

Academic Year/course: 2021/22

67927 - The International Circulation of Economic and Legal Ideas

Syllabus Information

Academic Year: 2021/22

Subject: 67927 - The International Circulation of Economic and Legal Ideas

Faculty / School: 103 - Facultad de Filosofía y Letras

Degree: 528 - Master's in Research and Advanced Studies in History

ECTS: 6.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

1. Approach to the most common techniques of Intellectual History.
2. Identification of the different elements to consider in the global analysis of a text or an economic treatise of historical relevance.
3. Assessment of the importance of combining absolutist and relativist views in the analysis of ideas throughout history.
4. Recognition of the importance of ideas and doctrines in historical development.
5. Openness to learning content and skills of an interdisciplinary nature.
6. Appreciation of the importance of the international circulation of economic and legal ideas in the foundations of a democratic and open society.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Learning the subject provides training and competence to contribute to a certain extent to its achievement: 4 - Quality education; 5 - Gender Equality; 10 - Reduction of inequalities; 16 - Peace, justice and strong institutions; 17 - Alliances to achieve objectives.

1.2. Context and importance of this course in the degree

Disciplines that promote cross-training are required in our educational plans. This is the main approach of the Master in Research and Advanced Studies in History. Within it, the matter The international circulation of legal and economic ideas (optional subject of Module 4 Transfer of ideas and cultural contacts), according to an Intellectual History approach, relates the scope of the appearance and circulation of economic doctrines, linking it with its effects in legal and political terms, essentially, through the case of the Enlightenment, understanding its antecedents and its most relevant consequences. As it is a research-directed degree, this approach is essentially based on the use of original sources and their main historiographic interpretations.

1.3. Recommendations to take this course

The general ones of the Master in Research and Advanced Studies in History: have knowledge of the general diachronic structure of historical processes, have knowledge of the main events and movements of each of the periods of History and show an academic, scientific or professional interest for the contents of the master's degree in general and this subject in particular.

2. Learning goals

2.1. Competences

By passing the subject, the student will be more competent to:

Apply the knowledge acquired in solving new environments within broader or multidisciplinary contexts related to historical studies. (GC1)

Integrate knowledge and formulate social and ethical judgments, related to historical studies. (GC2)

Conduct autonomous and self-directed research. (GC4)

Transmit the research results to society, in accordance with a democratic civic conscience. (GC5)

Understand the political, legal, economic and cultural interconnections between peoples, developed in the past. (SC8)

Know in an advanced way the diachronic structure of historical processes. (SC9)

Integrate proposals from other fields of knowledge into historical research. (SC10)

Discuss orally and in writing, in accordance with the terminology and techniques of historians. (SC14)

2.2. Learning goals

The student, to pass this subject, must demonstrate the following results:

Demonstrate skills to adapt to new situations. (GC1)

Know the intellectual foundations of the main economic doctrines and the emergence of economic science. (GC2)

Evaluate and manage various economic and legal sources, according to advanced techniques in research in Intellectual History. (GC4)

Analyze the importance of the circulation of ideas in the formation of substantial elements in democratic societies such as public policies, political-parliamentary debates or public opinion. (GC5)

Demonstrate knowledge of the socio-economic and political interconnections that articulate the societies of the past, through the case of the Modern Age and its antecedents. (SC8)

Understand the historical relationships between economics and legal-political thought. (SC9)

Capture the significance of intellectual history, in its economic and legal aspect, in the explanation of sociopolitical evolution. (SC9)

Assess the characteristics of the international circulation of economic ideas and their effects on legal concepts. (SC10)

Elaborate and prepare complex documents of a historical nature where historical, economic and institutional changes that affect the international circulation of ideas are valued, for their oral and written debate and defense. (SC14)

2.3. Importance of learning goals

The subject incorporates content and competences that complement the learning of the rest of the subjects of the module and the title, by providing the intellectual element, linked to economic, legal and political issues. Likewise, the subject contributes to the training aspect for research the use of direct sources and a particular approach, which is the circulation of economic ideas and their effects on the legal and political reform of modern Spanish society. which is applicable, in instrumental terms, to different historical periods.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he has achieved the expected learning results through the following evaluation activities:

FIRST CALL

a) Continuous evaluation system

Test 1: Summaries and written comments, made inside and outside the classroom, based on the contents explained in the classes and on the texts studied. It is 50% of the grade. Original knowledge, understanding and interpretation will be valued in similar proportions.

