



**Academic Year 2023- 2024 Syllabus**

**Course: Europe in a Global World (Global history)**

**CFU 6**

**Prof Valeria Zanier and Prof Raimondo Maria 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 the contemporary 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 Europe, Asia 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 globalization
Topic 6	Post-1945 economic order(s): the North/South confrontation – UNCTAD, NIEO; G77; G7
Topic 7	The post-Bretton Woods economic order
Topic 8	The rise of China
Topic 9	China and Europe: legacies and evolution
Topic 10	China and its neighbours: economic development and regional leadership
Topic 11	China and global governance institutions

### **Textbooks and Material (to be confirmed)**

#### A) Textbooks

- Mark Mazower, *Governing the World: The History of an Idea*, Penguin Books, 2013
- Catherine Schenk, *International Economic Relations since 1945*, Routledge, 2011
- Odd Arne Westad, *Restless Empire: China and the World since 1750*, Penguin Books, 2012
- Chen Jian, *Mao's China and the Cold War*, Chapel Hill & London: The University of North Carolina Press, 2001.
- Isabella M. Weber, *How China Escaped Shock Therapy. The Market Reform Debate*, Routledge, 2021.

- Paul Midford. *Overcoming Isolationism: Japan's Leadership in East Asian Security Multilateralism*, Stanford University Press, 2020.

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 and required 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, 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:** Final oral exam (100%).

Non-attending students shall register in Delphi for the additional exam sessions in 2024. They will have to study two books in their entirety:

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

The second book will have to be chosen among the following:

- Isabella M. Weber, *How China Escaped Shock Therapy. The Market Reform Debate*, Routledge, 2021.
- Paul Midford. *Overcoming Isolationism: Japan's Leadership in East Asian Security Multilateralism*, Stanford University Press, 2020.

### 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 Maria 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 required 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

### **Description of the methods and criteria for testing learning**

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the programme, consequentiality of reasoning, analytical ability and autonomy of judgement. In addition, language property and clarity of presentation are assessed, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The final grade will be related 70% to the degree of knowledge and 30% to the expressive capacity (written and oral) and autonomous critical judgement demonstrated by the student.

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; limited capacity for analysis and synthesis, frequent generalisations and limited critical and judgement skills; the topics are exposed in an incoherent manner 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 inconsistent manner and with inappropriate/technical language;

21-23: surface knowledge and understanding of the 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 rigorously expressed arguments but not always appropriate/technical language.

27-29: complete 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: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.

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