This document contains important information about the course, please read through it carefully.

A parallel course is open to Undergraduates (code SCIL10067)

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Key Information

<table>
<thead>
<tr>
<th>Course Organiser</th>
<th>M. Angélica Thumala O.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td><a href="mailto:angelica.thumala@ed.ac.uk">angelica.thumala@ed.ac.uk</a></td>
</tr>
<tr>
<td>Room</td>
<td>1.02</td>
</tr>
<tr>
<td>21 George Square</td>
<td></td>
</tr>
<tr>
<td>Guidance &amp; Feedback Hours:</td>
<td>Mondays 2-4pm or by appointment (email to arrange)</td>
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<table>
<thead>
<tr>
<th>Course Administrator</th>
<th>Joe Burrell</th>
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<tr>
<td>Email:</td>
<td>(<a href="mailto:pgtaught.sps@ed.ac.uk">pgtaught.sps@ed.ac.uk</a>)</td>
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<table>
<thead>
<tr>
<th>Lecture Location</th>
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<tbody>
<tr>
<td>Fridays 09.00 – 9.50</td>
<td></td>
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<tr>
<td>Lecture Theatre G.01, Lister Learning &amp; Teaching Centre</td>
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<tr>
<th>Advanced Seminar Location</th>
<th>Fridays 13.10-15.00</th>
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<tr>
<td>Crystal MacMillan Building Seminar Room 5</td>
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<tr>
<td>Group 1 Meets</td>
<td>28/09, 12/10, 26/10, 09/11, 23/11</td>
</tr>
<tr>
<td>Group 2 Meets</td>
<td>05/10, 19/10, 02/11, 16/11, 30/11</td>
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| Assessment Deadlines      | Essay: 12:00 noon, Thursday, 13 December 2018 |

### Learning and Teaching Activities

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<tr>
<td>Lectures</td>
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<td>Seminar/Tutorial Hours</td>
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<td>Programme Level Learning and Teaching Hours</td>
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<td>Directed and Independent Learning</td>
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<td><strong>Total</strong></td>
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### Assessment

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<td>3500-4000 word Long Essay</td>
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<td><strong>Total</strong></td>
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Aims and Objectives

This course critically examines the subject of globalisation from a sociological perspective. Globalisation is a vast topic, and no one course can cover all its aspects. This course aims to give the student grounding in the most fundamental aspects of globalisation, with exploration of selected substantive topics (‘case studies’) to help root the general in the particular. We examine the concept itself, the central themes of changing communications, social networks, and experiences of space and time, and the major economic, political and ideological dimensions of globalisation.

Globalisation is also a very popular topic, resulting in a lot of loose and poorly thought-through talk and writing around the subject. The view taken in this course is that, while there have been distinctive social changes associated with globalisation in recent decades, to understand this process we need to regularly relocate it in a long-term historical perspective. Globalisation has been happening for centuries, and to understand current processes of globalisation, we need to relate them to a deeper history of globalisation. We also need to be careful about talking of globalisation as if it were one thing. In fact, this very broad term encompasses an array of different social processes that need to be to be distinguished in order to be better understood.

Learning Outcomes

By the end of this course students should be able to:

- Be able to demonstrate a clear grasp of the concept of globalisation and contending definitions of it
- Appreciate the importance of historical perspective for a sociological understanding globalisation
- Grasp the importance of key concepts of 'communication' and 'social networks' for the study of globalisation.
- Know how to distinguish between economic, political and ideological dimensions of globalisation, and articulate an analytic understanding of how they interact
- Write an independently researched essay on a globalisation related topic
Teaching Methods

Course delivery

Lectures

A one hour lecture takes place on Fridays at 9:00 at Lister Learning & Teaching Centre, Lecture Theatre G.01

Weeks 1, 2, 4, 6 & 8 offer survey lectures on major topics/areas in the study of globalisation. Weeks 3, 5, 7 & 9 offer ‘case study’ lectures on more focused topics, that help illustrate the issues raised in the previous week’s lecture. Some of these are offered by guest lecturers. Week 10 will be very open in its structure, providing space to review and evaluate the course, and ask any outstanding questions.

