

As ICT Spawns New Social Movements, Capitalist Globalization Competes with Global Regionalization for Supremacy of Global Change. The case of Education

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Over the centuries, technology has spearheaded change. In the past quarter of a century, the Information Communication Technology (ICT) has facilitated the expansion of capitalist globalization; while the latter has resulted in massive capital accumulation in some parts of the world and thus improving the quality of life of some, in others, there has been a dearth of capital. With the aid of ICT capital has not only reached the far corners of the earth, it has also affected the life style of millions of people, some positively, others negatively. ICT, as the newest and probably the most effective technology today has an overarching and pervasive effect on our lives. It has changed the socio-cultural and economic trajectory of the world. There is hardly any activity we undertake today that is not ICT based. A pertinent question to ask is whether, at last we have identified real technological determinism without risking the academic wrath of those who argue that in practice, such a socio-cultural phenomenon is tempered by human intervention? In this paper, I hold the view that ICT unambiguously qualifies for "technological determinism". Its capacity to "globalize" the world is equally matched by its ability to generate new social movements by bringing together in virtual space like-minded individuals who form extensive social networks and whose sole objective is to effect global change, and equally to hold leaders and authorities responsible for global social justice, economic freedom, opportunity for self expression, and to force them to narrow the gap between the rich and poor, a gap that has widened as a result of the extensive out reach of global capitalism.

As capitalist globalization consolidates itself, another socio-economic and political arrangement, Global Regionalization, fiercely competes with global capitalism for supremacy in development model and global change. Together, these two have caused quite a change in how we conduct our political and economic affairs. While global capitalism disseminates capital and capitalism on a global scale, global regionalization pulls resources of its members in specific geographic areas. As capitalist globalization intensifies, we observe a shift in the concept and practice of "class" because, *inter alia*, the authority of the nation state is declining and there is no longer as firm a ground as used to be the case from which the working class can launch its attack; besides, the new kind of class is now more complex and manipulative than the traditional working class.

Because the radius of activity is more restrictive for the actors of global regionalization to operate, it does not necessarily mean that "class" is not as convoluted in its *modus operandi*, as class on a global level. But whatever differences might be between capitalist globalization and global regionalization, both models encourage neo-liberal economies and academic capitalism. With these new directions in our economy and society, policies that are in consonance with them are enacted and implemented. This paper uses education as an example of concrete global change, a change which has been indirectly facilitated by ICT.



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A fundamental question has been left unanswered: It is how do we study and how can we study **change** today, a change that springs from so many socio-cultural and politico-economic variables? Do we adopt a trans-disciplinary cum mega, meso and micro level approaches with qualitative and quantitative methodologies?



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