

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Master of Social Sciences in Global Hong Kong Studies
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: <b>From Area to Global Studies: Conceptual Foundations and Selected Issues</b>
<b>Course Code</b>	: SSC6265
<b>Department</b>	: Social Sciences
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 6

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### 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 seeks to offer students the concepts and theories in global and area studies as the building blocks for their study of the related issues and themes. Starting from the origin of area studies as an academic field in the postwar era, it shall trace the changing fashions in the study of developing world and how contemporary social and political circumstances prompted our academic endeavour to shift from area to global studies. Selected issues from East Asian development will also be discussed to illustrate the understanding of Hong Kong development from a global and comparative perspective.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> demonstrate knowledge of the key concepts and theories in global and area studies
- CILO<sub>2</sub> apply the skills and methods to study related themes and issues
- CILO<sub>3</sub> revisit the concepts and theories through practices
- CILO<sub>4</sub> appreciate the diverse cultures and multiple perspectives in global and area studies

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Global and area studies: A Genealogy	<i>CILO<sub>1,3,4</sub></i>	Literature review, textual inquiry, discussion.
The methodologies of global and area studies: quantitative and qualitative approaches	<i>CILO<sub>1,3</sub></i>	Video analysis, Literature review, textual inquiry, discussion.
Major conceptual frameworks for global and area studies: i) Modernization ii) Dependency iii) World-system iv) Nation-states and institutions v) Globalization and Neoliberalism	<i>CILO<sub>1,3,4</sub></i>	Literature review, Video-analysis, debate, discussion, co-operative learning, web-research, group presentation.
Illustrating global and area studies: Comparative perspectives on the postwar rise of East Asia in global development i) The East Asian NIEs: South Korea,	<i>CILO<sub>2,3,4</sub></i>	Workshops/seminar, guest lectures, textual analysis, field and site-based learning, object-based inquiry, web-search,

Course Content	CILOs	Suggested Teaching & Learning Activities
Taiwan, Singapore and Hong Kong ii) Globalization and Chinese Medicine iii) Educational Systems		archive research.
Putting concepts and methods in practice: forging a student-directed research agenda of global and area studies	<i>CILO</i> <sub>2,3,4</sub>	Group presentations, seminars, workshops, guest lectures, reflections, concept reconstruction, literature review.

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Class Performance and Participation	20%	<i>CILO</i> <sub>1, 4</sub>
2. Exercise in Problem-based: Learning: Students will be asked to address a real-world development problem by using the concepts and tools presented in World Bank's World Development Report 2017. It is one of the most cutting edge report/ manual on how to tackle developmental issues from an institutional perspective. A group report and presentation will be required.	40%	<i>CILO</i> <sub>1,2,3,4</sub>
3. Individual Research Proposal (no more than 5000 words): Select an issue from global and area studies, start from concrete empirical puzzle in selected crossnational and/or global contexts, review the related theory (theories) and relevant literature, design a research with specific research methods, and formulate broad research questions.	40%	<i>CILO</i> <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings (Tentative)

(Detailed and updated list of readings will be available in our course's Moodle e-learning website. Entry via our EduHK portal: <https://portal.eduhk.hk/>.)

### **6.1 Global and area studies: A Genealogy**

Basedau, M. and Köllner, P., 2007. Area studies and comparative area studies: A primer on recent debates and methodological challenges. *Japan aktuell*, 2, pp.3-34.

Capello, R. and Nijkamp, P. eds., 2010. *Handbook of regional growth and development theories*. Edward Elgar Publishing.

Chong, T., 2007. Practising Global Ethnography in Southeast Asia: reconciling area studies with globalisation theory. *Asian Studies Review*, 31(3), pp.211-226.

### **6.2 The Methodologies of global and area studies: quantitative and qualitative approaches**

Babones, S.J., 2013. *Methods for quantitative macro-comparative research*. Sage Publications.

Lange, M., 2012. *Comparative-historical methods*. Sage.

Ragin, C., 1987. The comparative method: Moving beyond qualitative and quantitative methods. *Berkeley: University of California*.

Skocpol, T. and Somers, M., 1980. The uses of comparative history in macrosocial inquiry. *Comparative studies in society and history*, 22(2), pp.174-197.

### **6.3 Major conceptual frameworks for global and area studies**

Chase-Dunn, C. and Grimes, P., 1995. World-systems analysis. *Annual review of sociology*, 21(1), pp.387-417.

Portes, A., 1997. Neoliberalism and the sociology of development: emerging trends and unanticipated facts. *Population and development review*, pp.229-259.

Portes, A., 2006. Institutions and development: A conceptual reanalysis. *Population and Development Review*, 32(2), pp.233-262.

Rueschemeyer, D., & Evans, P. (1985). The State and Economic Transformation: Toward an Analysis of the Conditions Underlying Effective Intervention. In P. Evans, D. Rueschemeyer, & T. Skocpol (Eds.), *Bringing the State Back In* (pp. 44-77). Cambridge: Cambridge University Press.