Advanced Seminars

Separately from the undergraduates, postgraduates are required to attend five advanced seminars every other week. The class will be divided into two groups by the course organiser. You will know your group in Week 1. See Key Information table above for meeting dates.

The advanced seminars are designed to enhance and extend the core Globalization course for postgraduates by adding a specialised component of exploration of some issues in more depth. The emphasis in these seminars is more on surveying a lot of material and getting a feel for the issues, than it is on close reading of particular texts. It is not a matter of reporting back on assigned readings, but rather an exercise in defining key questions and issues within a topic area, for further investigation. Under each topic there is a list of ‘resources’. Nothing is assigned. Students should read within and beyond these as suits their interest, as long as they engage with the general topic for the seminar.

The sessions will be facilitated by the course convenor but students must have read the material in advance and be prepared to discuss. The week before the seminar, the convenor will provide brief exercises to carry out before the seminar. You will find the instructions for these on Learn.

We explore three themes: missionaries, inequality, and world government; and two key figures: Immanuel Wallerstein and John Meyer.
Assessment

Students will be assessed by:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Exam/submission date</th>
<th>Return of feedback</th>
</tr>
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<tbody>
<tr>
<td>Long essay</td>
<td>3,500-4,000 words (excluding bibliography)</td>
<td>100%</td>
<td>13th of December 2018 at 12 noon.</td>
<td>14th of January 2019</td>
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**Word-counts:** the maximum word-count does not include your cover page and bibliography. Note that exceeding the upper limit of the word-count will incur a penalty. There is no penalty for falling below the lower limit, but note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

**Note:** All coursework is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures which you will find here.

**ESSAY**

Your essay may focus upon any relevant aspect of globalisation. An essay topic/question can be either: (1) formulated by the student, based on one of the weekly lectures or independent research topics, and agreed by the course convenor, by the end of Week 9; or (2) chosen from a list of pre-approved essay titles to be supplied via Learn. You can use the first option as a way to customise the course to your personal interests.

**Assessment Criteria**

In marking essays we expect to see a close and critical engagement with a relevant body of literature - overly generalised and descriptive work will be marked as such. The core of your bibliography should be drawn from the key readings for the course – you must engage with material from this course’s lectures, tutorials and readings. It is insufficient to rely on lectures and readings from other courses, e.g. in Sociology or Politics and International Relations, with a ‘globalisation element’. Such sources can be used, of course, to augment what has been provided in this class.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>21 September</th>
<th>Lecture. Introduction: conceptualising globalisation critically, Gëzim Krasniqi and Angélica Thumala</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>28 September</td>
<td>Lecture. Communications’, ‘networks’ and ‘space/time compression’, Gëzim Krasniqi Advanced Seminar I. Missionaries as globalisers? (Group 1)</td>
</tr>
<tr>
<td>Week 3</td>
<td>5 October</td>
<td>Lecture. Case Study: Global production and China as world factory, Sophia Woodman Advanced Seminar I. Missionaries as globalisers? (Group 2)</td>
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<tr>
<td>Week 4</td>
<td>12 October</td>
<td>Lecture. Economic processes: trade, markets, capitalism, Jonathan Hearn Advanced Seminar II. Immanuel Wallerstein and World Systems (Group 1)</td>
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<tr>
<td>Week 5</td>
<td>19 October</td>
<td>Lecture. Case Study: Financialisation of the economy, Nathan Coombs Advanced Seminar II. Immanuel Wallerstein and World Systems (Group 2)</td>
</tr>
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<td>Week 6</td>
<td>26 October</td>
<td>Lecture. Political processes: states, nations, empires, colonialism and hegemons, Gëzim Krasniqi Advanced Seminar III. Global inequality (Group 1)</td>
</tr>
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<td>Week 7</td>
<td>2 November</td>
<td>Lecture. Case Study: Globalisation and social/political movements, Hugo Gorringe Advanced Seminar III. Global inequality (Group 2)</td>
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<tr>
<td>Week 8</td>
<td>9 November</td>
<td>Lecture. Cultural processes: religion, the media, education. Angélica Thumala Advanced Seminar IV. John W. Meyer and World Society (Group 1)</td>
</tr>
<tr>
<td>Week 9</td>
<td>16 November</td>
<td>Lecture. Case Study: ‘Neoliberalism’ as a world ideological movement, Jonathan Hearn Advanced Seminar IV. John W. Meyer and World Society (Group 2)</td>
</tr>
<tr>
<td>Week 10</td>
<td>23 November</td>
<td>Lecture. Conclusion and review, Gëzim Krasniqi and Angélica Thumala Advanced Seminar V. World Government? (Group 1)</td>
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<tr>
<td>Week 11</td>
<td>30 November</td>
<td>Advanced Seminar V. World Government? (Group 2)</td>
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Course Outline and Readings