Test 2: Oral presentations based on the contents explained in the classes and on the texts studied. It is 25%. Communication skills, knowledge, understanding and original interpretation are valued in the same proportions.

Test 3: Multiple choice questionnaires based on the contents explained in the classes and in the texts studied. It is 25%. With no error penalty, a minimum is required to pass the 60 percent success test.

b) Global assessment test (to be carried out on the date set in the academic calendar)

It consists of a test and two development questions that will deal with the content and materials worked on during the course.

Characteristics of the test: without penalty for error, with a minimum of 60 percent correct answers to pass the test. Characteristics of the development questions: it is necessary to obtain at least a grade of 3 in both questions, which are weighted at 50% in the mark for that part. As for the overall mark, to pass the subject it is necessary to obtain a pass (5) both in the test and in the development part. From this condition, test and development will be weighted by 25% and 75%, respectively.

SECOND CALL

Global assessment test (to be carried out on the date set in the academic calendar)

It consists of a test and two development questions that will deal with the content and materials worked on during the course.

Characteristics of the test: without penalty for error, with a minimum of 60 percent correct answers to pass the test. Characteristics of the development questions: it is necessary to obtain at least a grade of 3 in both questions, which are

weighted at 50% in the mark for that part. As for the overall mark, to pass the subject it is necessary to obtain a pass (5) both in the test and in the development part. From this condition, test and development will be weighted by 25% and 75%, respectively.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the following:

The program of activities is deployed, following the criteria established for Module 4 in the Master's Report, in the form of:

Classes (1 ECTS credit) with lectures, theoretical presentations, debates and various presentations.

Competences: the generic ones of integration, application, transmission of knowledge, including its ethical and civic aspect, as well as the specific ones of systematic and critical understanding of the political, economic and cultural interconnections of the past and its present repercussions, and especially the relative competence to integrate proposals from other fields of knowledge into historical research.

Internships (0.8 ECTS credits): cases, problems, text comments, concept maps, puzzles, teamwork.

Competences: the generic ones for the application of knowledge in the resolution of new and multidisciplinary environments, the integration of knowledge to formulate judgments and reflections, as well as the one related to the transmission of knowledge and the results of research, incorporating the values of democracy, coexistence, respect for differences and the peaceful resolution of conflicts. Regarding the specific ones, the capacities to integrate proposals from other fields of knowledge into historical research stand out, as well as to present orally and in writing the problems and issues with the appropriate historical terminology.

Seminars (0.6 ECTS credits): debates, topic presentations.

Competences: the generic ones of the ability to apply knowledge in novel and multidisciplinary contexts, that of communicating conclusions and critically defending the solution of scientific problems in accordance with professional ethics. Regarding specific competences, once again, the ability to integrate proposals from other fields of knowledge into historical research stands out.

Tutorials (0.5 ECTS credits): follow up on troubleshooting.

Competences: highlights the generic competence of learning skills that allow to continue studying in the field of advanced historical studies in an autonomous way.

Personal work outside the classroom (2.8 ECTS credits): study, readings, preparation of individual and team work, preparation of specific evaluation tests.

Competences: the generic capacity to apply the knowledge acquired in solving problems in new and multidisciplinary environments, as well as the specific ones of systematic and critical understanding of systematic and critical understanding of the implications in the current world of the past political and economic interconnections and cultural ones between the towns, and of advanced knowledge of the general diachronic structure of the historical processes.

Assessment tests (0.3 credits): individual interviews, oral and written presentations in class, with an expressly formative and accrediting purpose.

Competences: especially, the generic one related to the ability to transmit knowledge and research results, including its ethical and civic component, and the specific one related to the ability to present and debate orally and in writing the problems and topics studied, with the appropriate terminology.

4.2. Learning tasks

- Theoretical lectures.
- Practical lectures.
- Individual work.
- Personal study.
- Assessment activities.

