

*Liberal Studies
Curriculum Resources
Booklet Series*

Globalization



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Preamble

Liberal Studies is an inter-disciplinary core subject of the senior secondary curriculum. It starts with important contemporary issues to ensure that senior secondary students experience a broad and holistic education, continue to construct knowledge and broaden their horizons. With the learning experience gained in this subject, students can enhance their social awareness, develop thinking skills and foster positive values and attitudes.

The *Liberal Studies Curriculum and Assessment Guide (Secondary 4 - 6)* (“*Curriculum and Assessment Guide*”) clearly states that the design of this curriculum is based on the necessary knowledge and capacity for students’ learning in primary and junior secondary education. It aims to “consolidate and broaden the foundational knowledge of every student through studying a range of contemporary issues in different contexts”. This curriculum comprises three interconnected Areas of Study, which in a balanced manner, “represent broad areas of concern about the human condition and the contemporary world. They serve as platforms for the exploration of related issues, so that students can develop a more coherent understanding of the world and come to appreciate the connections among concepts.”

As “platforms for the exploration of related issues”, the three Areas of Study provide a solid foundation for students in their enquiry learning process. The six modules, various themes and key enquiry questions further indicate the focuses and pathways for enquiry, and help students apply the knowledge, concepts and perspectives (such as science, economics, history and culture) of different subjects in specific contexts in order to extend the breadth and depth of these Areas of Study. In this regard, in addition to focusing on the development of students’ enquiry skills, teachers should consider if the selected issues can as a whole cover each Area of Study, module and theme in a balanced way when planning the teaching progress and internal assessment for this subject. This will help students fully understand relevant knowledge and broaden their horizons.

The Education Bureau and the Hong Kong Examinations and Assessment Authority jointly prepared the *Liberal Studies Curriculum and Assessment Resource Package - Interpreting the Curriculum and Understanding the Assessment* (“*Resource Package*”) in June 2013 to help teachers better understand the breadth and depth of the curriculum and the requirements of the public assessment. Teachers generally believe that the *Resource Package* is conducive to planning of the curriculum and teaching progress. In order to further illustrate the highlights of the curriculum, the Education Bureau published the *Liberal Studies Curriculum Resources Booklet Series* based on the

interpretation of the curriculum made in the *Resource Package* published in 2013 and the Medium-term Review recommendations released in 2015. This booklet series provides teachers and students with more appropriate learning and teaching resources according to the six modules of the curriculum to reduce teachers' workload. Each booklet has a similar structure, comprising four parts as follows:

- **Learning and teaching focuses:** It is mainly excerpted from relevant parts of the *Resource Package* of 2013, listing out the learning and teaching focuses of this module and suggesting relevant examples for enquiry for teachers' reference. Relevant contents would be revised in accordance with the results of the medium-term curriculum review.
- **Basic concepts and relevant information:** This part provides students with basic knowledge for learning this module, including basic concepts students should master and some useful relevant information. It also includes diversified and balanced views for reference in the issue-enquiry process. Teachers may distribute relevant information to students if deemed necessary.
- **Learning and teaching exemplars:** This part selects specific issues for enquiry in respect of the learning and teaching focuses of this module, and designs the learning and teaching flow and class activities. The leading modules and related modules are presented in some exemplars, showing the focus of the enquiry and the connection with other modules respectively. These exemplars show that the enquiry process requires attention to the development of both knowledge and skills. Students are expected to adopt multiple perspectives in thinking and foster positive values and attitudes. Each exemplar not only corresponds to the learning and teaching focuses of the module, but also suggests different learning and teaching strategies required in light of teaching and learning contexts, so as to develop students' critical thinking and modest learning attitude which refrains from making any rash criticism. Teachers may also adjust the learning contents and learning and teaching strategies with reference to the suggestions on learning and teaching in this booklet in order to cater for student diversity.
- **Further reading and references:** This part provides teachers with references for lesson preparation in order to complement the teaching contents. Teachers are advised to pay attention to the publications listed in Part A and encourage students to select some of them for extracurricular reading depending on their interests and abilities, with a view to improving their understanding of the module and developing their independent learning capabilities.

