

# Course syllabus

## 1. Core data

<b>Course code</b>	<b>Credits</b>	<b>Semester</b>
293NSOCV457B	6	2024/2025 autumn
<b>Course title in English</b>		
Global Social Change and Inequalities		
<b>Course title in Hungarian</b>		
Global Social Change and Global Inequalities		
<b>Course title in other language</b>		
<b>Course leader</b>	<b>Institute</b>	
Attila Meleg	Institute of Social and Political Science	
<b>Course type</b>	<b>Type of final assessment</b>	
lecture+seminar	assignment and exam	
<b>Language of instruction</b>	<b>Class schedule</b>	
English	Weekly schedule below	
<b>Number of theoretical classes per week (full-time programmes)</b>	<b>Number of practical classes per week (full-time programmes)</b>	
1 (1x 90 min)	1 (1x 90 min)	
<b>Term when the course is announced/started</b>		
Autumn semester		

## 2. Main features

<b>Course objectives</b>
This course on social change introduces students to a wide array of topics and critical approaches in global social analysis. It analyses main forms and theories of global social change in the context of the development of global capitalism and inequalities. The class promotes a long term perspective, while it concentrates on developments since the Second World War to understand the social context of contemporary global challenges.
<b>Brief description of the course</b>
The course analyses key social processes (economic growth and inequalities, population change, the effects of environmental change, the development of social movements, etc.). It relates them to social and institutional change in the last 60 years. It reflects on key theories and general interpretations of these changes from the perspective of current globalization. It provides an introduction to the interrelated topics of the development of modernity, capitalism, global inequality, poverty and other emerging global social problems especially in a comparative context. This course is recommended for everybody who, as future international relations expert, sociologist, historian, economist, businessman, politician or administrative person would like to develop a broad interpretative perspective on processes of social change and social structures in our global society.

## 3. Learning outcomes

<b>Skills</b>	<b>Knowledge</b>	<b>Attitudes</b>	<b>Autonomy and responsibility</b>
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<ul style="list-style-type: none"> <li>analytical skills necessary for understanding sweeping changes taking place in the past and in the present globally</li> <li>methods of preparing case studies in global social change</li> </ul>	<ul style="list-style-type: none"> <li>definitions of key concepts and some key methods of social sciences</li> <li>perspectives on social change in societies hastily repositioned in global social and economic trends and hierarchies in recent global history</li> </ul>	Critical thinking	The course requires autonomy and develops responsibility.
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#### 4. Assessment system of the course

Method of assessment		
<ul style="list-style-type: none"> <li>Combination of tests, assignments and team projects (as detailed below)</li> </ul>		
Study activity	Minimum requirement for the course completion (if any)	Weighting of student activity in the final assessment (%)
<ul style="list-style-type: none"> <li>midterm test (30 points)</li> </ul>		30%
<ul style="list-style-type: none"> <li>final test (30 points)</li> </ul>		30%
<ul style="list-style-type: none"> <li>Team project (10 points): Research and presentation.</li> </ul>		10%
<ul style="list-style-type: none"> <li>Write up: writing up a paper based on the team project by the end of the term (10 points)</li> </ul>		10%
<ul style="list-style-type: none"> <li>Individual assignments: written assignments during the course – summaries of mandatory readings (each week 2 points: 20 points)</li> </ul>		20%

