



**Academic Year 2024-2025**

**Syllabus**

**Course: Global history CFU 6**

**Prof Valeria Zanier and Prof Raimondo M. Neironi**

**Course Description**

The course will investigate some of the main features of global governance in a historical perspective, considering its evolution in the period 1945-2008 – from the aftermath of WWII to the global financial and economic crisis of 2008. The course aims at providing some of the factual grounding and conceptual apparatus necessary to better understand contemporary politics, world's governance and its challenges.

Students will be guided through the onset, changes, and evolution of the international arrangements made to govern political and economic relations (e.g.: international organizations, international regimes and agreements, regional organizations). A constant highlight of the course will be the visions and interests shaping the global governance along its evolution, as well as the key actors imposing, shaping or challenging the governance rules and structures.

The course will address the role of Western Europe in the changing and globalizing world, it will qualify its place in the development of hegemonic powers and alternative visions of how to run the world politically and economically. In addition to the Cold War hegemons that shaped the post-1945 global governance (USA and USSR), the course will shed light on the last 40 years' process that projected the People's Republic of China (PRC) to the current economic and political superpower, exploring the evolution of its relationships with Asia, Africa and the global governance institutions.

**Schedule of Topics**

Topic 1	Post-1945 internationalism: the UN
Topic 2	Post-1945 political order: Bipolarism, Cold War and global implications
Topic 3	Post-1945 economic order(s): Capitalism – Bretton Woods, IMF, World Bank
Topic 5	Post-1945 economic order(s): Socialism – Comecon and socialist globalisation
Topic 6	Post-1945 economic order(s): North/South confrontation and South-South co-operation
Topic 7	Decolonisation and its legacy (Asia-Africa)
Topic 8	Japan and South-East Asia in the Cold War era
Topic 9	The rise of China
Topic 10	China and its neighbours: economic development and regional leadership
Topic 11	After the end of the Cold War: Asia and global governance institutions

## Textbooks and Material

### A) Textbooks

Mark Mazower, *Governing the World: The History of an Idea*, Penguin Books, 2013

K. Conca, *An Unfinished Foundation: The United Nations and Global Environmental Governance*, Oxford: Oxford University Press, 2015.

H. Travis, *Genocide, Ethnonationalism, and the United Nations Exploring the Causes of Mass Killing Since 1945*, Abingdon and New York: Routledge, 2013.

R. Normand & S. Zaidi, *Human Rights at the UN: The Political History of Universal Justice*, Bloomington: Indiana University Press, 2008.

Catherine Schenk, *International Economic Relations since 1945*, Routledge, 2011

Odd Arne Westad, *Restless Empire: China and the World since 1750*, Penguin Books, 2012

Isabella M. Weber, *How China Escaped Shock Therapy. The Market Reform Debate*, Routledge, 2021.

A.C. McKeivitt, *Consuming Japan: Popular Culture and the Globalizing of 1980s America*, Chapel Hill: University of North Carolina Press, 2017.

W.M. Grimes, *Unmaking the Japanese Miracle: Macroeconomic Politics, 1985-2000*, Ithaca: Cornell University Press, 2001.

B) Further specific readings will be made available during the course on the DIDA platform. You are required to register on DIDA to get access to all materials.

## Teaching Method

The course will combine lectures with seminar activities. Lectures will provide students with the necessary information and reading guidelines of the phenomena under scrutiny, while seminars will see students critically engaging with this knowledge and promoting/participating in class debates. Students are expected to attend every class, come prepared to class, and participate in discussions.

Seminars include in-class assessed presentations and a final debate:

Assessed individual presentation: Each student will give one individual assessed presentation in which they shall critically assess the content and argument of a chosen reading from a given list and introduce related questions for class discussion.

Assessed group presentation: Small groups (4 or 5); instructions and topic(s) to be communicated at the beginning of the course;

Final debate: the last class of the course is a final debate. Each student shall participate in it (is there enough time for 30 students in only 2 hours to meaningfully contribute?), offering their critical arguments on the topics of discussions on the base of all what they learned throughout the course and via the previous assessed talks. Key debate questions will be pre-circulated by the professors.

## Assessment

Attending students → There is no final exam

In-class individual presentation (45%)

In-class group presentation (35%)

Participation in the final in-class discussion (20%)

Non-attending students → Oral exam (100%)

Non-attending students shall register in Delphi for the additional exam sessions in 2025 (Winter; Summer; Autumn). They will have to study one academic article and one book in their entirety.

They shall contact both Prof Zanier and Prof Neironi (together in a single email) well ahead of the exam date (what if they only know at the end?) to receive instructions for preparing the oral exam.

### The article:

Students will critically assess the content and argument of an academic article chosen from a list. Moreover, they will contextualize the reading across the broader questions addressed in the course.

### The book:

Students will thoroughly read the book by D. Jain, *Women, Development, and the UN: A Sixty-Year Quest for Equality and Justice*, Bloomington: Indiana University Press, 2008.

### **Office hours**

On appointment. To book an appointment or ask specific questions about any aspect of the course, please contact us:

Prof. Valeria Zanier [valeria.zanier@gmail.com](mailto:valeria.zanier@gmail.com)

Prof. Raimondo M. Neironi [raimondo.neironi@gmail.com](mailto:raimondo.neironi@gmail.com)

You may email us whenever you want. However, do not expect us to check emails and reply on evenings and during weekends (that is, outside regular working hours).

**NOTE:** If you are an Erasmus or a non Global Governance student who would like to attend one or more courses in the Global Governance programme, please be aware that, before enrolling in the course, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enroll in the course, you have read and accepted all Global Governance values and rules. Notice that attendance is expected from the very first class and you need to attend at least 80% of the course in order to be considered as an attending student.

