



## Department of SOCIAL SCIENCES

January 2018

HE1/HE2/HE3 Level: New Academic Regulations

### UNDERSTANDING GLOBALISATION

**MODULE CODE:** SOC010N980J  
**MODULE CONVENER:** DR CATHERINE LOY

**Credits:** 10 UK credits  
**Level:** Level 5 of British system (second year module)  
**Contact Hours:** Approx. 36 hours contact time

**Module Tutor:** Dr Catherine Loy  
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## **Rationale**

Globalisation is a process crossing social boundaries. It also crosses disciplinary divisions. This module is therefore designed to be an introduction to thinking about the new world order where moral, economic, political, and ecological issues are intertwined with a debate about the future of society. This is now a vogue topic in both academic and public spheres and a crucially important subject in current sociological debates.

## **Learning Outcomes**

At the end of this module the student will:

1. Have knowledge of the current literature on globalisation
2. Have competence in the critique of established knowledge
3. Have heightened self-awareness of the impact of world processes
4. Have increased confidence and competence in engaging with debates on globalisation
5. Have increased confidence in presenting information orally

## **Teaching and Learning Methods**

Teaching will be delivered through lectures, seminars and field trips. Each day of the two-week course will be comprised of either an hour-long lecture and three hours of seminar discussion; or a four-hour field trip to a relevant site in London. Students are invited to contribute to seminars from any disciplinary standpoint and will be expected to make a presentation in non-technical language on a topic of their choice related to globalisation.

## Academic Structure

The following syllabus is provisional.

Day	Topic	Essential Reading	Lecture and Seminar Content
1	Introduction: Academic, popular and political discourses of globalisation	Axford, B. (1995) <i>The Global System: Economics, politics and culture</i> . Cambridge: Polity.	The lecture and seminar for Day 1 will introduce students to key concepts in the study of globalisation. These will be presented from different perspectives, and students will be asked to reflect critically on these key concepts through discussion of their own experiences living in a globalised society.
2	Globalisation as a Long-Term Process: The historical context of globalisation	<p>Harry S. Truman, 'Inaugural Address', Thursday 20 January 1949.  <a href="http://www.bartleby.com/124/pres53.html">www.bartleby.com/124/pres53.html</a>.</p> <p>Loomba, A. (2005) <i>Colonialism/Postcolonialism</i>. London: Routledge.</p> <p>Rapley, J. (1996) <i>Understanding Development: Theory and practice in the Third World</i>. Boulder: Lynne Rienner, Chapter 1 'Development Theory in the Postwar Period.'</p>	Through examination of colonialism as a pre-cursor to globalisation and through discussion of the ways in which global institutions (such as the World Bank) were formed, students will explore how globalisation came to be an almost universally-accepted norm – and the ways it has been questioned and interrogated as a 'universal good.'
3	Theories of Global Change	<p>Giddens, A. (1990) <i>The Consequences of Modernity</i>. Cambridge: Polity.</p> <p>Harvey, D. (1990) <i>The Condition of Postmodernity: An enquiry into the origins of cultural change</i>. Oxford: Blackwell.</p>	By comparing the theories of Giddens and Harvey, students will develop an understanding of globalisation as part of the broader movements of modernity and post-modernity.

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4	Processes of Economic Globalisation	<p>Stiglitz, Joseph E. (2002) <i>Globalization and its Discontents</i>. London: Penguin.</p> <p>Sedlacek, T. (2013) <i>Economics of Good and Evil: The quest for economic meaning from Gilgamesh to Wall Street</i>. Oxford: OUP.</p>	<p>By Day 4, students will already have a good understanding of the basic economic structures which underpin globalisation. During this day's classes, students will be expected to critically interrogate the role of these structures and to examine particular outcomes of economic globalisation.</p>
5	Processes of Political Globalisation	<p>Held, D. et al. (1999) <i>Global Transformations: Politics, economics and culture</i>. Cambridge: Polity.</p>	<p>How do international political institutions (such as the UN and the EU) operate in a global society? Is it the role of such institutions to build consensus, or to impose globally-accepted norms? The lecture and seminar for Day 5 will enable students to develop a thorough understanding of global political institutions and processes.</p> <p><i>NB. It is possible that the Day 5 classes will involve a guest-lecture from a former UN staffer.</i></p>
6	Processes of Social and Cultural Globalisation	<p>Tomlinson, J. (1999) <i>Globalisation and Culture</i>. Cambridge: Polity.</p> <p>Robertson, R. (1992) <i>Globalization: Social Theory and Global Culture</i>. London: Sage.</p>	<p>By discussing the ways in which different cultures interact, classes on Day 6 will enable students to identify and understand the processes by which their own social and cultural understanding is developed, and how they may in future be influenced by other cultural and social norms.</p> <p><i>NB. It is possible that the Day 6 classes will be structured as a field trip to Notting Hill, during which students will be expected to identify evidence of cultural identity in resurgence, and evidence of global economic processes at play.</i></p>