On Readings

Each week you are expected to have read the core readings, which relate to the lecture. These may or may not be directly addressed in the lecture. But they will complement the lecture, and you should be prepared to discuss them. Indicative further readings are also provided for each lecture. These may be particularly relevant to you if you decide to develop an essay topic from one of the lecture topics. Many of the core readings are available through e-journals the library has subscriptions to. Where this is the case it will be indicated by ‘(e-journal)’. Books and chapters in books will be available in the library HUB, and where possible, as pdfs downloadable from the LEARN site for the course. Some may also be accessible as e-books ‘(e-book)’.

Essential readings:

There are no set texts for the whole course, but good places to start reading on the topic include:


Lectures

1. Introduction: conceptualising globalisation critically, Gëzim Krasniqi and Angélica Thumala (21 Sept.)

We interrogate the very concept of globalisation. Is it a system? A process? When did it begin? What does it mean to look at it sociologically, historically, politically, economically? What is meant by such cognate terms as ‘globalism’ and ‘globality’?
Core readings:

Further readings:

NB: A handy source for browsing a variety of globalisation topics is:

2. ‘Communications’, ‘networks’ and ‘space/time compression’ Gëzim Krasniqi (28 Sept.)

If one idea ties together the diverse literature on globalisation, it is that communication has accelerated, and space and time have become ‘compressed’, as messages, information, ideas, commodities, money, people, and so on, move ever more extensively and rapidly around the globe. This is frequently linked to the idea that new kinds of social networks are forming in this new context. We explore these ideas.

Core readings:
Held et al (1999) 2. What is globalisation?’, at the Global Transformations Website: http://www.polity.co.uk/global/whatisglobalization.asp#whatis [this is one short section of a longer essay, feel free to read the whole thing!]

Further readings:

Independent research question: What is meant by the term ‘glocalisation’? Is it a useful concept?
Advanced Seminar I: Missionaries as globalisers?
28 September (Group 1)/5 October (Group 2)

There has been increasing interest in recent years, particularly among anthropologists and historians, in the relationship between missionaries (primarily Christian) and globalization. This raises questions about the ‘imposition’ versus ‘appropriation’ of Christianity by local populations (‘glocalisation’). To what degree are missionaries western ideologues versus cosmopolitan globalisers? They were/are certainly parts of transnational networks of communication. There are no simple answers here. The point is to recognise globalisation in a context where it isn’t always expected.

Resources:


3. Case Study: Global production and China as world factory, Sophia Woodman (5 Oct.)

In this class, we will consider how production processes have been remade in an era of global economic integration, exploring some different ways of thinking about the forces involved in turning China into a factory for the world. Should we think of these changes as mainly driven by capital? To what extent is the state also an actor? How about labour? What difference have efforts to create ‘global labour standards’ made? How do the different scales on which these sets of actors operate contribute to shaping the conditions of the ‘world factory’? We will also explore how the specific institutional landscape of work and residence in contemporary China has facilitated the integration of Chinese factories into global chains of production, and consider the dynamics of transnational campaigns to address resulting systemic violations of workers’ rights there.

Core readings:
Bulut, Tugce & Christel Lane. 2011. The private regulation of labour standards and rights in the global clothing industry: an evaluation of its effectiveness in two developing countries. *New Political Economy*, 16(1), 41-71. *(e-journal)*


**Recommended films:**

To get the most out of the class discussion, it is recommended that you watch three short films about production of Apple products in China, both available on YouTube, prior to the class.

