

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Asian and International Studies**  
**with effect from Semester A 2017 /18**

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**Part I Course Overview**

**Course Title:** Identity and Citizenship in a Globalized World

**Course Code:** GE1209

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B1

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(*Course Code and Title*) Nil

**Precursors:**  
(*Course Code and Title*) Nil

**Equivalent Courses:**  
(*Course Code and Title*) GE2201 Identity and Citizenship in a Globalized World

**Exclusive Courses:**  
(*Course Code and Title*) Nil

## **Part II Course Details**

### **1. Abstract**

In this course, students explore the meaning of citizenship at various levels, from local, to national, to global, but including other kinds of ‘memberships’ which may also influence identity. Students also explore the interactions between engagement with various groups and communities, and ‘identity’. The theme of ‘globalization’ helps students to understand how international interactions in trade, travel, science, business, and culture influence conceptions of citizenship, and of identity. Learning activities include discussion and dialogue between students and with the instructor(s), exploration through interviews and site visits off-campus, films and discussion of film themes, an academic term paper, and a self-reflection on identity and citizenship.

### **2. Course Intended Learning Outcomes (CILOs)**

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To identify important problems and conflicts related to identity and citizenship in the contemporary world.	20%	√	√	
2.	To discuss the factors that affect access to citizenship of different groups, such as women, immigrants and migrant workers.	20%		√	√
3.	To analyze the roles of individuals and organizations in maximizing responsible citizenship at local, national, and global levels.	30%		√	√
4.	To reflect on their personal experiences in regard to identity formation and responsible citizenship at the local, national, regional and global level.	10%	√		√
5.	To prescribe activities which maximize responsible personal and corporate citizenship in local, national, and global contexts	20%	√	√	√

\* If weighting is assigned to CILOs, they should add up to 100%.

100%

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

#### **A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

#### **A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

#### **A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(*TLAs designed to facilitate students' achievement of the CILOs.*)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4		
	Lectures: the instructor will present concepts, theories and case studies on citizenship, rights, duties, and opportunities	√		√	√		
	Class discussions, both in-class and in web-based Discussions Forums, will engage students in debates and explorations		√	√		√	
	Oral presentations: students will work in groups to lead class discussions and structured question and answer sessions on relevant topics			√	√		√
	Research: students use relevant materials to write papers as set by the instructor		√	√	√		
	Group work: students will work together to develop mini-case studies to develop research, collaborative and creative thinking skills, applied to course topics and themes	√			√	√	√

### 4. Assessment Tasks/Activities (ATs)

(*ATs are designed to assess how well the students achieve the CILOs.*)

Assessment Tasks/Activities	CILO No.						Weighting *	Remarks
	1	2	3	4	5			
<b>Continuous Assessment: 100 %</b>								
Quizzes (2 or 3)	√	√	√				30%	Quizzes will test and reward students' facility with concepts and cases from lectures and readings
Term paper (1)	√	√	√	√	√		30%	The term paper will assess students' ability to analyze issues in depth, and to explore appropriate options for action
Short assignment (1)			√	√	√		15%	The short-assignment will engage students in more personal reflection on particular issues which concern them
Presentations (1-2), participation in class and on-line discussions	√	√	√	√	√	√	25%	Marks for presentations, class discussions, and contributions to on-line discussions will encourage, reward, and assess students' active contributions to analysis and their active engagement with other students
<b>Examination: Nil % (duration: N/A , if applicable)</b>								

\* The weightings should add up to 100%.

