Course Outline

Part I

Programme Title : Undergraduate Programmes
Programme QF Level : 5
Course Title : Globalization: Issues and Perspectives
Course Code : SSC4136
Department : Social Sciences
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 4

Part II

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives
1. **Course Synopsis**
   This course aims to lead students to examine critically various emergent global issues and concerns. Through revisiting the key concepts and analysing important and pivotal global political, cultural, social, economic, and environmental issues, students will develop an appreciation of multiple perspectives on the emergent and perennial issues and also an understanding of how they relate to similar issues at the national and local levels.

2. **Course Intended Learning Outcomes (CILOs)**
   *Upon completion of this course, students will be able to:*
   - **CILO1** grasp the key concepts and theoretical constructs related to globalization;
   - **CILO2** analyse current global issues from multiple perspectives and dimensions;
   - **CILO3** critically examine the dialectic relationships among the local, the national, and the global; and
   - **CILO4** develop the sense of global awareness and concern.

3. **Content, CILOs and Teaching & Learning Activities**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization – theoretical constructs and divergent views;</td>
<td><strong>CILO1, 3</strong></td>
<td>Lectures; video-analysis; artifact analysis</td>
</tr>
</tbody>
</table>
| Using the global-regional-local nexus and political economy perspective as the analytic framework for the study of global issues; | **CILO2, 4** | • Group discussion  
• Video analysis; comparative case studies; textual inquiry  
• Dialogic inquiry; video / documentary analysis; case studies; role-play  
• Textual inquiry; dialogic inquiry; field-based study  
• Video-audio |
| i. global political issues: e.g. nationalism and nation-states; human rights and democracy; global governance;  
ii. global cultural/social issues: e.g. homogeneity and heterogeneity of global cultures; diffusion of culture across localities; the hybridity of | | |

global/local culture; traditional culture under globalization;

iii. global economic issues:
e.g. economic interdependence and integration; multinational corporations and economic dependence; underdevelopment and poverty; convergence and divergence of income; and

iv. Belt and Road Initiative, China and Hong Kong

| Reflections on the individual under globalization: A personal project | CILO3, 4 | Dialogic inquiry; group discussion |

4. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation in tutorial group discussion</td>
<td>20%</td>
<td>CILO1, 2, 3, 4</td>
</tr>
<tr>
<td>Two in-class tests</td>
<td>40%</td>
<td>CILO1, 2, 3, 4</td>
</tr>
<tr>
<td>Group project</td>
<td>40%</td>
<td>CILO1, 2, 3</td>
</tr>
</tbody>
</table>

5. Required Text(s)

1. Introduction

2. History of Globalization
3. Globalization of Production and Distribution

4. Financial Globalization and Crises

5. Income Divergence and Convergence under Globalization

6. The End of Nation-States?
7. Clash of Civilization?

8. Cultural Globalization

9. Globalization and Traditional Chinese Medicine

10. Belt and Road Initiative, Globalization and Hong Kong
6. **Recommended Readings (General)**


Held, D., & McGrew, A. 著，林祐聖、葉欣怡譯（2005）：《全球化與反全球化》，台北，弘智文化事業有限公司。

朱耀偉（2005）：《愛恨地球村：透視全球化現象》，香港，天窗出版。

馬國明（主編）（2002）：《不公平的規則：貿易全球化與貧窮》，香港，樂施會。

塞格雷拉（2003）：《全球化與世界體系》，北京，社會科學文獻出版社。

7. **Related Web Resources**

Globalization101

http://www.globalization101.org/

Global Policy Forum

http://www.globalpolicy.org/globalization.html
http://www.oecd.org/  

Share The World’s Resources  
http://www.stwr.org/globalization/  


http://yaleglobal.yale.edu/  

公民教育聯席—全球化  
http://www.hkace.net/globalization/  

世界宣明會（2010）  
http://www.worldvision.org.hk/world/index1.html  

樂施會貿易要公平網站（2010）  
http://www.maketradefair.org.hk/trad_06/concern3_8.asp  

樂施會無窮校園（2010）  
http://www.cyberschool.oxfam.org.hk  

8. Related Journals  

*The Economist.* (Highly Recommended)  
*Globalizations.* Routledge.  
*Economics of Innovation and New Technology.* Routledge.  
*Journal of Development Studies.* Taylor & Francis Ltd.  
*World Development.* Elsevier.
9. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* ([https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89](https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)). Students should familiarize themselves with the Policy.

10. **Others**

Newspaper articles will be extensively used for current issues-inquiry.

*Updated : July 2019*