We hope that this booklet series is helpful for teachers in refining their teaching of Liberal Studies. A series of support measures will be introduced in the future, such as conducting seminars and workshops, sharing of frontline teaching experience and updating the learning and teaching exemplars and relevant learning and teaching resources on the Web-based Resource Platform for Liberal Studies (<http://ls.edb.hkedcity.net>). When using the booklet series and other references, teachers shall refer to the latest version of *Curriculum and Assessment Guide* and make school-based adaptations.

During the course of preparation for the booklet series, we have consulted with Curriculum Development Council Committee on Liberal Studies and frontline teachers and invited a number of experts and scholars to review and vet the contents herein. We hereby express our gratitude to them.

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Part I : Learning and Teaching Focuses

In accordance with the requirements in the *Curriculum and Assessment Guide*, this module will enable students to “review the trends in the controversial concept of globalization. They will explore and analyse its impact and the responses of people and groups.”¹. More specifically, teachers are advised to summarise the learning and teaching focuses of this module into the following four aspects:

1. **Characteristics and trends in the development of globalization**
2. **Globalization in the economic aspect**
3. **Globalization in the cultural aspect**
4. **Different responses to globalization**

When planning the curriculum for this module, teachers are advised to **use familiar examples from daily life as a starting point for student enquiry**. If students already have a basic understanding of globalization, it would be advisable to **guide students to explore further and study how individuals and groups in different regions respond to globalization**. Otherwise, students’ learning would be limited to local issues and lack the perspectives and skills to deal with global issues.

¹ *The Curriculum and Assessment Guide*, P.40

1. **Characteristics and Trends in the Development of Globalization**

The learning and teaching focuses of the module of Globalization involve issues relating to the economic and cultural aspects. Before students commence in-depth enquiry of issues related to these areas, teachers are advised to first guide them to gain a preliminary understanding of the development of globalization, especially **the period of globalization of the post-Cold War era, and to understand the concept of globalization.**

- Teachers may start this section by citing examples from students' daily lives, so that they understand globalization is not something distant and remote, but part of everyday life. The following are suggested examples for enquiry:

- Understanding globalization from the smart phone: The smart phone is a hot selling product around the world, and smart phone manufacturers are typical examples of multinational corporations. Teachers are advised to guide students to study the reasons for global popularity of the smart phone and the mentality of the buyers in order to master **what the globalization phenomena have been reflected.** With regard to multinational corporations, students may gain a preliminary understanding of their unique characteristics through understanding the modes of production and operational models of the smart phone manufacturers.
- Understanding globalization from football matches: Teachers may use football as an example to present a preliminary explanation of the phenomenon related to globalization. The players from various national football teams, the football shirts and shoes worn by the players, the football used in the game can all be starting points for **understanding economic globalization.** Satellite telecasting of football matches, star players attracting fans from around the world, and famous football teams with supporters from all parts of the world are **examples of cultural globalization.**

■ Brief Summary

- This learning and teaching focus mainly helps students gain a **preliminary understanding of globalization and its unique characteristics, which provides** the foundation for further enquiries of the various issues in this module. After dealing with the above examples for enquiry, teachers may guide students to **deliberate on the impacts of globalization and share their feelings and opinions.**

- Teachers **need not spend too much lesson time on this part** because the relevant contents involved will be covered in greater depth in the enquiries that follow. If teachers think students have mastered the basic knowledge of globalization (e.g. the school may have already covered the relevant contents in the Personal, Social and Humanities Education Key Learning Area at junior secondary levels), then it would be acceptable to skip this particular learning and teaching focus or alternatively, link it to the relevant part of the contents that follow.

2. Globalization in the Economic Aspect

The learning and teaching focus in this part centres on economic globalization. Teachers are advised to choose issues such as multinational corporations, factories in developing countries, international economic organisations, corporate brands and consumer choice for enquiry with students, and analyse the **effects of globalization on different stakeholders (managerial level of corporations, labour, and consumers) and their responses**. This helps students further understand **the interactions and integration of all the economies in the world under the drive of globalization**.