### **POINT A: GRADES**

#### **a) italiano**

Descrizione delle modalità e dei criteri di verifica dell'apprendimento

Ai fini della valutazione, si utilizzerà lo schema che segue:

Non idoneo: importanti carenze e/o inaccurately nella conoscenza e comprensione degli argomenti; limitate capacità di analisi e sintesi, frequenti generalizzazioni e limitate capacità critiche e di giudizio, gli argomenti sono esposti in modo non coerente e con linguaggio inappropriato;

18-20: conoscenza e comprensione degli argomenti appena sufficiente con possibili generalizzazioni e imperfezioni; capacità di analisi sintesi e autonomia di giudizio sufficienti, gli argomenti sono esposti in modo frequentemente poco coerente e con un linguaggio poco appropriato/tecnico;

21-23: Conoscenza e comprensione degli argomenti routinaria; Capacità di analisi e sintesi corrette con argomentazione logica sufficientemente coerente e linguaggio appropriato/tecnico

24-26: Discreta conoscenza e comprensione degli argomenti; buone capacità di analisi e sintesi con argomentazioni espresse in modo rigoroso ma con un linguaggio non sempre appropriato/tecnico.

27-29: Conoscenza e comprensione degli argomenti completa; notevoli capacità di analisi e sintesi. Buona autonomia di giudizio. Argomenti esposti in modo rigoroso e con linguaggio appropriato/tecnico

30-30L: Ottimo livello di conoscenza e comprensione approfondita degli argomenti. Ottime capacità di analisi, di sintesi e di autonomia di giudizio. Argomentazioni espresse in modo originale e con linguaggio tecnico appropriato.

## **b) English**

For assessment purposes, the following scheme will be used:

Unsuitable: major deficiencies and/or inaccuracies in the knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalisations and limited critical and judgmental skills, the topics are set out inconsistently and with inappropriate language;

18-20: barely sufficient knowledge and understanding of the topics with possible generalisations and imperfections; sufficient capacity for analysis synthesis and autonomy of judgement, the topics are frequently exposed in an incoherent way and with inappropriate/technical language;

21-23: Routine knowledge and understanding of topics; ability to analyse and synthesise correctly with sufficiently coherent logical argumentation and appropriate/technical language

24-26: Fair knowledge and understanding of the topics; Good analytical and synthetic skills with arguments expressed in a rigorous manner but with language that is not always appropriate/technical.

27-29: Comprehensive knowledge and understanding of the topics; considerable capacity for analysis and synthesis. Good autonomy of judgement. Arguments presented in a rigorous manner and with appropriate/technical language

30-30L: Excellent level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and with appropriate technical language.

## **POINT B: GOALS**

Grazie a questo corso, gli studenti saranno in grado di:

### **a) Italiano**

#### **CONOSCENZA E CAPACITÀ DI COMPrensIONE:**

- Acquisire e dimostrare padronanza dei concetti generali relativi alla storia globale, con particolare riferimento alle dinamiche politiche, economiche e sociali nelle aree dell'Europa e dell'Asia orientale;
- Identificare i concetti chiave e le principali problematiche utili a comprendere l'evoluzione della governance globale dal 1945 agli inizi del XXI secolo;

#### **CAPACITÀ DI APPLICARE CONOSCENZA E COMPrensIONE:**

- Allo studente verranno presentate le possibili fonti primarie e i principali strumenti analitici e critici utilizzati dagli studiosi di storia globale. Al termine del ciclo di lezioni frontali, lo studente sarà in grado di applicare tali strumenti in modo autonomo nella parte seminariale.

#### **AUTONOMIA DI GIUDIZIO:**

- Allo studente verranno presentati i vari dibattiti storiografici relativi alle tematiche trattate, al fine di creare sensibilità nei confronti di approcci differenti ad un medesimo problema o avvenimento. Allo studente verrà richiesto di discutere interpretazioni e argomentazioni proposte dagli studiosi, nonché di presentarle di proprie utilizzando il lessico specifico della storia globale.

#### **ABILITÀ COMUNICATIVE:**

La partecipazione attiva alle lezioni frontali e l'esposizione orale richiesta nella parte seminariale attiveranno negli studenti le abilità necessarie a presentare concetti e creare collegamenti logici in maniera veloce, nonché ad argomentare con autonomia, capacità critica e padronanza terminologica le tematiche della storia globale.

**b) English**

Through this course, students will be able to:

**KNOWLEDGE AND COMPREHENSION SKILLS:**

- Acquire and demonstrate mastery of general concepts related to global history, with particular reference to political, economic and social dynamics in the areas of Europe and East Asia;
- Identify key concepts and major issues useful in understanding the evolution of global governance from 1945 to the early 21st century;

**ABILITY TO APPLY KNOWLEDGE AND UNDERSTANDING:**

- Students will be guided to the use of primary sources as well as of the main analytical and critical tools used by global history scholars. At the end of the cycle of lectures, the student will be able to apply these tools independently in the seminar part.

**AUTONOMY OF JUDGEMENT:**

- Students will be introduced to the various historiographical debates related to the topics covered, in order to create sensitivity to different approaches to the same problem or event. Students will be asked to discuss interpretations and arguments proposed by scholars, as well as to present their own using the specific vocabulary of global history.

**COMMUNICATION SKILLS:**

- Active participation in class lectures and oral presentations in the seminar part will activate in students the necessary skills to present concepts and make logical connections quickly. Furthermore, the stimuli received in class will enable students to argue with autonomy, critical capacity and terminological mastery about the main themes of global history.