

<b>Course Title</b>	:	Rethinking Global Issues
<b>Course Code</b>	:	CLE9015
<b>Recommended Study Year</b>	:	Any years
<b>No. of Credits/Term</b>	:	3
<b>Mode of Tuition</b>	:	Lecture-Tutorial
<b>Class Contact Hours</b>	:	3 hours per week
<b>Category in Major Prog.</b>	:	Values, Cultures and Societies Cluster
<b>Discipline</b>	:	Social Sciences
<b>Prerequisite(s)</b>	:	N/A
<b>Co-requisite(s)</b>	:	N/A
<b>Exclusion(s)</b>	:	N/A
<b>Exemption Requirement(s)</b>	:	N/A

### **Brief Course Description**

This course aims at promoting two central goals of liberal education: critical thinking and global citizenship. For Lingnan graduates to compete effectively in a globalized economy, they need to develop both the ability for critical thinking and a global vision. The course is designed around a series of questions about important international issues, with inter-disciplinary approaches. Students are expected to see not only the complex nature of these issues but also how they impact on us in Hong Kong from various perspectives. Rather than emphasizing traditional lectures and factual information, the course is centered around discussions, debates, and outside-classroom activities, which enhance students' ability to critically evaluate world events.

### **Aims**

This course seeks to develop Hong Kong students' ability to think critically and globally. They should be able to recognize that many global issues embody important value choices by mankind. Further, they should also comprehend the inevitable conflicts of values that the world community faces. Students should be able to consider different perspectives and alternatives on selected global issues, and develop skills such as problem-solving, presentation, debate, interview, or team work. Students will be required to select an important issue that challenges the world today and develop a set of feasible strategies or policies to resolve the problem. Students will gain greater insight into the critical issues of the world.

### **Learning Outcomes (LOs)**

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

1. demonstrate a good understanding of current issues around the world;
2. demonstrate the ability to apply different perspectives (such as Cultural Studies,

- Socio-economic or Political Science) to the analysis of current global issues;
3. apply skills in research, problem-solving, presentation, debating, and interview techniques through discussions and completion of term projects;
  4. demonstrate an appreciation of important value choices and value conflicts that are associated with global problem-solving.

### **Course Content, Lecture and Tutorial Schedule**

Tutorial: (Sharma: Jan. 22 to March 12; Crozet: March 19 to April 30)

### **Lectures and Required Readings**

**January 23, 2019:** Sharma and Crozet Introduction to the course

**January 30:** (Sharma): Evolution the Post-War International System: Cultures, civilizations and international relations

Huntingdon, Samuel. 1993. "The Clash of Civilizations," *Foreign Affairs*, summer

Brooks, Stephen and William Wohlforth. 2002. "American Primacy in Perspective" *Foreign Affairs*, vol. 81, no. 4, July/August, pp. 20-33

Maher, Richard. 2018. "Bipolarity and the Future of U.S.-China Relations," *Political Science Quarterly*, vol. 138, no. 3, pp. 497-525.

**February 13:** (Sharma) Nature of the current International System: Liberal versus non-liberal values

Brands. Hal. 2018. "Democracy vs Authoritarianism: How Ideology Shapes Great-Power Conflict," *Survival: Journal of International Affairs*, vol. 60, no. 5, pp. 61-114,

MacDonald, Paul. 2018. "America First? Explaining Continuity and Change in Trump's Foreign Policy," *Political Science Quarterly*, vol. 133, no. 3, pp. 401-34.

**February 20** (Sharma) International Law and Organization: The UN, Law, Human Rights and Universal values

Menon, Rajan. 2017. "Why Humanitarian Intervention Still Isn't a Global Norm," *Current History*,

2016. "Marine Entitlements in the South China Sea: The Arbitration between the Philippines and China," *The American Journal of International Law*

**February 27 (Sharma) Challenges to the International Order: war, terrorism, WMD**

Krueger, Alan B. 2007, excerpt from *What Makes a Terrorist?* Princeton University Press

Mueller, John and Mark G. Stewart, 2012. “The Terrorism Delusion: America’s Overwrought Response to September 11,” *International Security*, Vol. 37, No. 1, Summer, pp. 81–110

Kim, Inhan. 2018. “No More Sunshine: The Limits of Engagement with North Korea,” *The Washington Quarterly*, vol. 40, no. 4, pp. 165-81.

