



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>							
<b>ACADEMIC YEAR</b>							
<b>ANNO ACCADEMICO EROGAZIONE</b>							
<b>SUBJECT</b>							
<b>CODE</b>							
<b>SCIENTIFIC SECTOR(S)</b>							
<b>HEAD PROFESSOR(S)</b>	<table border="0"> <tr> <td>PIROLO FRANCA</td> <td>Ricercatore a tempo determinato</td> <td>Univ. di PALERMO</td> </tr> <tr> <td>SIMON FABRIZIO</td> <td>Professore Associato</td> <td>Univ. di PALERMO</td> </tr> </table>	PIROLO FRANCA	Ricercatore a tempo determinato	Univ. di PALERMO	SIMON FABRIZIO	Professore Associato	Univ. di PALERMO
PIROLO FRANCA	Ricercatore a tempo determinato	Univ. di PALERMO					
SIMON FABRIZIO	Professore Associato	Univ. di PALERMO					
<b>OTHER PROFESSOR(S)</b>							
<b>CREDITS</b>							
<b>PROPAEDEUTICAL SUBJECTS</b>							
<b>MUTUALIZATION</b>							
<b>YEAR</b>							
<b>TERM (SEMESTER)</b>							
<b>ATTENDANCE</b>							
<b>EVALUATION</b>							
<b>TEACHER OFFICE HOURS</b>	<p><b>PIROLO FRANCA</b>  Thursday 10:00 12:00 La docente riceve in presenza GIOVEDI dalle 10:00 alle 12:00. Dipartimento SEAS, III Piano, Stanza 4,E' consigliabile prenotare il ricevimento, inviando una mail a franca.pirolo@unipa.it</p> <p><b>SIMON FABRIZIO</b>  Monday 09:00 10:00 Studio 8, 3° piano, Dipartimento SEAS</p>						

**DOCENTE:** Prof. FABRIZIO SIMON- *Matricole PARI*

<b>PREREQUISITES</b>	Students are required to be familiar with the main economic and political events and the social phenomena of modern and contemporary history, as well as a scholastic knowledge of the cultural paradigms which characterize European intellectual history. Both requisites can be satisfied by studying course books used in high schools. Competences indicates by Council of EU: Literacy competence; Digital competence; Citizenship competence.
<b>LEARNING OUTCOMES</b>	<p><b>Knowledge and understanding</b> The target of the course is the learning of the economic history and the history of economic thought of the modern and contemporary age. The student will be guided in the understanding of both the real facts of economy -events, phenomena, institutions and policies- and their intellectual and theoretical representations in the economic and political literatures of the age. Special attention will be devoted to the evolutive process which determined: the development of modern market economy; the birth of economic institutions, the achievement of capitalism; the rise and spread of the industrialization. Attention will be focus on the social role of the economic thought, the institutional aspects of economic theory, and the public role of the economist.</p> <p><b>Applying knowledge and understanding</b> The student will acquire knowledge and ability to proceed with autonomy in the analysis of complex economic reality by means of the historical method.</p> <p><b>Making judgements</b> The course aims at developing a critical capacity of judgement on economic historiography in order to spur a personal approach in the interpretation of economic phenomena and study of historical sources.</p> <p><b>Communication</b> The course will enable the student to learn a specialized language and the mastery of terminology.</p> <p><b>Lifelong learning skills</b> At the end of the course the student will have notions and abilities which permit him to continue a more advanced study of economic and social phenomena, above all in an international setting.</p>
<b>ASSESSMENT METHODS</b>	The assessment consists of a written exam (maximum time:40 minutes): 30 multiple choice questions. The result will be successively discussed with the student. <b>EVALUATION SCALE</b> (pass from 18 to 30) <b>EXCELLENT</b> (30-30 laude) if the student will show excellent knowledge of the topics, good analytical capacity, and the ability to apply the knowledge to solve the problems submitted; <b>VERY GOOD</b> (26-29) if the student shows good mastery of the subject, and the ability to apply the knowledge to solve the problems submitted; <b>GOOD</b> (24-25) if the student will show to have basic knowledge of the main topics, limited ability to independently apply the knowledge for the solution of the problems submitted; <b>MORE THAN SUFFICIENT</b> (20-23) if the student will show not to have full mastery of the main arguments but a good understanding of the same although lack of ability to independently apply the knowledge acquired; <b>SUFFICIENT</b> (18-19) where the student will show minimum basic knowledge of the main teaching and technical language issues, minimum ability to apply the knowledge acquired; <b>INSUFFICIENT</b> (less than 18) if the student does not have an acceptable knowledge of the contents of the topics covered in the teaching. Midway through the course, the students will be able to take an intermediate exam on the first part of the programme, whose structure is the same as the final one. A pass mark in the intermediate exam will allow the student to keep on studying only the second part of the programme for the final exam. Marks obtained in intermediate exam -expressed according the evaluation scale described above- will not count towards the final test mark. The active participation of students in discussions during the lessons will contribute to achieve the laudem. Disability and Neurodiversity Center - University of Palermo (Ce.N.Dis.) to students with disabilities and neurodiversity, based on specific needs and in implementation of current legislation.
<b>EDUCATIONAL OBJECTIVES</b>	The course will provide students with a comprehensive knowledge of the economic history and the history of economic thought of the modern and contemporary age. Particular attention will be devoted to those historical moments in which events and changes cause great theoretical and political debates which then are able to influence the institutions and phenomena of economy.