- **The production processes and management thinking of multinational corporations**: Multinational corporations take advantage of the waves of globalization to expand their operations, actively promote their products and services and maximise profit, even to the extent of being criticised for exploiting developing countries. On the other hand, overseas investments by multinational corporations also create career opportunities, and introduce modern management techniques and capital which benefit the local economies. Thus, multinational corporations and local economies are mutually benefited. Similarly, production models and business philosophies of multinational corporations could provide issues for enquiry. The following are suggested examples for enquiry:

- Teachers are advised to select one or two case studies of multinational corporations to guide student enquiry on multinational corporations' **unique characteristics in procurement of raw materials and production models** (e.g. the occurrence of global production chain), so that students understand **the relationship between the operational mode of multinational corporations and globalization** (e.g. integration of capital markets).
- In order to boost product sales, many corporations are following the marketing and management model of McDonald's, even public organisations have followed its practice to various extents. Some academics use the term "**McDonaldization**" to describe this phenomenon and argue that it will result in the **development of a homogenous and institutionalised model of management in societies all over the world, and will lead to negligence of the humanising perspective**². Teachers may consider discussing with students this trend in Hong Kong and other

² Ritzer, George (1993), *The McDonaldization of Society: An investigation into the changing character of contemporary social life*, Newbury Park, California: Pine Forge Press. Please refer to 林祐聖·葉欣怡 (2002). *社會的麥當勞化*. Taipei:Hung-Chih book Company Limited (台北: 弘智文化) for the Chinese translation.

regions, and to **evaluate its pros and cons**.

- Teachers may consider selecting one or two examples, which showed that the overseas investments by multinational corporations (e.g. in the mainland or Hong Kong) have brought visible benefits to local development, to let students **gain a more comprehensive understanding of the impacts of multinational corporations**.

- **Factories in developing countries**: Taking advantage of the waves of globalization, multinational corporations have seized opportunities for overseas investment and expansion, especially in developing countries. They have established factories in these regions to manufacture products using cheap raw materials and labour. Working conditions in some of these factories are very poor. Some of them may impose stringent and harsh rules on the workers with regard to job performance or even their daily lives. The workers toil in appalling conditions but earn meagre wages. Teachers are advised to cite one or two examples of factories in developing countries for students to enquire about **the effects of globalization on labour and the integration of labour markets**.

- Teachers may refer to the examples of factories in Southeast Asia (such as Vietnam, Thailand, and Indonesia) or South Asia (such as India and Pakistan) for students to understand how multinational corporations establish factories and the working conditions there. Some of these factories might even employ child labourers. If teachers think the examples of these regions are unfamiliar to students, they may use the factories in the Pearl River Delta Region of the mainland as an issue for enquiry.
- While taking examples from factories in any developing countries, teachers are advised to help students understand that **not all social classes benefit from globalization**. For blue-collar workers who earn a living by manual labour, globalization is more likely to be a threat rather than an opportunity. On the other hand, foreign investment may create employment opportunities for locals and help improve their livelihood. Furthermore, teachers may also guide students to ask **in what ways the international community shows its concern for these situations, and what proposals have been made or actions taken to improve these situations**.

- **International economic organisations**: The key characteristic of economic globalization is the formation of interacting and integrated relationships among all economies, which affect one another as if they were a whole. Moreover, as

international trade expands, organisations have emerged to handle international economic affairs. The following are suggested examples for enquiry:

- Teachers may consider citing the World Trade Organisation (WTO) as an example for enquiry and guiding students to analyse **the relationship between the WTO's missions and globalization, and judge whether the arguments of anti-WTO activists are sound.** Teachers may also cite the experiences of a couple of countries (e.g. South Korea and Vietnam) as examples to help students explore why so many developing countries are eagerly applying for accession to the WTO, and **whether their accession benefits the majority of the citizens in these countries.** Teachers may also consider using the World Bank or the International Monetary Fund as examples for enquiry to help students **understand the roles and impacts of international economic organisations in promoting globalization.**

- In recent years, emerging economies among developing countries (e.g. "BRICS", i.e. Brazil, Russia, India, China and South Africa) have become increasingly important and influential in multiple international economic organisations long dominated by developed countries. Teachers may consider guiding students to analyse **the relationship between the globalization wave and such changes,** and consider to what extent international economic organisations can **balance the interests of developed and developing countries, and fairly deal with their appeals** under this newly emerged situation.

