

CUS508 Globalization & Contemporary Social Change 全球化與當代社會變遷

Course Title	:	Globalization & Contemporary Social Change 全球化與當代社會變遷
Course Code	:	CUS508
No. of Credits	:	3 credits
Mode of Tuition	:	3 hours of lecture
Class Contact Hours	:	3 hours per week, 42 hours for the whole course
Category	:	Elective course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirements:	:	Nil

Brief Course Description:

This course will take a multi-scalar approach in understanding globalization and its relationship with everyday life. Through examining transnational, national, and local processes, this course will question how the ideas of global and local are socially constructed and unsettled in the age of globalization. Particular attention will be made on how transnational forces are articulated, negotiated, and contested in local contexts, allowing the economy, polity, society, and culture of locales to affect one another.

Aims:

- To provide students with a basic understanding of the contemporary global context;
- To examine the validity and implications of various theories and discourses of globalization;
- To facilitate students' understanding of how political and cultural practices are structured, negotiated and contested in the changing global context;

- To foster reflection on how alternative practices and interconnections are possible within that context.

Learning Outcomes (LOs):

On completion of the course, students will be able to:

1. LO1: identify the key themes and issues in the debates about globalization;
2. LO2: compare and contrast different approaches and attitudes towards globalization among various social sectors and political positions;
3. LO3: explain the interconnections between the transnational, national and local processes as well as the cultural, economic and political dynamics which construct and unsettle what constitute 'the global' and 'the local';
4. LO4: analyze current social and cultural issues with the help of the conceptual tools made available by the globalization debates.

Indicative Contents:

Part 1: Faces of Globalization

- Time-Space Compression
- Society, Culture, Politics, Economy

Part 2: Debating Globalization

- World System Analysis
- Nation-State
- Regionalism

Part 3: Negotiating Globalization

- Glocalization
- Resistance From Below
- Global Governance

Teaching Methods:

Weekly Lecture and Class discussion

Measurement of Learning Outcomes:

LO \ Assessment	Class participation and discussion	Group Presentation	Term paper
	(20%)	(30%)	(50%)
LO1		V	
LO2		V	V
LO3	V		V
LO4	v		

Measurement of Learning Outcomes (LOs):

1. Students are required to work in group (3-5 students) for a presentation of 30-45 minutes. The presentation should focus on the interpretation and reflection of the reading materials. The presentation measures how students can identify the themes and issues raised in globalization debates and compare the differences among various approaches; (LO1, LO2)
2. Students are required to write a term paper at the end of the semester. The paper is about a topic covered in the course with extended discussion on it as well as the student's theoretical inquires on the subject matter, supported by grounded observations and examples (domestic or overseas). It measures how well the students can explain in depth the interconnections between transnational, national and local processes by a chosen focus addressing the various dynamics shaping or unsettling the boundaries of the global and the local; (LO2, LO3)
3. Students will be prompted by the instructor in classroom discussion to link up what they learn from these globalization debates with the current social and cultural issues. Students can extend such analysis in either their reaction papers or term paper required. (LO3, LO4)

Assessment:

100% continuous assessment:

Class Participation and discussion	20%
Group Presentation	30%
Term Paper	50%

Group presentation (30-45 minutes). Term paper: Of approximate length of 6,000 characters in Chinese or 4,000 words in English. If a particular student is keen on answering questions and expressing one's views, course teacher will give additional marks for that student.

Assessment Rubrics:

1) Class Participation and discussion (20%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of participation (3%)	Participates actively and constructively all the time.	Participates actively most of the time	Participates most of the time but sometimes requires prompting.	Student does not attend tutorial.
Engagement with course materials (4%)	Engages constructively with, all course material (assigned readings, issues, concepts).	Demonstrates a good understanding of, and engages constructively with course material.	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully.	Student demonstrates little or no understanding of course material, lacks engagement with it
Quality of analysis and discussion (10%)	Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Frequently provides helpful points or asks questions that advance and deepen group discussion.	Sometimes makes positive contributions that advance group discussion.	Little or no engagement / participation in group discussion even with prompting.
Engagement with others (3%)	Consistently appreciates others' contribution and engages with their ideas sensitively.	Generally appreciates others' contribution and engages with their ideas sensitively.	Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.

2) Group Presentation (30%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Content (24%)	Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear.	Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding
	Presenter(s) engage the audience at all times, actively seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways	Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into the final project	Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the final project	Presenter(s) seem to make little attempt to engage the audience.
Team-work (6%)	Excellent performance of teamwork. Demonstrates full communication with formal	Good performance of teamwork. Demonstrates some communication with roles for	Fair performance of teamwork. Demonstrates limited communication with informal	Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member.

	roles for each group member. Equal distribution of workload.	each group member. Moderate distribution of workload.	roles for each group member. Some distribution of workload.	Unequal distribution of workload.
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3) Term Paper (50%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Understanding of Topic (12%)	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence (17%)	Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments. Have researched and drawn on some evidence.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument
Critical analysis (17%)	Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content. Needs to draw material together to develop argument.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of Argument (2%)	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument. No clear linkage from point to point.