#### 5. Compulsory readings

Compulsory reading	URL
Chase-Dunn, C. and Babones, S. J.: Introduction. In: <i>Global Social Change</i> . The Johns Hopkins University Press, 2006.	
Polanyi, K.: <i>The Great Transformation. The Political and Economic Origins of Our Time</i> . Beacon press, 2001. Chapter 6: The Self-Regulating Market and the Fictitious Commodities: Labor, Land and Money.	
Babones, S.J.: Conducting Global Social Research. In: Chase-Dunn, C. and Babones, S. J. <i>Global Social Change</i> . The Johns Hopkins University Press, 2006. Pp: 8 – 32.	
Hall, Thomas and Chase-Dunn, Christopher: Global Social Change in the Long Run. In. Chase-Dunn and Babones: <i>Global Social Change. Historical and Comparative Perspectives</i> . The Johns Hopkins University Press, 2006.	
Appadurai, Arjun: <i>Modernity at Large. The Cultural Dimensions of Globalisation</i> . University of Minnesota Press, 1996. Chapter 2: Disjuncture and difference in the Global Cultural Economy. P. 27-47.	
Füredi, F.: Introduction. In: <i>The Mau Mau War in Perspective: Eastern African Studies</i> . Ohio University Press, 1989.	

Parreñas, Rhacel Salazar: <i>Servants of Globalization: Women, Migration and Domestic Work</i> . Stanford UP, 2001. Chapter 2.	
Patel, Raj and Moore, Jason. (2018 May 08) This is what happens when you turn the natural world into a profit-making machine. How the chicken nugget became the true symbol of our era.	<a href="https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era">https://www.theguardian.com/news/2018/may/08/how-the-chicken-nugget-became-the-true-symbol-of-our-era</a>
Reitan, Ruth: <i>Global Activism</i> . Abingdon: Routledge, 2007. pp. 148-168.	
Melegh, A.: Unequal Exchanges and the Radicalization of Demographic Nationalism in Hungary. <i>Intersections. EEJSP</i> 2(4): 87-108. 2016	
Sassen, S. (2005) The Global city: Introducing a Concept. <i>The Brown Journal of World Affairs</i> Vol. 11, No. 2 (WINTER / SPRING 2005), pp. 27-43.	
Casilli, A. (2016). Is There a Global Digital Labor Culture? : Marginalization of Work, Global Inequalities, and Coloniality.. 2nd symposium of the Project for Advanced Research in Global Communication (PARGC), Apr 2016, Philadelphie, United States. halshs-01387649	

## 6. Recommended readings

Recommended reading	URL
Sklair, L.: <i>Globalization. Capitalism and its alternatives</i> . Oxford UP, 2002. 35-58.	
Carr, E. H.: The Historian and His Facts. In: What is History? Penguin press, 1984	
North, D. C.: An introduction to institutions and institutional change. In. <i>Institutions, institutional change and economic performance</i> . Cambridge University Press, 1990.	
Brechin, S. R. and Fenner, W. H.: Karl Polanyi's environmental sociology: a primer, <i>Environmental Sociology</i> , (2017)	
van der Linden, Marcel. 2016. Why the concept of capitalism persists. <i>International Social History Association Newsletter</i> , Vol. 5. No. 1. pp. 7-14.	
Interview with Immanuel Wallerstein.	<a href="https://www.youtube.com/watch?v=T_r68xEHoio">https://www.youtube.com/watch?v=T_r68xEHoio</a>
Burawoy: Global Ethnography, Introduction	
Dussel, Enrique. 2000. Europe, Modernity, and Eurocentrism. <i>Nepantla: Views from South</i> Vol. 1. No. 3. pp. 465-478.	
Böröcz, J. and Sarkar, M.: Colonialism. In. Ed. Helmut K. Anheier, Mark Juergensmeyer, and Victor Faessel. <i>Encyclopedia of Global Studies</i> . SAGE, 2012. 229-34.	
Melegh, A., Gábel, D., Gresits, G. & Hámos, D. (2018). Abandoned Hungarian workers and the political economy of care work in Austria. <i>Review of Sociology of the Hungarian Sociological Association</i> , 28(4), 61–87.	
Dunaway, W. A. (2014) Bringing Commodity Chain Analysis Back to its World-Systems Roots: Rediscovering Women's Work and Households. <i>Journal of World-Systems Research</i> , Volume 20, Number 1, Pages 64-81	
Hornborg, Alf: Ecosystems and World-Systems. Accumulation as an Ecological	

