



## Unit 6: Globalization—With or Without You?

### Contributor

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### Unit Plan Objective

Students will explore the concept of globalization and how it can mean different things to different people in different places. They will also explore whether globalization is a concept that people choose to be a part of or whether globalization occurs without the input of citizens. Students will examine a variety of points of view regarding globalization, and they will be encouraged to explore those points of view and the role they see for themselves in choosing or influencing the pace or degree of globalization. Students will also explore the implications of globalization as evidenced by current events. Students will gain an appreciation of the following:

- Different points of view
- Different motivations
- The role that individuals play and have played
- Being an informed citizen and the implications of knowing
- What can happen when a citizen is unaware and unknowing

Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

### Time

This unit will take approximately three weeks with one 80-minute class each day. It may be lengthened depending on class interest and the chosen extended activities.

## Lesson 2: The Many Faces of Globalization

### Lesson Objective

Through a variety of readings and discussions, students will begin to develop their own definition of *globalization*. Students will be asked to examine and analyze varying perceptions and be able to identify the benefits and limitations of being global.

## Time

This lesson will take approximately two classes.

## Materials

- Computer; Internet access
- Student Handout 1: Globalization
- Chart paper/felts
- Student Handout 2: Scholte Defines...
- Newspapers (*Globe and Mail*; *Edmonton Journal*; *National Post*)

## Getting Started

### Knowledge Now

From Lesson 1, students will share with the rest of the class how they defined *globalization*. The focus is not to find a right answer but to create a forum for various perspectives.

### Engaging Interest

- Students read the first three sections of the article “Globalization”: Globalization, Definitions, history (see URL under Supplementary Resources and/or Student Handout 1: Globalization)
- Jan Aart Scholtes' identifies five, key broad definitions of globalization (see Student Handout 2)
  - Globalization as internationalization
  - Globalization as liberalization
  - Globalization as universalization
  - Globalization as westernization or modernization
  - Globalization as deterritorialization

Do any of your definitions fit into one or more of these categories?

## Learning Activities

### Activity

- Students will review the first three sections of *Globalization* as the teacher leads them through a reread. (There are events, incidents and terms the students may need to know and discuss further.) This is an excellent opportunity to dig deeper and examine the founding theories and notions of globalization. It may also be an opportune time to become familiar with Say's law, NAFTA, WTO and the Maastricht Treaty.
- Assign the students the rest of the article to read. The entire article is attached and the URL is identified under Supplementary Resources. Inform students that the focus for the lesson will be on Appadurai's Taxonomy.

### Activity – Student Handout 2: Scholte Defines...

- Give each student a copy of Student Handout 2. Students will read about the five most popular definitions of globalization: internationalization, liberalization, universalization, westernization/modernization, and deterritorialization.
- Which definition do you believe is most comprehensive? Most relevant? Most adequate?
- Students will be placed in five groups. Each group will argue the strength of one of these definitions.

Note: The size of the group will depend on the number of students in the class. Expect approximately four students per group.

- Allow 15 minutes for students to prepare. Each group will present arguments to the whole class.

Activity—Anti or Pro?

- With a partner, students will begin developing arguments for and against globalization using information from a variety of sources – including those provided.
- This activity can be completed as an individual project or with a partner. Awareness of students' learning styles is beneficial. One suggestion is to begin gathering this information using Student Handout 1 under the subheadings Anti-globalization and Pro-globalization. Students can also use the Internet, the school library and current events.

### **Assessment/Analysis**

- Reflective Writing
  - *What is my initial reaction to the findings on globalization? What direction am I leaning toward—pro-globalization or anti-globalization? Why?*

### **Application**

- Students will begin collecting and sharing articles from a variety of newspapers for the purpose of strengthening their understanding and awareness of the notion of globalization and how it affects people locally, nationally and internationally—connecting theory with reality.

### **Activities for Extension and/or Integration**

An opportunity to integrate curriculum using one or more of the following resources in English class.

- Scholte, J A. 2000. *Globalization: A Critical Introduction*, London: Palgrave.
- Klein, N. 2000. *No Logo*. London: Flamingo.
- Gray, J. 1999. *False Dawn: The Delusions of Global Capitalism*. London: Granta.

