

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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|-------------------------------|--|
| Programme Title: | Bachelor of Education (Honours); All undergraduate programmes |
| Programme QF Level: | 5 |
| Course Title: | Globalization: Trends and Development |
| Course Code: | SSC3137 |
| Department: | Social Sciences and Policy Studies |
| Credit Points: | 3 |
| Contact Hours: | 39 |
| Pre-requisite(s): | Nil |
| Medium of Instruction: | English |
| Course Level: | 3 |

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 is an interdisciplinary introduction to the political, economic, cultural and technological developments of the increasingly globalized world. After tracing the process of globalization, students will analyze how it has been shaping and affecting the global trends of development and human activities in various aspects and contexts. This course aims to lay a knowledge base for students to examine critically the issues and perspectives of globalization at a higher level of study to be followed.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate an understanding of the process of globalization and characteristics of the world system;
- CILO₂ identify the impact of globalization in terms of selected key social, economic, political and environmental trends; and
- CILO₃ analyze the impact of these current social, economic, political and environmental trends in the Hong Kong/China context.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|-------------------------|---|
| The globalizing world: changing paradigms; | <i>CILO₁</i> | Lectures; discussion |
| Examination of some of the selected emerging global trends: i. major trends and impacts of economic globalization; actors of economic globalization ii. information society and economic growth iii. the widening economic gap among countries and between people within countries; iv. the impact of information technologies, the Internet, and social media on individuals and society; v. the increasing inequalities between those who have access to information and technologies and those who do not, i.e., "the digital divide"; | <i>CILO₂</i> | Lectures; role play; group discussion; debate; dialogic inquiry; field-based inquiry; video-analysis; textual inquiry; case studies and cross-case comparison; and statistical analysis |

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|-------------------------|--|
| vi. the emergence of global organizations and global governance; vii. patterns of global population mobility and the impact on citizenship and identity; viii. impact of globalization on education; and ix. global development in cultural and civilizations | | |
| Impact of global trends on the development of Hong Kong and mainland China. | <i>CILO₃</i> | Lectures; textual inquiry |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|--|---------------|-----------------------------|
| Group presentation: In groups, students are required to select a country, except China, and consider what stage of e-development is more appropriate in describing the situation of e-technology applications in its territory. Justify your arguments with facts and figures, and give policy recommendations, as appropriate. | 30% | <i>CILO_{1,2,3}</i> |
| Individual news analysis: Students are required to write a critical commentary on a news article provided by the instructor and discuss how the content relates to concepts presented in lectures. | 30% | <i>CILO_{1,2,3}</i> |
| Examination: Students are required to attend a 2-hour examination consisting of multiple choice, true and false, short answer and essay questions. | 40% | <i>CILO_{1,2,3}</i> |

5. Required Text(s)

Nil

6. Recommended Readings

Globalization: An Introduction

Scholte, Jan Aart. (2008). Defining Globalisation. *World Economy*, 31(11), 1471-1502.

Held, D., McGrew, A., Goldblatt, D., *and* Perraton, J. (2000). Introduction. In *Global Transformations: Politics, Economics and Culture* (p.1-14). Palgrave Macmillan UK.

Global Politics

McGrew, A. (2013). Globalization and Global Politics. In J. Baylis, S. Smith & P. Owens (Eds.), *The Globalization of World Politics*. Oxford, UK: Oxford University Press.

Lidén, J. (2014). The World Health Organization and Global Health Governance: post-1990. *Public Health*, 128(2), 141-147.

Global Economy

Balaam, D. and Dillman, B. (2014). The Production and Trade Structure. In *Introduction to International Political Economy*. New York: Pearson (6th ed.)(e-book)

Marin, D. (Apr 3, 2020). How COVID-19 Is Transforming Manufacturing. *Project Syndicate*.