So, A.Y., 1990. *Social change and development: Modernization, dependency and world-system theories* (No. 178). Sage.

Valenzuela, J.S. and Valenzuela, A., 1978. Modernization and dependency: Alternative perspectives in the study of Latin American underdevelopment. *Comparative politics*, 10(4), pp.535-557.

Viterna, J. and Robertson, C., 2015. New directions for the sociology of development. *Annual Review of Sociology*, 41, pp.243-269.

Weiss, L., 1997. Globalization and the Myth of the Powerless State. *New left review*, (225), pp.3-27.

World Bank. 2017. *World Development Report 2017: Governance and the Law*. (<http://www.worldbank.org/en/publication/wdr2017>)

#### **6.4 Illustrating global and area studies: Comparative perspectives on the postwar rise of East Asia in global development**

Acemoglu, D., Johnson, S. and Robinson, J.A., 2000. *The colonial origins of comparative development: An empirical investigation* (No. w7771). National bureau of economic research.

Chiu, S. and Lui, T.L., 2009. *Hong Kong: becoming a Chinese global city*. Routledge.

Chiu, S., Ho, K.C. and Lui, T.L., 1995. A tale of two cities rekindled: Hong Kong and Singapore's divergent paths to industrialism. *Journal of Developing Societies*, 11, pp.98-122.

Lange, M., Mahoney, J. and Vom Hau, M., 2006. Colonialism and development: A comparative analysis of Spanish and British colonies. *American Journal of Sociology*, 111(5), pp.1412-1462.

Mahoney, J., 2010. *Colonialism and postcolonial development: Spanish America in comparative perspective*. Cambridge University Press.

So, A.Y. and Chiu, S., 1995. *East Asia and the world economy*. Sage.

So, A.Y. and Chiu, S.W., 1996. Modern East Asia in World-Systems Analysis. *Sociological inquiry*, 66(4), pp.471-485.

So, Alvin Y and Stephen WK Chiu. 1998. "Geopolitics, Global Production, and the Three Paths of Development in East Asia." *Journal of Developing Societies* 14: 127-143.

#### **6.5 Practising global and area studies**

Barrett, Terry. no date. "What is Problem-Based Learning?" ([http://www.aishe.org/readings/2005-1/barrett-What\\_is\\_Problem\\_B\\_L.html](http://www.aishe.org/readings/2005-1/barrett-What_is_Problem_B_L.html))

Booth, W.C., Colomb, G.G. and Williams, J.M., 2003. *The craft of research*. University of Chicago press.

Bouma, G.D., Atkinson, G.B.J. and Dixon, B.R., 1995. *A handbook of social science research*. Oxford University Press, USA.

Center for Teaching and Learning, Stanford University. 2001. "Problem-based Learning" *Speaking of Teaching* Vol. 11 no.1. ([https://web.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/problem\\_based\\_learning.pdf](https://web.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/problem_based_learning.pdf))

D.R. Rowland. no date. Annotated Sample Research Proposal: Process and Product. (<http://uq.edu.au/student-services/pdf/learning/research-proposal-sample-v2.pdf>)

Massengill, Rebekah. no date. "The Soc 300 Companion: A Guide to Writing Your Sociology JP Research Proposal" Princeton University. [available online]

Peters, M.J., Howard, K. and Sharp, M.J.A., 2012. *The management of a student research project*. Gower Publishing, Ltd..

Philippe C. Schmitter. 2002. "The 'Ideal' Research Proposal". [available online for free download at Google]

Silverman, D., 2013. *Doing qualitative research: A practical handbook*. SAGE Publications Limited.

## 7. Related Web Resources

- Asia Association for Global Studies  
<http://asia-globalstudies.org/>
- GIGA German Institute of Global and Area Studies  
<http://www.giga-hamburg.de/en/>
- Global Issues  
<http://www.globalissues.org/article/39/a-primer-on-neoliberalism/>
- Immigration Research Now  
<https://sites.google.com/site/immigrationresearchnow/transnationalism/>
- Settler Colonial Studies Blog  
<http://settlercolonialstudies.org/>
- Stanford Encyclopedia of Philosophy  
<http://plato.stanford.edu/entries/colonialism/>
- The Postcolonial Literature and Culture Web  
<http://www.postcolonialweb.org/>
- The Economist  
<https://www.economist.com/>
- FT 中文网  
<http://www.ftchinese.com/>

## 8. Related Journals

- *International Area Studies Review*
- *International Journal of Area Studies*
- *Journal of Current Chinese Affairs*
- *Journal of Current Southeast Asian Affairs*
- *Journal of International and Global Studies*
- *New Global Studies*

- *The Global Studies Journal*
- *World Development*
- 《國際關係研究月刊》（月刊）。香港：香港國際問題研究所。
- 《現代國際關係》（月刊）。北京：中國現代國際關係研究院。

## **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>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil

*Updated : August 2021*