**March 6 (Sharma) Globalization: paradox of prosperity with inequality**

Radelet, Steven. 2015. “The Rise of the World’s Poorest Countries,” *Journal of Democracy*, Vol. 26, No. 4, October, pp. 5-19

Beckley Michael, 2012. “China’s Century? Why America’s Edge Will Endure,” *International Security*, Vol. 36, No. 3, Winter, pp. 41–78

**March 13 (Sharma) The Global Commons: Environment, population, sustainability and North-South Gap**

Stokes, Leah, Amanda Giang and Noelle Selin, 2016. “Splitting the South: China and India’s Divergence in International Environmental Negotiations,” *Global Environmental Politics*

Lewis, Peter. 2009. “The Dysfunctional State of Nigeria,” pp. 83-116

**March 20 (Crozet) Globalization and financial crises**

Gorton, Gary and Metrick, Andrew. 2012. “Getting Up to Speed on the Financial Crisis: A One-Weekend-Readers Guide.” *Journal of Economic Literature*, 50, 128-150.

**March 27 (Crozet) Globalization and International Trade**

Hoekman, Bernard M. *The Political Economy of The World Trading System: From GATT to WTO*. Chapter 1, “Overview of the Trading System.” 1997.

Massimiliano Cali, *The impact of the US-China trade war on East Asia*, voxeu.org.

**April 3 (Crozet) Tax avoidance and social impact of globalization**

Annette Alstadsæter, Niels Johannesen and Gabriel Zucman, *Tax Evasion and Inequality*.

David Autor Trade and Labor Markets: Lessons from China's Rise, IZA World of Labor, February 2018

### **April 10 (Crozet) Immigration and Refugee Crisis**

Christian Dustmann, Uta Schönberg and Jan Stuhler. 2016. "The Impact of Immigration: Why Do Studies Reach Such Different Results?" *Journal of Economic Perspectives*, 30, 31-56.

Timothy J. Hatton, Refugees and asylum seekers, the crisis in Europe and the future of policy *Economic Policy*, Volume 32, Issue 91, 1 July 2017,

### **April 17 (Crozet) Cultural globalization**

Luigi Guiso, Paola Sapienza and Luigi Zingales, "Cultural biases in Economic Exchange?", *Quarterly Journal of Economics*, 2009.

Diana Crane, "Cultural globalization 2001-10", *Sociopedia.isa*, 2011.

Fernando Ferreira and Joel Waldfogel, « Pop Internationalism : Has half a century of world music trade displaces local culture ?", *Economic Journal*, 2013.

Angela Xiao Wu and Harsh Taneja, "Reimagining Internet Geography: A user-centric ethnological mapping of the World Wide Web", *Journal of Computer-Mediated Communication*, 2016.

### **April 24 (Crozet) Global population**

Video: DON'T PANIC — Hans Rosling showing the facts about population,

### **Teaching Method**

In addition to regular lectures and discussions, the class utilizes lectures by outside guests, such as foreign diplomatic officials in Hong Kong, international business leaders, and local or international non-governmental organisations, to present their views on selected issues. The class will also organize a series of debates between opinion leaders and policy experts who champion alternative views on the same issue. Students may also work on team projects, attend cultural events, or design educational kits. Film screenings and literature appreciation are also ways to generate lively discussions and debates.

## **Measurement of Learning Outcomes**

Participation: This will assess students' ability to join in debates and discussions with relevant comments and questions, for which quality is more important than quantity (LOs 1-4).

Term Paper: This will show how effectively students' aptitude and knowledge in various skills, such as interview, research and team project work, has been developed (LOs 1-4).

Presentation: This will demonstrate students' abilities to present and defend the resultant findings of their activities in a concise, well-organised and logical manner (LOs 1-4).

