

# PIA3151: MANAGING NEW GLOBAL CHALLENGES

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Managing New Global Challenges

### Subject Code

PIA - Public and International Affairs

### Course Number

3151

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### 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

PIA4151 Managing New Global Challenges, GE3209 Managing New Global Challenges

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course exposes students to in-depth, critical discussions of a series of issues that present great challenges to human societies in the age of globalization. Drawing on cutting-edge research by scholars in multiple disciplines in social sciences and humanities, this course acquaints students with analytical concepts and qualitative approaches to participate in the debates on these issues. These issues are grouped under four themes: 1) uneven development and poverty; 2) care work and population; 3) science, technology, and society; and 4) climate change and Anthropocene. Weekly class lecture and discussion covers a specific topic such as slums and gentrification, urban sanitation, family change, platform economy, medicalization of birth and death, human and nature, and human-animal relations. While these issues are discussed separately, they are also interrelated. Discussions draw on empirical case studies in local settings, but to comprehend the depth of the issues requires a global perspective and an interdisciplinary approach.

#### Course Intended Learning Outcomes (CILOs)

| CILOs |                                                                                                                                 | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|---------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|--------|--------|
| 1     | Identify and describe key analytical concepts in designated themes in social sciences and humanities;                           | 25                  | x      | x      |        |
| 2     | Identify and describe qualitative research approaches in social sciences and humanities;                                        | 25                  | x      | x      |        |
| 3     | Identify problems and analyze social phenomena critically and independently;                                                    | 20                  | x      | x      | x      |
| 4     | Demonstrate effective teamwork;                                                                                                 | 15                  | x      | x      | x      |
| 5     | Apply the above-mentioned concepts, research methods, and other skills to specific case studies of particular social phenomena. | 15                  | x      | x      | 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    | Reading  | Students will learn about debates regarding specific issues; will develop skills in reading and thinking in a critical manner.              | 1, 2, 3, 5 |                            |
| 2    | Lectures | Students will attend lectures introducing them to concepts, theories, histories, and debates through use of diverse pedagogical strategies. | 1, 2, 3, 5 |                            |

|   |                             |                                                                                                                                                                                                       |               |  |
|---|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|
| 3 | Discussions                 | Students will have opportunities to synthesize readings, raise questions, communicate with others, and debate in a critical yet respectful manner.                                                    | 1, 2, 3, 5    |  |
| 4 | Group Projects              | Students will work as a team together, in order to identify a social phenomenon of shared interests under the designated themes, draw on readings and lectures, conduct research, and make arguments. | 1, 2, 3, 4, 5 |  |
| 5 | Final take-home examination | Students will synthesize, analyse, and evaluate arguments, preferably drawing on theories, debates and approaches from other courses.                                                                 | 1, 2, 3, 5    |  |

**Assessment Tasks / Activities (ATs)**

|   | ATs                              | CILO No.      | Weighting (%) | Remarks ("- for nil entry) | Allow Use of GenAI? |
|---|----------------------------------|---------------|---------------|----------------------------|---------------------|
| 1 | In-class discussion              | 1, 2, 3, 5    | 15            | -                          | Yes                 |
| 2 | Discussion on the course website | 1, 2, 3, 5    | 15            | -                          | Yes                 |
| 3 | Group Projects                   | 1, 2, 3, 4, 5 | 40            | -                          | No                  |
| 4 | Final take-home examination      | 1, 2, 3, 5    | 30            | -                          | No                  |

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

In class discussion

**Criterion**

To demonstrate the activeness of classroom participation

**Excellent (A+, A, A-)**

Excellent participation in presentations and class discussion

**Good (B+, B, B-)**

Very good participation in presentations and class discussion

**Fair (C+, C, C-)**

Good participation in presentations and class discussion

**Marginal (D)**

Marginal participation in presentations and class discussion

**Failure (F)**

No attendance or participation in class discussion

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**Assessment Task**

Discussion on the course website

**Criterion**

To demonstrate the activeness of discussion on website

**Excellent (A+, A, A-)**

Excellent to excellent participation on website

**Good (B+, B, B-)**

Very good participation on website

**Fair (C+, C, C-)**

Good participation on website

**Marginal (D)**

Marginal participation on website

**Failure (F)**

No participation on website

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**Assessment Task**

Group projects

**Criterion**

To assess presentation

**Excellent (A+, A, A-)**

Demonstration of excellent understanding of the course

**Good (B+, B, B-)**

Demonstration of very good understanding of the course

**Fair (C+, C, C-)**

Demonstration of good understanding of the course

**Marginal (D)**

Demonstration of marginal understanding of the course

**Failure (F)**

Demonstration of no understanding of the course

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**Assessment Task**

Final take-home examination

**Criterion**

To assess the ability to write a an essay of quality and relevance to course

**Excellent (A+, A, A-)**

Demonstration of excellent understanding and critical evaluation of impacts of globalization on environmental problems and policies

**Good (B+, B, B-)**

Demonstration of very good understanding and critical evaluation of impacts of globalization on environmental problems and policies

**Fair (C+, C, C-)**

Demonstration of good understanding and critical evaluation of impacts of globalization on environmental problems and policies

**Marginal (D)**

Demonstration of marginal understanding and critical evaluation of impacts of globalization on environmental problems and policies

**Failure (F)**

Demonstration of no understanding and critical evaluation of impacts of globalization on environmental problems and policies

**Part III Other Information****Keyword Syllabus**

Globalization; challenges; uneven development; poverty; care work; population; science, technology, and society; climate change; Anthropocene; global perspective; social sciences and humanities; interdisciplinary approach.

