**Guidelines for examiners**

**Examination HGO 4605, Spring 2023**

The students shall write a paper that answers one of the two exam questions. Each of the two exam questions contains sub-questions to guide the students into the respective topic.

The guidelines here are course specific and subject specific. They come in addition to the general grading system of the department.

The following applies to both questions (papers):

-The paper shall not exceed 4000 words, excepting references

-The students shall demonstrate good knowledge of the relevant literature in the syllabus. In addition, they may include material from other scholarly publications if this helps them in highlighting their points

- The empirical examples could be from the syllabus, other academic sources or cases that have attained media attention

- Reflections over theoretical stands (or points of departure) in the literature that they use and over the empirical data that they present should be honored

-It is of course an advantage if the students include more aspects than those that are mentioned below, but these aspects must be clearly relevant to the exam questions

**NB! For use of Artificial Intelligence, see separate instructions**

**Exam Questions and more specific guidelines**

Either

What explains regionalization and shortening of global chains and networks? In what ways does it affect upgrading and downgrading? Use empirical examples and explain why you have chosen the respective examples. Argue shortly whether, or not, you think that globalization is being reversed and the concepts of global value chains and production networks are losing analytical value.

The concepts of regionalization and shortening should be explained. ‘Shortening’ is used to a limited extend in the course literature, but the literature distinguishes between global, regional, and domestic chains and networks. Explanations of regionalization and shortening at different the scale of geopolitical and geoeconomics to the firm level should be lauded, even if the student does not apply the concepts or terms of geopolitics and geoeconomics per see. The student should define economic and social upgrading and downgrading but is free to delimit the answer to either the economic or social. Concepts such as decoupling and reshoring are a useful in discussing causes of regionalization and shortening and outcomes in terms of upgrading and downgrading. If the student uses empirical cases from both the global north and the global south it should be lauded. The last question is open, but it should be lauded if the student refers to the notion of entwined processes of globalization and regionalization.

Or

Discuss possibilities and barriers for workers to exercise power and improve their working conditions in global value chains, production, and destruction networks. How are different concepts (understandings) of institutions, embeddedness structures, and attention to context useful in analyses of such possibilities and barriers? Use empirical examples and explain why you have chosen the respective examples. Comment very shortly on what you think are the strengths and weaknesses of the chains and networks perspective in analyzing the power of labour.

The student is expected explain different forms of power such as associational /organizational power, structural power, symbolic power, and institutional power. Institutions in the form of norms and values, regulatory frameworks and national /local labour relations should be mentioned. Neilson and Pritchard’s (2009) chapter on institutions may serve as a theoretical point of departure for different levels of understanding institutions and the importance of attention to context. There are several examples of possibilities and barriers for workers to exercise power in the course literature. If the candidate also demonstrates possibilities and barriers for workers to exercise power from other scholarly literature or public media, it should be lauded. The last question is open.