- **Corporate brands and consumer choice:** As multinational corporations actively market their products around the world, they are keen to build up their brand images through advertisements so as to gain greater market shares. Consumers have undoubtedly benefited from economic globalization as more choices are available when buying products and services. However, they may be influenced by intensive advertising in such a way that they unconsciously make purchasing decisions based on the sole consideration of whether a particular product is a famous brand. As multinational corporations continuously expand and hence threaten the development of local merchandising markets, the ultimate consequence is fewer choices available to consumers. The following are suggested examples for enquiry:

- Teachers may consider brands familiar to students in their daily lives, and select one or two as examples for discussion of the rise of such brands on a global scale and their development and distribution in Hong Kong (or

some other regions). Teachers are advised to focus the enquiry on understanding **how globalization benefits worldwide promotion of products, and the role played by advertisement in this process.**

- Teachers may consider guiding students to reflect on the extent they have been influenced by branding and advertising promotion when making purchasing decisions, and then **evaluate how brands and advertising have affected the general public's daily life and consumer behaviour.** On the other hand, it is recommended that teachers may guide students to **analyse whether it is difficult for local products and services to win over international brand name products** and **the impacts on consumers** if the market is dominated by a few brands.

3. **Globalization in the Cultural Aspect**

The learning and teaching focus in this part aims to explore **the impacts of globalization on the cultural development in different regions of the world**. Western culture, as exemplified by those of Europe and North America (especially the US), has quickly spread to other parts of the world by taking advantage of the globalization trend. While **challenging** local culture, it may also **interact** with the local culture. Furthermore, due to the increasing contact among cultures in different regions, students may also be prompted to reflect **to what extent the increasing opportunities of cultural contact can enhance mutual respect and understanding**.

- **The impact of dominant foreign cultures**: One of the characteristics of cultural globalization is the spread of Western culture across the world as a result of multinational media, the Internet, popular culture and other similar means in conjunction with the political influence of Western countries. As a result, it affects the ideologies and lifestyles of the local people in these regions, even to the extent of making locals think Western cultures embody the epitome of modern civilisation and that they have been widely accepted. It gives rise to the controversy of **whether various local cultures are gradually becoming homogeneous or whether maintenance of cultural plurality is still possible**. The following are suggested examples for enquiry:

- Hollywood movies have been popular in the world in recent decades. Teachers are advised to guide student enquiry into how the lifestyle, cultural orientation and values of the United States spread to all parts of the world through the popular culture of Hollywood movies, and thus has **influenced the mode of thinking and behaviours of people around the world**. Students may also extend the enquiry and study whether China's movie industry should closely follow the model of Hollywood movies if they were to participate in the international movie market, and then **evaluate the influence of a dominant culture on other regions**.
- Disneyland in Shanghai is under construction and is set to open in the first half of 2016. Teachers are advised to guide students to study the project's **impacts on traditional Chinese culture**. Another example is the adoption of English as the most widely used language. The question "To what extent has this situation helped *Harry Potter* become the best-selling novel in the world?" may also be suggested to students for enquiry.

- **Interactions between foreign and local cultures:** Dominant Western cultures spearheaded by Europeans and North Americans have undoubtedly brought significant challenges to local cultures as demonstrated in the above examples. On the other hand, **when a foreign culture tries to get its way into a certain region, it may not be totally accepted even if it is a powerful one.** Instead, it needs to go through a process of self-adaptation. It must **interact with the local culture before it can be firmly rooted** and has greater opportunities for development. From another point of view, teachers may guide students to consider **whether cultural integration may necessarily drive innovation in culture** or it is just a means of commercial propaganda under the pretext of cultural exchange. The following are suggested examples for enquiry:

- American football is a very popular sport in the United States, but it is obviously not popular in other parts of the world. Thanksgiving Day is an important festival in the United States, but it is not widely celebrated in other regions. Teachers are advised to guide students to explore the reasons why certain aspects of American culture are not particularly well-received in other parts of the world. This helps students understand that one of the characteristics of culture is **its association with the historical origin and distinctive national features of the local region. Therefore, even if it is exported, it may not become popular in foreign regions.**
- Most multinational corporations localise their promotion and marketing strategies to cater to specific preferences of customers in the local regions. For instance, McDonald's has stores in Tokyo, Seoul, Taipei, Beijing and Hong Kong. The business strategies and advertising in these branches are all different because they adapt to local cultural preferences and lifestyle habits. Teachers are advised to use these examples to guide student enquiry on **why and how interactive relationships arise between foreign and local cultures.**
- Non-Western cultures, which are comparatively less influential, also have the opportunity to spread their characteristics and essential qualities to the West by taking advantage of globalization. Chinese martial arts, Japanese Sushi, and Indian Yoga are obvious examples. Teachers may cite these examples to explain the fact that as long as there are opportunities for exchange and contact between cultures, **mutual influence and two-way flows will take place, and it is not always the one-sided dominance of the influential culture that pervades.**

