

	Basic module information	
1	Module Title:	Foundations in Global Studies
2	Module Code:	GLOB10108
3	Credit Points:	40
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

9	Courses containing the module				
	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
	4	Core	FT		BA Joint Honours Humanities
	4	Core	PT		BA Joint Honours Humanities
	4	Core	SW		BA Joint Honours Modern Languages
	4	Core	PT		BA Joint Honours Modern Languages
	4	Core	FT	EURX003	European Exchange (Year Long)
	4	Core	FT	INTX001	International Exchange (Year Long)

The aims of this introductory module are three-fold: (1) to introduce you to the principal themes and concepts of Global Studies; (2) to expose you to the various disciplinary perspectives you will engage as you study and learn about global processes, relationships and experiences; (3) to familiarise you with the global

labour market and equip you with the transferrable skills essential for your future career.

While the focus of the module is on 'the global', particular emphasis is placed on the significance of local histories and geographies as shaping the contexts through which different understandings and experiences of the global are produced. A key question driving study in the module is, therefore, how we might understand the relationships between the local and the global and in turn, how different locals are connected.

Drawing on interdisciplinary perspectives, you will study the broad economic, cultural, technological and political processes driving global integration, considering in particular how these processes help us understand how different places have become more deeply globally integrated. This will form a foundation for later work in the subject, where you will be asked to consider how research in different localities and communities can be used to explore global processes and develop global understandings.

Although this module is concerned with global connectedness it challenges you to think about shared cross-cultural experiences (for example of music, food or clothing) without simultaneously assuming this means everyone is becoming the same. You will be asked to consider the extent to which global processes are 'Western' but also to heighten your awareness to other ideas about 'the global' and to the specific ways individuals and groups engage with global trends in different cultures and times.

11 Module content

The module introduces you to a historically informed analysis of the multiple and interdependent processes that are captured by 'the global' and 'globalisation'. We will consider the contributions of different disciplinary approaches to debates about the nature of global integration to highlight emerging tensions between sameness and difference, homogeneity and heterogeneity, global and local. As you learn about key debates and concepts in Global Studies you will also examine how global perspectives can help us understand urgent world issues such as food security, terrorism, nationalism and conflict, Global financial crises, migration and transnationalism, environment and sustainability, sport, global cities and media communications. Our focus throughout the module will always be on understanding how different local contexts and place attachments shape how globalisation processes are experienced and lived by differently located people. A significant point of entry into these issues will be our own experiences of globalisation as consumers,

tourists, neighbours in multi-cultural communities and as future workers. We will therefore approach conceptual frameworks through a range of 'global issues', which may include the environment, immigration, travel, food, financial crises, war and the city.

A 5-credit block dedicated to examining the exigencies of the global labour market will be delivered in the first half year. It will examine the changes in workplace relationships and practices caused by globalisation. Particular attention will be paid to issues of labour justice and human rights more broadly. Case studies will differ from year to year, and may include Chinese factory cities, maquiladora manufacture, migrant domestic labour and the like. On a more practical level, we will study the specificities of employment in a multinational company, organisation or network, from the recruitment stage onwards. You will be introduced to different ways of planning and advancing your own career in the global marketplace.

