

**Course title:** Understanding Globalization: Global issues in Historical Perspective

**Language of instruction:** English

**Professor:** Guillermo Martínez-Taberner / Rubén Carrillo

**Professor's contact and office hours:** Tuesdays and Thursdays (9.30-10.30 by appointment)

**Course contact hours:** 45

**Recommended credit:** 6 ECTS credits

**Course prerequisites:** There are no prerequisites for this course.

**Language requirements:** Recommended level in the European Framework B2 (or equivalent : Cambridge Certificate if the teaching language is English, DELE or 3 semesters in the case of Spanish)

**Course focus and approach:**

This course provides a historical understanding of global issues related to the increasing interconnectedness of the world, by examining processes of interaction and exchange from 1500 up to the present.

The course analyzes the deep-rooted history of major issues affecting the world today by offering a clear set of theoretical frameworks about concrete themes linked to the interactions of Asia, Latin America, Africa and Europe from the Columbian Exchange or the Manila Galleon to the early twenty-first century.

The course offers a historical perspective on current discussions about major challenges facing society today, from the development of economic disparities across regions and population segments, to migration and climate change. Students will compare the evolution of different issues related to political institutions, economic activity, social transformations and intellectual life, from a historical, transdisciplinary and transnational perspective.

By using concrete examples and case studies, students will analyze this set of global issues, from the perspectives of different regions of the world and incorporate a gender approach in order to rethink the social, economic, political, technological and cultural ways of relation within and between societies.

The course will address methodologically important issues, such as cultural encounter, international relations and global economic history, as well as a transdisciplinary engagement with the economics of institutions, cultural anthropology, historical geography and the politics of state formation.

**Learning objectives:**

This course will help students consider contemporary debates from a historical perspective. Students will acquire a new range of analytical and research skills relevant to the contemporary configuration of global society. Students will come to understand and debate large and

multidisciplinary interpretative issues, such as the role of borderland regions, cultural encounters, the effects of global environment on the world economy, different forms of capital and economic integration, global migrations, the different paths of innovation, what is soft power, the city as a driver of economic transformation and global inequalities, among others.

**Course workload:**

Course requirements: readings, class participation (20%)

Each class includes both lecture and discussion. The participation grade takes into account punctual attendance; completing required readings and short assignments and submitting them when due; familiarity with, and reflection on, the assigned readings; and active and thoughtful participation in class discussion.

Midterm exam (20%)

The midterm exam is an open book essay designed to give students the incentive to pay attention in class and complete all the readings regarding the first part of the course.

Seminars and assignments (30%)

There will be three seminars. Each student or group of students will discuss a topic related to the course, present it in class, and write a short essay related to the themes of the seminar. The format of the document will be in a standard essay format with notes and bibliography. With respect to the presentation of the class, PPT presentations, videos and other multimedia resources are optional. Further information will be provided on the seminar and paper requirements.

Final short exam (30%)

Students will have to prepare one final exam (open book essay).

**Teaching methodology:**

This is a seminar style course. Each class includes both lecture and discussion. The participation grade takes account of punctual attendance; familiarity with, and reflection on, the assigned readings; and active and thoughtful participation in discussion.

**Assessment criteria:**

Class participation (20%)

Midterm exam (20%)

Seminars and assignments (30%)

Final short exam (30%)

**BaPIS absence policy**

Attending class is mandatory and will be monitored daily by professors. Missing classes will impact on the student’s final grade as follows:

<b>Absences</b>	<b>Penalization</b>
Up to two (2) absences	No penalization
Three (3) absences	1 point subtracted from final grade (on a 10-point scale)
Four (4) absences	2 points subtracted from final grade (on a 10-point scale)
Five (5) absences or more	The student receives an INCOMPLETE (“NO PRESENTADO”) for the course

The BaPIS attendance policy **does not distinguish between justified or unjustified absences**. The student is deemed responsible to manage his/her absences.

Only absences for medical reasons will be considered justified absences. The student is deemed responsible to provide the necessary documentation. Other emergency situations will be analyzed on a case-by-case basis by the Academic Director of the BaPIS.

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The Instructor, the Academic Director and the Study Abroad Office should be informed by email without any delay.

**Classroom norms:**

- No food or drink is permitted in class.
- Students will have a ten-minute break after one one- hour session.

**Weekly schedule:**

**WEEK 1.**

**January 9 - Session 1.** Course description / Introduction to Global History.

**January 11 - Session 2.** Introduction to Global History.

**WEEK 2.**

**January 16- Session 3.** Expanding Spaces of Exchange and Encounter. How global forces have transformed experiences of entire areas through entanglement?

*Reading and class discussion:* NUNN, N. and QIAN, N. (2010) “The Columbian Exchange: A History of Disease, Food, and Ideas”, *Journal of Economic Perspectives. American Economic Association*, Volume 24, Number 2, Spring, pp. 163–188.

**January 18 - Session 4. Seminar 1:** Conquering and colonizing the female body: History, myth and representation of indigenous women at contact

*Reading and class discussion:* DOWNS, K. (2008) “Mirrored Archetypes: The Contrasting Cultural Roles of La Malinche and Pocahontas”, *Western Folklore*, Vol. 67, nº 4, pp. 397-414.

