoza, 1996. 2 vols.• F. HERNÁNDEZ, M y LLOPIS, E (eds): Historia económica mundial. Siglos X-XX. Barcelona, Crítica, 2010.• DI VITTORIO, A. (coord.), Historia económica de Europa. Siglos XV-XX. Barcelona, Editorial Crítica, 2007.• FELIU, G. Y SUDRIA, C., Introducción a la historia económica mundial. Valencia, PUV, 2007.• FOREMAN-PECK, J.: Historia Económica Mundial. Relaciones económicas internacionales desde 1850, Madrid, Prentice Hall, 1995.• KENWOOD, A.G.; LOUGHEED, A.L., The Growth of the International Economy, 1820-2000. Londres, Routledge, 1999.
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