	Attention will be focus on the processes of institutionalization of economic thought and the social role of professional economist.
<b>TEACHING METHODS</b>	The course will include 64 hours of classroom lectures. In order to help learning and spur self-judgment, the lectures -which will be supported by several didactic materials- will devote some time to the debate on the themes dealt with. During the lectures, some multiple choices tests will be given to permit the students to verify theirs grade of understanding and learning.
<b>SUGGESTED BIBLIOGRAPHY</b>	H. Landreth e D. C. Colander, Storia del pensiero economico, Bologna, il Mulino (Capitoli dal II al X, pp. 65-548; Capitolo XI, pp. 549-99; Capitolo XIII, pp. 642-8; Capitolo XV, pp. 785-823 ). A. Di Vittorio (a cura di), Dall'espansione allo sviluppo. Una storia economica d'Europa, Torino, G. Giappichelli (Parte I-V, pp. 3-334, Parte VI, Capitolo 2, pp. 403-459). (Verrà fornito durante le lezioni ulteriore materiale su aspetti specifici del programma. Further material on specific topics Will be provided during the course).

## SYLLABUS

Hrs	Frontal teaching
2	Introduction to economic history and history of economic thought: historical research methodology and main historiographical schools; periodization and key concepts.
8	Market economy and capitalism in pre-industrial society: <ul style="list-style-type: none"> <li>• Institutions and economic policies in the modern age.</li> <li>• European expansion in the 16th century</li> <li>• Economic crisis and transformation in the 17th century</li> <li>• Mercantilism: authors, works and ideas.</li> <li>• Modern state and mercantilist economic policy</li> </ul>
8	Economic transformation and cultural revolution in the 18 th century. Reforms and market in the Enlightenment. Enlightenment thought and the birth of the modern political economy: the schools and the authors. Adam Smith: works and thought.
6	Industrial Revolution. Processes of industrialization: models and historiography. Demographic revolution, modernization of agriculture, commercial expansion and economic growth in the 18 th century. Tecnology innovation and mechanization of production: the achievement of manufacturing in England.
8	Industrial society and classical economics school. Classical political economy: pardigm, authors and works. Economic debates of industrial revolution: poor laws and malthusian theory; corn laws and ricardian dynamic; general glut and Say's law; luddite and tecnology unenployment; bullionist controversy and quantitative theory of money.
4	Epilogue of classical thought: crisis and decline of classical economics; Principles of Political economy by J. S Mill; Socialist critique and the birth of marxism; The Capital by Marx
6	The diffusion of industrialization and development in the 19 th century. The second industrial revolution: the age of steel, chemistry and electricity. Innovation, enterprises, organization of work and market. The revolution of transportation in the 19 th century. The apogee of liberalism and the achievement of the gold standard. Financial systems and economic policies. Historiography and models of industrialization: Rostow, Gerschenkron; Pollard. Tecnological innovation and economic cycles. National courses of industrialization.
6	Market theories and neoclassical economics: <ul style="list-style-type: none"> <li>• Marginalist revolution: break and continuity with classical school.</li> <li>• Marginalism: exponents, schools and approaches.</li> <li>• Neoclassical Economics and the foundation of the microeconomics.</li> <li>• Alfred Marshall: the method, the work and the thought.</li> <li>• Welfare economics</li> </ul>
2	The opponents of neoclassical economics

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
8	The capitalism of the 20 th century between wars and crisis. The end of the liberal age and the first world war. The peace of Versailles and the post war economic order. The Russian Revolution and the birth of soviet economy. The economics debate between the wars: protagonists, theoretical positions, political proposals. The crisis of '29: causes and consequences. The totalitarian responses to the crisis and that of New Deals. Keynesian revolution and the birth of macroeconomics
6	The second world war and the post war economy: the second world war and the industrial power of USA and URSS; Bretton Woods, the new economic order and the post war reconstruction. Schock and crisis in the 70s.

