

2018

Guidelines for examiners, HGO 4605

The students shall write a paper that answers one of the two exam questions. Each of the two exam questions contains a number of 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 6000 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 have to be clearly relevant to the exam questions

Question 1:

Make a short account of the chains and networks approach. How are the concepts of power and governance conceptualized in this approach? And what are the possibilities and barriers for *workers and consumers* to exercise power in global chains and networks? To what extent and how can you benefit from the concept of global destruction networks in this analysis? Use empirical examples to highlight your points.

Guidelines:

A general account of key characteristics of the chains and networks approach (treated as one perspective) is sufficient. However, the students should comment on some differences and similarities in how the chains and networks approach respectively addresses power and governance. The part on barriers and possibilities calls for definitions of power and governance. The best students will also be able to operationalize the concepts. The students should discuss relationships between the power of workers and consumers, for example, how consumers may enhance the power of workers. The best students will also reflect on the relationship between governance structures and the power of workers and consumers. The question is open regarding examples of barriers and possibilities, but the students should be able to argue convincingly about their choice of examples. The students should define the concept of global destruction networks and may use it to highlight the precariousness of informal workers under certain conditions. At a much more advanced level, it

could also provide an entry point to the concept of the surplus value of labor and then some reflections on how this may contribute to analyses of power in chains and networks.

Question 2:

Make a short account of the claim that the global economic power is shifting towards the East and the South. In this context, what are the possibilities and barriers of tapping into global chains and networks? And having tapped into a chain or network, what explains whether this leads to upgrading, downgrading or regional development? To what extent and how are concepts such as embeddedness, institutions and strategic coupling and decoupling useful to this analysis? Use empirical examples to highlight your points.

Guidelines:

The first sub-question should be relatively easy. All of the students should be able to mention several reasons for the claim. The best students may also discuss the importance of some of the reasons they list. It should be honored if they also refer to meta-theoretical explanations of the shift of manufacturing activities to the global south (and global east). The question about possibilities and barriers to tapping into chains and networks is open. It relates to what firms and locations can offer, and the students may draw on Coe et al. 2004 and their concept of strategic coupling. The concepts of upgrading, downgrading and regional development need to be explained. The same applies to embeddedness, institutions and strategic coupling and decoupling. Students who manage to relate the various concepts to the chains and network approaches respectively should be honored. There are many examples in the syllabus of the importance of local linkages for upgrading and regional development and the challenges of creating such local linkages. The students can draw on these in their discussions of what explains upgrading, downgrading or regional development.