GENERAL CHARACTERISTICS

Number of credits
ECTS: 3.0

Language/s: English

Type: Normal
Professor/s: Comim, Flavio

DESCRIPTION

BRIEF DESCRIPTION AND JUSTIFICATION

In the face of accelerating turbulence and change, business leaders and policy makers need new ways of thinking to sustain performance and economic growth. Over the last two decades the world has changed substantially. The role of the national governments has changed as well as the role of international organizations. The traditional nation-state has lost some part of the power since regions have become more protagonists to explain prosperity. Also we can notice that problems have become more global and therefore the answers should be also global. Global warming, environment problems, labour rights, trade, capital flows and financial crisis, are some examples of sources of global problems. The course examines changes in the international economy and their effects on the society and in the behaviour of companies in this new environment and also explores about the next stage.

COMPETENCES

As a consequence of the assimilation of the subject’s learning contents, the student will be able to:

- Synthetize the way in which economical relationships develop in order to understand the economic world as a whole. (CE5)

- Recognize the economic and social global environment and be sensitive about other cultures (Globalization) (CT10)
PREREQUISITES
According to the valid academic plan and academic regulation.

CONTENTS
1. Introduction and Overview
2. The Previous Waves of Globalization
   a. The First Wave of Globalization (the end of the XIX century to beginning of the XX century)
   b. The Second Wave of Globalization (1945-80)
3. The Present Wave of Globalization
4. The forces that drive the trade flows: the role of the WTO
5. Regional Economic Integration Processes (EU, NAFTA, BRICS, etc)
6. Global Capital Flows (financial crisis, FDI flows, banking and fiscal paradises)
7. Multinational Companies
8. Labour Markets and Migration
9. Globalization and Climate Change
10. Globalization and International Politics
11. Globalization and Sustainable Development Goals
12. What’s Next

METHODOLOGY

TRAINING ACTIVITIES:

<table>
<thead>
<tr>
<th>Training activities</th>
<th>ECTS Credits</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures presenting concepts and procedures</td>
<td>0.75</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Practical sessions (exercises, case resolution)</td>
<td>0.35</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Assignments by Students</td>
<td>0.60</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Seminars or tutorials</td>
<td>0.15</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Personal study activities</td>
<td>1.00</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Assessment sessions</td>
<td>0.15</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Internship in Company</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
TOTAL | 3 ECTS

EXPLANATION OF TEACHING METHODOLOGY
The methodology applied to this course sees the students as the driving force of their own learning processes. As such it aims to:

- Promote active and inclusive participation, inviting the students to discuss each topic.
- Assist the students in preparing for the classes with stimulating references and case studies.
- Incentivising the students to work as a team (in this case, benefiting from diverse international experiences given that many are international students).
- Foster students’ research skills, putting forward a research topic that should be prepared as an essay and as a class presentation.

EVALUATION

METHODS OF EVALUATION

<table>
<thead>
<tr>
<th>Evaluation Methods</th>
<th>Weight</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final exam</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Partial exams</td>
<td>30%</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Following up activities</td>
<td>20%</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Homework and presentations</td>
<td>20%</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Experimental work or fieldwork</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Projects</td>
<td>30%</td>
<td>CE5, CT10</td>
</tr>
<tr>
<td>Evaluation of the company or institution</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Participation</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

LEARNING OUTCOMES
It is expected that as a result of the learning and development of skills proposed to the students they will be knowledgeable of the main factors that explain globalization in its diverse forms. In addition, it is expected that they will be able to critically question and evaluate propositions and arguments concerning a wide range of globalization phenomena. In particular, it is expected that they develop their own views about the nature of different globalization issues.

EVALUATION
The final mark of the course will be a weighted average between partial exams (30%), following up activities (20%), homework and presentations (20%) and course project (30%). During the first week of lectures the class will be divided into groups or teams for the course project. Each group will be
responsible for carrying out research on a chosen globalization topic. These projects should be presented (approx. 30 minutes) in the last week of classes and an essay of 10-12 pages should be submitted. In addition, each student is responsible for preparing his/her own case studies and for organising the readings that will be assigned to each lecture. Active participation is expected from all people enrolled in the course. Students who do not achieve a minimum attendance of 75% of the classes must take the course again in the following year.

Those students who could pass the course in the first May call will have the opportunity to correct the final project and present again in the ordinary July call. In the Extraordinary Calls the final grade will correspond exclusively to the final exam's grade. Students who do not have the minimum attendance required must take the course again the following year.

### EVALUATION OF COMPETENCES

The following instruments are used to assess the key competencies:

a) Continuous evaluation: this is the most important principle behind the adopted evaluation system. Learning should be understood as a process and not simply as an outcome. As such, during this process it is important to ascertain that the students are gradually understanding and developing their specific and cross-cutting skills (transversal competencies) (CE5 and CT10).

b) Class activities: although part of the continuous evaluation process described above, it focuses on the analysis and resolution of practical case-studies where students’ decision-making skills are evaluated in practice (CE5).

c) Final project: the final project allows to assess the overall competencies of the students. In particular, the globalized nature of the phenomena chosen by the students will be part of the assessment of students’ transversal competencies (CT10)

### BIBLIOGRAPHY

#### Bibliography

**Key-Readings**


**Complementary Reading**