**Reading List****Compulsory Readings**

| Title |                                                                                                                                                                                                                                                                                                         |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Bourgeois, Philippe. 2002. "Understanding Inner-City Poverty: Resistance and Self-Destruction under U.S. Apartheid." In <i>Exotic No More: Anthropology at the Frontline</i> , edited by Jeremy MacClancy, 15. Chicago: University of Chicago Press.                                                    |
| 2     | Hass, Benjamin. 2017. "My Week in Lucky House: The horror of Hong Kong's coffin homes." <i>The Guardian</i> (August 29)                                                                                                                                                                                 |
| 3     | Fraser, Nancy. 2016. "Contradictions of Capital and Care." <i>New Left Review</i> 100 (July/August): 99-117.                                                                                                                                                                                            |
| 4     | Ochiai, Emiko. 2014. "Care Diamonds and Welfare Regimes in East and Southeast Asian Societies." In <i>Transformation of the Intimate and the Public in Asian Modernity</i> , edited by Emiko Ochiai and Leo Aoi Hosoya, 166-189. Leiden: Brill.                                                         |
| 5     | Folbre, Nancy. 2018. <i>Developing Care: Recent Research on the Care Economy and Economic Development</i> . International Development Research Centre.                                                                                                                                                  |
| 6     | Inhorn, Marcia C. 2021. "The Egg Freezing Revolution?: Gender, Education, and Reproductive Waithood in the United States." In <i>Waithood: Gender, Education, and Global Delays in Marriage and Childbearing</i> , edited by Marcia C. Inhorn and Nancy Joan Smith-Hefner, 362-390. New York: Berghahn. |

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|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  | McFarlane, Colin, Renu Desai, and Steve Graham. 2014. "Informal Urban Sanitation: Everyday Life, Poverty, and Comparison." <i>Annals of the Association of American Geographers</i> 104 (5): 989-1011.                                                                                                                                                                                     |
| 8  | Rosenblat, Alex. 2018. <i>Uberland: How Algorithms Are Rewriting the Rules of Work</i> . Oakland, CA: University of California Press (Selected pages)                                                                                                                                                                                                                                      |
| 9  | Morozov, Evgeny. 2013. <i>To Save Everything, Click here: The Folly of Technological Solutionism</i> . London: Penguin Books Ltd (Selected pages).                                                                                                                                                                                                                                         |
| 10 | #i#ek, Slavoj. 2014. "Fat-free chocolate and absolutely no smoking: why our guilt about consumption is all-consuming," <i>The Guardian</i> , May 21. <a href="https://www.theguardian.com/artanddesign/2014/may/21/prix-pictet-photography-prize-consumption-slavoj-zizek">https://www.theguardian.com/artanddesign/2014/may/21/prix-pictet-photography-prize-consumption-slavoj-zizek</a> |
| 11 | Descola, Philippe. 2013. <i>Beyond Nature and Culture</i> . Translated by Janet Lloyd. Chicago; London: The University of Chicago Press (Selected pages).                                                                                                                                                                                                                                  |

### Additional Readings

|    | Title                                                                                                                                                                                                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Escobar, Arturo. 2012 [1995]. <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton, NJ: Princeton University Press (selected pages)                                                                                                                                                   |
| 2  | Roy, Ananya, Genevieve Negrón-Gonzales, Kweku Opoku-Agyemang, and Clare Vineeta Talwalker, eds. 2016. <i>Encountering Poverty: Thinking and Acting in an Unequal World</i> . Oakland, CA: University of California Press (selected pages).                                                                               |
| 3  | Smith, Neil. 2002. "New Globalism, New Urbanism: Gentrification as Global Urban Strategy." <i>Antipode</i> 34 (3): 427-450.                                                                                                                                                                                              |
| 4  | Roy, Ananya. 2005. "Urban Informality." <i>Journal of the American Planning Association</i> 71 (2): 147-158.                                                                                                                                                                                                             |
| 5  | Santos, Gonçalo, and Suzanne Gottschang. 2020. "Rethinking Reproductive Technologies and Modernities in Time and Space." <i>Technology and Culture</i> 61 (2): 549-558.                                                                                                                                                  |
| 6  | Anand, Nikhil. 2017. <i>Hydraulic City: Water and the Infrastructures of Citizenship in Mumbai</i> . Durham: Duke University Press.                                                                                                                                                                                      |
| 7  | Desai, Renu, Colin McFarlane, and Stephen Graham. 2015. "The Politics of Open Defecation: Informality, Body, and Infrastructure in Mumbai." <i>Antipode</i> 47 (1):98-120.                                                                                                                                               |
| 8  | Ling, Minhua. 2021. "Container housing: Formal informality and deterritorialised home-making amid bulldozer urbanism in Shanghai." <i>Urban Studies</i> 58 (6): 1141-1157.                                                                                                                                               |
| 9  | Escobar, Arturo, Eeva Berglund, Peter Brosius, David A. Cleveland, Jonathan D. Hill, Dorothy L. Hodgson, Enrique Leff, Kay Milton, Dianne E. Rocheleau, and Susan C. Stonich. 1999. "After Nature: Steps to an Antiessentialist Political Ecology [and Comments and Replies]." <i>Current Anthropology</i> 40 (1): 1-30. |
| 10 | Greenough, Paul R., and Anna L. Tsing, eds. 2003. <i>Nature in the Global South: environmental Projects in South and Southeast Asia</i> . Durham: Duke University Press (Selected pages).                                                                                                                                |