## **Subject and Level Learner Outcomes for Subject and Level**

### **Social Studies 30-1**

#### **Dimensions of thinking**

#### **S.1 Develop skills of critical thinking and creative thinking:**

- Evaluate ideas and information from multiple sources
- Determine relationships among multiple and varied sources of information
- Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue
- Synthesize information from contemporary issues in order to develop an informed position
- Assemble seemingly unrelated information to support an idea or to explain an event
- Analyze current affairs from a variety of perspectives

**S.4 Demonstrate skills of decision making and problem solving:**

- Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions, and take action, if appropriate, on important issues
- Develop inquiry strategies to make decisions and solve problems
- Generate and apply new ideas and strategies to contribute to decision making and problem solving

**Social participation as a democratic practice****S.5 Demonstrate skills of cooperation, conflict resolution and consensus building:**

- Participate in persuading, compromising and negotiating to resolve differences
- Demonstrate leadership during discussions and group work
- Respect the needs and perspectives of others
- Collaborate in groups to solve problems
- 

**Research for deliberative inquiry****S.7 Apply the research process:**

- Develop, express and defend an informed position on an issue
- Reflect on changes of perspective or opinion based on information gathered and research conducted
- Consult a wide variety of sources that reflect varied viewpoints on particular issues
- Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or issue of inquiry
- Develop, refine and apply questions to address an issue
- Record relevant data for acknowledging sources of information, and cite sources correctly
- Respect ownership and integrity of information

**Communication****S.8 Demonstrate skills of oral, visual and textual literacy:**

- Communicate effectively to express a point of view in a variety of situations
- Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue
- Ask respectful and relevant questions of others to clarify viewpoints
- Listen respectfully to others
- Use a variety of oral, visual and print sources to present informed positions on issues
- Compose, revise and edit text

**S.9 Develop skills of media literacy:**

- Appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence
- Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification

***Key Issue: To what extent should we embrace an ideology?***

***Related Issue 1: To what extent should ideology be the foundation of identity?***

- 1.2 Appreciate various perspectives regarding the relationship between individualism and common good
- 1.7 Analyze individualism as a foundation of ideology (principles of liberalism: individual rights and freedoms, self-interest, competition, economic freedom, rule of law, private property)
- 1.8 Analyze common good as a foundation of ideology (principles of collectivism: collective responsibility, collective interest, cooperation, economic equality, adherence to collective norms, public property)
- 1.9 Analyze the dynamic between individualism and common good in contemporary societies

***Related Issue 2: To what extent is resistance to liberalism justified?***

- 2.2 Appreciate how citizens and citizenship are impacted by the promotion of ideological principles
- 2.11 Analyze perspectives on the imposition of the principles of liberalism
- 2.12 Analyze the extent to which modern liberalism is challenged by alternative thought (Aboriginal collective thought, environmentalism, religious perspectives, neo-conservatism, extremism)
- 2.13 Evaluate the extent to which resistance to the principles of liberalism is justified

***Related Issue 3: To what extent are the principles of liberalism viable?***

- 3.9 Evaluate the extent to which the principles of liberalism are viable in the context of contemporary issues (environment, resource use and development, debt and poverty, racism, pandemics, terrorism, censorship, illiberalism)

***Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?***

- 4.1 Appreciate the relationship between citizenship and leadership
- 4.2 Exhibit a global consciousness with respect to the human condition and world issues
- 4.3 Accept responsibilities associated with individual and collective citizenship
- 4.5 Explore how ideologies shape individual and collective citizenship
- 4.6 Analyze perspectives on the rights, roles and responsibilities of the individual in a democratic society (respect for law and order, dissent, civility, political participation, citizen advocacy)
- 4.7 Analyze perspectives on the rights, roles and responsibilities of the individual during times of conflict (humanitarian crises, civil rights movements, antiwar movements, McCarthyism, prodemocracy movements, contemporary examples)
- 4.8 Evaluate the extent to which ideology should shape responses to contemporary issues
- 4.9 Develop strategies to address local, national and global issues that demonstrate individual and collective leadership
- 4.10 Explore opportunities to demonstrate active and responsible citizenship through individual and collective action

## Safe and Caring Topics and Concepts

### Living Respectfully

- Exploring the cause and consequences of conflict, peace, justice and violence
- Examining ways in which injustice affects people
- Identifying ways individuals have contributed to peace in our world
- Examining intimidation versus respect
- Examining rights and responsibilities

