Globalization is economically transforming the world, as national borders become increasingly irrelevant before the global flow of money and goods. But globalization also has a great impact on cultures across the globe, as products from Coca-Cola to Facebook, and ideas from human rights to standards of beauty to ideologies of terrorism and viruses such as covid-19, intrude everywhere. This transforms the meanings of culture, as increasingly we no longer belong to a society based in a certain place, but to a global society, and a global “cultural supermarket.” This course examines how globalization is transforming the meanings of culture in today’s world.

**Course Objectives**

The course objectives are to enable you to:

1) gain insight into the globalization of culture, a process taking place across the world today and shaping all of our lives;

2) obtain a broad understanding of different aspects of the globalization of culture, including those involving recent history, economics, consumption, immigration, terrorism, epidemics, nationalism, and cultural identity; and

3) comprehend both the costs and benefits of contemporary processes of globalization to individuals, societies, and the world.

In order to fully meet these objectives, you will need to attend all classes and do all class readings and watch all class videos. Grades will be based on the extent to which you can analytically utilize the readings, videos and lectures of the course in engaging in the questions posed by the course.

**Course Requirements**

The course will be graded as follows:

--take-home midterm exam (6-7 pages long: 30% of grade), handed out March 4, due March 18.

--take-home final exam (10 pages long: 50% of grade), handed out April 15, due May 7

--class participation (20%)

**Course Materials**

--There is one required text for the course: Manfred Steger, *Globalization, a Very Short Introduction* (Oxford University Press. 2013). Newspaper and other articles, as well as all other readings, are available on Blackboard.

**Plagiarism**

Students are required by university policy to submit all papers to VeriGuide. Please check the website http://www.cuhk.edu.hk/policy/academichonesty/ for information on how to submit papers through VeriGuide.

**Zoom**

I hope that we will be able to meet in person, in a mixed-mode classroom later in the semester, but for now the class will be conducted on Zoom due to covid 19.
Grade Descriptors

A  Outstanding performance on all learning outcomes, through work that has creatively synthesized course materials and key ideas, to the extent that you show a depth of understanding as great as or greater than my own. Your arguments in your work are logical and cohesive, the discussion is well-organized, and the writing is clear. All relevant course materials have been fully utilized in your work, and additional material as well has been used from your own research.

A- Outstanding performance on all learning outcomes, through work has creatively synthesized course materials and key ideas. Your arguments in your work are logical and cohesive, the discussion is well-organized, and the writing is clear. All relevant course materials have been fully utilized in your work, and perhaps additional material as well from your own research.

B+ Substantial performance on all learning outcomes. Your arguments in your work are largely logical and cohesive, the discussion is generally well-organized, and the writing is clear. Most relevant course materials have been fully utilized in your work. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence and using all course materials, but by and large you have turned in good, solid work.

B  Satisfactory performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall satisfactory performance. Your arguments in your work are somewhat logical and cohesive, the discussion is somewhat well-organized, and the writing is somewhat clear. Much relevant course materials have been fully utilized in your work. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.

B- Adequate performance on all learning outcomes, OR satisfactory performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall largely adequate performance. Your arguments in your work are partially logical and cohesive, the discussion is partially organized, and the writing is somewhat clear. Some relevant course materials have been fully utilized in your work. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.

C+ Adequate performance on the majority of learning outcomes. Your written work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is less than full evidence for statements and claims made. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence.

C, C- Barely adequate performance on a number of learning outcomes. These grade will be awarded to students who have missed a large number of classes and have failed to use course materials in their written answers.
Jan. 14: Introduction

Jan. 21: Key Concepts for Understanding Globalization
--Video: “Globalization Theories | Society and Culture | MCAT | Khan Academy” 2014, 5:46

Jan. 28: Globalization in History: Imperialism, Colonialism, Capitalism;

Feb. 4: The Globalization of the World Economy
--Video: “Capitalism, by Joseph Stiglitz” (2013, 41:03)

Feb. 11: Lunar New Year Vacation

Feb. 18: “Low-End Globalization”/“Globalization From Below”

Feb. 25: Globalization, Consumption, and Ecology
--“This Has Been the Best Year Ever” (*New York Times*, Dec. 28, 2019)
--Video: “Consumption in a world of 32:1” (2012, 2:49)
March 4: Globalization, Media, and Cultural Values
(Take-home midterm exam handed out March 4, due March 18)

March 11: Globalization and Immigration
--“Reports of Attacks on Women Heighten Tension Over Migrants” (New York Times, Jan. 5, 2016)
--Linda E. Sanchez, “Facing COVID-19 as an Undocumented Essential Worker,” (Sapiens, 3 Dec. 2020)

March 18: Globalization and Tourism
--“The Tourism Trap” (Time, July 26, 2018); “Rude Awakening: Chinese Tourists Have the Money, but not the Manners” (South China Morning Post, Dec. 31, 2014)

March 25: Globalization, Terrorism, and Pandemic
--Video: “Plague to Coronavirus: How Pandemics Have Transformed History” (2020: 11:00)

April 1: Reading Week (no lecture)

April 8: Globalization, Politics, and Nationalism
--Video: “Is nationalism ever a force for good?” | Jared Diamond | Big Think (2019: 3:38)
April 15: Cultural Identity in a Globalizing World
--“In Changing South Korea, Who Counts as Korean?” (New York Times, Nov. 29, 2012);
“Free Tibet’ Flags Made in China” (BBC, April 28, 2008); “As Hong Kong Tightens Screws on Rebellion, Democracy Moves Further Out of Reach” (CNN, Jan. 2, 2019).

(Take-home final examination handed out April 15, due May 7)

April 22: Assessing Globalization: Is It Helping Or Hurting the World?
--Discussion of take-home final