- **Cultural contact and exchange**: As globalization expands, there will be more opportunities for exchange and contact for people around the world. However, **whether more contact can promote mutual understanding and contribute to interaction and evolution of different cultures and values remains an issue for further enquiry**. Furthermore, teachers are advised to make use of this enquiry topic to help students **develop an appreciative and respectful attitude towards other cultures**. The following are suggested examples for enquiry:

- Teachers are advised to focus on the tourism industry while citing specific scenic spots as examples to guide students to analyse the advantages and disadvantages of promoting regional development through tourism, and to what extent these exchanges have benefited mutual understanding and communication between different cultures under cultural globalization.
 - The Maldives has been actively developing tourism since the 1980s, and tourism revenues had improved the living standard of its people. The influx of tourists, however, has also caused changes in the island nation's traditional culture, lifestyle and mode of production while development of undesirable habits among the local young people as a result have brought about social problems to the country.
 - If students in the class have travelled overseas for sightseeing or taken part in any exchange programme, teachers may consider using their personal experiences as the starting point and example for the enquiry.
- If there are students of ethnic minorities in the school, teachers may ask students to approach these schoolmates to understand further about their cultures and customs. If not, students can turn to foreign English teachers or their foreign domestic helpers (if any)³. Teachers may also remind students to note if there are some stores targeted at ethnic minorities opened near the school or their homes in recent years, so as to further explore the daily life of ethnic minorities in the community and how they get along with local residents.

³ Teachers may consider citing two stories written by CHIU Wing-kai, Stephen and KWOK Ka-wai about Philippine domestic helpers and students of ethnic minorities to arouse students' interest in enquiring relevant issues. For details, please see W.K. Chiu. (2013). *全球化 360*. Hong Kong: Crystal Window Books (明窗出版社), pp. 162-226.

4. **Different Responses to Globalization**

From the above learning and teaching focuses, students should have generally understood the views of the different stakeholders in the area of economic and cultural globalization. In this part, teachers may let students focus on studying **the responses of different organisations and individuals as well as the dissenting voices on globalization**. In addition, teachers may also consider **combining this learning and teaching focus with those of other modules**, such as Global Citizens in Module 2, Global Public Health Affairs in Module 5 and issues of Global Environment and Sustainable Development in Module 6 (refer to the first part of relevant modules).

- **Responses of different organisations from the global perspective**: Globalization has given rise to a series of global issues such as damages to ecological balance, climate change crisis, faster epidemic spread, intensified international conflicts and issues of poverty, education and healthcare in some developing countries in need of improvement. These issues have drawn the attention of the international community, which has responded through different actions from the global perspective. When dealing with the focus of this part, teachers may consider **enabling students to understand the concept of global governance**, and then select examples of responses made by certain international organisations and non-governmental organisations for students to understand and evaluate the effectiveness of the responses specifically. The following are some suggested examples of enquiry:

- Currently, the United Nations is the most important international organisation, assuming responsibilities of maintaining international peace, developing friendly international relations, improving people's living in poverty-stricken regions. Teachers may focus on the United Nations and explore how it responds to the issues arising from globalization. Teachers do not need to introduce the organisational structure of the United Nations in detail or deal with the relations between the United Nations and relevant countries involved in the selected example for enquiry in detail. Teachers are advised to focus on **the relationship between the response of the United Nations and global governance, and the effectiveness of its actions in response**.
- Non-governmental organisations are key players in global governance, as they maintain a global network and often mobilise citizens of various countries to show their philosophies and take actions in international affairs such as environmental protection, rescue efforts and poverty alleviation, **facilitating the emergence of a global civil society**. Teachers may take

Greenpeace as an example to guide students to understand how the organisation facilitates the international community to raise concern on environmental protection. In addition, teachers may also take *Médecins Sans Frontières* as an example for students to understand how non-governmental organisations provide medical aid to war-torn regions and their role and achievements in global public health affairs such as the prevention of epidemic spread.