### Respecting Diversity and Preventing Prejudice

- Exploring how standing in someone else’s shoes helps avoid and/or resolve conflict
- Respecting human rights

### Resolving Conflict

- Exploring and analyzing examples of peaceful and non-peaceful resolution of conflict
- Identifying conditions that increase the potential for violence
- Describing behaviours that obstruct peaceful conflict resolutions

## Teaching Strategies

Go to <a href="http://www.sacsc.ca">www.sacsc.ca</a>	Cooperative Learning	Inquiry Learning	Direct Instruction
Click on Resources, Strategies for strategy descriptions			

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Literature</li> </ul>		<ul style="list-style-type: none"> <li>• Reflective writing</li> </ul>	<ul style="list-style-type: none"> <li>• Articles; nonfiction readings</li> <li>• Brainstorming</li> <li>• Mind map</li> </ul>

## Supplementary Resources

- [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)
- Globalization article including Appadurai's Taxonomy ([http://en.wikipedia.org/wiki/Globalization#Measurement\\_of\\_Globalization](http://en.wikipedia.org/wiki/Globalization#Measurement_of_Globalization))
- Definitions of globalization ([http://www.infed.org/biblio/defining\\_globalization.htm](http://www.infed.org/biblio/defining_globalization.htm))
- No Logo Organization (<http://www.nologo.org>)

## Globalization

Globalization is an umbrella term for a complex series of economic, social, technological and political changes that have been identified since the 1980s. These changes and processes are seen as increasing interdependence and interaction between people and companies in disparate locations.

Globalization is the source of much debate and controversy about its nature and its merits. Those over its nature question globalization's pervasiveness and extent, and whether it is a process that occurs from 'above' (through government and state actions) or 'below' (through civil society actions). Those over its merits consider whether globalization helps improve quality of life, or destroy it; they also question the role and existence of local culture in a 'globalizing world'. Such debates have been fierce, with its supporters seeing globalization as an economic savior for the world's poor and as helping improve quality of life; its opponents consider it to be oppressing the developing world, destroying local culture and contributing to global warming.

### Definitions

Definitions of globalization are almost all highly subjective, depending on the positionality and experiences of the definer. A typical definition can be taken from the International Monetary Fund, which defines globalization as “the growing economic interdependence of countries worldwide through increasing volume and variety of cross-border transactions in goods and services, free international capital flows, and more rapid and widespread diffusion of technology.” All definitions appear to agree that globalization has economic, political, cultural, and technological aspects that may be closely intertwined.

### History

Since the word has both technical and political meanings, different groups will have differing histories of "globalization." In general use within the field of economics and political economy, however, it is a history of increasing trade between nations based on stable institutions that allow firms in different nations to exchange goods and services with minimal friction.

The term "liberalization" came to mean the acceptance of the Neoclassical economic model which is based on the unimpeded flow of goods and services between economic jurisdictions. This led to specialization of nations in exports, and the pressure to end protective tariffs and other barriers to trade. The period of the gold standard and liberalization of the 19th century is often called "The First Era of Globalization." Based on the Pax Britannica and the exchange of goods in currencies pegged to specie, this era grew along with industrialization. The theoretical basis was David Ricardo's work on comparative advantage and Say's law of general equilibrium. In essence, it was argued that nations would trade effectively, and that any temporary disruptions in supply or demand would correct themselves automatically. The institution of the gold standard came in steps in major industrialized nations between approximately 1850 and 1880, though exactly when various nations were truly on the gold standard is contentiously debated.

The "First Era of Globalization" is said to have broken down in stages beginning with the First World War, and then collapsing with the crisis of the gold standard in the late 1920s and early [1930s](#). Countries that engaged in that era of globalization, including the European core, some of the European periphery and various European offshoots in the Americas and Oceania, prospered. Inequality between those states fell, as goods, capital and labour flowed remarkably freely between nations.

Globalization in the era since World War II has been driven by trade negotiation rounds, originally under the auspices of GATT, which led to a series of agreements to remove restrictions on "free trade." The Uruguay round led to a treaty to create the World Trade Organization or WTO, to mediate trade disputes. Other bi- and trilateral trade agreements, including sections of Europe's Maastricht Treaty and the North American Free Trade Agreement, have also been signed in pursuit of the goal of reducing tariffs and barriers to trade.

