

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

Course Title : Globalization and Contemporary Social Change 全球化與當代社會變遷

Course Code : CUS508

No. of
Credits/Term : 3

Mode of Tuition : Lecture

Class Contact
Hours : 3 hours per week

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: <ol style="list-style-type: none"> 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 Content	: <p>Part 1: Faces of Globalization</p> <ul style="list-style-type: none"> • Time-Space Compression • Society, Culture, Politics, Economy <p>Part 2: Debating Globalization</p> <ul style="list-style-type: none"> • World System Analysis • Nation-State • Regionalism <p>Part 3: Negotiating Globalization</p> <ul style="list-style-type: none"> • Glocalization • Resistance From Below • Global Governance
Teaching Method	: Weekly Lecture and Class discussion
Measurement of Learning	: <ol style="list-style-type: none"> 1. Students are required to write 3 reaction papers on the weekly reading materials. The papers should focus on the interpretation and reflection

- Outcomes (LOs)
- of the reading materials. The reaction papers 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 long 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	:	Class Participation	10%
		Reading Report	10%
		Individual Presentation	10%
		Individual Creative Performance	30%
		Final Paper (proposal)	10%
		Term Paper	30%

Individual presentation (15-20 minutes). Term paper: Of approximate length of 4,000 characters in Chinese or 3,000 words in English. Final Paper (proposal)/Reading Report: 2-4 pages). Creative Performance (30 to 45 minutes) is an individual project. If a particular student is keen on answering questions and expressing one’s views, course teacher will give additional marks for that student.

Assessment	1) Class Participation (10%)			
Rubrics:	A, A-	B+, B, B-	C+, C, C-	F
	Participates actively and	Participates actively most of	Participates most of the	Student does not attend

constructively all the time. Engages constructively with, all course material (assigned readings, issues, concepts). Provides insightful analyses, raises critical points, and advances and deepens group discussion. Consistently appreciates others' contribution and engages with their ideas sensitively.	the time. Demonstrates a good understanding of, and engages constructively with course material. Frequently provides helpful points or asks questions that advance and deepen group discussion. Generally appreciates others' contribution and engages with their ideas sensitively.	time but sometimes requires prompting. Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully. Sometimes makes positive contributions that advance group discussion. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to group discussion. Little or no engagement / participation in group discussion even with prompting. Shows no appreciation of others' knowledge and skills.
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2) Reading Report (10%)

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s); Consistent perceptive and	Identifies and addresses most of the main question(s). Frequent perceptive and	Identifies and addresses most of the main question(s). Some perceptive and	Lacks an understanding of what the question requires. No critical

critical engagement with relevant concepts and theories; Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	critical engagement with relevant concepts and theories; Introduction states writer's thesis or position, and conclusion summarizes main arguments. The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	critical engagement with relevant concepts and theories; Introduction and conclusion are included and generally capture the essence of the topic and discussion. The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors	engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs. Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).
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occur.

3) Individual Presentation (10%)

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s). Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times.	Identifies and addresses most of the main question(s). Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	Identifies and addresses most of the main question(s). Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the audience

4) Individual Creative Performance (30%)

A, A-	B+, B, B-	C+, C, C-	F
Demonstrates masterful and/or inventive use of tools / techniques that meet purpose of creative piece.	Demonstrates skillful use of tools / techniques that meet purpose of creative piece.	Demonstrates appropriate choice and use of tools / techniques that meet purpose of creative piece.	Demonstrates inappropriate choice or use of tools / techniques that do not meet purpose of creative piece.

5) Final Paper (proposal) (10%)

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s); Consistent perceptive and critical engagement with relevant concepts and theories; Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	Identifies and addresses most of the main question(s). Frequent perceptive and critical engagement with relevant concepts and theories; Introduction states writer's thesis or position, and conclusion summarizes main arguments. The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories; Introduction and conclusion are included and generally capture the essence of the topic and discussion. The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs. Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

apart from the occasional oversight. academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.