100%

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and presentation	To demonstrate the activeness of classroom participation	Very good to excellent participation in presentations and class discussion	Good participation in presentations and class discussion	Satisfactory participation in presentations and class discussion	Some basic participation in presentations and class discussion	Lack of attendance or participation in class discussion and presentations; and/or substantial plagiarism
2. Term paper	To assess the ability to write a 2000-2500 words essay	Demonstration of <u>excellent</u> understanding and critical evaluation of impacts of globalization on environmental problems and policies,	Demonstration of good to very good understanding and critical evaluation of impacts of globalization on environmental problems and policies,	Demonstration of general knowledge of main features of impacts of globalization on environmental problems and policies, but without good critical evaluation;	Demonstration of some basic knowledge of impacts of globalization on environmental problems and policies, but without critical evaluation;	<u>Failure</u> to demonstrate basic knowledge of impacts of globalization on environmental problems and policies; inability to engage in critical evaluation;
3. Short assignment	To write a free style movie review	Excellent movie review	Good movie review	Satisfactory movie review	Poorly-written movie review	Out-of-range movie review
4. Quiz	To examine the overall understanding of the course	Demonstration of excellent understanding of the course	Demonstration of good to very good understanding of the course	Demonstration of general knowledge of the course	Demonstration of some basic knowledge of the course	Fail to demonstrate basic knowledge of the course

## **Part III Other Information** (more details can be provided separately in the teaching plan)

### **1. Keyword Syllabus**

1.1 The concept of citizenship: rights and obligations; building the ‘good society’; costs and benefits of being a ‘responsible citizen’; the ‘free-rider’ problem; individualism, communitarianism, and the balance of rights and duties; citizenship and military service in various societies, past and present.

1.2 Who am I? Citizenship and identity: local, national, regional, and global. Why do some countries allow dual citizenship, while others do not? Who is a ‘citizen’ of Hong Kong? Citizenship in Hong Kong and China.

1.3 Citizenship issues in local contexts: community, NGOs, environment, justice. What is a responsible citizen – the variety of views and definitions of ‘responsible citizenship’? Is citizenship in China different from citizenship in other countries? Debates on individual rights versus collective interests in various societies.

1.4 Citizenship and organizations: corporations, NGOs, political parties, and social responsibility; ‘corporate social responsibility’ – competing claims and definitions. How to organize a society to maximize responsible citizenship. Reconciling leadership in international organizations with national citizenship: examples (UN, WHO, etc.).

1.5 Citizenship issues and political problems in national contexts: sub-state nationalisms and separatism; rights of ethnic minorities; non-liberal cultures within liberal societies; issues of ‘patriotic education’; civil society; migrants and citizenship; gender and citizenship: societies where women or migrants are not ‘equal citizens’ of the state; citizenship issues in Hong Kong, Japan, Taiwan, and mainland China. Alternative models: the European Union and its national and international impacts.

1.6 Citizenship issues in global contexts: globalization, internationalization, and their impacts on aspirations, knowledge, identity, and careers; international migrations, and the rise of a transnational business class; communication technology and the declining importance of territory and place; global or humanitarian citizenship issues and global environmental issues for humans as ‘citizens of the world’. Citizenship and the sense of community, at local, national, and global levels. Transnational civil society, and its impact on local conceptions of citizen rights.

### **2. Reading List**

#### **2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Arthur, J., with Bohlin, K. E., 2005. <i>Citizenship and Higher Education: The Role of Universities in Communities and Society</i> . New York: Routledge Falmer.
2.	Castles, S. & Davidson, A., 2000. <i>Citizenship and Migration: Globalization and the Politics of Belonging</i> . New York: Routledge.
3.	Castles, S., 2000. <i>Ethnicity and Globalization: From Migrant Worker to Transnational Citizen</i> . London: Sage.
4.	Cohen, R., & Kennedy, P., 2000. <i>Global Sociology</i> . London: Macmillan.
5.	Faulks, K., 2000. <i>Citizenship: Key Ideas</i> . London: Routledge.
6.	Gulalp, H., ed., 2006. <i>Citizenship and Ethnic Conflict: Challenging the Nation-State</i> . New York: Routledge.
7.	Ichilov, O., ed., 1998. <i>Citizenship and Citizenship Education in a Changing World</i> . London: The Woburn Press.
8.	Robyn, I., Hawksley, C. & Castles, S., ed., 2003. <i>Migration in the Asia Pacific: Population, Settlement and Citizenship Issues</i> . Northampton: Edward Elgar.

