

## 课程详述

### COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	<b>课程名称 Course Title</b>	全球化概论 Introduction to Globalization
2.	<b>授课院系 Originating Department</b>	社会科学中心 Center for Social Sciences
3.	<b>课程编号 Course Code</b>	SS047
4.	<b>课程学分 Credit Value</b>	2
5.	<b>课程类别 Course Type</b>	通识选修课程 General Education (GE) Elective Courses
6.	<b>授课学期 Semester</b>	春季 Spring
7.	<b>授课语言 Teaching Language</b>	英文 English
8.	<b>授课教师、所属学系、联系方式 (如属团队授课, 请列明其他授课教师) Instructor(s), Affiliation &amp; Contact (For team teaching, please list all instructors)</b>	王莉莉 WANG Lili 南方科技大学社会科学中心 Center for Social Sciences, SUSTech <a href="mailto:wangll3@sustech.edu.cn">wangll3@sustech.edu.cn</a>
9.	<b>实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact</b>	无 NA
10.	<b>选课人数限额(可不填) Maximum Enrolment (Optional)</b>	

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other (Please specify)	总学时 Total
学时数 Credit Hours	32				32
12. 先修课程、其它学习要求 Pre-requisites or Other Academic Requirements	无 NA				
13. 后续课程、其它学习规划 Courses for which this course is a pre-requisite	无 NA				
14. 其它要求修读本课程的学系 Cross-listing Dept.	无 NA				

### 教学大纲及教学日历 SYLLABUS

#### 15. 教学目标 Course Objectives

本课程是一门介绍当代全球化社会科学文献的本科课程。取材于历史学、人类学、地理学、社会学、文化研究、城市研究和全球研究等领域，本课程将探讨人类社会如何在过去400年间不断发展与扩张成为现在的全球化世界。具体而言，本课程旨在：

- 介绍有关全球化的社会科学文献，包括正在进行的各种思辨；
- 说明不同时期全球化的发展轨迹；
- 探讨全球化的五个核心维度以及它们之间相互交织的关系；
- 帮助学生开拓国际视野，使得他们能够批判性地认知全球日益增长的联系如何影响地方发展和人们的生活。

This undergraduate course will serve as an advanced introduction to contemporary social science literatures of globalization. Drawing upon the fields of history, anthropology, geography, sociology, cultural studies, urban studies, and global studies. It will investigate how the human society has undergone successive waves of development and expansion in the past 400 years to make the current global world. Specifically, this course aims to:

- introduce the social science literature on globalization, including ongoing debates within the field;
- illustrate the development trajectory of globalization during different periods;
- teach students the basic themes of the five core dimensions of globalization and the interwoven relations between them;
- help students develop an international horizon and a critical understanding of how the increasing connection of the world affect localities and people's lives.

#### 16. 预达学习成果 Learning Outcomes

学习本课程后，学生能够：

- 熟悉全球化的各种概念和理论，并运用它们更好地理解过去和当前的全球问题；
- 了解全球化的历史及其非均衡的地理格局；
- 深刻理解全球尺度上的进程如何塑造地方发展以及人们如何在日常生活中应对这些变化；
- 学习如何制作地图论文，以培养更好的“全球化-本地化”的感性认知；
- 提高英语演讲和写作技巧。

Upon successful completion, students will be able to:

- become conversant with the various notions and theories of globalization and mobilize them to better understand past and current global issues;
- understand the history and uneven geography of globalization;
- develop a critical understanding of how global-scale dynamics shape local processes and how people seek to cope with these changes during daily lives;
- learn how to make map essays to cultivate a better sense of “glocalization”;
- improve English presentation and writing skills.

17. 课程内容及教学日历（如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）

**Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)**

**Week 1: Introduction 引言 (2-credit hours)**

- ◆ Course introduction
- ◆ Students' self-introduction
- ◆ Major concepts and debates of globalization
- ◆ How to write well in English
- ◆ How to search and cite resources
- ◆ How to make a map essay

As the first class of the semester, I will firstly go through the syllabus, introducing to students my teaching philosophy and how the course is structured and assessed. Then, students will introduce themselves to the class. Next, I will go over some major concepts and debates of globalization. In the rest of the class, I will introduce three important skills required to do well in the course, i.e. how to write well in English, how to search and cite resources, and how to make a map essay.

**Week 2: History – Periodizing globalization: different approaches 全球化历史 – 全球化历史的阶段划分：不同的观点 (2-credit hours)**

- ◆ Presentism and Eurocentrism
- ◆ The start and periodization of globalization
- ◆ World-system studies
- ◆ Oriental globalization
- ◆ The Greco-Roman world and globalization

During this lecture, I will introduce different approaches to periodizing the history of globalization. Specifically, these perspectives come from three world regions: The West, oriental, and the Greco-Roman world (the Mediterranean and Arabic world both in the past and the present). These approaches will also be distinguished based on their disciplinary and epistemological foundations.