Global Citizenship and Identities

Davies, I., Ho, L. C., Kiwan, D., Peck, C. L., Peterson, A., Sant, E., & Waghid, Y. (Eds.). (2018). *The Palgrave Handbook of Global Citizenship and Education*. London: Palgrave Macmillan.

Yuen, C. Y., & Leung, C. S. S. (2019). Belonging and Connectedness: Identity, Religiosity and Aspiration of Immigrant Muslim Youth in Hong Kong. *Asia Pacific Journal of Education*, 1-13.

Global Inequality and the Digital Divide

Jason Hickel. (2017). Is Global Inequality Getting Better or Worse? A Critique of the World Bank's Convergence Narrative. *Third World Quarterly*. 38(10): 2208-2222.

United Nations. Department of Economic and Social Affairs. (2020). The Technological Revolution: Winners and Losers. In *World Social Report 2020: Inequality in a Rapidly Changing World*. UN.pp.57-80.

Information Society

Ritzer, G., & Dean, P. (2018). High-Tech Global Flows and Structures. In *Globalization: The Essentials (2nd ed.)*(pp.143-170). Hoboken, NJ: Wiley-Blackwell.

Bahrini, R., & Qaffas, A. A. (2019). Impact of Information and Communication Technology on Economic Growth: Evidence from Developing Countries. *Economies*, 7(1), 21.

Globalization and Education

Stromquist, N. P., & Monkman, K. (Eds.). (2014). *Globalization and Education: Integration and Contestation across Cultures*. Lanham, MS: R&L Education.

Pan, S.-Y. (2010). Changes and Challenges in the Flow of International Human Capital: China's Experience. *Journal of Studies in International Education*, 14(3), 259-288.

Global Mobility

Triandafyllidou, A. (2018). Globalisation and Migration: An Introduction. In Triandafyllidou, A. (Ed.) *Handbook of Migration and Globalisation*. Edward Elgar Publishing.

Waldinger, R. (2015). *The Cross-border Connection: Immigrants, Emigrants, and their Homelands*. Cambridge: Harvard University Press.

Globalization and Civilizations

Ritzer, G., & Dean, P. (2018). Global Culture and Cultural Flows. In *Globalization: The Essentials (2nd ed.)*(pp.171-197). Hoboken, NJ: Wiley-Blackwell.

Lindgren, S. (2017). Mobile Culture. In *Digital Media and Society* (pp.195-210). Sage.

7. Related Web Resources and Chinese References

Brookings Institution

<https://www.brookings.edu>

Global Policy Forum

<https://www.globalpolicy.org/>

Global Issues

<https://www.globalissues.org/>

Global Citizenship Education, UNESCO

<https://en.unesco.org/themes/gced>

Global Citizenship Education, Oxfam Hong Kong

<https://www.oxfam.org.hk/en/what-we-do/development-education/global-citizenship-education/global-citizenship-education>

Human Development Reports, United Nations Development Programme

<https://www.hdr.undp.org/>

Hong Kong Fair Trade Power

<https://www.hkfairtradepower.com/>

McKinsey Global Institute

<https://www.mckinsey.com>

Organization for Economic Development and Co-operation

<https://www.oecd.org>

Yale Global Online

<https://yaleglobal.yale.edu/>

8. Related Journals

American Sociological Review. American Sociological Association.

Asian Journal of Communication. Routledge.

Economics of Innovation and New Technology. Routledge.

The Economist.

Foreign Policy.

Global Economic Review. Routledge.

Globalizations. Routledge.

Globalisation, Societies and Education. Routledge.

Global Journal of Emerging Market Economies. SAGE.

Global Society. Routledge.

The International Journal of Politics, Culture and Society. Springer.

Journal of Development Studies. Taylor & Francis Ltd.

Review of International Organizations. Springer.

World Development. Elsevier.

清華大學學報（哲學社會科學版），清華大學。

北京大學學報（哲學社會科學版），北京大學。

9. 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>). St

udents should familiarize themselves with the Policy.

10. Others

Nil

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