9.	Ku, A. S. & Pun, N., ed., 2004. <i>Remaking Citizenship in Hong Kong: Community, Nation, and the Global City</i> . London: Routledge.
10.	Hollender, J. & Fenichell, S., 2005. <i>What Matters Most: How a Small Group of Pioneers is Teaching Social Responsibility to Big Business, and Why Big Business is Listening</i> . Cambridge: Harvard Business School Press.
11.	Law, K. Y. & Lee, K. M., 2006. Citizenship, Economy and Social Exclusion of Mainland Chinese Immigrants in Hong Kong. <i>Journal of Contemporary Asia</i> , 36(2), pp. 217-242.
12.	Li, Z., 2001. <i>Strangers in the City: Reconfiguration of Space, Power, and Social Networks within China's Floating Population</i> . Stanford: Stanford University Press.
13.	McDonough, K. & Feinberg, W., ed., 2003. <i>Citizenship and Education in Liberal-Democratic Societies: Teaching for Cosmopolitan Values and Collective Identities</i> . Oxford: Oxford University Press.
14.	Miller, D., 2000. <i>Citizenship and National Identity</i> . Malden, MA: Polity Press.
15.	Oommen, T.K., 1997. <i>Citizenship, Nationality and Ethnicity</i> . Cambridge: Polity Press.
16.	Savitz, A. W. & Weber, K., 2006. <i>The Triple Bottom Line: How Today's Best-Run Companies are Achieving Economic, Social and Environmental Success - And How You Can Too</i> . Boston: Jossey-Bass.
17.	Sims, R.R., 2003. <i>Ethics and Corporate Social Responsibility: Why Giants Fall</i> . Westport, CT: Praeger.
18.	Solinger, D., 1999. <i>Contesting Citizenship in Urban China: Peasant Migrants, the State, and the Logic of the Market</i> . Berkeley: University of California Press.
19.	Vandenberg, A., ed., 2000. <i>Citizenship and Democracy in a Global Era</i> . London: Macmillan.
20.	Vogel, D., 2006. <i>The Market for Virtue: The Potential and Limits of Corporate Social Responsibility</i> . New York: Brookings Institution Press.
21.	Williams, M. & Humphrys, G., 2003. <i>Citizenship Education and Lifelong Learning: Power and Place</i> . New York: Nova Science.
22.	Soysal, Y., 1994. <i>Limits of Citizenship</i> . Chicago: University of Chicago Press.

## 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	<i>Accommodating Difference: Human Rights, Citizenship, and Identity in Diverse Societies</i> . Available at: <a href="http://www.historiasiglo20.org/europe/ciudadident.htm">http://www.historiasiglo20.org/europe/ciudadident.htm</a>
2.	<i>Citizenship and Identity in the European Union</i> . Available at: <a href="http://www.historiasiglo20.org/europe/ciudadident.htm">http://www.historiasiglo20.org/europe/ciudadident.htm</a>
3.	<i>Civics and Citizenship (Australia)</i> . Available at: <a href="http://vels.vcaa.vic.edu.au/essential/personal/civics/index.html">http://vels.vcaa.vic.edu.au/essential/personal/civics/index.html</a>
4.	<i>CSR-Asia: Corporate Social Responsibility in Asia</i> . Available at: <a href="http://www.csr-asia.com/">http://www.csr-asia.com/</a>
5.	<i>Engagement and Global Citizenship: Local Roots and Global Reach</i> . Available at: <a href="http://www.compact.org/20th/read/engagement_and_global_citizenship">http://www.compact.org/20th/read/engagement_and_global_citizenship</a>
6.	<i>Global Citizenship website, University of Glasgow</i> . Available at: <a href="http://www.global-citizenship.org/">http://www.global-citizenship.org/</a>
7.	<i>Global Citizenship website, University of Glasgow</i> . Available at: <a href="http://www.global-citizenship.org/">http://www.global-citizenship.org/</a>

- A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	1,2
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	2,3
PILO 3: Demonstrate critical thinking skills	3,5
PILO 4: Interpret information and numerical data	2
PILO 5: Produce structured, well-organised and fluent text	2,4
PILO 6: Demonstrate effective oral communication skills	2,3
PILO 7: Demonstrate an ability to work effectively in a team	2,4
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1,3
PILO 9: Value ethical and socially responsible actions	4,5
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	3,4,5

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

- B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Term paper.