**Week 3: History – Proto-globalization (1600s-1800s) 全球化历史 – 近代早期的全球化（1600年-1800年） (2-credit hours)**

- ◆ Historical contexts
- ◆ The rise of maritime empires
- ◆ Colonialism and the world market
- ◆ Global migration and slave trade
- ◆ In-class quiz

This class traces the history of globalization during the pre-modern era. Firstly, I will illustrate the historical contexts in which the proto-globalization occurred. Then, I will explain how the proto-globalization took place through the expansion of maritime empires. Following that, the lecture will discuss how colonialism during the period has greatly expanded the world market, and how the migration started on the global scale in various forms, including slave trade. During the last ten minutes of the class, a quiz comprising multiple choice questions and short answer questions will be given to the class to test students' learning of the last two lectures (Week 2 and 3).

**Week 4: History – 1<sup>st</sup> globalization (1870-1914) 全球化历史 – 第一次全球化（1870-1914） (2-credit hours)**

- ◆ Historical contexts
- ◆ Industrial Revolution and technological progress
- ◆ Imperialism and the old international division of labor
- ◆ Global migration

The fourth lecture talks about the first height of globalization, largely from 1870 to 1914, when the First World War broke out. I will firstly summarize the specific historical contexts that gave rise to the technologies and industrial expansion that were crucial to the formation of a truly global economy. The first globalization is characterized by imperialism and the old international division of labor. Again, globalization took place not only in the form of the expansion of trade but also the movement of people worldwide.

**Week 5: History – The great retreat and shortly after (1920s-1940s) 全球化历史 – 大后退（1920年代-1940年代） (2-credit hours)**

- ◆ Historical contexts
- ◆ WWI
- ◆ The Great Depression

- ◆ The rise of fascism and WWII
- ◆ The outcome of the great retreat: new patterns of global economy and international relations
- ◆ In-class quiz

This lecture discusses the world's great retreat from globalization from the 1920s to the 1940s. This period is characterized by two world wars and the Great Depression that ravaged world economy and local communities. The lecture begins with an analysis of the historical contexts and causes of the great retreat. Then, I will go through the major events of WWI, the Great Depression, and WWII. Following that, I will discuss how global trade and international relations were reshaped as a result, including the rise of America as a new global leader, and the formation of the three "worlds." Again, in the final ten minutes of the class, a quiz will be distributed to test students' learning of the last two lectures (Week 4 and 5).

**Week 6: History – 2<sup>nd</sup> globalization (1970s-present) 全球化历史 – 第二次全球化 (2-credit hours)**

- ◆ Historical contexts:
- ◆ The post-WWII world order and the Golden Age in the West
- ◆ Technologies and rising global communication and transportation
- ◆ 1970s-1990s:
- ◆ "The New International Division of Labor"
- ◆ The Structural Adjustment Program (SAP) and neocolonialism
- ◆ The rise of Newly Industrialized Countries (NICs)

The sixth lecture investigates the second peak of globalization, i.e. from the 1970s to the present day. Firstly, I will discuss how the world order was reconstructed through a series of global conventions after WWII and the advance of technologies in the field of communication and transportation. Then, I will focus on the first period of the second globalization from the 1970s to the 1990s and three important aspects of it, i.e. "the new international division of labor," "the Structural Adjustment Program," and the rise of Newly Industrialized Countries.

**Week 7: History – 2<sup>nd</sup> globalization (1970s-present) 全球化历史 – 第二次全球化 (2-credit hours)**

- ◆ 1990s-Present:
- ◆ Technologies: The Internet, social media, increasing mobility, and the Fourth Industrial Revolution, etc.
- ◆ Successive economic crises and the shift of global political economy
- ◆ Global industrial restructuring and the rise of BRICS, especially China
- ◆ Regional wars and (anti-)terrorism
- ◆ The rise of protectionism and anti-globalization in the 21<sup>st</sup> century
- ◆ In-class quiz

This lecture continues the discussion of the second globalization, focusing on the more recent period since the 1990s. Firstly, I will discuss how new technological advances like the invention of the Internet and social media, increasing spatial mobility, and the Fourth Industrial Revolution, etc. have reshaped the way people live and work, and how this further changed the pattern of global political economy. Then, I will focus on four aspects that characterize the recent world history, i.e. the successive global economic crisis and their impacts, the rise of BRICS, especially China, regional wars and (anti-)terrorism, and the rise of a new anti-globalization trend since especially the 2010s. The lecture is concluded with a quiz on the material of Week 6 and 7.