### **Anti-Globalization (Global Justice)**

Critics of the economic aspects of globalization contend that it is not, as its proponents tend to imply, an inexorable process that flows naturally from the economic needs of everyone. The critics typically emphasize that globalization is a process that is mediated according to elite imperatives, and typically raise the possibility of alternative global institutions and policies, which they believe address the moral claims of poor and working classes throughout the globe, as well as environmental concerns, in a more equitable way. In terms of the controversial global migration issue, disputes revolve around both its causes, whether and to what extent it is voluntary or involuntary, necessary or unnecessary; and its effects, whether beneficial, or socially and environmentally costly. Proponents tend to see migration simply as a process whereby white and blue collar workers may go from one country to another to provide their services, while critics tend to emphasize negative causes such as economic, political, and environmental insecurity, and cite as one notable effect, the link between migration and the enormous growth of urban slums in developing countries. According to "The Challenge of Slums," a 2003 UN-Habitat report, "the cyclical nature of capitalism, increased demand for skilled versus unskilled labour, and the negative effects of globalization – in particular, global economic booms and busts that ratchet up inequality and distribute new wealth unevenly – contribute to the enormous growth of slums."

Various aspects of globalization are seen as harmful by public-interest activists as well as strong state nationalists. This movement has no unified name. "Anti-globalization" is the media's preferred term; it can lead to some confusion, as activists typically oppose certain aspects or forms of globalization, not globalization per se. Activists themselves, for example Noam Chomsky, have said that this name is meaningless as the aim of the movement is to globalize justice. Indeed, the global justice movement is a common name. Many activists also unite under the slogan "another world is possible."

There are a wide variety of kinds of "anti-globalization." In general, critics claim that the results of globalization have not been what was predicted when the attempt to increase free trade began, and that many institutions involved in the system of globalization have not taken the interests of poorer nations, the working class, and the environment into account.

Economic arguments by fair trade theorists claim that unrestricted free trade benefits those with more financial leverage (i.e. the rich) at the expense of the poor.

Many "anti-globalization" activists see globalization as the promotion of a corporatist agenda, which is intent on constricting the freedoms of individuals in the name of profit. They also claim that the increasing autonomy and strength of corporate entities increasingly shapes the political policy of nation-states.

Some "anti-globalization" groups argue that globalization is necessarily imperialistic, is one of the driving reasons behind the Iraq war and is forcing savings to flow into the United States rather than developing nations; it can therefore be said that "globalization" is another term for a form of Americanization, as it is believed by some observers that the United States could be one of the few countries (if not the only one) to truly profit from globalization.

Some argue that globalization imposes credit-based economics, resulting in unsustainable growth of debt and debt crises.

The financial crises in Southeast Asia, which began in the relatively small, debt-ridden economy of Thailand but quickly spread to Malaysia, Indonesia, South Korea and eventually was felt all around the world, demonstrated the new risks and volatility in rapidly changing globalized markets. The IMF's subsequent 'bailout' money came with conditions of political change (i.e. government spending limits) attached and came to be viewed by critics as undermining national sovereignty in *neo-colonialist* fashion. Anti-globalization activists pointed to the meltdowns as proof of the high human cost of the indiscriminate global economy.

Increase in law and order with a decrease in state intervention at home in order to protect the wealth and businesses.

The main opposition is to *unfettered* globalization (neoliberal; laissez-faire capitalism), guided by governments and what are claimed to be quasi-governments (such as the International Monetary Fund and the World Bank) that are supposedly not held responsible to the populations that they govern and instead respond mostly to the interests of corporations. Many conferences between trade and finance ministers of the core globalizing nations have been met with large, and occasionally violent, protests from opponents of "corporate globalism."

Some "anti-globalization" activists object to the fact that the current "globalization" globalizes money and corporations, but not people and unions. This can be seen in the strict immigration controls in nearly all countries, and the lack of labour rights in many countries in the developing world.

Another more conservative camp opposed to globalization is state-centric nationalists who fear globalization is displacing the role of nations in global politics and point to NGOs as encroaching upon the power of individual nations. Some advocates of this warrant for anti-globalization are Pat Buchanan and Jean-Marie Le Pen.