Exam: This will indicate how well students could actively apply various perspectives in critical reflection and written analysis of various global issues and current affairs (LOs 1-4).

## **Assessment**

Participation 20%; Term Paper 30%; Presentation 20%; Exam 30%

## **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/>.

## Grading Rubric for Presentation: (20 marks)

Criteria	Outstanding (20-17)	Acceptable (16-11)	Need Improvement (below 11)	Score
<b>Conceptual understanding of subject matter</b>	<ul style="list-style-type: none"> <li>- Cover a good range of relevant concepts/theories</li> <li>- Important ideas pertinent to the topic are skillfully applied</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts/theories and important ideas pertinent to the topic are accurately used</li> </ul>	<ul style="list-style-type: none"> <li>- Concepts/theories and important ideas pertinent to the topic are not accurately used</li> </ul>	
<b>Analysis of Issues</b>	<ul style="list-style-type: none"> <li>- Thoroughly interpret and evaluate the information</li> <li>- Comprehensively analyze and synthesize the issues from multiple perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- Information with some interpretation</li> <li>- Basic analysis or synthesis from two perspectives</li> </ul>	<ul style="list-style-type: none"> <li>- List information without interpretation</li> <li>- Superficially analyze or synthesize the issue</li> <li>- Single perspective is discussed</li> </ul>	
<b>Integration of sources and evidence</b>	<ul style="list-style-type: none"> <li>- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant</li> </ul>	<ul style="list-style-type: none"> <li>- Some information is inaccurate or unverifiable</li> <li>- Much of information included is not relevant and inadequate to support the topic.</li> </ul>	
<b>Responses to questions</b>	<ul style="list-style-type: none"> <li>- Responds appropriately to all questions, with answers that demonstrate knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Unable to respond to the spot questions</li> </ul>	
<b>Transitions &amp; Flow</b>	<ul style="list-style-type: none"> <li>- The presentation produces coherent understanding</li> <li>- Well-structured and different parts are well-integrated in a coherent manner</li> </ul>	<ul style="list-style-type: none"> <li>- Fair coherent understanding is demonstrated</li> <li>- Some degree of structure and efforts of integration</li> </ul>	<ul style="list-style-type: none"> <li>- Coherent understanding by the listener is not obtained</li> <li>- Lack of integration of each part of presentation</li> </ul>	
<b>Uses good body language, eye contact, appropriate voice tone</b>	<ul style="list-style-type: none"> <li>- Makes good eye contact with audience</li> <li>- Shows enthusiasm and confidence</li> <li>- Uses voice tone effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Makes fairly good eye contact with audience</li> <li>- Shows some enthusiasm and confidence</li> <li>- Uses voice tone relatively effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Make little or no eye contact with audience</li> <li>- Shows little or no enthusiasm and confidence</li> </ul>	
<b>Appropriate time allocation and pace</b>	<ul style="list-style-type: none"> <li>- Allocated time appropriately and managed time effectively</li> <li>- Appropriate pace</li> </ul>	<ul style="list-style-type: none"> <li>- Marginally long or marginally short but uses time reasonably effectively</li> <li>- Reasonable pace</li> </ul>	<ul style="list-style-type: none"> <li>- Significantly too short or too long and did not use time effectively</li> <li>- Pace is significantly too fast or too slow</li> </ul>	
<b>Makes effective use of presentation tools (slides and/or handouts)</b>	<ul style="list-style-type: none"> <li>- Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Generally good use of presentation tools.</li> <li>- Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.)</li> </ul>	

