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Abstract. The concept of "grobalization" is proposed to complement the popular idea of "glocalization.". In addition, a sociologically relevant concept of "nothing" is defined and juxtaposed with "something.". Two continua are created—grobalization-glocalization and nothing-something—and their intersection creates four quadrants: the grobalization of nothing, glocalization of nothing, grobalization of something, and glocalization of something.

Rethinking Globalization: Glocalization/Grobalization and ...

Presenting a systematic theory of sovereignty and its transformation in international law and politics, Cohen argues for the continued importance of sovereign equality.

Globalization and Sovereignty - Cambridge Core

rethinking family practices david morgan anthony kelly graham publisher palgrave macmillan language english pages 198 isbn 13 9780230527232 isbn 023052723x file pdf 974 kb preview send to Jun 29, 2020 Contributor By : Gilbert Patten Media Publishing PDF ID c82cab5f

Today the debates on globalization between its evangelists and detractors are still raging. In this concise, balanced and accessible new text, Nick Bisley assesses the nature and extent of globalization, the key debates surrounding it and its impact on and significance for world politics.

International experts examine the effects of urbanization and economic globalization on land use and offer new insights to advance understanding and sustainable practice.

Reconsiders the canon of political thought in the context of current world events by presenting debates between the ideas of classical theorists.

In 1968, Argentinean Filmmakers Fernando Solanas and Octavio Getino first articulated the theory of a "Third Cinema" - a revolutionary genre of cinema that would counter oppression on a global scale. Intended to be a "guerilla cinema" geared at contesting the overwhelming dominance of Western cinema, Solana and Getino distinguished "Third Cinema" from other forms of cinema, classifying these other types as First Cinema (commercial cinema epitomized by Hollywood) and Second Cinema. "Third Cinema" was supposed to be a liberatory tool - particularly for the bulk of the world that was subject to European imperialism, such as Latin America, Africa and Asia. Spanning a wide geographical spread of cinemas ranging from Latin America, North and Sub-Saharan Africa, the Caribbean and Asia, this book addresses the following questions: how can we rethink the concept of "Third Cinema" for today? How do new national cinemas - and their accompanying media industries - reflect the concerns of societies that are struggling with the implications of accelerated modernization - and how are these concerns configured in new genres of aesthetics? Is there still a "Third Cinema" component in contemporary cinemas, and if so, how can it be understood?

This collection of essays examines how "the secular" is constituted and understood, and how new understandings of secularism and religion shape analytic perspectives in the social sciences, politics, and international affairs.

This text offers a comprehensive overview of the key aspects of globalisation, their impact on social work and the resulting challenges in practice. The authors draw on post-colonialism to consider the global issues facing social work, such as mass migration, and the ways in which social workers can respond to such difficulties.

First Published in 2006. Routledge is an imprint of Taylor & Francis, an informa company.

If today students of social theory read Jurgen Habermas, Michel Foucault and Anthony Giddens, then proper regard to the question of culture means that they should also read Raymond Williams, Stuart Hall and Slavoj Zizek. The Routledge Handbook of Social and Cultural Theory offers a concise, comprehensive overview of the convergences and divergences of social and cultural theory, and in so doing offers a novel agenda for social and cultural research in the twenty-first century. This Handbook, edited by Anthony Elliott, develops a powerful argument for bringing together social and cultural theory more systematically than ever before. Key social and cultural theories, ranging from classical approaches to postmodern, psychoanalytic and post-feminist approaches, are drawn together and critically appraised. There are substantive chapters looking at – among others – structuralism and post-structuralism, critical theory, network analysis, feminist cultural thought, cultural theory and cultural sociology. Throughout the Handbook there is a strong emphasis on interdisciplinarity, with chapters drawing from research in sociology, cultural studies, psychology, politics, anthropology, women's studies, literature and history. Written in a clear and direct style, this Handbook will appeal to a wide undergraduate and postgraduate audience across the social sciences and humanities.

The global networking promoted by technology, globalization and migration that are occurring at a large scale, requires school systems that develop in the students new types of skills, based on the ability to understand the world and its problems and instill a sense of responsibility and cooperation to enhance the resolution of the great problems of mankind. Rethinking education is essential in a global, transcultural, changing and communicated world. Throughout the book Rethinking Education for a Global, Transcultural World is argued and analyzed how to build relationships between the school and society, and the possibilities of transcending the barriers in different national contexts: Chile, Israel, Mexico, Morocco, Poland, and Spain. The main goal we want to achieve with the contributions made in the book is to know how education systems and schools in different countries respond to the social changes caused by globalization, migration and new communication technologies. The authors are professors of different scientific disciplines and different faiths, cultures and points of view, living the realities described in the chapters and thinking from these realities how to improve and how should be the education in a global, challenging and ever-changing world. We stress the importance of this book and its implications in the education of children and youth and in the preparation of teachers. For this reason, this is a book designed for teachers of primary and secondary schools, parents, principals, supervisors, university teachers who prepare school teachers, university students and those who want to know and think about education in a global and intercultural world and new forms of communication to face learning, whether at local or at world level. The mission of all is continue building education, and to facilitate this work in this book are presented contributions and recommendations of professionals around the world that will allow the reader to know, analyze, understand and appreciate the importance of education to prepare students to function with open and critical thinking in a global world. The chapters do not offer a panacea, but offer many ideas on how, through education, prepare citizens for a global and transcultural society.

RealWorld Evaluation: Working Under Budget, Time, Data, and Political Constraints addresses the challenges of conducting program evaluations in real-world contexts where evaluators and their clients face budget and time constraints. The book is organized around the authors' seven-step model that has been tested in workshops and practice environments to help the evaluation implementers and managers make the best choices when faced with real world constraints. The Third Edition includes a new chapter on gender equality and women's empowerment and discussion of digital technology and data science.

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