- **Individuals' responses in daily life:** Individuals are also affected by issues brought about by globalization. Teachers may consider **starting with students' experience and explore the issue in conjunction with relevant learning and teaching focuses of this module and even those of other modules.** The following are some suggested examples of enquiry:

- Teachers may ask students to **examine their individual consumption behaviours and daily habits** to see, for example, if they buy clothes or new mobile phones frequently to follow the trend or if they procure the attention of international enterprises to value their social corporate responsibilities through consumption (purchasing “Fair Trade” products). Then, students may explore **to what extent such behaviours and habits would aggravate or alleviate the problems arising from globalization.**
- Giving support to or participating in non-governmental organisations in different ways (donation, volunteering in information promotion and involvement in activities as a member) is one of the responses to globalization. Teachers may give examples of Hong Kong residents supporting or participating in the activities of non-governmental organisations and **analyse if their actions reflect the philosophy of global citizens** in conjunction with Module 2.

- **Opposition to globalization:** Teachers may consider using **this part as the concluding summary of this module and guide students to build up their basic stance on globalization (both for and against).** This may serve as the basis for future analysis of relevant globalization issues. If teachers prefer not to teach this part as a separate topic, they may choose to merge it with the relevant learning and teaching focuses for student enquiry. The following are suggested examples for enquiry:

- Some critics of globalization think that promoting free trade would not benefit the poor in developing countries. Promoting fair trade is one of the ways to rectify the drawbacks of free trade. Teachers may consider making

use of the example of NGOs' promotion (such as Oxfam and Caritas) of fair trade (such as coffee, chocolate and bananas) to explore **to what extent fair trade can help improve the living conditions of people in developing countries.**

- As to **the worry of cultural homogenisation or vulgarisation that may be brought about by the expansion of American culture,** teachers may use what Starbucks Coffee had gone through in the Forbidden City to discuss with students the challenges facing the American culture in its expansion. Teachers may guide students to deliberate on whether operating a Starbucks store in the Forbidden City is disrespecting Chinese culture or whether the episode was a case of mere overreaction on the part of certain protesters. Teachers may also cite similar examples in other countries or regions for comparison so as to broaden students' horizons and stimulate their thinking.

Part II: Basic Concepts and Relevant Information

Liberal Studies covers a large number of concepts. While helping students in issue-enquiry, teachers may elaborate on examples or events with relevant concepts. In this way, the nature of the issue, the phenomenon reflected and the points of conflict can be analysed so that students can gain more in-depth understanding of the curriculum. Furthermore, if students are able to master the meanings of concepts, they may apply these concepts in the discussion of other similar issues in order to construct knowledge. Besides, the process of issue-enquiry also involves understanding of information of various aspects for analysis, and giving personal views, judgement and comments with critical thinking.

In order to assist teachers in the lesson preparation and students in their learning, this part sets out the basic concepts (Section A below) and relevant information (Section B below) that can be adopted in this module for reference.

The basic concepts set out in Section A may be applied in understanding and dealing with the learning and teaching focuses of this module. Teachers are advised to adopt different learning and teaching strategies in class and explain to students the meanings of the concepts in conjunction with the issues, or to analyse and explain them through conceptualisation. Teachers may distribute the explanation of these concepts to students before or after class, and provide proper guidance to help them understand how to apply these concepts as well as understand their meanings, so that students would not regard these as materials for memorisation.

The relevant information in Section B is designed to provide students with basic knowledge to understand this module. These include, for example, the historical background, different opinions of stakeholders, brief introduction of governmental and non-governmental organisations, and data showing the development trend or recent development. The purpose is to supplement students' basic knowledge for issue-enquiry. Teachers may distribute such information to students as references as appropriate depending on the circumstances.

Teachers should be reminded that all the concepts and information provided in this part are for reference only. When preparing the learning and teaching materials and designing the learning activities, teachers should make adaptations based on the school context and the issue to be dealt with in class.