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7	Global Culture: Creolisation or Americanisation?	Hannerz, U. (1996) <i>Transnational Connections: Culture, People, Places</i> . London: Routledge.	Is our global society becoming homogenised through the pervasive influence of American culture? Or are elements of different cultures becoming melded through long-term co-existence in global cities? Through discussion of particular examples (presented through both lecture and film), students will explore the ways in which societies and cultures are affected by globalisation.
8	Global Civil Society: Citizenship, identities and social movements	O'Byrne, D. (2003) <i>The Dimensions of Global Citizenship: Political identity beyond the nation-state</i> . London: Frank Cass.	During Day 7, students will begin to develop their understanding of what it means to be a 'global citizen', and how identities are formed within globalised cultural and social contexts.
9	Living the Global City: The global and the local	Eade, J. (1997) <i>Living the Global City: Globalization as a local process</i> . London: Routledge.	The class on Day 9 will take place as a fieldtrip to East London, where students will have the opportunity to experience the ways in which the global and the local can co-exist at very close quarters. Through visits to an international law firm, the East London Mosque, and Brick Lane (which has been home to successive waves of migrant communities over several centuries), students will have the opportunity to meet and talk with people whose lives span the global and the local every day.
10	Global Ideology: Liberalisation or balkanisation?		Having studied global political and economic institutions, and seen first-hand the ways in which groups and individuals interact in a global city, students will on Day 10 debate whether the future of globalisation lies in nations coming together under the aegis of institutions such as the UN; or whether events such as the Brexit referendum in the UK are indicative of a future of global balkanisation.

## **Assessment**

There will be two elements of assessment:

1. One 1500-word portfolio of blogs, through which students will trace their developing understanding of three aspects of globalisation, and interrogate accepted norms with which they are becoming familiar through lectures, seminars and readings. The portfolio will constitute 80% of the total grade.
2. One presentation to be prepared and delivered in groups of 2 or 3, focusing on one particular element of the course. Each presentation will last 15 minutes (including 5 minutes for questions). The presentation will constitute 20% of the total grade.

Both elements of assessment must be attempted.

Through their submission of the blog portfolio and the group presentation, students will be expected to demonstrate:

- Their critical understanding of at least four different aspects of globalisation;
- That they have critically engaged with key texts;
- That they have developed a greater awareness of their place within a global society.

## **Learning Resources**

Albrow, M. (1996) *The Global Age*. Cambridge: Polity.

Axford, B. (1995) *The Global System*. Cambridge: Polity.

Baylis, J. and Smith, S. (eds) (2001) *The Globalization of World Politics*. 2nd edition, Oxford: Oxford University Press.

Beck, U. (2000) *What is Globalization?* Cambridge: Polity.

Brecher, J., Brown Childs, J. and Cutler, J. (eds) (1993) *Global Visions*. Boston: South End Press.

Eade, J. (ed.) (1997) *Living the Global City*. London: Routledge.

Featherstone, M. (ed.) (1990) *Global Culture: Nationalism, Globalization and Modernity*. London: Sage.

- Featherstone, M., Lash, S. and Robertson, Roland (eds) (1995) *Global Modernities*. London: Sage.
- Giddens, A. (1990) *The Consequences of Modernity*. Cambridge: Polity.
- Hannerz, U. (1996) *Transnational Connections*. London: Routledge.
- Harvey, D. (1990) *The Condition of Postmodernity*. Oxford: Blackwell.
- Held, D., McGrew, A., Goldblatt, D. and Perraton, J. (1999) *Global Transformations*. Cambridge: Polity.
- Lechner, F. and Boli, J. (eds) (2000) *The Globalization Reader*. Oxford: Blackwell.
- O'Byrne, D. (2003) *The Dimensions of Global Citizenship: Political identity beyond the nation-state*. London: Frank Cass.
- Rapley, J. (1996) *Understanding Development: Theory and practice in the Third World*. Boulder: Lynne Rienner, Chapter 1 'Development Theory in the Postwar Period.'
- Ritzer, G. (2010) *Globalization: A Basic Text*. Oxford: Blackwell Publishing.
- Robertson, R. (1992) *Globalization: Social Theory and Global Culture*. London: Sage.
- Scholte, J-A. (2000) *Globalization: A Critical Introduction*. Basingstoke: Palgrave Wheatsheaf.
- Sedlacek, T. (2013) *Economics of Good and Evil: The quest for economic meaning from Gilgamesh to Wall Street*. Oxford: OUP.
- Sklair, L. (2002) *Globalization: Capitalism and Its Alternatives*. Oxford: Oxford University Press.
- Stiglitz, Joseph E. (2002) *Globalization and its Discontents*. London: Penguin.
- Tomlinson, J. (1999) *Globalization and Culture*. Cambridge: Polity.
- Harry S. Truman, 'Inaugural Address', Thursday 20 January 1949.  
[www.bartleby.com/124/pres53.html](http://www.bartleby.com/124/pres53.html).
- Wallerstein, I. (1979) *The Capitalist World Economy*. Cambridge: Cambridge University Press.
- Waters, M. (2001) *Globalization*. 2nd edition, London: Routledge.