**Week 8: Individual presentation: Session 1 个人演讲: 第一期 (2-credit hours)**

The 8<sup>th</sup> and 9<sup>th</sup> classes are set for students' individual presentations. Each student will present a map essay on a topic related to the history of globalization and receive comments from the instructor and peers. The presentation needs to be in English and lasts 4-5 minutes. Based on the comments, the student needs to improve his/her map essay and submit the improved, final draft within two weeks. The presentation and final map essay will each make 15% of the final grade.

**Week 9: Individual presentation: Session 2 个人演讲: 第二期 (2-credit hours)**

Same as the 8<sup>th</sup> class.

**Week 10: Key dimensions – Economic globalization 全球化的主要维度 – 经济全球化 (2-credit hours)**

- ◆ Theoretical foundations of economic globalization
- ◆ Adam Smith, David Ricardo, and free trade theories
- ◆ Friedrich Hayek, the Chicago School, and neoliberalism
- ◆ The institutional and organizational structure of economic globalization
- ◆ International and regional trade agreements
- ◆ The rise of transnational corporations (TNCs)
- ◆ The financialization of global economy
- ◆ The discontents of globalization
- ◆ 1999 Seattle WTO protests

- ◆ Sweatshops and ethical consumption
- ◆ Case study: the global travel of a T-shirt

This lecture focuses on a key dimension of globalization, i.e., economic globalization. Firstly, I will clarify the theoretical foundation of economic globalization, tracing the development of free trade theories back to Adam Smith and David Ricardo, and then the more recent expansion of neoliberalism back to the work of Hayek and the Chicago School. Secondly, I will discuss three ways how economic globalization is organized, through various trade agreements, TNCs, and the financialization of global economy. Thirdly, I will show how economic globalization is attacked by opponents, focusing on the 1999 Seattle WTO protests and the research on sweatshops and ethical consumption. Finally, I will use a case study of “the global travel of a T-shirt” to illustrate how interconnected the present-day global economy is, and how people in different countries and localities are implicated in the global economy in highly uneven ways.

**Week 11: Key dimensions – Social + cultural globalization 全球化的主要维度 – 社会文化全球化 (2-credit hours)**

- ◆ International migration and refugees
- ◆ Global cultural industry
- ◆ The issues of identity and social justice
- ◆ Case study: Somalian refugees in the US
- ◆ Case study: *No Logo*
- ◆ In-class quiz

This lecture investigates the social and cultural dimension of globalization. Specifically, I will focus on three topics, i.e. international migration and refugees, global cultural industry, and the issues of identity and social justice. These discussions are further supported by two case studies: one about Somalian refugees in the US, and the other about the documentary *No Logo*. Again, in the end of the class, a quiz will be given to test students’ learning results of Lecture 10 and 11.

**Week 12: Key dimensions – Environmental globalization 全球化的主要维度 – 环境生态全球化 (2-credit hours)**

- ◆ *Silent Spring* and the historical trajectory of the global environmentalist movement
- ◆ The global governance of environmental protection: institutions and organizations
- ◆ Global climate change: facts and debates
- ◆ Case study: The Great Pacific garbage patch
- ◆ Case study: The Amazon rainforest

This lecture is about another key dimension of globalization, i.e. environmental globalization. I will firstly trace the development trajectory of the global environmentalist movement. Then, I will discuss the major institutions and organizations for environmental protection nowadays. Following that, I will introduce the ongoing debates of global climate change. These are followed by two focused case studies, one on the Great Pacific garbage patch and the other on the Amazon forest.

**Week 13: Key dimensions – Governance globalization 全球化的主要维度 – 管治全球化 (2-credit hours)**

- ◆ Supranational governance: a historical trajectory
- ◆ Global authority: global institutions and multinational corporations (MNCs)
- ◆ “State is dead”: The global vs. national debate
- ◆ Case study: the EU
- ◆ Case study: ISO
- ◆ In-class quiz

In this lecture, I will examine the globalization of governance. In the beginning, I will broad stroke the development trajectory of supranational governance, especially since the WWII. I will then introduce two types of non-state global players, including global institutions and MNCs. Next, I will talk about the persisting global vs. national debate. Then, two cases studies of the EU and ISO will be provided to deepen students’ understanding of the history and implicated power dynamics of governance globalization. In the end, students are asked to take a quiz on the lectures of the 12<sup>th</sup> and 13<sup>th</sup> week.

