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 (3.30-4.30 pm 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:
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 incorporating 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.

Course description: 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.

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

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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 considers 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 four 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%)

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Academic Integrity:
According to the Disciplinary regime of students at Universitat Pompeu Fabra, adopted by Agreement of the Government meeting of 18th July 2012 (in Spanish), plagiarism and other academic misconducts are forbidden, including the unauthorized use of generative AI tools. In this course, blatant cases of such misconducts in coursework or exams will automatically entail failing, notwithstanding the adoption of additional sanctions by the academic direction of the program.

Likewise, special attention will be paid to the use of generative artificial intelligence tools by students for the completion of the course assignments. Whereas the use of these tools may be part of the teaching methodology as suggested by the course instructors, any use of these resources by students to carry out work without the guide or knowledge of the professors will be considered analogous to plagiarism, with the same consequences in terms of penalization in the evaluation of the course.

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:

Absences	**Penalization**
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 make a distinction between justified and unjustified absences. All absences—whether due to common short-term illnesses or personal reasons—are counted toward the total amount and cannot be excused. Therefore, students are responsible for managing all their absences.

Only in cases of longer absences—such as hospitalization, prolonged illness, traumatic events, or other exceptional situations—will absences be considered for exceptions with appropriate documentation. The Academic Director will review these cases on an individual basis.

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Students must inform the Instructor and the International Programs Office promptly via email if serious circumstances arise.

Attendance Policy and Religious Observances:

In line with the UPF Code of Ethics and the principles of equality and non-discrimination, our attendance policy considers the accommodation of students' needs for religious reasons or specific religious festivities.

Students may self-manage their attendance and miss some sessions without penalty, as outlined in each syllabus. However, if a student anticipates that their religious obligations may significantly affect their participation in a course, and the standard policy does not fully accommodate their situation, they must inform the course professor **at the beginning of the term** to discuss suitable alternatives**. It is the student's responsibility to communicate these needs at the start of the term.** The Academic Director is also available to support both students and professors in finding a workable solution that ensures the student can meet the course objectives.

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 13. Session 1. Course description / Introduction to Global History.

January 15 - Session 2. Introduction to Global History.

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WEEK 2.

January 20 - 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 22 - Session 4. Seminar 1: The 'Conquista' in Fiction.

WEEK 3.

January 27 - 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 29 - 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.

WEEK 4.

February 3 - Session 7. Global Crisis. Lessons from the Seventeenth Century.

February 5 - 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.

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February 10 - Session 9. The Age of Revolutions

February 12 - Session 10. Seminar 2: The 'Ascent of Money'.

February 13 - Session 11. Seminar 2: The 'Ascent of Money'.

WEEK 6.

February 17 - Session 12. Midterm Exam.

February 19 - Session 13. The Great Divergence.

WEEK 7.

February 24 - Session 14. 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 26 - Session 15. From the 'Great Acceleration' to the 'Globalization Backlash'.

February 27 - Session 16. Seminar 3: Pandemics.

WEEK 8.

March 3 - Session 17. War and genocide.

March 5 - Session 18. Seminar 4: Social movements. 1968 as a global revolution.

WEEK 9.

March 10 - Session 19. Towards the 'Great Convergence'.

March 12 - No class

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March 13 - Session 20. A Global History of the Cold War: Are We in a New Cold War?

WEEK 10.

March 17- Session 21. Exam preparation

March 19 - Session 22. Final Exam

Last revision: March 2025

Required readings:

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. (2004). *The Birth of the Modern World, 1780-1914. Global Connections and Comparisons*. Blackwell.
BAYLY, C.A. (2018). R*emaking the Modern World 1900-2015*. (Blackwell, 2018).
BURBANK, J. & COOPER, F. (2010). *Empires in world history. Power and the politics of difference*, Princeton University Press.

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

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

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

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

O'ROURKE, K. H. & WILLIAMSON, J. G. (1999). Globalization and History: the evolution of a nineteenth-century Atlantic economy. Cambridge Univ. Press.

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

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

WEISNER-HANKS, M. (2008). *Women and Gender in Early Modern Europe*. Cambridge University Press.

WEISNER-HANKS, M. (2010). *Gender in History: Global Perspectives*. Wiley-Blackwell.

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