

# IL114-15 Global Connections: A Transdisciplinary Approach

**20/21**

**Department**

Institute for Advanced Teaching and Learning

**Level**

Undergraduate Level 3

**Module leader**

Heather Meyer

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

Globalisation has changed our perspectives and experiences of the world through multidimensional, fluid and complex processes that interlink cultural, economic, ideological, political, social and environmental factors. In our increasingly interconnected world, the importance of developing, promoting and enhancing our intercultural awareness and understanding of global connections shouldn't be underestimated. In the wake of counter-globalisation forces and the rise of the national populist movement, a rich and pluralistic appreciation and understanding of 'the global' will be relevant to all Warwick graduates in their personal and professional lives.

'Global Connections' offers a transdisciplinary approach to learning through an innovative and research-led discussion format which encourages students to share insights as co-collaborators. Seminars, workshops and practical activities guide the learning experience, and are facilitated by specialists from a range of subject areas who are engaged in globally-oriented projects. Students are encouraged to integrate their own disciplinary knowledge, personal experiences, and reflections as they examine the complexities of global connections throughout the module.

[Module web page](#)

## Module aims

This module aims to:

1. Critically explore and evaluate how the notion of the 'global' is conceptualised, approached and practiced in the 21st Century, how boundaries are attached to this concept, and where this fits within local, regional and national frameworks and imaginaries.
2. Develop a theoretical and practical understanding of globalisation and global connectivity, as seen through various thematic lenses.
3. Foster problem-based learning that will broaden perspectives, interests, skills and knowledge that reach between and beyond disciplines and subject areas, in order to examine the complexities and interrelatedness of globally-oriented issues.
4. Adopt an approach towards conceptualising knowledge as progressing from one-dimensional, fragmented, and boundary-forming to complex, connected, collaborative and boundary-blurring.
5. Provide an opportunity for students to independently develop, reflect on, explore, manage, and validate their own interest areas, creativity, knowledge base, and skill set.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

### Seminar 1: 'Global Connections': A Transdisciplinary Approach

This introductory session will explore the two overarching themes of 'global connections' and 'transdisciplinarity'. Students will be introduced to key 'globalisation' theories and begin exploring perceptions of what a 'global connection' means in today's world. This session will set the foundation for the module, including a discussion on transdisciplinary assessment.

### Seminar 2: Global Cultural Flows

This seminar will explore the notion of 'Culture': how we define and understand it, the extent of its complexity in a globally-connected world, and the power structures that are embedded within these understandings. This seminar will be contextualised by a case study involving transnational cultural flows.

### Seminar 3: Trade, Commerce and Commodities

This session will explore commodities, trade and commerce as a globally-connected theme, and the power structure that it constructs- creating a global disparity between actors. A sample case study is Caroline Knowles' (2009) 'Journey of a Flip Flop', which explores the global processes linked to the production of a flip flop.

### Seminar 4: Peace and Conflict

This seminar will explore the theme of Peace and Conflict as related to 'global connections'. It covers areas of global organised crime, the role of identity in conflict, the changing nature of warfare, as well as peacekeeping and peacebuilding. It also looks at the human consequences of

conflict.

#### Seminar 5: Migration

This seminar explores the interplay between migration and global connections. It will examine how certain diasporas are contextualised and perceived as 'global', 'regional', 'national', 'local' issues and responsibilities. It will explore the multi-faceted issues associated with South-South mass-migration as a result of complex globally-oriented issues. It will build on the previous session's topic, as mass-migration movements are often linked to Conflict.

#### Seminar 6: Global Knowledge Economy

This session will explore the theme of education as a globally-connected, powerful economy which is embedded within power structures supported by external bodies. It will draw on the previous week's discussion on migration, as the global knowledge economy relies on international and transnational communication and mobility. The seminar will therefore contextualise this problem as related to 'international education' – what this means, who receives it, who finds this type of education attractive, relevant and beneficial. Opportunity for mid-semester feedback.

#### Seminar 7: Health

This seminar will explore global connections under the topic of health and well-being. A possible case study could be an interdisciplinary look into global responses to pandemics - how measures are implemented, who takes responsibility, and the implications of these responses in local, regional, national and international contexts.

#### Seminar 8: Climate

This seminar builds on discussions from Week 7's seminar on responses to global issues - this time examining how global climate change is affecting different regions of the world, who is taking responsibility, and how global action can be delivered.

#### Seminar 9: Media

This session will explore the media's role in reproducing and maintaining global connections. Students will be able to consolidate the module's content here by exploring how the issues covered so far have been reproduced within the media and the ensuing impact of this, globally, nationally, regionally and locally.

#### Seminar 10: Peer Review & Feedback / Module Summary

This session will be an opportunity for students to informally present their SDA work and to receive formative feedback from their peers. Students will get the opportunity to reflect on their learning journey over the course of the module, as a concluding activity.

### **Learning outcomes**

By the end of the module, students should be able to:

- 1. Demonstrate a broad theoretical knowledge base and in-depth understanding of the complexities of globalisation and/or global connections.
- 2. Critically reflect on and evaluate their progress, including its applicability beyond academia, in response to and engagement with module content, independent research, and collaboration with peers.
- 3. Critically appraise disciplinary/interdisciplinary boundaries (benefits and limitations) in addressing globally-oriented problems.