- The truth of the Apple iPad: behind Foxconn’s lies
  https://www.youtube.com/watch?v=V3YFGixp9Jw

- Apple: student interns or disposable labour?
  https://www.youtube.com/watch?v=n74C6glNzY

- Those were the years, when I was at Foxconn
  https://www.youtube.com/watch?v=lhf0tgdX8c

**Further readings:**

Chan, Anita. 2003. Racing to the bottom: international trade without a social clause. *Third World Quarterly* 24(6), 1011-1028. *(e-journal)*


Questions for discussion:
1. What scales matter most for determining labour conditions in the ‘world factory’?
2. Why does the generally progressive framework of labour laws and regulations in China not have more impact on conditions on the ground?
3. What factors hamper the implementation of global labour standards in Chinese factories?


Most conceptions of globalisation emphasise the role of economics, trade, market exchange, capitalism, and high finance. The previous lecture examined ‘world factories’ based in China, and the next one will look more closely at recent processes of ‘financialisation’. We will examine ‘neoliberalism’, particularly as a species of global ideology, in lecture 9. This lecture examines the key concepts of ‘capitalism’ and ‘world systems’ and then goes on to explore these questions: What kinds of economic connections existed between societies before capitalism? In broad terms,
how has capitalism evolved? And crucially, why has it had such expansionist, globalising tendencies, and do these have limits?

Core readings:
Schneider, J. (1977) ‘Was there a precapitalist world system?’, *Peasant Studies* 6(1): 20-29 (Learn, permission from author)

Further readings:
‘World Systems Theory’ at the Globalization Website: [http://sociology.emory.edu/faculty/globalization/theories01.html](http://sociology.emory.edu/faculty/globalization/theories01.html)

**Independent research question:** Is globalisation making the world more unequal? How does one define inequality for this question?

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**Advanced Seminar II: Immanuel Wallerstein and World Systems**

12 October (Group 1)/19 October (Group 2)

Immanuel Wallerstein articulated a Marxian concept of ‘world-system’ that has been highly influential on more recent theories of globalization, whether incorporating his ideas, or reacting against them. (Other important figures in this area include Andre Gunder Frank, Samir Amin, and F. H. Cardoso.) Whether you agree or disagree, it is worth being conversant with his theory if one wants to engage in the study of globalization. Try to understand how he thinks.

**Resources:**

‘World Systems Theory’ at the Globalization Website: [http://sociology.emory.edu/faculty/globalization/theories01.html](http://sociology.emory.edu/faculty/globalization/theories01.html)


5. **Case Study:** Financialisation of the economy, Nathan Coombs
(19 Oct.)

The term ‘financialisation’ describes a shift in the nature of global capitalism since the 1980s. Rather than accumulation being driven by production, the conversion of goods and services into financial instruments to be traded on global markets has become a key driver of capitalist dynamics. Trends associated with the shift include a slowdown in economic growth, labour precarity, increasing inequality and a more crisis-prone banking system. We look at explanations for the shift including changes in the nature of corporate control in the twentieth century. We also examine how everyday life has been transformed in the era of financialisation.

**Core readings:**

**Further Readings:**


6. Political processes: states, nations, empires, colonialism and hegemons, Gëzim Krasniqi
(26 Oct.)

How has politics served to integrate the world over the centuries? How are those processes changing? How has political domination, authority and legitimacy been created at ever larger scales? What are the possibilities and limits of this trend? We look at empires, the enduring powers of national states, and democratisation.

Core readings:


Further readings:


Independent research question: How is globalisation changing the nation-state? Will it survive?

**Advanced Seminar III: Global inequality (within and between nations)**

26 October (Group 1)/ 2 November (Group 2)

Inequality is increasingly on the public agenda, as indicated by the unusual popularity of Thomas Piketty’s *Capital* (2014). How is this inequality related to globalisation? What are the trends? What does transnational comparison tell us? A lot depends on how we measure things. While inequality is increasing within some advanced capitalist economies, the story of global inequality between societies/statates is not so simple.

