

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 border="1" style="width: 100%;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 40%;">Individual Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Ongoing assessment</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>2. Attendance and participation / group-work</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Written assignment</td> <td style="text-align: center;">50%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ 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	<p>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.</p>									
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 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 various theoretical b. Be able to use relevant ‘academic’ language to discuss globalization and social development c. Be able to apply critical ideas to describe, analyze and assess globalization and its relationships with life quality 									

	d. Have critically engaged with theories and developed the ability to communicate viewpoints both orally and through written papers																																		
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 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. 2 stories of “development” and what is / are the meaningful or realistic alternative(s) to global capitalism or are we content with (or unable to think of substitutes to) the way things are? 11. A debate on “The Great Globalization debate” 12. 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	<p>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.</p>																																		
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="4" style="width: 60%;">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th style="width: 15%;">a</th> <th style="width: 15%;">b</th> <th style="width: 15%;">c</th> <th style="width: 15%;">d</th> </tr> </thead> <tbody> <tr> <td>1. Ongoing assessment</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Attendance and participation / group-work</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Written assignment</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;">100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Ongoing assessment	25%	✓	✓	✓	✓	2. Attendance and participation / group-work	25%	✓	✓	✓	✓	3. Written assignment	50%	✓	✓	✓	✓	Total	100%				
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>For ongoing assessment, each week / class, students should make a 200-300 words report to summarize, develop and apply the points discussed. This should be submitted every 2 weeks.</p> <p>For group work, groups will be given materials to record and self-assess their own engagement with the course. 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.</p> <p>For written assignments, students are required to construct an academic paper reflecting on issues explored on the course.</p>	
Student Study Effort Expected	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.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Lemert, C., Elliott, A., Chaffee, D., & Hsu, E. (eds.) (2010). <i>Globalization: a Reader</i>. Abingdon: Routledge.</p> <p>Mooney, A. & Evans, B. (eds.) (2007). <i>Globalization: the key concepts</i>. London and New York: Routledge.</p> <p>Peet, R. & Hartwick, E. (eds.) (2009). <i>Theories of Development: Contentions, Arguments, Alternatives</i>. Guildford: Guildford Press.</p> <p>Ritzer, G. (2011). <i>Globalization: the essentials</i>. Malden: Wiley.</p> <p>Steger, M.B. (2009). <i>Globalization: a very short introduction</i>. Oxford: Oxford University Press.</p> <p>Willis, K. (2005). <i>Theories and Practices of Development</i>. London and New York: Routledge.</p> <p><u>Recommended</u></p>	

- 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.