

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Geography); all undergraduate programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	<b>Globalisation and Social Changes</b>
<b>Course Code</b>	:	SSC3308
<b>Department</b>	:	Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	EMI
<b>Course Level</b>	:	3

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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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 introduce students to knowledge and skills essential for exploring how globalization as an economic, political, cultural, and technological process has shaped social changes, and the consequential impacts on multileveled communities within which people's senses of power, wealth, and identity are socially constructed. Understanding social changes from macro-sociological perspectives will be central to the course, as will the relevance to contemporary development issues in a variety of communities from global to national and local levels. Students will be engaged in theorizing the world's historical trajectory resulted in today's conventional understandings of the world order and modernity, emerging globality, and inquiry-based learning about relevant issues in their immediate communities.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> Demonstrate comprehensive understanding of sociology's rich and fruitful analytical lens for understanding macro transition of human society;
- CILO<sub>2</sub> Utilize appropriate theoretical approaches for studying thematic issues featuring social changes and mobility in the dynamics of globalization;
- CILO<sub>3</sub> Critically evaluate the strength and limitations of the theories of development when applied in different social contexts;
- CILO<sub>4</sub> Gain hands-on experience of investigating and interpreting the ongoing social changes in the lived realities and immediate communities.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
<i>Sociological approaches to theorising social changes</i> Exploring worldwide social change through the lenses of <ul style="list-style-type: none"><li>• Modernization</li><li>• Dependency</li><li>• Developmental state</li><li>• Globalization discourses</li></ul>	<i>CILO<sub>1,3</sub></i>	<ul style="list-style-type: none"><li>• Lectures</li><li>• Tutorial</li></ul>
<i>Thematic issues on social changes</i> <ul style="list-style-type: none"><li>• Changing patterns of economic growth and global north-south inequality</li><li>• Modernity and globality</li><li>• Economic integration and segregation</li><li>• Great power cooperation and competition</li><li>• Global cultural convergence and divergence</li></ul>	<i>CILO<sub>2,3,4</sub></i>	<ul style="list-style-type: none"><li>• Lectures</li><li>• Seminar</li></ul>
<i>Case studies in communities</i> <ul style="list-style-type: none"><li>• Identity (re)construction in multicultural communities</li></ul>	<i>CILO<sub>1,3,4</sub></i>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Forum</li><li>• Community-based</li></ul>

Course Content	CILOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> <li>Different forms of local adaptation or resistance to globalization</li> <li>Production and diffusion of global culture</li> </ul>		inquires

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>(a) Test</b> Students are required to pass a test checking the understanding of the theories of development. Students are expected to appropriately elaborate the theoretical categories, strength, and limitations.	30%	<i>CILO<sub>1, 3</sub></i>
<b>(b) Individual Essay</b> Students are required to write a review of literature with focus on one of the thematic issues covered by the course.	30%	<i>CILO<sub>2, 4</sub></i>
<b>(c) Group Research Project</b> Students are required to form groups to work on a case study, investigating the impact of globalization on the transitions of a specific community.  Each group is required to do a PowerPoint Presentation of the research findings, followed by a written report.	40%	<i>CILO<sub>1, 2, 3, 4</sub></i>

#### 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

*Chapters from the following books*

- Giddens, A. (1999). *A Runaway World: How Globalization is Reshaping Our Lives*. New York: Routledge.
- Held, D. (1999). *Global Transformations: Politics, Economics and Culture*. Stanford, California: Stanford University Press.
- Preston, P. (1996). *Development Theory: An Introduction to the Analysis of Complex Change*. New Jersey: Wiley-Blackwell.
- Roberts, J. T., & Hite, A. (2000). *From Modernization to Globalization: Perspectives on Development and Social Change*. Oxford: Blackwell.
- Sutton, P. W., & Giddens, A. (2017). *Sociology* (8th ed.). Cambridge: Polity.

## 7. Recommended Readings

*Sociological Theories of Development*

- Peet, R., & Hartwick, E. (2015). *Theories of Development: Contentions, Arguments, Alternatives*. New York: The Guilford Press.
- Viterna, J., & Robertson, C. (2015). New Directions for the Sociology of Development. *Annual Review of Sociology*, 41, 5.1-5.27.
- Webster, A. (1984). *Introduction to the Sociology of Development*. London: Palgrave.

*Globalization Discourses*

- Guillen, M. F. (2001). Is Globalization Civilizing, Destructive or Feeble? A Critique of Five Key Debates in the Social Science Literature. *Annual Review of Sociology*, 27, 235-260.
- Ritzer, G. (2003). Rethinking globalization: glocalization/globalization and something/nothing. *Sociological Theory*, 21(3), 193-209.
- McGillivray, A. (2006). *A Brief History of Globalization: The Untold Story of our Incredible Shrinking Planet*. Baker & Taylor Books.

*Globalization and Social Changes*

- Almeida, Paul, and Chris Chase-Dunn. (2018). "Globalization and Social Movements." *Annual review of sociology* 44 (1):189-211.
- Kis-Katos, Krisztina, Janneke Pieters, and Robert Sparrow. (2018). "Globalization and Social Change : Gender-Specific Effects of Trade Liberalization in Indonesia." *IMF economic review* 66 (4):763-793.
- Nem Singh, J., & Ovadia, J. S. (2018). The theory and practice of building developmental states in the Global South. *Third World Quarterly*, 39(6), 1033-1055. doi:10.1080/01436597.2018.1455143
- Rasler, K., & Thompson, W. R. (2009). Globalization and North–South Inequality, 1870–2000: A Factor for Convergence, Divergence or Both? *International Journal of Comparative Sociology*, 50(5-6), 425–451. doi:10.1177/0020715209339881.