A. Basic Concepts

Globalization

The concept “globalization” is normally used to describe the increasingly close tie between “global” and “local” developments. Currently, there is still no generally accepted definition of “globalization”. In summary, globalization is a macroscopic historical process of social development. It is featured by the continuous decrease in the restriction of geographical barrier on various political, cultural, economic and social activities, which allows ordinary people to take part in more cross-regional activities. The above general definition helps one to understand three important characteristics of globalization:

- With the development of communication technology, the process of globalization eliminates the barrier of space and facilitates the contacts among people. It allows personal life, social relations and even social systems, which were previously limited to the local region or country, to extend across regions and worldwide.
- Globalization is a multifaceted phenomenon that can be viewed from the economic, political and cultural perspectives by the scholars:
 - Economic globalization refers to the increase in cross-border economic activities and organisations, including trade, investment, global production network and multinational corporations.
 - Political globalization refers to the increase in cross-border and cross-regional political interactions and systems, including cross-border political activists (international alliances such as European Union (EU), Association of Southeast Asian Nations, international organisations such as the World Trade Organisation (WTO) and the World Bank), the emergence of global governance system and the development of global civil society.
 - Cultural globalization refers to the increase in cross-border cultural contacts, including consumerism that spreads worldwide, global media, global thoughts and values (such as environmental protection and human rights).

Globalization embraces not only changes at the subjective and materialistic level, but also involves individual perception and awakening of global awareness.

There are both academic and political controversies, including whether there actually exists the process of globalization, whether it is irreversible, and to what extent it influences different societies. In addition, there are some controversies as to whether the effects of globalization are favourable at different levels, what factors influence such effects and how people in different regions respond to the effects of globalization.

However, in exploring globalization, we need to understand that globalization is not a unidirectional process. While global contacts increase, the degree of localisation may also increase. For example, from the cultural perspective, though global media develop quickly, locally produced programmes still attract a large audience. From the economic perspective, economic globalization enables economic activities to be conducted around the globe, but local economy may still continue to develop towards specialisation based on its own advantages.

Economic Integration

“Economic integration” can be understood as a developmental process during which the production and markets of different economies become increasingly interdependent among one another and influential among one another. The driving force of this process mainly includes the international trade of goods and services, as well as the flow of capital and technologies. Commentators generally believe that the process of economic integration is the underlying driving force of globalization.

Owing to the global flow of capital and technologies, the trade of goods and services has become increasingly frequent. The global market gradually spans across boundaries, connecting the economies of different countries. In this regard, major multinational corporations, international economic organisations and regional free trade areas are important indicators of global economic integration in the 21st century.

Since the 1980s, owing to a shift in the national policies of major economies, international trade has been growing significantly. Of these countries, both the United Kingdom and the United States shifted to free market economic policies in the early 1980s, causing many developing countries to adopt such policies. Afterwards, the International Monetary Fund and the World Bank promoted this set of free market economic policies to other countries of the world, leading to a boom in the total amount of global trade. According to the World Trade Report 2013 published by the World Trade Organisation (WTO), the total amount of global trade grew to US\$36.7 trillion in 2013 from US\$7.4 trillion in 1993.

In addition to the growth in international trade, the gradual opening up of the financial market by each country has also been an important development of economic integration. The globalized financial and investment market had taken initial shape in the 1980s as regions including Europe, America, East Asia, Australia and New Zealand had opened up their domestic financial markets. At the beginning of the 21st century, China also gradually opened up its domestic financial market following its entry into the WTO. International organisations which are closely connected to the global economic integration, including the WTO, the International Monetary Fund and the World Bank, play an important role of coordination in the world economy.

The low-cost labour, land and production conditions provided by many developing countries provide more room for the operation of multinational corporations in the international market. Multinational corporations divide production processes and outsource them worldwide. This has become the major driving force of the global economic integration. For example, Nike has basically no domestic

production bases as it has outsourced a majority of its production processes to manufacturers worldwide.