Writing & Referencing (2%)	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proof reading.
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Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “*Guidelines for Using GAI Tools at Lingnan University*” and “*Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments*” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.

Required/Essential Readings :

Held, D., & McGrew, A. (Eds.). (2000). *The global transformations reader: An introduction to the globalization debate*. Cambridge, United Kingdom: Polity Press.

Recommended/Supplementary Readings :

- Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. Minneapolis, MN, & London, England: University of Minnesota Press.
- Bauböck, R. (2006). Citizenship and migration: Concepts and controversies. In R. Bauböck (Ed.), *Migration and citizenship: Legal status, rights and political participation* (pp. 15–31). Amsterdam, Netherlands: Amsterdam University Press.
- Beynon, J., & Dunkerley, D. (Eds.). (2000). *Globalization: The reader*. London, England: Athlone Press.
- Braudel, F. (1984). *Civilization and capitalism, 15th–18th century. Vol. 3: The perspective of the world*. New York, NY: Harper & Row.
- Cardoso, F. H. (2004). Dependency and development in Latin America. In F. J. Lechner & J. Boli (Eds.), *The globalization reader* (pp. 85–94). Malden, MA: Blackwell. (Original work published 1972)
- Chomsky, N. (1999). *Profit over people: Neoliberalism and global order*. New York, NY; Toronto, Canada; London, England: Seven Stories Press.
- Gibson-Graham, J. K. (1996). *The end of capitalism (as we knew it): A feminist critique of political economy* (Chap. 6). Cambridge, MA: Blackwell.
- Hardt, M., & Negri, A. (2000). *Empire*. Cambridge, MA, & London, England: Harvard University Press.
- Harvey, D. (1989). *The condition of postmodernity: An enquiry into the origins of cultural change* (Chaps. 15 & 17). Oxford, England: Blackwell.
- Held, D., & McGrew, A. (Eds.). (2000). *The global transformations reader: An introduction to the globalization debate*. Cambridge, United Kingdom: Polity Press.
- Huntington, S. P. (2004). The clash of civilizations? In F. J. Lechner & J. Boli (Eds.), *The globalization reader* (pp. 36–43). Malden, MA: Blackwell. (Original work published 1993)
- Hutton, W., & Giddens, A. (Eds.). (2000). *Global capitalism*. New York, NY: W. W. Norton.
- Jameson, F., & Miyoshi, M. (Eds.). (1998). *The cultures of globalization*. Durham, NC, & London, England: Duke University Press.

- Kraler, A. (2006). The legal status of immigrants and their access to nationality. In R. Bauböck (Ed.), *Migration and citizenship: Legal status, rights and political participation* (pp. 33–66). Amsterdam, Netherlands: Amsterdam University Press.
- Lechner, F. J. (2009). Global media and the varieties of globalization. In F. J. Lechner, *Globalization: The making of world society* (pp. 56–76). Malden, MA: Wiley-Blackwell.
- Massey, D. (1994). *Space, place and gender* (Chap. 6, pp. 146–156). Cambridge, England: Polity Press.
- Polanyi, K. (1957). *The great transformation: The political and economic origins of our time*. Boston, MA: Beacon Press.
- Ritzer, G., & Dean, P. (2015). *Globalization: A basic text* (Chaps. 1–2). Malden, MA: Wiley.
- Sassen, S. (1998). *Globalization and its discontents*. New York, NY: The New Press.
- Stiglitz, J. E. (2017). Introduction to *Globalization and its discontents revisited: Anti-globalization in the era of Trump* (pp. xv–xlv). New York, NY: W. W. Norton.
- Thussu, D. K. (Ed.). (1998). *Electronic empires: Global media and local resistance*. London, England: Arnold.
- Touraine, A. (2001). *Beyond neoliberalism* (D. Macey, Trans.). Malden, MA: Polity Press.
- Wallerstein, I. (2004). The rise and future demise of the world capitalist system. In F. J. Lechner & J. Boli (Eds.), *The globalization reader* (pp. 85–94). Malden, MA: Blackwell. (Original work published 1974)
- Wilson, R., & Dissanayake, W. (Eds.). (1996). *Global/local: Cultural production and the transnational imaginary*. Durham, NC: Duke University Press.

1.

Peer Assessment Form

Team: _____

Instruction: Evaluate your peer team members on their participation in the course group work. This is due on the submission day along with the group work.

Name	Criterion	Ratings (1-10)	Further comments (optional)
1	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
2	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
3	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
4	Participation in project activities		