

CB3601: GLOBAL PERSPECTIVES ON CONTEMPORARY ISSUES

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Global Perspectives on Contemporary Issues

Subject Code

CB - College of Business (CB)

Course Number

3601

Academic Unit

Marketing (MKT)

College/School

College of Business (CB)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

The aim of the course is to broaden students' perspective and strengthen students' business training by providing opportunities for them to reflect on a variety of international issues - economic, political, legal, technological and social.

Students will be encouraged to analyse and discuss a range of real-world topics and concerns. This course also enables students to share their experience and the new knowledge with others in the global exploration project. At the end of the semester, students should be better informed about current global business issues as well as able to engage in meaningful debate about business ethics that touch their lives.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Demonstrate an attitude of being concerned of the global issues in various aspects and try to understand the context within which global business operate	20	x		
2	Analyse various issues global citizens and businesses are facing, weigh the evidences and arrive at a judgement	30		x	x
3	Explain the global issues and explain the personal values, motivations and behavioural patterns	30		x	x
4	Work effectively and efficiently individually and in a team with people of different backgrounds, and communicate both orally and in written forms	20		x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture and Seminar	Students will engage in formal seminars to gain the knowledge of contemporary issues within global business operations	1, 2	

2	Discussions and Exercises in the Global Exploration Project	Students will share their understanding of global business and analyse various issues global citizens and businesses are facing in the global exploration project.	1, 2, 3, 4	
3	Teamwork and Supervisor's Coaching in the global exploration project	Students will collect relevant information and literature to analyse issues they find in the global exploration project, with the course leader's guidance.	4	
4	Preparing the Group Presentation and report	Students will participate in groups to consolidate their learning as they produce presentations and reports and actively engage as audience members during peers' presentations to expand and deepen their knowledge.	2, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	In-class discussions and exercises: Students will participate in structured in-class discussions and exercises, demonstrating their understanding of the course materials and the ability to engage critically with contemporary global issues.	1, 2, 3, 4	40	-	Yes

2	Reflections on international cultural experiences: Students will articulate thoughtful and self-aware reflections on their international cultural experiences, connecting them to broader themes of globalization, identity, and cross-cultural understanding.	1, 3, 4	20	-	Yes
3	Group Project: Students will develop a collaborative project on a chosen global issue, demonstrating skills in teamwork, critical analysis, and the effective communication of strategic insights relevant to the contemporary world.	2, 4	40	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

In-class discussion and exercises

Criterion

1. answering in exercises
2. participation

Excellent (A+, A, A-)

1. Able to always present and communicate answers to class exercises excellently in oral and/or written format.
2. Proactively participate in class discussion by offering innovative ideas and asking questions related to the discussion.

Good (B+, B, B-)

1. Able to frequently present and communicate answers to class exercises in oral and/or written format.

2. Proactively participate in class discussion by offering some innovative ideas and asking questions related to the discussion.

Fair (C+, C, C-)

1. Occasionally present and communicate answers to class exercises in oral and/or written format.
2. Occasionally active when urged to participate in class discussion by offering some acceptable ideas and asking limited questions related to the discussion.

Marginal (D)

1. Occasionally present and communicate answers to class fairly in oral and/or written format.
2. Reactively participate in class discussion by offering very limited ideas and asking very few questions related to the discussion.

Failure (F)

1. Unable to present and communicate answers to class in oral and/or written format.
2. Rarely participate in class discussion, offering very limited ideas and never ask questions related to the discussion.

Assessment Task

Reflections on international cultural experiences

Criterion

Depth of Reflection & Personal Insight

Excellent (A+, A, A-)

Demonstrates profound insight and a clear transformation in perspective. Moves beyond description to analyze underlying cultural values and their impact on personal/professional identity.

Good (B+, B, B-)

Shows thoughtful analysis of cultural differences and personal reactions. Clearly connects the experience to personal growth, though with less nuance than excellent responses.

Fair (C+, C, C-)

Provides a mostly descriptive account with basic personal interpretation. Identifies obvious cultural points but analysis remains surface-level.

Marginal (D)

Reflection is primarily a summary of events with little to no genuine personal insight or analysis.

Failure (F)

Fails to demonstrate any meaningful reflection. Content is irrelevant, purely descriptive, or lacks coherence.

Assessment Task

Group Project

Criterion

1. Depth of Analysis & Conceptual Integration
2. Quality of Argument & Synthesis
3. Effectiveness of Communication & Engagement

Excellent (A+, A, A-)

1. Demonstrates excellent command of relevant concepts. Provides a nuanced, critical analysis of the issue, integrating multiple perspectives to generate profound, well-supported insights and strategic implications.

2. The final output presents a compelling, sophisticated, and well-structured argument. Evidence and concepts are seamlessly synthesized to build a persuasive and insightful narrative. The work is exceptionally coherent and polished.

3. The core message is communicated with exceptional clarity, impact, and professionalism. The format and delivery are highly engaging and tailored effectively to the intended audience, demonstrating masterful communication skills.

Good (B+, B, B-)

1. Demonstrates good command of relevant concepts. Provides a clear analysis of the issue, integrating key concepts to generate logical insights and strategic implications.

2. The final output presents a clear and logical argument. Evidence and concepts are effectively synthesized to support the main points. The work is well-organized and easy to follow.

3. The core message is communicated with good clarity and effectiveness. The format and delivery are appropriate and engaging for the audience, demonstrating solid communication skills.

Fair (C+, C, C-)

1. Demonstrates an acceptable command of basic concepts. Provides a descriptive summary of the issue with some analysis. Insights and links to strategy are partial or superficial

2. The final output presents a discernible but basic argument. Evidence and concepts are connected but the synthesis is mechanical or occasionally unclear. The work is adequately organized.

3. The message is understandable but lacks polish or persuasive impact. The format and delivery are functional but may not be fully optimized for audience engagement.

Marginal (D)

1. Demonstrates a marginal command of concepts. Identifies aspects of the issue but provides little real analysis. Unable to form coherent strategic implications.

2. The final output lacks a clear argument. It is a collection of points rather than a synthesized whole. Evidence is poorly integrated, and the work is difficult to follow.

3. The message is unclear or difficult to follow. The format and delivery are ineffective and poorly considered for the audience.

Failure (F)

1. Demonstrates little to no understanding of concepts. Fails to analyze the issue. No meaningful insights or strategic links are presented.

2. The final output is disorganized and incoherent. Fails to present a logical argument or synthesize information.

3. The message is incoherent. The format and delivery are wholly ineffective, failing to effectively communicate with the audience.

Part III Other Information

Keyword Syllabus

Global business, globalization, multinationals, globalized, poverty, trade, sociology, anthropology, politics, technology, law, economics.

Reading List

Compulsory Readings

Title	
1	Global Business, by Mike W. Peng.
2	The Economist – The World Ahead 2026.
3	The Economist - Pocket World in Figures 2025.

Additional Readings

Title	
1	Ferrante (2014), "Sociology: A Global Perspective", Cengage, 9th ed.
2	Batstone (2010), "Not for Sale: The Return of the Global Slave Trade – and How We Can Fight It", Harper Collins, Rev. Upd ed.
3	Rivoli (2009), "The Travels of a T-shirt in The Global Economy: An Economist Examines the Markets, Power and Politics of the World Trade", Wiley, 2nd ed.
4	Freeland (2012), "Plutocrats: The Rise of the New Global Super-Rich", Penguin.
5	Banerjee & Duflo (2012), "Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty", Public Affairs, Reprinted ed.
6	Shelly (2010), "Human Trafficking: A Global Perspective", Cambridge University Press.