**Week 14: Key dimensions – Global urbanization 全球化的主要维度 – 全球城市化 (2-credit hours)**

- ◆ The “world city” thesis (Friedmann, 1981)
- ◆ “Global city system”: theories and debates
- ◆ The “World Urbanization Prospects” report of the UN
- ◆ Uneven urbanization across the world and the “planet of slums”
- ◆ Case study: New York
- ◆ Case study: Hong Kong
- ◆ Case study: Nairobi

Another crucial dimension of globalization is the increasing globalization of places, especially cities. In this lecture, I will firstly introduce two terms and related theories: the “world city” thesis and the 21<sup>st</sup> century literature on world/global cities and global city systems. Then, I will introduce a report of the UN on global urbanization patterns and trends.

Meanwhile, it is important to understand that urbanization takes on different forms in different countries, and in countries like India, Mexico, Kenya, a major form of urbanization has been extensive slums. To better illustrate the uneven influence of globalization on cities and the diverse urban forms in the contemporary world, the lecture will zoom in on three world cities, i.e. New York, Hong Kong, and Nairobi.

**Week 15: One Belt, One Road 一带一路 (2-credit hours)**

- ◆ The historical context and rationale of the initiative
- ◆ The development trajectory of the initiative and selected projects
- ◆ The global reception of the initiative: in global academia and by host countries
- ◆ Opportunities and challenges for China and the world
- ◆ In-class quiz

The last lecture of the course focuses on the One Belt, One Road (OBOR) initiative, a distinctively Chinese approach to globalization. I will firstly illustrate the historical context and rationale of the initiative. Then I will show the development trajectory of OBOR and a collection of major OBOR projects. Fourthly, I will introduce the diverse responses of international communities towards OBOR. Then, I will discuss the opportunities and challenges OBOR brings about to China and the world. In the end, the class will take the last in-class quiz on the lectures in week 14 and 15.

**Week 16: Group presentation and course conclusion 小组演示以及课程结语 (2-credit hours)**

- ◆ The last class is reserved for group presentations. Right after the 9<sup>th</sup> lecture, the class will be divided into ten groups to develop a case study that illustrates a key dimension of globalization. Each group will have eight minutes to present their research. They need turn in a final report on the same day. After all presentations, the instructor will briefly summarize the course and have students fill an anonymous evaluation form to comment on the delivery of the course and provide suggestions.

**18. 教材及其它参考资料 Textbook and Supplementary Readings**

This course does not have any required textbooks. The instructor will develop coursepacks in English based on the books and articles below.

**Selected books:**

Jonathan Xavier Inda and Renato Rosaldo. 2002. *The Anthropology of Globalization: A Reader*. Malden, MA: Blackwell Publishers.

Manfred B. Steger, 2017. *Globalization: A Very Short Introduction* (4<sup>th</sup> edition). Oxford: Oxford University Press.

Karl Polanyi, 2001. *The Great Transformation: The Political and Economic Origins of Our Time* (2<sup>nd</sup> edition). Beacon Press.

Peter Dicken, 2015. *Global Shift: Mapping the Changing Contours of the World Economy* (7<sup>th</sup> edition). New York and London: The Guilford Press.

**Selected articles:**

Jan Nederveen Pieterse, 2012. Periodizing Globalization: Histories of Globalization. *New Global Studies* 6 (2), Article 1.

Paul James and Manfred B. Steger, 2014. A Genealogy of globalization: The career of a concept. *Globalizations* 11 (4): 417-34.

Mike Davis, 2004. Planet of slums. *New Left Review* 26: 5-34.

Jamie Peck and Adam Tickell. 2002. Neoliberalizing space. *Antipode* 34: 380-404.

**课程评估 ASSESSMENT**

19. 评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
出勤 Attendance		10%		Attendance taking starts in the fourth week.
课堂表现 Class Performance				
小测验 Quiz				



课程项目 <b>Projects</b>			
平时作业 <b>Assignments</b>	45%		Five in-class quizzes, each of which is worth 9% of the final grade. Each quiz comprises several multiple-choice questions and short answer questions and will not take more than 15 minutes.
期中考试 <b>Mid-Term Test</b>			
期中报告 <b>Mid-Term Presentation</b>	30%		Individual research project, including a presentation of five minutes (15% of the final grade) and a map essay (15% of the final grade).
期末考试 <b>Final Exam</b>			
期末报告 <b>Final Presentation</b>	15%		Group research presentation (15% of the final grade).
其它（可根据需要 改写以上评估方式） <b>Others (The above may be modified as necessary)</b>			

20. 记分方式 **GRADING SYSTEM**

- A. 十三级等级制 **Letter Grading**  
 B. 二级记分制（通过/不通过） **Pass/Fail Grading**

课程审批 **REVIEW AND APPROVAL**

21. 本课程设置已经过以下责任人/委员会审议通过  
**This Course has been approved by the following person or committee of authority**