4.3. Syllabus

The course will address the following topics:

I: A SINGLE HISTORY OR MORE THAN ONE? THE INTELLECTUAL HISTORY. 1. Why should Intellectual History be studied?. 2. Social History, Cultural History and Intellectual History. 3. Intellectual History, History of ideas and History of the concepts. 4. Intellectual History of the Social Sciences: Law, Politics and Economics.

II. THE INTERNATIONAL CIRCULATION OF THE IDEAS. 1. The creation and the circulation of the ideas. 2. Why do the ideas on Economics, Law and Politics circulate internationally? 3. How do these ideas circulate? The main issues involved. 4. Different approaches: idealism vs. materialism; absolutism vs. relativism. 5. Ideas in their historical context. 6. The cultural transfer and the international flow of the ideas.

III. A STRATEGIC ELEMENT OF THE INTERNATIONAL CIRCULATION OF THE IDEAS: THE TRANSLATION. 1. The translation and its plural nature. 2. Involved factors. 3. The agents: the translators. 4. The institutions. 5. Can the international circulation of ideas be measured?

IV. SOME KEY ISSUES OF THE INSTITUTIONAL AND INTELLECTUAL FRAMEWORK. 1. Censorship and freedom of the press. 2. The 'public sphere'. 3. 'Opinion' and 'Public opinion'.

V. THE LEGAL AND ECONOMIC IDEAS AND THEIR INTERNATIONAL CIRCULATION. 1. Dissemination, adaptation and active use of the ideas. 2. Theoretical approach vs. policy approach. 3. Academic culture vs. popularization and dissemination. 4. Educational context vs. political context. 5. Some theoretical models of the international flow of the economic ideas.

VI. ECONOMIC AND LEGAL THOUGHT DURING THE ABSOLUTISM: MAIN SCHOOLS. 1. The Absolutism: did it exist? 2. The economic and legal thought: the absolutist contractualism. 3. The Economic thought: the Scholasticism and the Mercantilism.

VII. ECONOMIC AND LEGAL THOUGHT DURING THE AGE OF THE ENLIGHTENMENT. MAIN SCHOOLS. 1. The democratic contractualism. 2. The Republic of virtue. 3. The Economic schools of the Age of the Enlightenment: from Cantillon to Smith. 4. The Physiocracy. 5. The Cameralism. 6. The Classical School. 7. Rights of the Man and Constitutional culture.

VIII. THE RECEPTION IN SPAIN OF THE MAIN SCHOOLS OF ECONOMIC THOUGHT (1600-1830). 1. The reception of the Mercantilism: the *arbitrismo*. 2. The Economic schools of the Age of the Enlightenment. 3. Receiving the Physiocracy. 4. The reception of the Classical School.

IX. THE "STRATEGIES OF ADAPTATION". SPECIFIC ANALYSIS OF THREE CASES OF INTERNATIONAL CIRCULATION OF IDEAS: 1. The Spanish translation of Adam Smith's *Wealth of Nations*. 2. The Spanish translation of Gaetano Filangieri's *Scienza della Legislazione*. 3. The Spanish translation of Montesquieu's *Esprit des Lois*.

X. CONCLUSION. THE POLITICAL ECONOMY IN THE LEGAL DISCOURSE: FROM THE OLD REGIME TO THE CONSTITUTIONALISM. 1. "Spirit of commerce" vs. "Spirit of conquest". 2. Crucial issues on Economics in the legal and political evolution of the Modern Age. 3. The intellectual discourse and the reality of the legislation: success and failure of the enlightened reform. 4. Towards the legal and political constitutional order.

4.4. Course planning and calendar

See the academic calendar of the University of Zaragoza: <http://academico.unizar.es/calendario-academico/calendario> and the website of the Faculty of Philosophy and Arts:

Schedule of classes: <https://fyl.unizar.es/horario-de-clases#overlay-context=horario-de-clases>

Examination schedule: [https://fyl.unizar.es/calendario-de-examenes#overlay-context=\)](https://fyl.unizar.es/calendario-de-examenes#overlay-context=)

More information will be provided on the first day of class.

4.5. Bibliography and recommended resources

The bibliographic information is dynamic and is updated on the degree website: <http://titlaciones.unizar.es>
<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=67927>