

Course Syllabus

ECO 214-01/HSP 228-01: Spain: The Rise and Fall of a Great Power

Fall 2014 – Prof. Daniel Diaz Vidal

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Class meetings: TTh: 9:45am – 11am

Classroom: Baxter Hall, Room 101

Office hours: Wednesdays from 9am to 11am, or by appointment.

Study Office Hours: To be determined in class.

My office is a place for me and you to learn and work. I will let you know when I will be in my office and you are welcome to come in and share the space. I would also like students to come in and answer each other's questions. You don't really know how well you know a topic until you try to explain it. Inside and outside my office: I recommend you study in groups.

Course Goals and Content

ECO-01 214 Spain: The Rise and Fall of a Great Power. In this course we will cover over 20 centuries of Spanish Economic History, from the times of the Roman Empire to the current financial crisis and European Monetary Union. Particular attention will be paid to the rise and demise of the Spanish colonial empire. We will begin by developing the economic tools that will be necessary to analyse the economic history of Spain. By the end of the course, you should have a good grasp of Spanish history and of the economic events and trends that defined it.

Prerequisite: Econ 101 or consent of the instructor.

Readings and Course Materials

1. I will assign readings in class and using canvas. Some readings will be recommended and other's will be mandatory and may be addressed in our in class examinations. I will give specific instructions during class regarding the readings.
2. In addition to our readings, you will also be required to listen to and/or watch certain pieces for which links will be provided in our course site. For example, you will be required to listen to a number of episodes of NPR's Planet Money in order to discuss them in class.

3. I also advise students to have a look at topical readings from publications such as The New York Times, The Economist or The Wall Street Journal. The course material becomes more interesting if you read articles in the press and try to apply what you have learned to real-world events.

Exam Information

They will consist of table/graph interpretation, short answer, graphical answer, map questions and long answer questions. The final will be comprehensive, but the second midterm will not. Please bring something to write with and a calculator. No other materials are allowed (no books or notebooks). I will not give make-up examinations. All excuses should be discussed in advance. If you have a legitimate excuse to miss the test the weight for that test will be uniformly distributed over the remaining grading items. This does not apply to the final exam. If you miss the final and you have a valid excuse, you will get an incomplete in the class. If you do not have a valid excuse, you are likely to get a failing grade.

Homeworks:

Some weeks I will assign a detailed homework task. The lowest grade will be dropped and no excuses will be accepted for late/no submission.

Course Grades

Your grade will be determined as follows:

1 st midterm exam	25%	October 9
2 nd midterm exam	25%	November 20
Comprehensive final exam	35%	December 19 at 9am
Homework Tasks	15%	Due date to be announced in class

Grading scale

91 to 96% = A	81 to 86%=B	71 to 76%=C	60 to 66%=D
89 to 90% = A-	79 to 80%=B-	69 to 70%=C-	0 to 59% = F
87 to 88%=B+	77 to 78%=C+	67 to 68%=D+	

The instructor may (at his discretion) add an equal number of points to every student's individual final points (but do not count on it). The instructor may (at his discretion) increase the final grade of any student with excellent in-class participation by a letter grade (**but cannot be done based on a student's request!**) In general, incompletes cannot be granted. The instructor may, at his discretion, decide to grant an incomplete due to very serious circumstances (a health problem or similar).

Collaboration and Working Together:

You are expected to produce your own work to turn in. Any incident of copying another's work, however small, will result in an F in the class and a report to the Dean of Students.

Copying another student's work will be treated the same way as cheating on an exam or plagiarizing another's work. Everyone involved (copiers and those who allow others to copy) will be reported to the Dean of the Students.

Any recording without explicit permission in class or in my office will be understood as academic dishonesty. Please refer to the Academic Honesty Guide for further information on this: <http://www.wabash.edu/news/docs/AcademicHonestyGuide.pdf> (Links to an external site.) (particularly recommended for freshmen).

Getting Help:

While your professor is your primary resource for assistance with course work, Wabash College provides academic support to all students in a variety of ways, which includes peer tutoring. Academic Support Services include:

Academic Support Services:

Julia Rosenberg, Director (rosenbej@wabash.edu) Armory 101B ext.6024

Support for students:

Peer Tutoring in Quantitative Skills and Writing

Quantitative Skills Centers, Writing Center.

All tutors are faculty-recommended and receive training in the art of tutoring.

These services are not confidential

Economics tutor: Goodrich 101 T/TH/SU 8pm 10pm (Carter Adams and Houston Hodges).

Quantitative Skills Centers locations and hours:

Biology: Sunday-Thursday 7-11 p.m. Hays Hall 310

Chemistry: Sunday-Thursday 7-11 p.m. Hays Hall 3rd floor alcove

Economics: 2 evenings a week (varies by semester), Goodrich 101

Mathematics: Sunday-Thursday 7-11 p.m. Goodrich Hall 101

Physics: Sunday-Thursday 8-10 p.m. Goodrich Hall 101

- Helps students meet the quantitative proficiency requirement
- Drop-in, or by appointment
- Individual and group sessions with no time limit
- Tutoring in buildings ideally suited for each discipline
- Division 1 faculty work with tutors and provide relevant course materials

Writing Center location and hours: First floor, Armory ext.6258

M 12-4; T 11 -4; 8-10 p.m. W 12-4,8-10 pm; Th.11-4; F 1-4; S 8-10 p.m.

