UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Economic History - 1

2425-1-E1803M114-T1

Learning objectives

The course will familiarize the first-year students with the formation of the contemporary world, starting from the first Industrial Revolution to nowadays. According to the learning objectives of the degree course, the analysis of the evolution across time of the market dynamics, of the productive systems and, broadly, of the economic structures at a global level will supply the basic knowledge in order to understand the various factors that historically affected, and still affect, the functioning of the banking, insurance, and financial systems.

Contents

I) The basic elements of the historical-economic analysis: perspectives, sources, and methodology
II) The evolution of the world economy from the first Industrial Revolution to the 21st century
III) The structural characteristics of the Italian economy across time: production, market, and the role of public institutions.

Detailed program

The course will analyse the processes of growth/development of the world economies, observing their various elements (technology, institutions, organization of the production and of the market, the financial sector), the changes across time, and the main steps of the shift from an economic state to another.

First part of the course (10 lessons)
The first ten lessons of the course, in taught class, will cover the method of historical-economic analysis, the main theories on the evolution of economic systems, a basic chronology of the stages of the world economy from the first industrial revolution to the 2000s. The sequence of topics will be as follows:

- Economic history: methods, concepts and problems
- The birth of modern industry (18th-19th centuries): the Industrial Revolution in England and Europe
- Global developments in industrialization: population, resources, technology
- Institutions and industrial development: banking and financial systems and the role of the State
- The international economy from the mid-nineteenth century to the First World War: from free trade to protectionism, the development of the gold standard, the first globalization
- Between the development of new production and consumption systems, economic crises and conflicts: the international economy in the period 1914-1945
- The reconstruction of the world economy between 1945 and 1989: the world divided in two blocks, the economic boom and the years of the oil crises
- The 90s and the new millennium: changes in global economic balances, the failure of the consumer society, towards a third globalization

During the first part of the course, the Professor will also collect students' availability to carry out in-depth group work (term papers) on topics that will be illustrated during the first lesson.

Intermediate test.
At the end of this first part of the course, an intermediate test will be held, for which students will have to prepare by studying the manual indicated in the "Reference texts" section of the Syllabus. For those who attend classroom lessons, studying the manual will not be necessary.

Second part of the course (8 lessons)
In the second part of the course, the essays prepared by the working groups will be presented in the classroom. The essays, their presentation, and the discussion in class by the listeners will be the subject of the second part of the final evaluation (see the "Assessment methods" section).
The essays may focus on specific aspects of the following topics:

- Technological development and economic growth
- The evolution of transport
- Banking systems
- Financial systems
- Monetary policies
- The role of the State in the economy
- The organization of work and production
- Economic crises
- The development of the European Union
- The growth of Asian countries
- The economy of the United States of America
- Demographic and migratory dynamics
- Energy sources
- Environmental issues and economic development

In the first weeks of the course, students who intend to prepare the essay will plan with the Professor the composition of the working groups, the topics addressed, the reference bibliography and the calendar of classroom presentations.
The preparation and presentation of the essays is not mandatory; students who do not intend to participate in group work can prepare for the final exam on two texts chosen from those indicated by the Professor in the bibliography (see the sections "Assessment methods" and “Reference texts”).

Prerequisites

Knowledge of the main historical-political events from the eighteenth to the twentieth century.

Teaching methods

The first 10 lessons will be of a delivery nature and will take place in classroom lecture mode. During these weeks, students who intend to participate in group work will prepare their essays independently. However, the Professor will be available to provide suggestions on the drafting of the texts, on the bibliography to be used and on the organization of the essay itself and its presentation in the classroom.

The second part of the course (8 lessons) will instead be interactive and will take place as a teaching activity supervised by the Professor: the working groups will briefly present in classroom the previously prepared essays, while the students present will have to discuss the presentations themselves. For the students who do not want to participate in the working groups the second part of the course will be the study of two books among the ones listed in the "Textobooks and reading materials" section of the Syllabus

Assessment methods

The assessment methods are divided into two parts:

**First part: the intermediate test **(20 points out of 30)

The intermediate test will focus on the contents of the manual, explained in class by the Professor (this means that for those who attend, studying the manual is superfluous).
The exam will assign a maximum total of 20 points out of 30.
The test will be written and composed of two open questions and 10 multiple choice questions.
Open questions may have answers of a maximum of 10 lines and a maximum of 5 points will be assigned per question (total 10 points).
The 10 multiple choice questions will have three possible answers, of which only one is correct, and one point will be assigned for each correct answer (total 10 points).
The students who do not want to take the intermediate test can take the exam during the normal examination sessions, potentially also together with the test for the evaluation of the second part of the course (for the students who do not participate in the working groups and in the preparation of the essays).

