



# Globalisation

What is it and what does it mean to me?

# Outline

What is Globalisation?

Globalisation and Education

Group work – The Globalization Reader

Summary and critical analysis of views on globalisation

Next lesson – interdisciplinarity.

# What is Globalisation?

## Origins of the term 'globalisation'.

- Oxford English Dictionary – in use from 1930.
- Popularised by US President George Bush (senior) late 1980's in reference to a new world order following the demise of the Soviet Union.

## Definitions

- The Organisation for Economic Co-operation and Development definition;  
The term globalisation is generally used to describe an increasing internationalisation of markets for goods and services, the means of production, financial systems, competition, corporations, technology and industries. (OECD 2013).
- Scholte (2002) states no definitive definition.
- Robertson and White (2007) refer to globalisation as a contested concept.
- Hamelink (2019) states it can be utilised as an analytical tool or a political programme.



# Globalisation and Education

Recap from last lesson

International organisations that can wield power over sovereign nation states.

- International Monetary Fund
- World Trade Organisation
- United Nations
- World Health Organisation
- World Bank

To this list we might add transnational corporations who have incomes larger than some nation states and employ a range of tactics to undermine institutions within nation states (Hamelink 2019, Beck 2000).

The interests of these corporations are arguably opposed to the promotion of critical thinking in educational institutions as this can lead to social activism and raised awareness of the general population (Comstock 2015).

Increased private investment, driven by organisations such as the World Bank, focuses investment on vocational subjects over social sciences (Currie 1998).

The OECD influences education through the Programme for International Student Assessment (PISA).



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# Group Work

Five groups will each read a chapter from the Globalization Reader

## Globalization Reader

### Chapter 1. The Hidden Promise: Liberty Renewed.

By John Micklethwait and Adrian Wooldridge, journalists at The Economist.

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Claim Marx was wrong in prediction of collapse of capitalism but correct in predicting globalisation.

Describe multicultural London as an indication of the success of globalisation.

Propose that despite erosion of Victorian class system, social inequalities still very much in evidence.

Argue that the capitalist system creates losers but also creates many more winners, lifting millions out of poverty.

State globalisation limits government powers, making it easier for businesses to thrive and produce superior products.

Refers to global population as consumers.

Argue that the internet allows greater individual freedoms and choice.

# Chapter 2. How to Judge Globalism. By Amartya Sen, economist.

Explores the argument that globalisation is a 'western curse'.

Proposes that globalisation is a process that has been ongoing for thousands of years with flows of commerce and culture from East to West and vice versa.

Argues that viewing globalisation as Western domination is incorrect and counter-productive.

Admits there are inequalities inherent in activities of globalisation however, there are many economic benefits.

Argues that the poorest in society also benefit through global co-operation.

States the real question is about the distribution of the benefits of globalisation.

Very much in favour of the market economy and states this is not necessarily detrimental to other institutions.

Supports globalism but concludes that some reform is needed to address inequalities in delivery of benefits.

# Chapter 3. The Elusive Concept of Globalisation.

By Cees J. Hamelink, Dutch professor of communications.

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Proposes that globalisation can be used as an analytical tool or a political programme.

“The concept of globalisation is used to describe and interpret contemporary social processes” (2019 p.25).

Compares arguments posed by supporters and sceptics of globalisation.

Capitalism now covers 90% of global population, however, wealth is concentrated in a small number of countries.

Global trade is not necessarily as global as proposed as there are regional anomalies.

Argues that conflict as well as co-operation is increasing.

Questions how global are global communications. Highlights inequalities and concentrations of information technologies.

Posits that governments are not completely disempowered.

Cultural flows are questioned. Issues of homogenisation and imperialist tendencies discussed.

Claims creation of global citizens doomed to failure as the poor can only benefit if the rich give up their hold on wealth.



# Chapter 4. The Clash of Civilizations?

## By Samuel P. Huntington, political scientist.

Argues that the main issue facing society is conflict due to divisions created by cultural rather than economic factors.

Outlines the history of conflict stating the drivers of conflict have changed over the last few centuries, from monarchs to states to ideologies of the cold war. Predicts the next step will be cultural in nature.

Identifies the major civilisations that make up the world - Western, Confucian, Japanese, Islamic, Hindu, Slavic-Orthodox, Latin American and African.

Reasons that differences are founded in language, culture, traditions and religion.

Posits that increased contact between civilisations increases risk of conflict.

Proposes globalisation is weakening national and local identities and religion fills this gap. Rise of fundamentalism increases tensions between religions and secular world.

Proposes that the West is at a peak of power which is resulting in other civilisations reaffirming their own identities. Also argues that this may lead to a situation of 'the West vs the rest' of the world.

Cultural characteristics harder to adapt than political or economic factors.

Outlines the rise in regional trading which circumvents global trade. Posits this mainly driven by commonality of cultures.

# Chapter 5. The Millenium Development Goals Report 2015. The United Nations.

In the year 2000 the UN outlined a number of Millenium Development Goals (MDG's) to address global poverty.

Extreme poverty and hunger has declined and there has been a rise in what is defined as the middle classes.

Primary education and literacy rates have improved.

Gender inequalities have been addressed in some areas, particularly in the area of parliamentary representation.

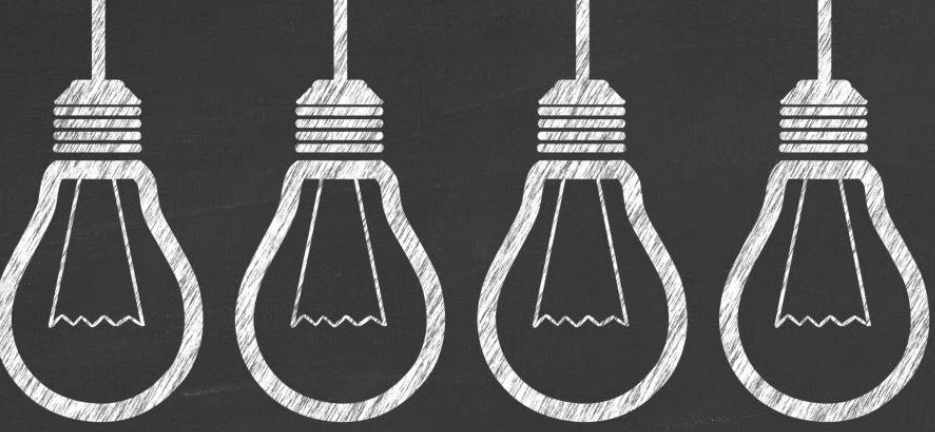
Child mortality has been reduced and maternal care health has improved.

Successes made in treatment of infectious diseases such as HIV and malaria.

Some progress in sustainability and global development.

However, the report states that although there have been many positive gains the results are far from desirable and more work needs to be undertaken in all areas.

The most vulnerable members of society have been left behind.



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# In Summary

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- Globalisation – what is it? Many different definitions and debates.
- Globalisation and education. Direct and indirect effects of processes of globalisation on educational institutions.
- Critical analysis of globalisation – The Globalisation Reader chapters. A comparison of major views.
- Important to consider who is writing an article. Who's interests are they representing? What is their discipline and how does it affect their view?
- Next lesson – Interdisciplinarity. How can this improve our understanding and help address global issues?