- Primarily used by freshmen; especially useful for English 101 students
- All students, even strong writers, also find they benefit from the sessions

- Peers collaboratively assist students to negotiate the world of academic discourse
- Helpful at all stages of the writing process, not only editing
- Drop-in or by appointment; sessions scheduled as one-hour conferences
- Students (some non-native speakers, for example) may schedule regular weekly appointments to work on strengthening their writing skills
- Tutors, juniors and seniors, represent various disciplines
- Tutors receive training in composition theory and pedagogy
- Center Director (a composition specialist) available for individual writing conferences with students when appropriate

Support for strengthening/acquiring Study Skills:

Assistance in strengthening various skills such as textbook reading, test-taking and time management is available in several ways:

- Individual work with the director (peer tutors do not take this role); individual hour-long sessions, one-time or repeating
- Small group work led by the director
- A freshman-only time management workshop
- Classroom sessions

Support for Students with Disabilities (You must inform me immediately):

For the student with a disclosed disability

- Assistance in arranging accommodations as appropriate and supported by documentation
- Individual conferences with the director as needed, one-time or weekly

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Classroom Protocol:

In order for all of us to enjoy an optimal educational environment I will request that we all observe certain basic ground rules.

1 Please do not start whispering or gathering up your materials before the lecture is completely over.

2 If you are attending the lecture, plan on being there for the entire duration of the class. If you absolutely must leave early for a good reason, on any given day, please send me a prior email, sit near the door and leave quietly.

3 The use of computers and/or any other electronic equipment must be authorized by the instructor.

4 Food or drink within reason is OK so long as you are not obviously distracting others.

5 Very Important: You are very welcome to politely interrupt with any questions related to the material being covered.

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Extra Credit (Two Assignments Worth a maximum of 5 points each):

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TERMINOLOGY:

A very important part of the learning process in this class will be to be able to master the terminology we will be using on a daily basis. By the end of the course, you should be well on your way to being able to express yourself as an economist both verbally and in writing. You may add up to 5% points to your final grade in the class if you produce a word document with definitions for 150, or more, economic and historical terms used in class. Do not copy and paste these definitions from any online source. You must write them using your own words. At the end of the term, I will set a day for you to come into my office and hand me the list. I will choose 5 terms from your list and you will have to provide a verbal definition that is close to the definition an economist would use in order to get full extra credit. Copying from a classmate will be considered academic dishonesty and both students will be reported to the Dean. Do not share your list with other students at Wabash College.

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CHALLENGE QUESTIONS:

As we discuss topics in class, some of you will ask me questions that I find particularly interesting. Other times I will not have time to cover a particular concept or to introduce a variation to a type of problem we are solving. Any of these situations will lead me to formulate a challenge question for the week. You may add up to 5% points to your final grade in the class if you produce a set of answers to these questions using word and/or excel and present them to me with adequate references. The date to present these will be the same as for the previously mentioned extra credit assignment. The student will be asked to explain his answer to the challenge question to me verbally and with the help of my white board. Copying from a classmate will be considered academic dishonesty and both students will be reported to the Dean. Collaborations are welcome as long as those are reported to me and are only focused on practicing the verbal communication of economic reasoning with a classmate. Do not share your answer list with other students at Wabash College.

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Tentative schedule:

28-Aug	TH	Introduction, Growth Accounting
2-Sep	T	Practice, Discussion
4-Sep	TH	Malthusian Trap, Catch up Effect
9-Sep	T	Practice, Discussion
11-Sep	TH	Geography, Natural Resources, Long Run
16-Sep	T	Practice, Discussion
18-Sep	TH	Antiquity/Collapse of the Roman Empire
23-Sep	T	Practice, Discussion
25-Sep	TH	Al-Andalus, The Reconquista, 1492
30-Sep	T	Practice, Discussion
2-Oct	TH	Emergence of an Empire-Old Regime
7-Oct	T	Practice, Discussion
9-Oct	TH	Exam1
14-Oct	T	Empire-Old Regime-The Colonies
16-Oct	TH	Midsemester break
21-Oct	T	Practice, Discussion
23-Oct	TH	Demise of an Empire- Dutch Disease
28-Oct	T	Practice, Discussion
30-Oct	TH	XIX Century Spain-Land Reforms
4-Nov	T	Practice, Discussion
6-Nov	TH	XIX Century Spain
11-Nov	T	Practice, Discussion
13-Nov	TH	The Franco Era
18-Nov	T	Practice, Discussion
20-Nov	TH	Exam 2
25-Nov	T	Thanksgiving Break
27-Nov	TH	Thanksgiving Break
2-Dec	T	Political Freedom and The EU
4-Dec	TH	Practice, Discussion
9-Dec	T	Monetary Union and the Great Recession
11-Dec	TH	Practice, Discussion
19-Dec	FR	FINAL EXAM AT 9am