Process. In: Chase-Dunn and Babones: <i>Global Social Change. Historical and Comparative Perspectives</i> . The Johns Hopkins University Press, 2006.	
Malm, Andreas – Hornborg, Alf (2014): The Geology of Mankind? A Critique of the Anthropocene Narrative. In: <i>The Anthropocene Review</i> , Vol. 1., No. 1.: 62–69.	
Gagyi, Agnes (2017) What it takes to compare non-core movements: a world-systems perspective. Two cases from contemporary East Central European movements. <i>Interface</i> . Volume 9 (2): 61 - 82 (Nov/Dec 2017)	
Melegh, Attila. 2013. Net migration and historical development in Southeastern Europe since 1950. <i>Hungarian Historical Review</i> 1, no. 3–4. pp. 144–182	
Ong, A. (2011) Introduction: Worlding Cities, or the Art of being Global. In: Roy, A. and Ong, A. (Eds.). <i>Worlding Cities: Asian Experiments and the Art of being Global</i> . Blackwell Publishing, 2011. P. 1-26.	
Olav Velthuis & Niels van Doorn (2020). Weathering winner-take-all. How rankings constitute competition on webcam sex platforms, and what performers can do about it. In: David Stark (ed.), <i>The Performance Complex: Competitions and Valuations in Social Life</i> , Oxford: Oxford University Press.	

## 7. Thematic weekly schedule

Week no.	Brief description of topic
1	Introduction
2	Global problems and challenges: Social institutions, basics of capitalism
3	Analysing global inequalities: dependency and world-systems analysis
4	Modernity theories, cultural dimensions of globalisation
5	Colonialism and globalization
6	Social reproduction in capitalism
7	Midterm, test & evaluation
8	Autumn break
9	Environmental change and social change
10	Global social movements – The ecology of food – social movements for food sovereignty
11	Migration
12	Global pandemics, COVID-19
13	Digitalisation of labour, platform economies
14	Final test and evaluation

## 8. Class data

Course code	Course type	Lecturer(s)	Time and venue
293NSOCV457B	lecture	Noémi Katona	TBC
293NSOCV457B	seminar	Federico Pacchetti	TBC

## 9. Prerequisites and further information

### Description of prerequisites and further information

## 10. Class participation

Not to be confused with attendance, class participation is the practice of engaging your professor and fellow students during presentations and discussions with thoughtful and timely contributions. If you miss classes it will have an impact on your participation points!

Opinions vary, civility is constant. You should feel free to question or disagree with other students; however, such disagreement must be based on the idea and not the person. Respect for your peers and professor is the sine qua non of great discussions and great learning experiences.

DO NOTE THAT EVERY POINT IS EARNED, NOT NEGOTIATED!

## 11. Plagiarism

Any and all statements contained in any assignment or paper that are based upon ideas or words of another must be properly credited to the original author or source. Paraphrasing the ideas or words of another is acceptable so long as the original author or source is cited. DO NOT quote words or expressions from existing works verbatim without designating the passage as a quote and crediting the source. Any student who plagiarizes the work of any other person (author, professor, student, parent, friend, etc.) is committing academic dishonesty and misconduct. Any student caught committing plagiarism will automatically fail the course.

## 12. Grade Conversion Table for Courses taught in English

Percentage achieved	Hungarian Grade	ECTS Grade	International Grade	Explanation
97-100	5	A	A+	Excellent
94-96	5	A	A	Excellent
90-93	5	A	A-	Excellent
87-89	5	B	B+	Excellent/Very good
84-86	4	C	B	Good
80-83	4	C	B-	Good
77-79	4	C	C+	Good
74-76	3	D	C	Satisfactory
70-73	3	D	C-	Satisfactory
67-69	3	D	D+	Satisfactory
64-66	2	D	D	Low pass/Sufficient
[51/61]-63	2	E	D-	Low pass/Sufficient
0-[50/60]	1	FX/F	F	Fail, 0 credit
	N		N	No grade received, 0 credit