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

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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:

- Demonstrate a clear grasp of the concept of globalisation and contending definitions of it.
- Articulate an appreciation of the importance of historical perspective for understanding globalisation.
- Indicate why concepts of ‘communication’ and ‘social networks’ have been so central to the study of globalisation.
- 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.

Convenor


Tutor

Martin Booker has a PhD in Sociology from the University of Edinburgh. His research interests broadly revolved around historical and comparative sociological issues. More specifically, his PhD research inquires into the factors making anti-corruption legislation successful in Britain and Germany in the 19th century.
Teaching Methods

Course delivery
Sessions will consist of a one hour lecture on Friday at 9:00 at Lister Learning & Teaching Centre, Lecture Theatre G.01, followed by a one hour tutorial session at room 3.1 (also in the afternoon at 13:00 or 14:00 at room 3.1 and 5.1 respectively, Lister Learning & Teaching Centre).

In week 5, the lecture will be followed by a MIDTERM MULTIPLE CHOICE EXAM.

Weeks 1, 2, 4 & 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.

Tutorial discussions are oriented around set ‘research questions’ that are broadly connected to the preceding lecture and essential readings and discussion can include other relevant issues raised in the lecture as well. These questions will be provided by the course tutor in advance. You are strongly encouraged to actively contribute to tutorial discussions but also share resources you have found interesting or useful in regard to the questions with your fellow students. This might be a citation for a text, a link to a url, an image, or just a short comment, whatever.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Word count limit</th>
<th>Weighting</th>
<th>Exam/submission date</th>
<th>Return of feedback</th>
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<td>N/A</td>
<td>25%</td>
<td>19 October (in second hour of class meeting)</td>
<td>9th November 2018</td>
</tr>
<tr>
<td>Long essay</td>
<td>3,500-4,000 words (excluding bibliography)</td>
<td>75%</td>
<td>Noon on Thursday 06 December 2018</td>
<td>07 January 2019</td>
</tr>
</tbody>
</table>

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.

LONG ESSAYS

Your long 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 lecture or independent research topics, and agreed by the course convenor, by the end of Week 8; 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 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.

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:


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:

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](https://www.youtube.com/watch?v=V3YFGixp9Jw)

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

- Those were the years, when I was at Foxconn
  [https://www.youtube.com/watch?v=lhf0tgtXd8c](https://www.youtube.com/watch?v=lhf0tgtXd8c)

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


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
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:


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**SECOND HOUR--MIDTERM MULTIPLE CHOICE EXAM**

(Room 3.3, Lister Learning & Teaching Centre)

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:**


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, 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’ in 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:**

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:


**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)*


Appendix 1 – General Information

Students with Disabilities
The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: http://www.ed.ac.uk/student-disability-service

Learning Resources for Undergraduates
The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on ‘LearnBetter’ (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations

Academic English support can also be accessed at https://www.ed.ac.uk/english-language-teaching
Discussing Sensitive Topics
The discipline of Sociology addresses a number of topics that some might find sensitive or, in some cases, distressing. You should read this Course Guide carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling

Honours Tutorial Allocation
For this course you will have been automatically assigned to a tutorial group and this group will appear on your personalised timetable. This allocation is done using Student Allocator software which randomly assigns you to a suitable tutorial group based on your lecture timetable. It is important you attend the group on your personalised timetable, attending a different group will mean that you will not appear on the register making your attendance difficult to track which could lead to further difficulties for you.

Guidance on how to view your personal timetable can be found at
https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables

Requesting a group change
If you are unable to attend the tutorial group you have been assigned, you can request a change via the 'Group Change Request' form.
This form is available now and can be accessed up until the 22nd of December.
The form will re-open from the 3rd of January to the 5th of February 2018 for anyone who was not able to submit a change request before the Christmas vacation period.
You can access the Group Change request form via the Timetabling webpages here
https://www.ed.ac.uk/student-administration/timetabling/personalised-timetables

Attendance Monitoring
In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.
All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:
External Examiner
The External Examiner for the Social Anthropology Honours programme is: Dr Adam Reed, University of St Andrews
Appendix 2 - Course Work Submission and Penalties

Penalties that can be applied to your work and how to avoid them.

Below is a list of penalties that can be applied to your course work and these are listed below. Students must read the full description on each of these at: http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**
  If you miss the submission deadline for any piece of assessed work, 5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**
  Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.

  If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!). In exceptional circumstances, a Course Organizer may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.

  In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count.

  You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

**ELMA: Submission and Return of Coursework**

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.
Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

**Extensions**

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our webpages and take note of the key points below. You will also be able to access the online extension request form through our webpages.

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

**Plagiarism Guidance for Students: Avoiding Plagiarism**

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else’s work** (including another student’s work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely.
When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through ‘Turnitin’, our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student’s record. **For further details on plagiarism see the Academic Services’ website:**

http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct

**Data Protection Guidance for Students**

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents