



LNDN SOCY 3355

Experiencing Globalisation: Society, Space and Everyday Life in London



Course Description

What is globalisation? How is it transforming the world and everyday life, and why has it become so controversial? Who are the winners and losers in a globalising world and what are the implications for our shared global future? How do developments in London relate to major shifts in the workings of the world over the last four decades? As a city with complex global connections, London has been enmeshed in deepening global social, political and ecological crises, as well as becoming an important arena of conflict over efforts to address them. This course critically explores these issues by examining the city's complex relationship with the forces of globalisation and the ways in which everyday life and experience in London, as well as its people, institutions, and organizations, have been shaped by - and are contributing to - global change. Emphasis will be placed on critically examining the effects of *neoliberal* globalisation, the growing (though uneven) global dominance of projects promoting increasing freedoms for capital under the banners of "free markets" and "free trade." This course also highlights a variety of collective challenges to these projects, some of which operate largely within the confines of London, others organized along trans-local and transnational lines. Their economic, political, cultural, and ecological aspects will be analysed, examining the importance of class dynamics and their intersection with gender, ethnicity and other processes of hierarchical ordering. Theoretical and conceptual concerns will also be addressed, such as relations between the local and the global, the workings of power and contestation under neoliberal conditions, the interplay of space, class, and gender, and questions of responsibility within and beyond the limits of community and place.

Course Aims

The course aims to **trace** the play of uneven and contested globalizing processes as well as trans-local and transnational forms of connection and division in the lives of the people students will encounter during their studies and / or service placements, as well as the forms of social activism and political struggle that have emerged to address the challenges that these people face in everyday life. This course also allows students to **identify** and **assess** the factors that have been most significant in shaping the ways these developments have been unfolding globally, in relations between London, its inhabitants, and the wider world, and in the specific settings students encounter in field studies and / or service-learning placements. Class discussion enables students to **reflect** on and better understand the varied and sometimes unfamiliar ways in which socially engaged scholars from a variety of disciplinary backgrounds have been thinking critically about globalizing processes and their local ramifications, the factors most significant in shaping them, and the best ways of engaging them in thought and action. This course also aims to **complement** and **make connections** among students' learning across their other courses by addressing themes such as globalization, transnationalism, neoliberal capitalism and its deepening structural crises, the intersection of class dynamics with gendering, racialization, and other processes of hierarchical differentiation under specifically neoliberal conditions, as well as the salience of local, regional, and transnational forms of collective challenge to neoliberalism and its impacts, in order to illuminate synergies among diverse ways of thinking and the circumstances they address.

Requirements and Prerequisites

Please note - exclusion: Students taking this course cannot take LNDN URBS 3345: *Analysing and Exploring the Global City: London*. *Experiencing Globalisation* is a required course for all University of Pittsburgh students taking the Global Institute of Community Engagement Program and is designed to complement and make connections with the other courses on that program, as well as students' service placements. However, there are no specific formal prerequisites for this course and it is open to all interested students. It assumes no previous knowledge of the topics and issues covered; relevant concepts and theoretical perspectives will be introduced and explained. As a seminar course, it is vital that students are prepared for

extensive reading and come to each class having carefully read all the required texts for that day and are prepared to participate actively in classroom discussion.

Learning Outcomes

At the end of this course, students will have the skills, knowledge and understanding to:

- a. Identify the main features of globalization and neoliberalism and recognize their impact on the urban environments, social dynamics and everyday life in London and the UK
- b. Identify and understand the processes connecting the lives of Londoners with the lives of people elsewhere in the world, as well as struggles over the ways in which these connections and divisions are organized and enacted
- c. Recognize and assess the differences between relevant lines of theorizing in socially engaged forms of scholarship that address struggles over globalisation and neoliberalism
- d. Identify the main developments currently unfolding at a global scale, the social and political struggles that are taking place around them, their specific ramifications in the UK, London, and their relations to the wider world
- e. Understand and effectively deploy key concepts and theoretical perspectives that scholars and activists have used to make sense of these developments in multidimensional terms
- f. Critically assess where they stand regarding neoliberal globalization, and think and act more effectively as engaged citizens across multiple scales from the global to the local
- g. Apply the insights they have gained to the place where they are living and its relation to the wider world, and assess how they can contribute most effectively to promoting the kind of future they would like to see locally and globally

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, working effectively in group settings, close reading of texts for the argument, integration of what they learn from reading, talking and listening effectively in class, appreciation of differences and effective observation and interaction with people beyond the limits of the classroom; and translation of what they are learning into effective oral and written arguments.

Class Methodology

The course will operate as a seminar, combining varying amounts of lecturing as needed with a great deal of group discussion. Most of the meetings will take place in the assigned classroom and will be supplemented where appropriate by selected field studies, including neighbourhood and / or site visits, student fieldwork or guest lectures from activists and practitioners. Class discussion will focus on the required readings for the week in question, which are cumulative. Emphasis will also therefore be placed on developing the ability to synthesize course material, relating issues being discussed in any given session to ones discussed earlier in the course. In some classes, discussion will address video clips or films watched either in advance or in class.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. Students will actively explore the Global City in which they are currently living. Furthermore, they will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

The assigned field component(s) are listed in the weekly schedule below

Suggested field studies:

Canary Wharf and Museum of London, Docklands
City of London / Knightsbridge Occupy Tour
Museum of Migration
Platform London

Students are also strongly encouraged to participate in **co-curricular** program activities.

See the *My Global City* calendar for selected activities, also check out the (free) London School of Economics (LSE) Public Lecture Series for relevant talks and events: <http://www.lse.ac.uk/Events>

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3

	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation	20%	all	Weekly
Oral Presentation: 1 X 15 min. presentation	20%	a, b, c, d, e	Weekly from Week 4, as assigned
Reading Report: x1: 750 words max.	10%	a, b, c, d, e	Weekly, as assigned
Paper 1 (Mid-Term Paper): 1500 words	20%	all	Week 6
Paper 2 (Final Research Paper): 2500 words	30%	all	Week 14

Assignments

Participation 20%

This is a seminar class in which you are required to read set texts closely and analyse and assess their arguments. Familiarity with reading and active participation in discussion is therefore a vital part of your grade. Students are all expected to participate actively and critically in class discussions, and the participation portion of this class will be graded accordingly using the scale below. Collectively, we will explore and debate contentious and complex issues and divergent perspectives on them from a variety of academic, activist and policy-making perspectives; I trust there will be a supportive and friendly atmosphere for class discussion. It is students' responsibility to ensure on the day that they are included on the register for classes and field studies. Grades will be based on the quality of participation in class discussions, such as taking an active role in asking questions, making comments, as well as evidence that required reading has been completed on time (see table below). Students are expected to think carefully about the assigned readings, to read assigned readings in advance of the class, and come in on time. I expect everyone to contribute fully to class discussions, and to respond thoughtfully to the field studies which are an integral component of this class. Silent attendance of class is not enough for a good participation grade. CAPA has a mandatory attendance policy. Persistent lateness, unauthorised use of technology or lack of attention in class may result in a low or zero grade for participation, and possible referral to the Associate Director of Academic Affairs.

Class participation will be assessed according to the following guidelines:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature	Displays familiarity with some readings and related concepts but tends not to analyze them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text or repeats own comments or those of others	Little to no apparent familiarity with assigned material or application to relevant experience.

Reading Report x 1: 750 words max.: 10% Weekly, as assigned

Each student will prepare a short summary and analysis of the set readings for one of the weekly classes as assigned by the instructor, summarising and evaluating their arguments and offering a synthesis of their conclusions. Students must submit them in advance of the class assigned and bring copies with them to class in order to use them as points of reference in the discussion. Students should also be prepared to be called upon to read from their reports.

Oral Presentation: 20% Weekly, as assigned

Students, either singly or in groups as appropriate, will prepare a presentation focused on one of the course themes as assigned by the instructor, incorporating case study examples and arguments from set reading, field studies, class lecture and discussion as appropriate, allowing students to investigate key themes in greater detail and share their findings with their peers. Further guidelines will be provided in class. Students are encouraged to be creative in the presentation format; see the instructor to discuss techniques and ideas. Presentations will be graded individually: if you are working as a group, it is important that each member makes a significant contribution to the presentation. Ideally, each person should contribute equally.

Student presentations will be assessed on each of the following criteria:

- Preparation and organisation, including effectiveness as part of a team where applicable
- Quality of content and analysis, including use of concepts and theoretical perspectives from classroom discussion and where applicable, fieldwork and / or internship / service-placement experience
- Quality of delivery
- Ability to generate effective discussion and class questions

Paper 1: Fieldwork Analysis (1500 words): 20% Due Week 6

Students will submit a paper based on the two field study visits during the first half of the semester (Canary Wharf and Occupy City / Knightsbridge tour), relating their findings from these visits to the broader context of key themes, concepts and theoretical perspectives from class discussion and set reading. Papers must be analytical rather than descriptive and based on a clearly stated thesis. They should be approx. 1500 words in length and should incorporate secondary research (**min. 8 sources**) and specifically engage with course readings. Papers will be evaluated with respect to strength of argument, complexity of ideas, detail and sophistication of examples, and engagement with secondary sources, concepts and arguments. Further guidelines will be provided in class.

Paper 2 Research Paper (2500 words): 30% Due Week 14

Students will submit one 2500-word paper that will focus on one of the topics covered in class and situate specific issues, projects and / or organizations across both the 'local' scale of London and its 'global' context. A shortlist of suitable topics and case studies will be provided by the instructor. Students must not select a topic or organization which they have already covered in previous work for the course. Papers must be analytical rather than descriptive, based on a clearly-stated thesis and be supported by specific reference to concepts and theoretical approaches from set reading. Written analysis must be supported by a **minimum of ten secondary sources** including set reading, which must be cited in the text and in a final bibliography. For this paper, students must demonstrate their ability to synthesise set reading, research and apply theoretical perspectives and case studies from the broader literature to produce a critical, cohesive and balanced argument drawing on relevant concepts and debates in the field. In addition to set reading, relevant resources will be found in the CAPA Resource Centre, as well as through students' institutional online access to scholarly journals and (on request) the SUNY Online Library: <http://libraryguides.oswego.edu/capa>.

Course Materials

Required Readings:

There is one required book for the course: Doreen Massey (2007): *World City*, Polity Press, Cambridge

Recommended Reading(s):

Aldred, J. (2019): *Licence to Be Bad: How Economics Corrupted Us*, Penguin, London
Bennett, S. (2009): *Londonland: An Ethnography of Labour in a World City*, Middlesex University Press, London
Buck, N. & I. Gordon et al. (2002): *Working Capital: Life and Labour in Contemporary London*, Routledge, London
Colon, C., A. Gristwood & M. Woolf, eds. (2018): *Globalization, Civilization, and their Discontents*, CAPA: The Global Education Network, Boston, MA
Dorling, D. (2015): *All That is Solid: How the Great Housing Disaster Defines Our Times, and What We Can Do About It*, Penguin, London

Friedman, T.L. (2005): *The World is Flat: A Brief History of the 21st Century*, Farrar, Straus & Giroux
Giddens, A. (2002): *Runaway World: How Globalisation is Reshaping Our Lives*, Profile Books, London
Hall, P. (2007): *London Voices, London Lives: Tales from a Working Capital*, Policy Press, London
Imrie, R. & L. Lees eds. (2014): *Sustainable London? The Future of a Global City*, The Policy Press, Bristol
Judah, B. (2016): *This is London: Life and Death in the World City*, Picador, London
King, S.D. (2017): *Grave New World: The End of Globalization, the Return of History*, Yale University Press, New Haven, CT
Livesey, F. (2017): *From Global to Local: The making of things and the end of globalisation*, Profile, London
Marriott, J. & M. Minio-Paluello (2012): *The Oil Road: Journeys from the Caspian Sea to the City of London*, Verso, London
Minton, A. (2016): *Big Capital: Who is London For?*, Penguin, London
Murray, W. (2005): *Geographies of Globalization*, Routledge, London
Ritzer, G. (2010): *Globalization: A Basic Text*, Wiley-Blackwell, Chichester
Sassen, S. (2014): *Expulsions: Brutality and Complexity in the Global Economy*, Harvard University Press, Cambridge, MA
Sparke, M. (2013): *Introducing Globalization: Ties, Tensions and Uneven Integration*, Wiley, New York
Steger, M.B. (2003): *Globalization: A Very Short Introduction*, Oxford University Press, Oxford
Stiglitz, G. (2017): *Globalization and its Discontents Revisited: Anti-Globalization in the Era of Trump*, W.W. Norton, New York, NY
Wills, J. et al. (2009): *Global Cities at Work: New Migrant Divisions of Labour*, Pluto Press, London

Useful Websites

The Story of Platform: <http://platformlondon.org/p-multimedia/the-story-of-platform/>

The Carbon Web: <http://platformlondon.org/about-us/platform-the-carbon-web/>

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behaviour. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.