1. **Title of the module**

SOI6840 (SO684) Globalisation

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology, and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) or Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional module for

Sociology BA

Sociology joint honours bachelor degrees

Other Canterbury based SSPSSR bachelor degrees

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate critical understanding of what is meant by ‘globalization’ and to be able to identify the multi-dimensional character of these phenomena.

8.2 Develop a clear conceptual understanding of the different spatial levels at which the term ‘society’ can be used.

8.3 Assess the extent and nature of global change, with reference to specific examples in the economic, political, and cultural spheres.

8.4 Demonstrate a critical understanding of issues and processes that confront contemporary ‘global society’ and the relationships between the Global North and South.

8.5 Discuss and critically evaluate competing ‘globalization’ theories and assess their adequacy with respect to the analyses of specific cases and policy dilemmas.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate highly developed skills in written debate, and in utilization of research and empirical data.

9.2 Gather library and web-based resources appropriate for final year degree study

9.3 Use relevant research evidence and data to construct a critical argument.

1. **A synopsis of the curriculum**

This module aims to develop a critical understanding of one of the most important intellectual and political issues of our times, namely, ‘globalization’ and global social change. In so doing, this module poses a number of key questions: what is globalization, and what forms does it take? How does globalization reconstitute our relationship to society? How is globalization experienced across the world, and what power relations does it create? This module presents contemporary modes and challenges of doing sociology in an increasingly complex and interdependent world. Students will critically evaluate contending theories of globalization, and explore key topical debates in global issues, including the impact of global economic treaties on poverty, trade, and urban growth in the Global South; the flows, opportunities, and conflicts in the creation of global culture, and resistance to global forces and power relations in the form of anti-globalization movements.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Appelbaum, Richard, and Robinson, William (eds.). 2005. *Critical Globalization Studies*. London: Routledge.

Crewe, Emma and Axelby, Richard (2013) *Anthropology and Development: Culture, Morality and Politics in a Globalised World*. Cambridge: Cambridge University Press.

Crouch, Colin (2019) *The Globalization Backlash*. Cambridge: Polity.

Klein, Naomi (2007) *The Shock Doctrine: The Rise of Disaster Capitalism*. London: Penguin.

Lechner, Frank. J. and Boli, John (eds.) (2015) *The Globalization Reader* [Fifth Edition]. London: Blackwell.

Martell, Luke. (2017) *The Sociology of Globalization* [2nd Edition]. Polity: Cambridge.

McMichael, Phillip (2008) *Development and Social Change: A Global Perspective* [Fourth Edition], London: Pine Forge Press.

O’Byrne Darren and Hensby, Alexander. 2011. *Theorizing Global Studies*. Baskingstoke: Palgrave.

Scholte, Jan Aart (2005) *Globalization: A Critical Introduction*. Basingstoke: Palgrave MacMillan.

Schuller, Mark. (2012) *Killing with Kindness: Haiti, International Aid, and NGOs*. New Jersey: Rutgers University Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Coursework – essay (2500 words) – 50%

Examination (2 hours) – 50%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |
| Lectures | X | X | X | X | X | X |  | X |
| Seminars | X | X | X | X | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay – 2500 words | X | X | X | X | X | X | X | X |
| Examination – 2 hours | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The central concept explored in the module is by its nature of international relevance and application of the module topics is undertaken in an international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/20 | Major | September 2020 | 1, 5, 7-11 | No |
|  |  |  |  |  |