The movement is very broad, including church groups, national liberation factions, left-wing parties, environmentalists, peasant unionists, anti-racism groups, anarchists, those in support of relocalization and others. Most are reformist (arguing for a more humane form of capitalism), while others are more revolutionary (arguing for a more humane system than capitalism). Many

have decried the lack of unity and direction in the movement, but some such as Noam Chomsky have claimed that this lack of centralization may in fact be a strength.

Protests by the global justice movement have forced high-level international meetings away from the major cities where they used to be held, into remote locations where protest is impractical.

### **Pro-Globalization (Globalism)**

Supporters of democratic globalization can be labeled pro-globalists. They consider that the first phase of globalization, which was market-oriented, should be completed by a phase of building global political institutions representing the will of world citizens. The difference with other globalists is that they do not define in advance any ideology to orient this will, which should be left to the free choice of those citizens via a democratic process.

Supporters of free trade point out that economic theories of comparative advantage suggest that free trade leads to a more efficient allocation of resources, with all countries involved in the trade benefiting. In general, this leads to lower prices, more employment and higher output.

Libertarians and other proponents of laissez-faire capitalism say higher degrees of political and economic freedom in the form of democracy and capitalism in the developed world are both ends in themselves and also produce higher levels of material wealth. They see globalization as the beneficial spread of liberty and capitalism.

Critics argue that the anti-globalization movement uses anecdotal evidence to support their view and that worldwide statistics instead strongly support globalization:

- The percentage of people in developing countries living below US\$1 (adjusted for inflation and purchasing power) per day has halved in only twenty years, although some critics argue that more detailed variables measuring poverty should instead be studied.
- Life expectancy has almost doubled in the developing world since WWII and is starting to close the gap to the developed world where the improvement has been smaller. Infant mortality has decreased in every developing region of the world. Income inequality for the world as a whole is diminishing.
- Democracy has increased dramatically from almost no nation with universal suffrage in 1900 to 62.5% of all nations in 2000.
- The proportion of the world's population living in countries where per-capita food supplies are less than 2,200 calories (9,200 kilojoules) per day decreased from 56% in the mid-1960s to below 10% by the 1990s.
- Between 1950 and 1999, global literacy increased from 52% to 81% of the world. Women made up much of the gap: Female literacy as a percentage of male literacy has increased from 59% in 1970 to 80% in 2000.
- The percentage of children in the labor force has fallen from 24% in 1960 to 10% in 2000.

- There are similar trends for electric power, cars, radios, and telephones per capita, as well as the proportion of the population with access to clean water.

However, some of these improvements may not be due to globalization, or may be possible without the current form of globalization or its negative consequences, to which the global justice movement objects.

Some pro-capitalists are also critical of the World Bank and the IMF, arguing that they are corrupt bureaucracies controlled and financed by states, not corporations. Many loans have been given to dictators who never carried out promised reforms, instead leaving the common people to pay the debts later. They thus see too little capitalism, not too much. They also note that some of the resistance to globalization comes from special interest groups with conflicting interests, like Western world unions. However, there are also many anti-capitalists who are against the World Bank and the IMF because they believe they are too capitalist and only in interests for profit.

Others, such as Senator Douglas Roche, O.C., simply view globalization as inevitable and advocate creating institutions such as a directly-elected United Nations Parliamentary Assembly to exercise oversight over unelected international bodies.

## Other Uses

"Globalization" can mean:

- Globalism, if the concept is reduced to its economic aspects, can be said to contrast with economic nationalism and protectionism. It is related to laissez-faire capitalism and neoliberalism.
- It shares a number of characteristics with internationalization and is often used interchangeably, although some prefer to use globalization to emphasize the erosion of the nation-state or national boundaries.
- Making connections between places on a global scale. Today, more and more places around the world are connected to each other in ways that were previously unimaginable. In geography, this process is known as complex connectivity, where more and more places are being connected in more and more ways. Arjun Appadurai identified five types of global connectivity:
  - Ethnoscapes: movements of people, including tourists, immigrants, refugees, and business travelers.
  - Financescapes: global flows of money, often driven by interconnected currency markets, stock exchanges, and commodity markets.
  - Ideoscapes: the global spread of ideas and political ideologies. For example, Green Peace has become a worldwide environmental movement.
  - Mediascapes: the global distribution of media images that appear on our computer screens, in newspapers, television, and radio.