### General Comments:

## Grading rubric for comment/participation in discussion (20 marks)

Assessment Criteria	Outstanding (20-16)	Acceptable (15-10)	Need Improvement (below 10)
<b>Provides relevant comments</b>	<ul style="list-style-type: none"> <li>Comments are specific, relevant, thoughtful, reflective and original, provokes other questions or comments</li> </ul>	<ul style="list-style-type: none"> <li>Most comments are appropriate and reflect some thoughtfulness</li> </ul>	<ul style="list-style-type: none"> <li>Comments are superficial, off topic or simply restate questions</li> </ul>
<b>Provides meaningful feedback on information or research with application of theories/concepts</b>	<ul style="list-style-type: none"> <li>Comments are based on solid knowledge on theories/concepts</li> <li>Comments include specific suggestions for additional information or resources for consideration</li> </ul>	<ul style="list-style-type: none"> <li>Comments indicate correct analysis of the information or research with some attempts on relating theories/concepts</li> </ul>	<ul style="list-style-type: none"> <li>No comments is provided on information or research's accuracy, relevance and completeness</li> <li>Analysis on the information or research is incorrect</li> </ul>
<b>Provides meaningful feedback on the logic, assumptions, and recommendations the presenters has drawn</b>	<ul style="list-style-type: none"> <li>Comments include specific suggestions for improving or resolving problems with logic or assumptions and help to restate recommendations that are better supported by the evidence</li> </ul>	<ul style="list-style-type: none"> <li>Comments illustrate useful analysis of logic and assumptions and identify potential problems</li> </ul>	<ul style="list-style-type: none"> <li>No comments or comments provided are not logical or incorrectly state assumptions</li> </ul>
<b>Provides comments in a positive, encouraging, and constructive manner</b>	<ul style="list-style-type: none"> <li>Comments praise specific strengths of the presentation as well as constructively address weaknesses with alternatives that might be considered</li> </ul>	<ul style="list-style-type: none"> <li>Comments include positive feedback and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Comments might be interpreted as insulting</li> </ul>

## Grading rubric for term paper (30 marks)

Assessment Rubrics					
CATEGORY	Excellent (30-26)	Good (25-19)	Satisfactory (18-14)	Unsatisfactory (below 14)	POINTS
<b>Research Question</b>	__ points	__ points	__ point	__ points	___/X
	Wrote clear, creative and interesting questions which fit the topic.	Wrote clear questions which fit the topic.	Wrote some questions which did not fit the topic.	Wrote mostly irrelevant questions	
<b>Argument</b>	__ points	__ points	__ point	__ points	___/X
	Arguments both well supported and compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported	Weak, invalid, or no argument, a simple assertion	___/X
<b>Use of Data or Evidence</b>	__ points	__ points	__ point	__ points	
	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence, appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
<b>Organization and Writing</b>	__ points	__ points	__ point	__ points	___/X
	Structure enhances the argument, strong sections and logical flow. Clear writing	Structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.	Needs significant re-organization. Too many grammatical errors Low readability.	
<b>TOTAL POINTS</b>					___/X

## Grading rubric for final exam (30 marks)

Assessment Rubrics					
CATEGORY	Excellent (30-26)	Good (25-19)	Satisfactory (18-14)	Unsatisfactory (below 14)	POINTS
<b>Concepts and conceptualization</b>	__ points	__ points	__ point	__ points	___/X
	Covered directly relevant concepts and conceptualization which fit the topic.	Used some concepts that fit the topic.	Used a conceptual framework which is too general, and unfocused.	Used no or little conceptual framework	
<b>Argument</b>	__ points	__ points	__ point	__ points	___/X
	Arguments both well supported and compared to conflicting explanations	Main arguments valid, systematic, and well supported	Some arguments valid and well supported	Weak, invalid, or no argument, a simple assertion	
<b>Use of Data or Evidence</b>	__ points	__ points	__ point	__ points	___/X
	Fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence, appropriately selected and not over-interpreted	Some appropriate use of evidence but uneven	Draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
<b>Organization and Writing</b>	__ points	__ points	__ point	__ points	___/X
	Structure enhances the argument, strong sections and logical flow. Clear writing	Structure supports the argument, clearly ordered sections fit together well.  Some minor English errors.	Bad structure (inconsistent, redundant, or disconnected). Frequent English errors.	Needs significant re-organization. Too many grammatical errors Low readability.	
<b>TOTAL POINTS</b>					/X

## Final Overall Grade

Mark Ranges	Grade
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	C-
45-49	D+
40-44	D
0-39	F