### WEEK 3.

**January 23 - Session 5.** Forms of Integration. The relationship between trade and the emergence of the world economy.

*Reading and class discussion:* FLYNN, D. O. and GIRALDEZ, A. (1995) “Born with a ‘Silver Spoon’: The Origin of World Trade in 1571”, *Journal of World History*, Vol. 6, nº 2, pp. 201-221.

**January 25 - Session 6.** Global Mixed Societies. Integration and Resistance.

*Reading and class discussion:* SEIJAS, T. (2014). *Asian Slaves in Colonial Mexico: From Chinos to Indians*. New York: Cambridge University Press, pp. 1-31.

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### WEEK 4.

**January 30 - Session 7.** Global Crisis. Going back to the seventeenth century.

**February 1 - Session 8.** Global Environment. How does the global environment affect human societies?

*Reading and class discussion:* MCNEILL, J. R. (2010) “Atlantic Empires and Caribbean Ecology”. *In Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*. Cambridge University Press, pp. 15-36.

### WEEK 5.

**February 6 - Session 9. Seminar 2:** The Ascent of Money

**February 8 - Session 10. Midterm Exam**

### WEEK 6.

**February 13 - Session 11.** The Great Divergence.

**February 15 - Session 12.** Technological Change and the Industrial Society: Similarities and differences between the era of the Reform, the Great Acceleration and the Era of information.

### WEEK 7.

**February 20 - Session 13.** Global interactions. Free trade and imperialism.

*Reading and class discussion:* DAVIS, M. (2002) Late Victorian Holocausts: El Niño Famines and the Making of the Third World. London, Verso, 2002, 1-60.

**February 22 - Session 14.** From the 'Great Acceleration' to the 'Globalization Backlash'.

**WEEK 8.**

**February 27 - Session 15. Seminar 3:** Pandemics.

**February 29 - Session 16.** Forms of power and resistances. How sources of power and resistances have been adapted to the different globalization stages?

**WEEK 9.**

**March 5 - Session 17.** Seminar. Social movements. 1968 as a global revolution.

**March 7 - Session 18.** Towards the 'Great Convergence'. The Asian economic model.

*Reading and class discussion:* CHANG, H. (2008), "The East Asian Model of Economic Policy' in The East Asian Development Experience, Zed Books, pp.13-59

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**WEEK 10.**

**March 12 – Session 19.** A Global History of the Cold War: Are We in a New Cold War?

**March 14 – Session 20.** De-colonization. Breaks and continuities after empire

**Week 11.**

**March 19 - Session 21. Exam preparation.**

**March 21 - Final Exam**

**Last revision: July 2023.**

**Required readings:**

Course reading pack prepared by professor. CHANG, H. (2008), "The East Asian Model of Economic Policy". In The East Asian Development Experience. Zed Books, pp.13-59

DAVIS, M. (2002) Late Victorian Holocausts: El Niño Famines and the Making of the Third World. London, Verso, 2002, 1-60.

FLYNN, D. O. and GIRALDEZ, A. (1995) "Born with a 'Silver Spoon': The Origin of World Trade in 1571", Journal of World History, Vol. 6, nº 2, pp. 201-221.

FREEDMAN, E. (2002) "The Historical Emergence of Feminisms". In *No Turning Back: The History of Feminism and the Future of Women*. New York: Ballantine Books, 2002. pp. 45-94

GULDI, J. and ARMITAGE, D. (2014) "Introduction: the bonfire of the humanities?". In *The History Manifesto*. Cambridge University Press. pp. 1-10.

MCNEILL, J. R. (2010) "Atlantic Empires and Caribbean Ecology". In *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*. Cambridge University Press, pp. 15-36.

NUNN, N. and QIAN, N. (2010) "The Columbian Exchange: A History of Disease, Food, and Ideas", *Journal of Economic Perspectives*. American Economic Association, Volume 24, Number 2, Spring, pp. 163–188.

SEIJAS, T. (2014). *Asian Slaves in Colonial Mexico: From Chinos to Indians*. New York: Cambridge University Press, pp. 1-31.

#### **Recommended bibliography:**

Bayly, C.A. *The Birth of the Modern World, 1780-1914. Global Connections and Comparisons* (Blackwell, 2004).

Bayly, C.A. *Remaking the Modern World 1900 - 2015: Global Connections and Comparisons* (Blackwell, 2018).

Burbank, J. & Cooper, F. *Empires in world history. Power and the politics of difference*, (Princeton University Press, 2010).

Hamashita, T. *China, East Asia and the global economy: regional and historical perspectives* (Routledge, 7 2008).

Mokyr, J. *A Culture of Growth: The Origins of the Modern Economy* (Princeton: Princeton Univ. Press, 2017).

Osterhammel, J. & Peterson, N.P., *Globalization: A Short History* (Princeton, 2005).

Osterhammel, J. *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton University Press, 2014).

O'Rourke, K. H. & Williamson, J. G., *Globalization and History: the evolution of a nineteenth-century Atlantic economy* (Cambridge, 1999).

Stearns, P. N., *Globalization in World History* (Routledge, 2016).



Trentmann, F., *Empire of Things: How We Became a World of Consumers, from the Fifteenth Century to the Twenty-First* (Penguin UK, 2016).

Weisner-Hanks, M., *Women and Gender in Early Modern Europe* (Cambridge University Press, 2008). Weisner-Hanks, M., *Gender in History: Global Perspectives* (Wiley-Blackwell, 2010).

HUGHES, Robert. 1999. Barcelona. London: The Harvill Press Edition (“textbook”).