- Technoscapes: the movement of technologies around the globe. For example, the Green Revolution in rice cultivation introduced western farming practices into many developing countries.

Although Appadurai's taxonomy is highly contestable, it does serve to show that globalization is much more than economics on a global scale.

- In its cultural form, globalization has been a label used to identify attempts to erode the national cultures of Europe, and subsume them into a global culture whose members will be much easier to manipulate through mass media and controlled governments. In this context, massive legal or illegal immigration has been allowed, mainly in European countries.
- The formation of a global village — closer contact between different parts of the world, with increasing possibilities of personal exchange, mutual understanding and friendship between "world citizens," and creation of a global civilization.
- Economic globalization — there are four aspects to economic globalization, referring to four different flows across boundaries, namely flows of goods/services, i.e. 'free trade' (or at least freer trade), flows of people (migration), of capital, and of technology. A consequence of economic globalization is increasing relations among members of an industry in different parts of the world (globalization of an industry), with a corresponding erosion of national sovereignty in the economic sphere. The IMF defines globalization as “the growing economic interdependence of countries worldwide through increasing volume and variety of cross-border transactions in goods and services, freer international capital flows, and more rapid and widespread diffusion of technology” (IMF, World Economic Outlook, May, 1997). The World Bank defines globalization as the "Freedom and ability of individuals and firms to initiate voluntary economic transactions with residents of other countries.”
- In the field of management, globalization is a marketing or strategy term that refers to the emergence of international markets for consumer goods characterized by similar customer needs and tastes enabling, for example, selling the same cars or soaps or foods with similar ad campaigns to people in different cultures. This usage is contrasted with internationalization, which describes the activities of multinational companies dealing across borders in either financial instruments, commodities, or products that are extensively tailored to local markets. Globalization also means cross-border management activities or development processes to adapt to the emergence of a globalized market or to seek and realize benefit from economies of scale or scope or from cross-border learning among different country-based organizations.
- In the field of software, globalization is a technical term that combines the development processes of internationalization and localization.
- Many, such as participants in the World Social Forum, use the term "corporate globalization" or "global corporatization" to highlight the impact of multinational corporations and the use of legal and financial means to circumvent local laws and standards, in order to leverage the labor and services of unequally-developed regions against each other.

- The spread of capitalism from developed to developing nations.
- "The concept of globalization refers both to the compression of the world and the intensification of consciousness of the world as a whole" - Benedikt Kiesenhofer

## Scholte Defines...

**In *Globalization: A Critical Introduction*, Jan Art Scholte provides the following definitions of *globalization*.**

**Globalization as internationalization.** Here globalization is viewed as simply another adjective to describe cross-border relations between countries. It describes the growth in international exchange and interdependence. With increased flow of trade and capital investment, there is the possibility of moving beyond an inter-national economy (where the principle entities are national economies) to a stronger version—the globalized economy in which distinct national economies are subsumed and rearticulated into the system by international processes and transactions (Hirst and Peters 1996: 8 and 10).

**Globalization as liberalization.** In this broad set of definitions, *globalization* refers to a process of removing government-imposed restrictions on movements between countries in order to create an open, borderless world economy (Scholte 2000, 16). Those who have argued with some success for the abolition of regulatory trade barriers and capital controls have sometimes clothed this in the mantle of globalization.

**Globalization as universalization.** In this use, *global* is used in the sense of being worldwide and *globalization* is the process of spreading various objects and experiences to people at all corners of the earth. A classic example of this would be the spread of computing, television.

**Globalization as westernization or modernization** (especially in an Americanized form). Here *globalization* is understood as a dynamic, whereby the social structures of modernity (capitalism, rationalism, industrialism, bureaucratism.) are spread the world over, normally destroying pre-existent cultures and local self-determination in the process.

**Globalization as deterritorialization** (or as the spread of supraterritoriality). Here globalization entails a reconfiguration of geography, so that social space is no longer wholly mapped in terms of territorial places, territorial distances and territorial borders. Anthony Giddens has thus defined globalization as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa (Giddens 1990, 64). David Held *et al* (1999, 16) defines *globalization* as a process (or set of processes) which embodies a transformation in the spatial organization of social relations and transactions—assessed in terms of their extensity, intensity, velocity and impact—generating transcontinental or inter-regional flows and networks of activity.