Second part: the essays (10 points out of 30)

The preparation of the essays in the working groups, their presentation and discussion will award a maximum of 10 points out of 30.
Of these, a maximum of 5 points will be assigned for the actual writing of the essays: each member of the working group will have to indicate the part of the essay for which he/she is responsible. It will be evaluated the completeness of the information reported, the level of detail and the originality of the work.
A maximum of another 2 points will be assigned for the presentation in class, which should possibly take place using a Power Point presentation, with the possibility of using notes but without reading the speech. Above all, the level of understanding of what is written down in the essay by each member of the working group will be assessed.
The remaining 3 points will be assigned in relation to the active participation of the students during the classroom presentations; the interventions made will be evaluated, both to ask questions and to propose any reflections on the topics under discussion, based on what was learned in the first part of the course. The objective will be to verify the students' ability to independently reflect on the topics covered. The Professor will take note of each intervention and at the end of all presentations will make an overall evaluation for each student.
For students who do not intend to participate in the preparation of the essays and their presentation and discussion in the classroom, it will be possible to prepare the second part of the exam by studying specific topics in depth (as happens for those who write the essays) by studying two texts chosen from among those proposed by the

Professor. The chosen texts must be communicated to the Professor and a final written test will then be carried out. The test will include two open questions with answers of a maximum of 10 lines, and the assignment of a maximum of 5 points per answer (for a total of 10 points).

Textbooks and Reading Materials

Non-native Italian speaking students are invited to contact the Professor, if necessary, in order to find alternative textbooks in English.

**Mandatory textbook **for the first part of the course:

L. Neal-R. Cameron, Storia economica del mondo. Dalla preistoria a oggi. Bologna: Il Mulino (capitoli 1, 7-16)

For the students who attend the lessons in classroom, the study of the mandatory textbook for the test related to the first part of the course is superfluous.

Chosen tests for the students who do not participate in the working groups and in the preparation/presentation/discussion of the essays in the second part of the course:

Acemoglu-Robinson, Perché le nazioni falliscono. Le origini di potenza, prosperità e povertà, Il Saggiatore, 2013
Allen, Il sistema finanziario globale. Dal 1750 ad oggi, Mondadori, 2002
De Simone, Moneta e banche attraverso i secoli, Franco Angeli, 2022
Di Nunzio-Troilo, Lavoro! Storia, organizzazione e narrazione del lavoro nel XX secolo, Aracne, 2016
Dolza, Storia della tecnologia, Il Mulino, 2008
Fauri, L'Unione Europea. Una storia economica, Il Mulino, 2017
Fornasari, La banca, la borsa e lo Stato. Una storia della finanza (secoli XIII-XXI), Giappichelli, 2019
Frascani, Le crisi economiche in Italia. Dall'Ottocento a oggi, Laterza, 2013
Fulcini-Colognese, Radici. Per una storia economica e sociale degli Stati Uniti dalle origini al Novecento, QuiEdit, 2005
Gallo-Loreto, Storia del lavoro nell'Italia contemporanea, Il Mulino, 2023
Lewis-Maslin, Il pianeta umano. Come abbiamo creato l'Antropocene, Einaudi, 2019
Livi Bacci, In cammino. Breve storia delle migrazioni, Il Mulino, 2019
Mc Neill, Qualcosa di nuovo sotto il sole. Storia dell'ambiente nel XX secolo, Einaudi, 2000
Mocarelli-Rota-Strangio, Lo sviluppo economico. Un viaggio con più naufraghi che naviganti?, Mondadori, 2017
Neal, Storia della finanza internazionale. Dalle origini a oggi, Il Mulino, 2017
North, Istituzioni, cambiamento istituzionale, evoluzione dell'economia, Il Mulino, 1997
Pagnotta, Prometeo a Fukushima. Storia dell'energia dall'antichità ad oggi, Einaudi, 2020
Radkau, Storia Globale dell'Ambiente, LEG, 2020
Reinhardt-Rogoff, Questa volta è diverso: otto secoli di follia della finanza, Il Saggiatore, 2010
Settis, Fordismi. Storia politica della produzione di massa, Il Mulino, 2016
Smil, Energia e civiltà. Una storia, Hoepli, 2021
Strangio, Globalizzazione, disuguaglianze, migrazioni. Introduzione alla storia economica contemporanea, Carocci, 2017
Testi, Il secolo degli Stati Uniti, Il Mulino, 2022

Students have to choose two texts among the ones listed above and they have to communicate the choice to the Professor. The books can focus on a single topic or on two different topics.

Semester

Second semester

Teaching language

Italian

Sustainable Development Goals

NO POVERTY | ZERO HUNGER | AFFORDABLE AND CLEAN ENERGY | DECENT WORK AND ECONOMIC GROWTH | INDUSTRY, INNOVATION AND INFRASTRUCTURE | REDUCED INEQUALITIES | SUSTAINABLE CITIES AND COMMUNITIES | RESPONSIBLE CONSUMPTION AND PRODUCTION | CLIMATE ACTION | PEACE, JUSTICE AND STRONG INSTITUTIONS