

Teachers' guide – summary sheet

Initial Identification details:

Title:	Degree in Business Management & Administration		
Faculty/School:	Economic & Business Sciences		
Course subject:	Economic & Business History		
Type (3):	Basic Teaching	Credits ECTS:	- 6
Year / Semester (4):	First Year – 1st semester	Code (1):	7111
Subject (2):	History		
Module (2):	Tools of business management and human development		
Language (5):	Spanish / English		
Total Number of hours undertaken by pupil (6):	150		

Brief description of the course (7):

Economic and Business History is a course corresponding to the module of Tools of Business Management and Human Development in the study plan of the Degree in Business Management and Administration. It is an integral part of what the regulation of degree courses terms 'basic teaching'. It is taught in the first four-month period of the academic year and brings together such topics as Economic History and the History of Business emphasising the links between both subjects and their relationship with the formation of the future business manager.

The contents are basically: the origin, evolution and nature of human needs in the different types of societies and of the history of the company; evolution of the economic currents and systems throughout history and their reflection in business organizations; transformations and changes in companies since the start of market economies; and biographies of some of the most famous businessmen.

Prior Knowledge (8):

That corresponding to the degree

General objective (9)

1. To know and understand the principle outlines of economic changes in the long term

Skills / Abilities:

General (10):

Ability in analytic and synthetic thought.
Ability to analyze and find information from diverse sources.
Develop oral and written communication skills in both native and a foreign language.
Know how to apply computer literacy relative to the field of study.
Ethical commitment in the workplace
Ability for self-learning
Leadership skills
Increased sensitivity to social and environmental issues
Ability to manage companies for the service of people and society, seeking quality as a competitive advantage

Specific (10):

Understand the workings of the different types of markets
Develop the skills of mental rigour
Analyse and summarize the ideas and principal points of all manner of texts; discover the theses contained within them and the themes which they posit, and to make critical judgements as to the form and content.
Read, analyze and interpret with ease graphs, tables and texts.
Know how to analyze and interpret theoretical economic models.
Develop oral and written communication skills.
Understand how to make efficient use of informatic tools in the preparation of presentations.
Cultivate an attitude of intellectual restlessness and of searching out of the truth in all aspects of life.
Describe and practise the contents and conducts of the tools of university study: textual commentary, analysis, synthesis and the elaboration of an investigative work.
Be capable of analyzing the meaning and foundations of human dignity, the fundamental dimensions of the human being, the evolution of the different anthropologies throughout history and their practical implications.
Ability to sensitize oneself to social and environmental problems.
Understand how to focus the products and services developed by the company as a means of improving society.

Complementary (11):

Detect the link between the real world and historic events and to recognise the need to trace the historic context of whatever event so as to fully understand it.
Gain the explanatory skills regarding economic events in their economic and historical context.
The understanding of the company as being a dynamic reality which needs to adapt itself to an ever-changing economic, social and institutional context.

Brief index to subjects (12):

Subject 1:	Economic history and history of Business: concept, object and methodology
Subject 2:	The Neolithic revolution (50,000 – 5,000 BC)
Subject 3:	The ancient civilisations and empires. The Roman empire (5,000 BC – 476 AD)
Subject 4:	The feudal economy (476 – 1100)
Subject 5:	The urban and commercial Renaissance (1100- 1300)
Subject 6:	The early medieval crisis (1300-1500)
Subject 7:	Production and consumption in the era of merchant capitalism (1500-1750)
Subject 8:	European expansion, proto-industrialisation and the economic dynamics of the merchant empires (1500-1750)
Subject 9:	England and the beginning of industrialisation (1750-1850)
Subject 10:	The national ways to modern economic growth: pioneers and followers in the 19th century. The international economy (1800-1900).
Subject 11:	The international economy in the 20th century (1900-1973)
Subject 12:	Globalization and the international economy at the dawn of the 21st century (1973-2009)
Subject 13:	Pre-modern companies in early capitalism (1200-1800)
Subject 14:	United States and the birth of the modern company (1862-1913)
Subject 15:	The large modern companies of the industrial era: national models (1850-1970)
Subject 16:	The large modern companies in Spain (1850-2008)
Subject 17:	The multinationals and the triumph of managerial capitalism (1913-1975)
Subject 18:	The crisis of the modern company in the era of globalisation: the challenge of post-modern companies and Eastern companies (1975-2008)