Pan, S.-Y., & Lo, T.-Y. J. (2017). Re-conceptualizing China's Rise as a Global Power: A Neo-tributary Perspective. *The Pacific Review*, 30(1), 1-25. doi:10.1080/09512748.2015.1075578

Perrons, Diane. (2004). *Globalization and social change: people and places in a divided world*. London: Routledge.

#### *Social issues acrossing local, national and global scopes*

Castles, Stephen. (2018). "Social Transformation and Human Mobility: Reflections on the Past, Present and Future of Migration." *Journal of intercultural studies* 39 (2):238-251.

Chiu, S. W.-k., & Wong, K. T.-w. (2017). Happiness of Hong Kong youth from 2000 to 2014: empirical evidence on the differential impact of socioeconomic conditions on youth versus other age groups. *Journal of Youth Studies*, 21(3), 253-271.

Pan, S.-Y. (2011). Education abroad, human capital development, and national competitiveness: China's brain gain strategies. *Frontiers of Education in China*, 6(1), 106-138.

Poland, M. J. (2005). *Understanding Terrorism: Groups, Strategies, and Responses*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Tausch, Arno. 2013. "Reconsidering Migration, Globalization and Social Conditions in the World System." *Bogazici Journal, Review of Social, Economic and Administrative Studies*, 27 (2):31-64.

Spires, R., & Cox, J. T. (2016). Addressing social capital for disadvantaged youth: Youth and teacher perceptions of a youth development program in Hong Kong. *Cogent Social Sciences*, 2(1), 1191105. doi:10.1080/23311886.2016.1191105

#### *Community Responses to Globalization*

Castles, Stephen. (2011). "Migration, Crisis, and the Global Labour Market." *Globalizations* 8 (3):311-324.

Held, D. & McGrew, A. (2007). *Globalization / Anti-Globalization*. Cambridge: Polity.

Lui, Tai-lok (2014). Opportunities and tensions in the process of educational globalisation: the case of Hong Kong. *Asia Pacific Viewpoint*, 55(2), 132-143.

Otero, Gerardo. (2011). "Neoliberal Globalization, NAFTA, and Migration: Mexico's Loss of Food and Labor Sovereignty." *Journal of poverty* 15 (4):384-402.

Waters, Johanna L. (2008). *Education, Migration, and Cultural Capital in the Chinese Diaspora : Transnational Students Between Hong Kong and Canada*. Amherst, N.Y.: Cambria Press.

## **8. Related Web Resources**

- Sociology at Three Different Levels

<http://www.opentextbooks.org.hk/ditatopic/28844>

- Globalization: Definition, Benefits, Effects, Examples – What is Globalization?  
<https://youmatter.world/en/definition/definitions-globalization-definition-benefits-effects-examples/>
- How Globalization Affects Developed Countries  
<https://www.investopedia.com/articles/economics/10/globalization-developed-countries.asp>
- What is Social Change and Why Should We Care?  
<https://www.snhu.edu/about-us/newsroom/2017/11/what-is-social-change>
- Reflecting on the Change Migration Brings about: Migrant Houses and Socio-economic Hierarchies in Pakistan  
<https://www.mignex.org/publications/reflecting-change-migration-brings-about-migrant-houses-and-socio-economic-hierarchies>
- How Much Does Migration Change Receiving Societies?  
<https://gsbtb.org/2017/04/06/how-much-does-migration-change-receiving-societies/>
- How Does Migration Shape Economic and Social Development?  
<https://blogs.worldbank.org/peoplemove/how-does-migration-shape-economic-and-social-development>
- How Immigration Has Changed the World – For the Better  
<https://www.weforum.org/agenda/2016/01/how-immigration-has-changed-the-world-for-the-better/>
- Global Migration's Impact and Opportunity  
<https://www.mckinsey.com/featured-insights/employment-and-growth/global-migrations-impact-and-opportunity>
- Will COVID-19 Change How We Think about Migration and Migrant Workers?  
<https://www.weforum.org/agenda/2020/05/covid-19-coronavirus-migration-migrant-workers-immigration-policy-health-securitization-risk-travel-bubbles/>
- Migrant Social Networks: Vehicles for Migration, Integration, and Development  
<https://www.migrationpolicy.org/article/migrant-social-networks-vehicles-migration-integration-and-development>
- Exploring How Migration Changes the Places Where We Live  
<https://www.open.edu/openlearn/society-politics-law/sociology/exploring-how-migration-changes-the-places-where-we-live>
- Why today's migration crisis is an issue of global economic inequality  
<https://www.fordfoundation.org/just-matters/just-matters/posts/why-today-s-migration-crisis-is-an-issue-of-global-economic-inequality/>
- What Is the Meaning of Globalization in Sociology?  
<https://www.thoughtco.com/globalization-definition-3026071>

## **9. Related Journals**

*International Sociology*

*Globalizations*

*Geography Compass*

*Global Network*

*Migration Study*

*International Migration*

*Globalisation, Societies and Education*

*Population, Space and Place*

*Journal of Ethnic and Migration Studies*

*Cambridge Journal of Regions, Economy and Society*

## **10. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

To protect the interests of the instructor, students and other owners of intellectual property associated with this course, all material in this course is copyrighted. Lectures, classroom discussions, comments, statements, publications, readings, information, words, ideas, images, Web pages and all other materials associated with this course are copyrighted. They may be used for your own personal learning in this course, but they must not be shared outside the course setting or distributed in any way by copying, electronic transmission, sharing on social media, uploading to the Internet/World Wide Web or by any other means now or in the future without prior written permission from the instructor and other potential copyright owners. This copyright applies universally, and all rights are reserved. You will be legally and financially liable if you violate this copyright. Financial liability could be very high, as might be any legal penalties. To deter violations, protection of this copyright will be actively pursued to the fullest extent allowed by law.

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