

## PROGRAMMA DEL CORSO DI HISTORY OF GLOBALIZATION AND THE DIGITAL TRANSFORMATION

### SETTORE SCIENTIFICO

SECS-P/12 (STEC-01/B)

### CFU

12

### FORMATIVE OBJECTIVES

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The History of Globalization and the Digital transformation course addresses the dynamics of globalization in the different configurations between the modern and contemporary ages; divergence and convergence over the long term, from the birth of industrial capitalism to the digital revolution; the digital economy, as an offshoot of Industry 4.0, considering all economic activities that depend on information technology, as well as the impact, opportunities and relationship to the labor market.

In a schematic key, the educational objectives of the course are:

1. Examine the evolution of the globalization process from a diachronic perspective, highlighting its phases of acceleration and slowdown, such as its reflections on international geoeconomic relations.
2. Illustrate the dynamics of international markets in the different stages of development of capitalism between the early industrialization of the 18th century and the changes of the last three decades.
3. Describe the relevant theoretical models and main interpretive approaches on the dynamics of globalization and digital
4. Investigate the interactions between the digital economy development process with economic agents (both public and private) in the relevant national and international context.

### EXPECTED LEARNING OUTCOMES

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· Knowledge and comprehension skills

To know and understand the characteristics and evolution of the globalization process and the international dynamics crossed by the world of work, up to the context of digitalization (ob. 1 and 2). Know the main interpretative theories on the relationship between globalization and economic development from a long-term perspective (ob. 3). Know and use the analytical tools useful for understanding the relationship

between globalization, development and the digital economy, as well as its declinations in different national cases, also by virtue of the behavior of institutional and market actors (ob. 3 and 4).

- Ability to apply knowledge and understanding

Apply acquired knowledge to analyze issues related to the relationship between globalization economic development and digital economy, and understand changes in international geoeconomic balances (ob. 1 and 2). Know and apply the main theories economics on the origins and evolution of globalization and the interactions between market players and institutional actors in the face of changing environments (ob. 3-4).

- Autonomy of judgement

Assume a full capacity for economic science judgment and analysis, starting with knowledge of the medium- and long-term changes that have occurred in international markets and the ability to evaluate the behavior of market participants and institutional actors in the face of changing environments (Objectives 1-4).

- Communication Skills

Acquire adequate language and terminology to present and define the characteristics, evolutionary processes and issues related to the phenomenon of globalization and digital economy, starting with a description of the historicity and knowledge of different models and interpretative approaches (ob. 1-3). To be able to describe the dynamics underlying changes in the behavior of economic agents and institutions in the face of changes in international markets, applying these tools with different types of interlocutors (ob. 4).

- Learning Ability

Acquire the tools and knowledge useful to further develop their skills independently, including in the work environment (in entry and career advancement), in all topics pertaining to or related to the globalization and digitization of the economy, its evolution over time and space, and the underlying economic theories. The learner will also be able to develop an independent understanding of the relationship between the dynamics of the international context and the behaviors of market participants and institutions, both on a supranational scale and in different national case studies (obb. 1-4).

## PREREQUISITES

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Good knowledge of economic history; basic knowledge of economic theories

## DIDACTIC DELIVERY ACTIVITIES (TEL-DE)

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The Didactic Delivery Activities consist, for each ECTS credit, of 5 video lectures, each lasting approximately 30 minutes. Each lecture is accompanied by:

- a handout (PDF) supporting the video lecture, or a reference to specific chapters or sections of an e-book selected by the instructor from those freely available on the platform to students;
- a multiple-choice questionnaire for self-assessment of learning.

## AGENDA

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In the "Exam Dates" section on the course homepage, the exam dates for each academic year are provided.

The synchronous interactive teaching activities are scheduled on the platform in the "Class" section.

Student office hours are scheduled in the "Online Office Hours" section.

## LIST OF VIDEO LESSONS

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The course aims to deepen knowledge of the economic, social, political and cultural factors that have determined the evolution of economic institutions, the phenomenon of globalization and the transitions from a production model linked to the energy paradigms of the early industrial revolutions to the digital economy. Specifically, the first module addresses the relationship between the capitalist economic system and the evolution of the phenomenon of globalization; the second module focuses on the transformation of the concept and practice of work in view of the transition from one economic system to another; and the third module analyzes the changes that have occurred in the world of work as it moves from one energy transition to another, up to the current process of digitization that affects all productive sectors.