DOCENTE: Prof.ssa FRANCA PIROLO- *Matricole DISPARI*

<b>PREREQUISITES</b>	The student must have acquired during the course of schooling literacy competence and a minimum knowledge of modern and contemporary history
<b>LEARNING OUTCOMES</b>	<p>Knowledge and understanding: The teaching aims to provide the student knowledge and elements useful for the understanding and interpretation of economic facts that, in the course of the last centuries, have characterized the evolution of the world economy.</p> <p>Ability to apply knowledge and understanding: Through the analysis of evolutionary processes in the socio-economic structure of the different international institutional contexts, the student will have to acquire the ability to interpret socio-economic facts in their cause-effect relationships and a panoramic vision development issues, in their complex interdependencies. In this way, it will be put in conditions to evaluate the facts of the present in a more conscious and cautious way and to correlate the events to the policies and economic choices of different contexts.</p> <p>Making judgments: The assimilation of the economic facts that make up the experience of the past in international contexts, will lead the student to acquire the necessary maturity to express opinions and opinions, with full autonomy of judgment, on the economic facts of the present and on the future implications of the national and international political choices in the economic field.</p> <p>Communication skills: The study of the subject will give the student the necessary preparation for power easily support a comparison on economic issues. In order to better achieve this goal, yes will foster communication and debate both during the lectures and during the reception hours.</p> <p>Learning skills: The course aims to provide students with precise knowledge on the subject economic terminology, on the purposes of the use of economic, statistical and other models and tools nature. The student will thus learn to evaluate the economic facts of a context, in the light of a multiplicity variety of factors. The student's learning abilities will be expanded, but, above all, its linking capacities between the different study objects will be expanded disciplines of which economic history makes use of the interpretation and understanding of economic facts.</p> <ul style="list-style-type: none"><li>• Students with disabilities and neurodiversity will be guaranteed the compensatory tools and dispensatory measures identified by CeNDis - University Center for Disability and Neurodiversity - based on specific needs and in implementation of current regulations.</li></ul>
<b>ASSESSMENT METHODS</b>	<p>The assessment will consist of an oral or written test (multiple-choice and opened questions), the outcome will be discussed with the student.</p> <p><b>ASSESSMENT METHODS:</b></p> <p>Methods of assessment: the grade in the exam will be given on the basis of a reasoned judgment deduced from the outcomes of the exam, which will ascertain the level of knowledge, language property and critical ability acquired during the course. There is the possibility during the course of an intermediate test aimed at ascertaining the understanding of the topics already covered during the course.</p>
<b>EDUCATIONAL OBJECTIVES</b>	The course will provide the student with a comprehensive knowledge of the history of economic facts economics and economic thought of the modern and contemporary ages, with particular consideration to those historical junctures during which events and changes prompt major theoretical and political debates capable then of affecting on the institutions and phenomena of economics.
<b>TEACHING METHODS</b>	<p>The course will consist of 64 hours of face-to-face teaching activities. The lectures will be supported by various types of teaching materials: PPTs, exercises, reading of texts and discussion of papers administered during the course to ascertain understanding, learning and critical skills acquired.</p> <ul style="list-style-type: none"><li>• Il programma è per studenti frequentanti e non frequentanti (che possono accedere al materiale didattico fornito durante il corso)</li><li>• Erasmus students are kindly requested to contact the professor as soon as possible for further information on course contents and readings.</li></ul>
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>F. Amatori, A. Colli, Il mondo globale. Una storia economica, Giappichelli Ed., Torino 2017.</p> <p>Durante il corso sarà fornito ulteriore materiale su argomenti specifici del programma</p> <p>Additional material on specific program topics will be provided during the course</p>

## SYLLABUS

Hrs	Frontal teaching
2	Introduction to the history of economic thought and economic history: - Methodology of historical research and main historiographical schools - Periodization and key concepts
4	The Long Period From the Neo-Lithic revolution to the urban revolution of the Bronze Age The Black Death
4	The great divergence: causes, modalities and timing The opening of closed worlds Beyond Eurasia: America, Africa and Oceania
4	New paradigms, new institutions From South to North The origins of the small divergence On both sides of the Atlantic
6	The English industrial revolution Why England? Why Europe?
4	An unstoppable process The peaceful conquest Universal banks and the role of the state in lagging countries
6	The Second Industrial Revolution Big business The Western model and its limitations: tsarist Russia, imperial Japan , China
2	Early globalization The Great Depression and neo-mercantilism The gold standard
4	The great war: consequences Industrial planning and mobilization The postwar period: German hyperinflation Economic expansion of the 1920s The Soviet Union
6	The crisis of capitalism The collapse of Wall Street
4	The interventionist state The new deal Germany, Italy, Soviet Union
4	The Second World War
4	The European recovery program International agreements and policies for development
2	Decolonization: underdevelopment and political instability
4	From Keynesianism to Neoliberalism The crisis of the 1970s Privatizations in Italy
2	Cold War Treaty of Maastricht The Euro
2	The financial crisis The bailout of banking systems