- 4. Utilise a range of sources to reference and communicate ideas in a way that demonstrates a distinguished grasp of professional and scholarly practice.
- 5. Critically reflect on and apply an interdisciplinary/transdisciplinary approach to their learning, including towards an independent research project.
- 6. Develop a coherent, informed and justified argument and thesis in response to interrelated, global issues/problems.

## **Indicative reading list**

Appadurai, A. (1996). *Modernity at Large: Cultural Dimensions of Globalisation*. London and Minneapolis: University of Minnesota Press

Lechner, F.J. (2019) *The Globalization Reader*. 6th edn. Wiley.

Perkins, H.C., Thorns, D.C. (2012). *Place, Identity and Everyday Life in a Globalising World*.

Steger, M. (2017) *Globalization: A very short introduction*. 4th edn. Oxford: Oxford University Press.

Steger, M.G. & James, P. (2019) *Globalization Matters: Engaging the Global in Unsettled Times*. Cambridge: Cambridge University Press.

[View reading list on Talis Aspire](#)

## **Research element**

All students will undertake an individual, supervised research project in the form of a Student-Devised Assessment (SDA). Students will work closely with their tutor to develop an interdisciplinary/transdisciplinary project in an agreed format which best articulates their ideas, and will satisfy the learning outcomes for this module. Students who do not choose a traditional academic writing structure for this project (e.g. essay, report) will be required to supplement their piece with an accompanying document which will satisfy the learning outcomes for this module.

## **Interdisciplinary**

This module introduces the theme of 'global connections' by examining interdisciplinary themes as they relate to globally-oriented problems. Each week, students will be exposed to a new theme relating to 'global connections', as approached in an interdisciplinary manner by a guest speaker and interdisciplinary specialist. Students will then be given the opportunity to consolidate their knowledge and weekly readings in a transdisciplinary format. Each guest speaker will be asked to provide a case study example of how their interdisciplinary approach towards a problem contextualises the theories/concepts introduced, so that students are made aware of problem-based learning and the benefits/limitations of tackling them via this approach. Both assessment formats will encourage students to examine a source or an issue in an interdisciplinary/transdisciplinary manner, and are designed to facilitate reflective thinking as a significant component of interdisciplinary and transdisciplinary work.

## **International**

The 'Global Connections' module is, in its very nature, international. One of the central objectives is to explore the 'global' as it sits within/among imbalanced, uneven local, national and international orientations and frameworks. Each week, students will be exposed to case studies which are located within a global-local nexus – in the workshop and in their readings. In the consolidation session, they will reflect these perceptions as they relate to disciplinary, interdisciplinary and transdisciplinary conceptualisations. The guest speakers come from different parts of the globe and their research will reflect this diversity.

### **Subject specific skills**

1. Understand and articulate global issues from a variety of perspectives.
2. Study globally-oriented topics of trade, conflict, migration, culture, health, media and climate in a scholarly manner.
3. Ability to contextualise theories, concepts and methodologies related to the aforementioned themes and overarching topic of 'global connections'.
4. Work with and reflect on case studies to formulate arguments and generate discussion.

### **Transferable skills**

1. Apply critical reflection towards problem-based learning and the development of a transdisciplinary orientation.
2. Analyse a range of approaches towards a problem and appraise their effectiveness.
3. Consider audience in the communication of ideas, information and critical responses in different formats.
4. Challenge existing beliefs, conventions, norms in the pursuit of developing innovative, novel and original responses.
5. Take initiative of individual learning development (academic, professional, scholarly) in a resourceful and ethical manner.
6. Manage time effectively in reflective work, and developing a research project.

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## **Study**

### **Teaching split**

<b>Provider</b>	<b>Weighting</b>
School of Engineering	5%
Sociology	5%

### **Study time**

<b>Type</b>	<b>Required</b>
Seminars	10 sessions of 2 hours (13%)
Project supervision	2 sessions of 1 hour (1%)
Private study	28 hours (19%)
Assessment	100 hours (67%)
Total	150 hours

### **Private study description**

Private study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions and follow-up reading work.

### **Costs**

No further costs have been identified for this module.

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### **Assessment**

You must pass all assessment components to pass the module.

#### **Assessment group A**

	<b>Weighting</b>	<b>Study time</b>
Reflective e-Portfolio	40%	40 hours
Students will be required to create, manage and integrate learning reflections and responses in an e-Portfolio. The platform will be an approved format of their choosing (e.g. Mahara). The e-Portfolio will include responses to modular content (e.g. workshops, readings, peer reviews), their wider learning (e.g. transdisciplinarity), and track the development of their ideas and resources towards the production of their final SDA piece.		
Student Devised Assessment	60%	60 hours
This is an inter/transdisciplinary research project, demonstrated through a negotiated format. This will be the final piece of assessed work submitted by the student. (2,500 words or equivalent).		

#### **Feedback on assessment**

Students will receive face-to-face formative feedback/feedforward on their ideas and progression throughout the module by their Tutor. They will receive formative written feedback on their e-Portfolio content and progression, and face-to-face feedback on their proposals towards the final SDA. Students will also receive formative feedback in the form of a peer-review session in Week 10, as students present their preliminary SDA work to their peers. Each submitted Assessment piece will receive detailed written feedback/feedforward by their marker.

The e-Portfolio may also be in conjunction with university partners as an international collaborative learning project, which would add an additional peer-review opportunity for formative feedback.

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## **Availability**

### **Courses**

This module is Optional for:

- Year 4 of UFIA-QW26 Undergraduate Film and Literature (with Study Abroad)