### Module I: Capitalism and Globalization

1. Introduction to the history of globalization
2. The methodology of economic history as a tool for understanding globalization
3. Crisis and development in economic theories
4. The birth of the capitalist economic system
5. Marxism and socialist economies
6. Industrial capitalism between the nineteenth and twentieth centuries
7. Long waves and short waves in economic activity
8. Economic cycles
9. Globalization history of a concept

10. The spatio-temporal dimension of globalization
11. Construction and consolidation of industrial networks
12. Imperialism industrialization and free trade
13. The world economy between the nineteenth and twentieth centuries
14. Global crises and conflicts. 1915/1945
15. Globalization halved. 1945/1973
16. Toward a global age

#### II Module: the globalization of the economy

17. The globalization of the economy
18. The globalization of markets and knowledge
19. Paradigms for the globalized economy
20. Impossible globalization?
21. Ten points on globalization
22. The institutional foundations of the market economy
23. The problem of development
24. The problem of development in the thinking of Marx and Schumpeter
25. Models of development in contemporary theory
26. The Great Divergence: introductory lecture
27. The Great Divergence between comparisons and connections
28. China, Europe and the birth of the world economy
29. New horizons for the history of the industrial world
30. Surprising similarities: Europe and Asia before the industrial revolution
31. The market economy in Europe and Asia: a comparison
32. The rise of capitalism and the market for luxury goods
33. Business institutions society and capitalism in Europe and Asia
34. Dynamics of capitalism and colonization of the New World
35. Interstate Competition and the Great Divergence.
36. The role of interstate competition outside European borders

#### Module III: toward the digital revolution. Labor in the capitalistic system

37. Capitalism: land, capital and labor
38. Capitalism: from the exploitation of labor to the protection of rights
39. Capitalism: the entrepreneur
40. Capitalism: managers, administrators, technicians
41. Fordism
42. Toyotism and post-Fordism
43. Labor policies and legislation: the first industrial revolution.
44. Labor policies and legislation: the second industrial revolution.
45. Labor policies and legislation: social security. Birth and developments
46. Labor policies and legislation in Italy. The years of fascism

47. Labor policies and legislation in Italy. The years of the economic miracle
48. Labor policies and legislation in Italy. From the years of permanent conflict to participation.
49. Labor policies and legislation in Italy. From the 1980s to the present.
50. The welfare state
51. Labour in socialist economies
52. Employment activation models today: conditionality, flexicurity and Hartz
53. The information technology revolution
54. Work in the post-industrial age
55. Industry 4.0 and smart working
56. Industry 4.0 to the test
57. Behind the Scenes: R&D and Marketing
58. Globalization and unionism. A weak labor identity
59. Lifelong learning
60. The territorial and gender gap in the world of work in Italy between the second half of the twentieth century and the new globalization

## INTERACTIVE TEACHING ACTIVITIES (TEL-DI)

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Interactive Teaching Activities (TEL-DI) consist, for each ECTS credit, of 2 hours delivered synchronously via the Class platform. These sessions are conducted by the instructor, often with the support of a subject-specific tutor, and are dedicated to one or more of the following types of activities:

- Live sessions, during which the instructor guides applied activities, encouraging critical thinking and direct engagement with students through real-time questions and collaborative discussions;
- Interactive webinars, enriched with polls and live questions, aimed at fostering active participation and co-construction of knowledge;
- Group work and real-time discussions, organized through collaborative tools such as breakout rooms, to develop problem-solving strategies and teamwork skills;
- Collective virtual labs, in which the instructor leads experiments, hands-on activities, or case study analysis, turning learning into a concrete and participatory experience.

These activities may also be supported by asynchronous interaction tools, such as:

- forums;
- wikis;
- quizzes;
- glossaries.

At least two editions of synchronous interactive teaching are planned during the academic year. Please note that student office hours, including thesis supervision, are not included in the calculation of interactive teaching hours.

## RECOMMENDED TEXTS

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Students who wish to explore the course topics in more depth, optionally supplementing the handouts and materials provided by the lecturer, may consult the following volumes:

R. Baldwin, La grande convergenza, Il Mulino, Bologna, 2023 (and English version).

## MODE OF LEARNING VERIFICATION

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The final exam can be taken either in written or oral form. The oral exam consists of an interview with the examination board focusing on the course content. The written exam consists of a test composed of 31 multiple-choice questions. For each question, students must select one correct answer from four options. Only one answer is correct, and no penalties are applied for incorrect or unanswered questions. A perfect score (31/31 correct answers) will result in the award of cum laude (honors).

In addition to the final exam, the course includes synchronous interactive teaching activities and intermediate assessments, which allow students to monitor their learning through ongoing evaluation and reinforcement of knowledge.

Participation in synchronous interactive activities may result in a bonus of up to 2 points on the final exam grade. This bonus is awarded based on the quality of participation and the results of the intermediate assessments.

To be eligible for the intermediate assessments, students must attend at least 50% of each hour of synchronous interactive teaching.

The intermediate assessments may consist of end-of-lesson quizzes or the submission of a written assignment. A quiz is considered passed if the student answers at least 80% of the questions correctly. In the case of written assignments, the decision on whether the work qualifies for a bonus is made by the course instructor.

The bonus points awarded for the intermediate assessments are added to the final exam grade only if the exam is passed with a minimum score of 18/30, and they may contribute to the award of cum laude.

The described assessment methods are designed to evaluate the level of understanding of theoretical concepts and the ability to apply them, as well as to assess students' competence and independent judgment. Communication skills and learning ability will also be assessed through direct interaction during the course.

## ATTENDANCE REQUIREMENT

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Students are required to attend at least 70% of the didactic delivery activities (70% of TEL-DE).

## CONTACTS

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gerardo.cringoli@unipegaso.it