6) Term Paper (30%)

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s); Consistent perceptive and critical engagement with relevant concepts and theories; Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. The language contains very few, if any, errors in grammar and vocabulary. If	Identifies and addresses most of the main question(s). Frequent perceptive and critical engagement with relevant concepts and theories; Introduction states writer's thesis or position, and conclusion summarizes main arguments. The language is generally accurate but contains some systematic errors in complex	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories; Introduction and conclusion are included and generally capture the essence of the topic and discussion. The language is mostly accurate; and	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs Errors in language and vocabulary are so frequent and distracting that the essay is

<p>slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.</p>	<p>grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.</p>	<p>errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.</p>	<p>largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).</p>
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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. 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/>.

Required Readings:

Held, David and Anthony McGrew eds. *The Global Transformations Reader – An Introduction to the Globalization Debate*, Cambridge, UK: Polity Press, 2000.

Recommended Readings:

1. Appadurai, Arjun (1996) *Modernity at Large. Cultural Dimensions of Globalization*, Minneapolis and London: University of Minnesota Press.
2. Baubock R (2006) *Citizenship and migration - concepts and controversies*. In Baubock R (ed) *Migration and Citizenship: Legal Status, Rights and Political Participation*. Amsterdam University Press. p. 15-31.
3. Beynon, John and David Dunkerley eds. (2000) *Globalization: The Reader*, London: Athlone Press.
4. Braudel, F. (1984) *Civilization and Capitalism 15th-18th Century Vol.III -- The Perspective of the World*, New York: Harper & Row.
5. Cardoso FH (2004) *Dependency and Development in Latin America*. In Lechner and Boli (eds) *The Globalization Reader*. Blackwell. p85-94 (originally published 1972).
6. Chomsky, Noam (1999), *Profit Over People – Neoliberalism and Global Order*, New York, Toronto, London: Seven Stories Press.
7. Gibson-Graham, J.K. (1996) *The End of Capitalism (as we knew it): A Feminist Critique of Political Economy*, chapter 6, Cambridge, Mass.: Blackwell Publishers.
8. Hardt, Michael and Antonio Negri (2000) *Empire*, Cambridge, MA/London: Harvard University Press.
9. Harvey D (1989) Chapter 15 and 17. *The Condition of Postmodernity: an Enquiry into the Origins of Cultural Change*. Oxford: Blackwell.
10. Held, David and Anthony McGrew eds (2000) *The Global Transformations Reader – An Introduction to the Globalization Debate*, Cambridge, UK: Polity Press.
11. Huntington S. (2004) *The Clash of Civilizations?* In Lechner and Boli (eds) *The Globalization Reader*. Blackwell. p36-43 (originally published 1993).
12. Hutton, Will and Anthony Giddens eds. (2000) *Global Capitalism*, New York: W.W. Norton.
13. Jameson, Fredric and Masao Miyoshi eds. (1998) *The Cultures of Globalization*, Durham and London: Duke University Press.

14. Kraler A (2006) The legal status of immigrants and their access to nationality. In Baubock R (ed) Migration and Citizenship: Legal Status, Rights and Political Participation. Amsterdam University Press. p. 33-66.
15. Lechner F. (2009) Global Media and the Varieties of Globalization. Globalization: The Making of World Society. Wiley-Blackwell. p.56-76.
16. Massey D (1994) Chapter 6. Space, Place. and Gender. London: Polity Press p.146-156.
17. Polanyi, Karl (1957) The Great Transformation -- The Political and Economic Origins of Our Time, Beacon Hill, Boston: Beacon Press.
18. Ritzer G and Dean P (2015) Chapter 1 and 2. Globalization: A Basic Text. Wiley.
19. Sassen, Saskia (1998) Globalization and Its Discontents, New York: The New Press.
20. Stiglitz J (2017) Introduction to Globalization and Its Discontents Revisited. Globalization and Its Discontents Revisited: Anti-Globalisation in the Era of Trump. p.xv-xlv.
21. Thussu, Daya Kishan ed. (1998), Electronic empires: global media and local resistance, London: Arnold.
22. Touraine, Alain (2001) Beyond Neoliberalism; translated by David Macey, Malden, Mass: Polity Press.
23. Wallerstein I. (2004) The Rise and Future Demise of the World Capitalist System. In Lechner and Boli (eds) The Globalization Reader. Blackwell. p85-94 (originally published 1974).
24. Wilson, Rob & Wimal Dissanayake eds. (1996) Global/Local. Cultural Production and the Transnational Imaginary, Durham: Duke University Press.