Teaching Activities (13) (Approximate % as a function of total credits, considering solely those activities where the student's presence is required and that these represent between 30% and 40%)

Theory classes:	65%
Practical Classes:	30%
Workshops/Labs/Presentations:	0%
Others:	5%
Total:	100%

Evaluation system:

Examinations:	55%
Assistance and participation:	20%
Course work:	25%
Others:	0%
Total:	100%

Specifics of evaluation (14):

The evaluation will have not only an arithmetic character but also formational. For this reason various procedures of evaluation will be taken into account. These will be:

I Initial evaluation

a. 'Test' type of exam to determine prior knowledge

II Formative evaluation

a. Individual or group work. Evaluations will be based not only on effort, but also the development of skills relating to working in groups, as well as the actual results. This will make up 25% of the final grading.

b. Participation in the full sessions. The assistance, the attention paid and the participation in debates will be taken noted. This will account for 10% of the final evaluation.

c. Non-presential participation. The participation in forums, lectures, questionnaires, works undertaken, etc. This percentage will be 15%.

d. Objective tests: these will be multiple choice tests. There will be one for each module. They are not of a discharging character, but will only make up 5% of the overall evaluation.

e. Self-evaluation. Not only will a self-evaluation be taken into account, but also that of fellow students (360 degree evaluation). The focus of the evaluation will be skills and abilities. Whilst this will not carry a percentage, a competent self-evaluation may increase the student's score by up to 0.5 points.

III Final evaluation

Final exam. This will make up 50% of the overall grade. It will be in the form of a test regarding the specified contents of the syllabus and a brief question on development

Basic bibliography (15):

CAMERON, RONDO (1992). Historia económica mundial: desde el paleolítico hasta el presente. Alianza, Madrid
MICKLETHWAIT, JOHN y WOOLDRIDGE, ADRIÁN (2003). La empresa. Historia de una idea revolucionaria. Mondadori, Barcelona
NORTH, DOUGLASS C.; THOMAS, ROBERT PAUL (1978). El nacimiento del mundo occidental. Una nueva historia económica (900-1700). Siglo XXI, Madrid
VALDALISO, JESÚS M^a; LÓPEZ, SANTIAGO (1999). Historia económica de la empresa. Crítica, Barcelona

- (1) Code of the course
- (2) Description as per the Verified Memorandum
- (3) May be either: Basic Teaching, Obligatory, Optional, External Practices, or Final Degree Work.
- (4) May be either: First Year - 1st semester and (or) 2nd semester; Second Year - 3rd semester and (or) 4th semester; Third Year - 5th semester and (or) 6th semester; Fourth Year – 7th semester and (or) 8th semester.
- (5) The language in which the course will be taught
- (6) The total number of hours that the student will dedicate to the course. Being approximately twenty-five hours for each ECTS, accounting for all activities.
- (7) Between three and five phrases that summarize the description of the course.
- (8) Corresponds to those recommendations to aid taking the course. A brief recommendation is written. If they are not required, one specifies “those corresponding to the degree”.
- (9) Set out the general objective of the course, writing a sole objective.
- (10) The skills as set out in the Verified Memorandum along with the abbreviations corresponding to each of them
- (11) One can add various other skills that are not in the Verified Memorandum and which the teacher deems relevant
- (12) The main thematic blocks of the course
- (13) In this case neither tutorials nor evaluations are included. Only those activities where the student is present.
- (14) Explain the process of evaluation that has been set out previously in percentages with three brief phrases
- (15) Three to ten references should be detailed.