**Resources:**

*University of California Atlas of Global Inequality: http://ucatlas.ucsc.edu/*


7. Case Study: Globalisation and social/political movements, Hugo Gorringe (2 Nov.)

Contemporary movements emerge, mobilise and operate within a global context. Ideas, tactics and resources are diffused across countries and continents and both Political Opportunities and targets of mobilisation are no longer confined to the nation state in which protest arises. In this lecture we will consider globalisation as context, process and ideal in social movement enterprises.

Core readings:
Della Porta, D & Tarrow, S 2005: ‘Transnational Processes and Social Activism’ in Della Porta, D & Tarrow, S (eds) Transnational Protest and Global Activism: Lanham: Rowman and Littlefield [HM881 Tra.] And other chaps in this volume. (Learn)

Further readings:
Castells, M 1997: The Power of Identity. [HM851 Cas.]
On Occupy see:

8. Cultural processes: religion, the media, education, M. Angélica Thumala (9 Nov.)

The economic and political aspects of globalisation are accompanied by the awareness of global processes and their impact upon individuals and institutions. In this lecture we discuss the development of a ‘global consciousness’ and a ‘global culture’ by focusing on the domains of religion, the media, and education. We evaluate the merits of the arguments and evidence in key debates around e.g. cultural imperialism, hybridity, fundamentalism, and the knowledge economy.

Core readings:

Further readings:
Networks. Walnut Creek, CA: Altamira Press


**Independent research question:** It is common to hear about the “Americanisation” of societies influenced by the USA. Do you see evidence of “Africanisation”, “Latinisation” or “Japanisation” for example, in the countries where you live or come from? What are the assumptions behind and limits of posing the question in these terms?
As with Wallerstein’s notion of the ‘world system’, John Meyer’s idea of ‘world society’ has been influential, and represents a more ‘liberal’ as opposed to ‘marxian’ approach to the matter. Once again, we want to engage with an individual theorist’s way of thinking about the issue of globalisation. What do you think Meyer’s intellectual influences are? What is the basic question for him? (Hint: institutionalism)

Resources:


World Society, Institutional Theory, and Globalization:
http://worldpolity.wordpress.com/about/

9. Case Study: ‘Neoliberalism’ as a world ideological movement, Jonathan Hearn (16 Nov.)

The term ‘neoliberalism’ is often used in ways that are almost synonymous with globalisation itself. Here we try to distinguish neoliberalism as an ideological formation with a history of articulation and growth. We consider its core economic and philosophical ideas, the socio-political context in which it crystallised, the actors, organisations and institutions through which it spread and ‘globalised’, and briefly, what Trump and Brexit might tell us about the current state of neoliberalism.

Core readings:

Further readings:
Independent research question: Will the current economic downturn/ crisis (post-2008) weaken or strengthen the neoliberal project?

10. Conclusion and review, Gëzim Krasniqi and Angélica Thumala (23 Nov.)

This last class is relatively open. It is an opportunity to look back at the course and get an overview, and to raise any outstanding questions. No new readings are assigned for this week, but students are encouraged to re-read or catch up on materials from the course, and to write down a few questions in advance, before coming to class.

Bibliography

General texts and readers


**World systems (broadly defined, +debates)**


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**Advanced Seminar V: World Government?**  
23 November (Group 1)/ 30 November (Group 2)

The literature on globalization is full of stuff about ‘global civil society’, ‘global governance’ and ‘cosmopolitanism’. But here we want to explore the more extreme limit proposition that humanity is heading toward a form of global government, in a more complete sense. Some believe we need this, others that we need to prevent it. What is your view? What might be the possibilities, benefits and hazards of such a development?

**Resources:**

Kant, I. (1795) ‘Perpetual Peace: a philosophical sketch’, see:  
[https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm](https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm)


Assessment Requirements

For Assessment requirements you should consult the Taught MSc Student Handbook 2018-19. This is available on Learn.

Requirements included are:

- Coursework submissions
- Extension request
- Penalties
- Plagiarism