Chapter 2
How Did We Get Here?

ABSTRACT

This chapter will explore the globalization era and how the proliferation of digital technologies, transferal of information and services, as well as the establishment of the global market economy developed the interdependent, neoliberal world order that has existed for over 30 years. The chapter will examine leading theories on globalization as well as international organizations that committed much of the international community to each other via treaties, agreements, and alliances.

INTRODUCTION

The evolution of globalization has been as contested as defining the term, theories of globalization use a range of perspectives that are sometimes conflicting, and many theorists utilize the fact that the term is "vague and obscure as its reaches are wide and consistently shifting. Perhaps, more than any other concept, globalization is the debate about it" (Poppi, 1997, P. 300). Kumar (2003) presents characterizations of globalization from an interdisciplinary perspective, focusing on the sociological, economic, legal, political, and social theories of the phenomena in order to provide a clearer, consistent use of the term. Within the sociological framing of globalization, the emphasis is on humanity, Kumar references Richard Kilminster who argues that "globalization is…created spontaneously to reflect people's experiences of the properties of an accelerating phase of the level of social integration compromising the bonds between nation-state" (1999, P. 272).

From this perspective, Kilminster argues that the processes and politics at the transnational level are becoming increasingly sovereign and those at the lower level (national, regional, communal) are being absorbed into and decided by a higher level (1999). He concludes that the result of this shift is that "increasingly the range of decisions which can be taken at the nation-state level is decreasing as the continental and global levels increase in size and complexity" (1999, P. 271).

Further Poppi notes, "Globalization must be understood as the condition whereby localizing strategies become systematically connected to global concerns" (1997, P. 285); this follows the *glocalization* term promulgated around the turn of the 21st century, whereby issues, events, and concerns that were once local can now be consumed and solved at the global level due to increased interconnectedness and digital technologies. This interconnectedness has *flattened* the globe and allowed for the development of a global consciousness that has only intensified as the globalization era progressed; this is evidenced by social movements that begin in one country (or at an even more local level) that transcend borders via digital technologies, in particular, social media platforms that are best equipped to disseminate information, dissent, ideology, etc., and foment mobilization IRL (or in real life). There are a few common threads for globalization theorists that emphasize the sociological perspective, including a focus on the development of a global discourse, social integration, and the diffusion of culture. The political theories of globalization are the other most relevant explanations for this work that Kumar (2003) highlights, and includes a more institutional and affective perspective than in the sociological definition. Baylis, Smith, and Owens (1997) posit that "modernization is part of the globalization process…and captures a change in the world, and refers to processes whereby social relations acquire relatively distanceless and borderless qualities, so that human lives are increasingly played out in the world as a single place" (P. 14).

Various theories of globalization and the new world order have plagued the field of comparative politics for decades and the research that follows highlights the importance of a few prominent theorists, including Samuel Huntington, Thomas Friedman, and Francis Fukuyama. While Huntington did not speak about globalization explicitly, some of his most important works include *Clash of Civilizations*, which foreshadows the future world order. Huntington's thesis examines individual's religious and cultural characteristics after the Cold War, arguing that the primary source of conflicts in the world will tend to be based on culture grounds in the future. In his thesis, Huntington divides the world into "major civilizations"; including Latin

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/how-did-we-get-here/288620

Related Content

The Municipal Map in Portugal: Such a Different Reality From France and Spain
Barbara Luize Iacovino Barreiros (2019). *Constitutional Knowledge and Its Impact on Citizenship Exercise in a Networked Society (pp. 275-292).*
www.irma-international.org/chapter/the-municipal-map-in-portugal/224112

Preparing Critical Educators and Community-Engaged Scholars Through Participatory Action Research
Meagan Call-Cummings, Melissa Hauber-Özerand Jennifer Rainey (2020). *Preparing Students for Community-Engaged Scholarship in Higher Education (pp. 1-20).*
www.irma-international.org/chapter/preparing-critical-educators-and-community-engaged-scholars-through-participatory-action-research/248175

Preparing Pre-service Early Childhood Candidates for Diverse Classrooms: The Open Doors Program
Natalie Young, Gregory James Condermanand Myoungwhon Jung (2021). *Research Anthology on Instilling Social Justice in the Classroom (pp. 450-467).*
www.irma-international.org/chapter/preparing-pre-service-early-childhood-candidates-for-diverse-classrooms/270105

Website-Feature Analysis of Irish Parliamentarians' Performance in Web 2.0 Technologies
Julie Yuwen Chenand Neil Collins (2020). *Handbook of Research on Recent Developments in Internet Activism and Political Participation (pp. 275-289).*
www.irma-international.org/chapter/website-feature-analysis-of-irish-parliamentarians-performance-in-web-20-technologies/257832

Civic Learning and Democratic Engagement in Student Affairs
Hannah Rushe Piechowskiand Nathan Scott (2021). *The Proper Role of Higher Education in a Democratic Society (pp. 170-190).*
www.irma-international.org/chapter/civic-learning-and-democratic-engagement-in-student-affairs/285251