

Subject Description Form

Subject Code	APSS5208									
Subject Title	Assessing Globalization and Social Development									
Credit Value	3									
Level	5									
Pre-requisite / Co-requisite/ Exclusion	Nil									
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td></tr><tr><td>1. Ongoing assessment</td><td>25%</td></tr><tr><td>2. Attendance and participation / group-work</td><td>25%</td></tr><tr><td>3. Written assignment</td><td>50%</td></tr></table> ▪ The grade is calculated according to the percentage assigned; ▪ The completion and submission of all component assignments are required for passing the subject; and ▪ Student must pass all components (standard of passing) if he/she is to pass the subject.		100% Continuous Assessment	Individual Assessment	1. Ongoing assessment	25%	2. Attendance and participation / group-work	25%	3. Written assignment	50%
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Objectives	This course adopts both a critical & sociological / anthropological perspective toward globalization and sometimes taken-for-granted notions such as ‘development’ and ‘progress’. We will explore contemporary processes / ideologies / policies of globalization in five dimensions, namely cultural, social, environmental, political and economic. Our aim is to assess how ‘globalization’ impacts upon the lives of persons in certain parts of the planet. This course introduces various theoretical approaches to development and globalization, from the past and present. This course ends by highlighting the efforts of persons and social movements to act or / and articulate alternative possibilities to the contemporary results and experiences of globalization.									
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Be familiar with theories, concepts and paradigms essential to the study of globalization and social development or, put another way, understand globalization / development from local, national and global context and be future-ready professionals and socially responsible leaders who possess technical acumen with strong sense of citizenship and global outlook b. Be able to use relevant ‘academic’ language to discuss globalization and social development and be effective communicators and collaborators c. Be able to apply critical ideas to describe, analyze and assess globalization and									

	its relationships with life quality d. Demonstrate a higher level of critical thinking, creativity, and commitment to continual learning in social policy and social development e. Critically engage with relevant theories and develop the ability to communicate viewpoints effectively, both orally and in written papers
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Subject Synopsis/ Indicative Syllabus	1. What is Globalization and how can we approach “it”? Course administration 2. “Presentations” on dimensions of Globalization & what is (the problem with) “development” / “social development”? An introduction to post-development 3. Global Society: an initial critical assessment 4. How can we (best) define and measure (“social”) development? 5. Critical assessment of views of globalization: group project / debate 6. Four Classical Approaches to Development: Smith, Marx & Engels, Weber and Polanyi 7. Modernization versus Dependency (World-Systems): a debate 8. Globalization of Culture and Identities: a debate (2 classes) 9. Exploring the effects of globalization on intimate / personal / micro life 10. Submit assignments, groups summarize course, and make definitive (or provisional) statement on the interrelationships between “globalization” and “social development” by referring to examples taken from everyday life					
Teaching/Learning Methodology	Class time will contain both lecture and discussion/seminar/tutorial. Lectures will introduce students to the main ideas related to each topic. Much time will also be devoted to in-depth discussions and debates on theoretical issues and practical applications. Discussion and debate is encouraged, but respect for others’ viewpoints is required. Multi-media learning will sometimes be used in tutorial sessions as a way of stimulating more productive and interesting discussion, including documentary and film showing. As well as placing emphasis on discussion, time will be spent providing clarification about reading, debate and application of ‘abstract’ ideas to specific situations and problems, both in Hong Kong, elsewhere in China and the world.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed			
			a	b	c	d

	<table><tr><td>1. Ongoing assessment</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Attendance and participation / group-work</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Written assignment</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="4"></td></tr></table>	1. Ongoing assessment	25%	✓	✓	✓	✓	2. Attendance and participation / group-work	25%	✓	✓	✓	✓	3. Written assignment	50%	✓	✓	✓	✓	Total	100%				
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3. Written assignment	50%	✓	✓	✓	✓																				
Total	100%																								
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: For ongoing assessment, students should submit 2 newspaper commentary with no more than 1000 words to summarize, develop and apply the points discussed. For group work, groups will present an issue related to globalization and social development. Individual effort will be considered. In short, although typically group members will be awarded the same grade, positive contributions by individual students will be rewarded, and negative contributions (and absences) will be penalized. For written assignments, students are required to construct an academic paper reflecting on issues explored on the course.																								
Student Study Effort Expected	<table><tr><td>Class contact:</td><td></td></tr><tr><td>▪ Lecture</td><td>26 Hrs.</td></tr><tr><td>▪ Seminar</td><td>13 Hrs.</td></tr><tr><td>Other student study effort:</td><td></td></tr><tr><td>▪ Self-directed studies</td><td>30 Hrs.</td></tr><tr><td>▪ Preparation for presentation</td><td>20 Hrs.</td></tr><tr><td>▪ Preparation for individual paper</td><td>45 Hrs.</td></tr><tr><td>Total student study effort</td><td>134 Hrs.</td></tr></table>	Class contact:		▪ Lecture	26 Hrs.	▪ Seminar	13 Hrs.	Other student study effort:		▪ Self-directed studies	30 Hrs.	▪ Preparation for presentation	20 Hrs.	▪ Preparation for individual paper	45 Hrs.	Total student study effort	134 Hrs.								
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Medium of Instruction	English																								
Medium of Assessment	English																								

Reading List and References	<u>Essential</u> Lemert, C., Elliott, A., Chaffee, D., & Hsu, E. (eds.) (2010). <i>Globalization: a Reader</i>. Abingdon: Routledge. Mooney, A. & Evans, B. (eds.) (2007). <i>Globalization: the key concepts</i>. London and New York: Routledge. Peet, R. & Hartwick, E. (eds.) (2009). <i>Theories of Development: Contentions, Arguments, Alternatives</i>. Guildford: Guildford Press. Ritzer, G. (2011). <i>Globalization: the essentials</i>. Malden: Wiley. Steger, M.B. (2009). <i>Globalization: a very short introduction</i>. Oxford: Oxford University Press. Willis, K. (2005). <i>Theories and Practices of Development</i>. London and New York: Routledge. <u>Recommended</u>
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	Axford, B. (2013). Theories of Globalization. Cambridge: Polity. Baumann, Z. (2000). Liquid Modernity. Cambridge: Polity. Coleman, W.D. & Sajed, A. (2013). Fifty key thinkers on Globalization. Abingdon: Routledge. Edelman, M. and Haugerud, A. (eds.) (2005). The Anthropology of Development and Globalization: from Classical Political Economy to Contemporary Neoliberalism. Oxford: Blackwell. Grillo, R. & Stirrat, J. (eds.) (1997). Discourses of Development: Anthropological Perspectives. Oxford: Berg. Held, D. & McGrew, A. (eds.) (2003). The Global Transformations Reader: an Introduction to the Globalization debate. Cambridge: Polity. Lechner, F.J. & Boli, J. (2004). The Globalization Reader. Oxford: Blackwell. Steger, M.B. and Roy, R.K. (2010). Neoliberalism: a very short introduction. Oxford: Oxford University Press. Timmons Robert, J. & Bellone Hite, A. (eds.) (2007) The Globalization and Development Reader: Perspectives on Development and Social Change. Oxford: Blackwell.
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