12 Indicative reading

- Antonio, R.J., 2007. The cultural construction of neoliberal globalization. In: G. Ritzer, ed., *The Blackwell companion to globalization*. Malden, MA and Oxford: Blackwell, 2007, pp. 67-83.
- Appadurai, A., 2014. Interview. *Globalizations*, 11 (4), 481-490.
- Assmann, A., 2013. Civilizing societies: recognition and respect in a globalized world. *New Literary History*, 44 (1), 69-91.
- Brooks, R., and Waters, J.L., 2011. *Student mobilities, migration and the internationalization of higher education*. Basingstoke: Palgrave Macmillan.
- Cohen, R., 2008. *Global diasporas an introduction* [online]. New York : Routledge.
- Giulianotti, R., and Robertson, R., 2009. *Globalization & football*. Thousand Oaks, CA and London: Sage.
- Hopper, P., 2006. *Living with globalization*. English ed. ed. Oxford: Berg.
- Juergensmeyer, M., 2014. *Thinking globally: a global studies reader*. Berkeley and Los Angeles, CA: University of California Press.
- Klein, N., 2007. *The shock doctrine: the rise of disaster capitalism*. New York: Metropolitan Books/Henry Holt.
- O'Byrne, D.J., and Hensby, A., 2011. *Theorizing global studies*. Basingstoke and New York: Palgrave Macmillan.
- Pieterse, J.N., 2009. *Globalization and culture: global mélange*. Lanham, MD and Plymouth: Rowman & Littlefield.
- Ray, L.J., 2007. *Globalization and everyday life*. London: Routledge.
- Ritzer, G., 2010. *Globalization: a basic text*. Chichester: Wiley-Blackwell.
- Robertson, R., 1997. Glocalization: time-space and homogeneity-heterogeneity. In: M. Featherstone, S. Lash and R. Robertson, eds., *Global modernities*. London and Thousand Oaks, CA: Sage, 1997, pp. 25-44.
- Stearns, P.N., 2010. *Globalization in world history*. London: Routledge.
- Yearley, S., 2007. Globalization and the environment. In: G. Ritzer, ed., *The Blackwell companion to globalization*. Malden, MA and Oxford: Blackwell, 2007, pp. 239-253.

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

<p>A1 Situate the dynamics of social and cultural change within global contexts and demonstrate an awareness of the global constitution of everyday experience in different places</p> <p>A2 Show an informed and practical understanding of cultural diversity and sensitivity to its significance and impact in interpersonal relations, commercial undertakings, social interactions and media communications</p> <p>A3 Demonstrate recognition of the similarities and differences between places and the significance of cross-cultural and global perspectives</p> <p>A4 Demonstrate awareness and critical understanding of relevant concepts, theoretical perspectives and methodological approaches from different disciplines</p>
<p>Skills, qualities and attributes. After studying this module you should be able to:</p>
<p>B6 Engage with social and cultural change in global contexts from an interdisciplinary perspective</p> <p>B7 Select, deploy and evaluate suitable theoretical and methodological approaches applicable to data-gathering and analysis</p> <p>B8 Gather, organise and deploy evidence, data and information from a variety of secondary and some primary sources, showing proficiency in evaluating sources such as visual and aural material for understanding different cultural experiences</p> <p>B9 Conduct country/place specific research, remaining attentive to cultural differences and having proper regard for ethics, risk assessment and health and safety issues</p> <p>B10 Understand the global implications of a variety of professional roles and responsibilities and identify opportunities to foster global connections in a range of employment contexts</p>

14	<p>Teaching and learning</p> <p><i>Range of modes of direct contact</i></p> <p>This indicates the range of direct contact teaching and learning methods used on this module,</p> <p>Lectures</p> <p>Seminars</p> <p>Online directed study</p> <p>Total contact hours: 78</p>
	<p><i>Range of other learning methods</i></p> <p>This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</p>
	<p>Directed reading and research tasks</p> <p>Independent study</p> <p>Total non-contact hours: 322</p>

15	Assessment methods		
This indicates the type and weighting of assessment elements and sub-elements in the module			
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	50%	Coursework	Project
2	50%	Coursework	Exam
Diagnostic/formative assessment			
This indicates if there are any assessments that do not contribute directly to the final module mark			
Formative assessment will be set during the first half of the module to enhance preparation for the project (element 1). This will include writing an abstract, undertaking a library skills orientated task, and a series of mini-tasks related to employability in the global labour marketplace.			
Further information on assessment			
This section provides further information on the module's assessment where appropriate			

Document management												
16	Module Title:	Foundations in Global Studies										
17	Module Code:	GLOB10108										
18	Subject (JACS) Code	L700										
19	Cost Centre	124										
20	School:	Arts and Humanities										
21	Academic Team	History, Languages and Global Cultures										
22	Campus	Clifton										
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
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