Generally speaking, supporters for economic integration argue that it facilitates economic development and international cooperation, while commentators who question economic integration believe that it threatens the independence of countries and the stability of the financial system. In addition, the progress of economic integration varies from country to country. Generally, the economic integration between countries which have good diplomatic relations and similar cultures would progress more smoothly. For example, the North American Free Trade Area which was established among the United States, Canada and Mexico in 1994, is currently the largest free trade zone in the world. The level of economic integration among European Union (EU) members has also been increasing continuously. Therefore, some commentators believe that the process of regional economic integration would not necessarily facilitate globalization, but would form rival economic camps in certain regions, so economic integration and globalization should not be linked in a simple way.

Multinational Corporation

“Multinational corporation” (MNC) usually refers to “a corporation which involves foreign investment and which provides goods or services produced in more than one country”. MNCs became increasingly common following World War II, and they can be regarded as the key player of economic globalization. The cross-border expansion of their business operations is facilitated not only by the minimal restrictions on international trade and cross-border investment but also by technological advances in communication (as evidenced by the advancement of satellite transmission, computers and the Internet) and transport (as shown by more efficient and effective services in both air and sea transport). By the 21st century, large corporations rarely limit their business within their home countries, and there are fewer and fewer countries that do not accept investment by MNCs.

MNCs are vital to the global economy. In almost every major industry, there are some MNCs that reach the size of global operation. For example, Shell shows how a single MNC can play a predominant role in the world’s oil industry by operating in more than 140 countries and territories. Goldman Sachs and Morgan Stanley demonstrate how international investment banks can influence the world’s financial markets by their immense investment capital and their leadership in market research. In the era of globalization, in addition to MNCs from developed countries, large corporations in developing countries and regions also engage in cross-border economic activities. For example, HSBC Group and CK Hutchison Group from Hong Kong, Lenovo Group, Huawei Group and China National Petroleum Corporation from the mainland have grown into MNCs.

The influence of MNCs is not limited to the economy. At the cultural level, MNCs are shaping consumer tastes and values in different countries with their overwhelming power over the marketing and distribution of goods and services. For example, Coca-Cola and McDonald’s show how MNCs can standardise consumer tastes for food around the world. Multinational media corporations are gradually changing people’s values and preferences by distributing their movies, TV programmes, music and books worldwide.

As for the political aspects, many powerful MNCs take advantage of their economic power to bargain with local governments for favourable contract terms and even for changes in laws and regulations. A notable example is Nokia, a Finnish company that became a dominant force in the Finnish economy in the 1990s. At the beginning of the 21st century, the development of Nokia slowed down, and its management expressed discontent in public over the high tax rate of the country. This

raised concern among many Finnish people that the financial policies of the country would be changed due to the opinions of a relatively few managers of private enterprises.

As MNCs are regarded as the main facilitators and beneficiaries of globalization, they are the targets of the anti-globalization movement. For example, Nestle was once accused of utilising its strong market power to lower coffee bean prices, resulting in peasants' economic losses in developing countries.

Still, it should be noted that MNCs are often the standard bearers in corporate management. By attracting MNCs to invest in a country, the host country can usually benefit not only from higher economic growth but also from opportunities to brush up their management practices and technical know-how. It is evident that MNCs help train local managers and professionals in many developing countries, and in turn drive the development of the local economy. The development of Hong Kong in the last few decades of the twentieth century is a notable example.

In summary, to understand globalization, we need to understand the role and impact of MNCs at levels of economy, culture and politics.

International Division of Labour

The concept “international division of labour” may be further divided into “classic international division of labour” and “new international division of labour”. The former refers to an arrangement whereby developing countries specialised in supplying raw materials and semi-finished products while developed countries specialised in producing finished products. Contemporary globalization is claimed to be a distinctive historical phase because it involves the “new international division of labour”, namely more and more multinational corporations utilise communication and transport technologies to outsource part of their production processes and business operation to different places around the world. International division of labour is an important part of economic globalization, while its rapid development is of a mutual cause and effect relation with international trade, cross-border investment, immigration, etc.

The meaning of “outsourcing” is that companies phase out the production of low-end products or non-core manufacturing activities, and contract out these production processes to low-cost locations. The first wave of outsourcing began in the 1960s and the 1970s with such industries as shoes, clothes, cheap electronics and toys. Outsourcing has subsequently spread to some high value-added industries including computers. “Offshoring” refers to a more recent phase in which companies outsource not only their production processes but also some segments of their support functions such as simple service work like call centres, processing credit-card receipts, and writing computer software programmes. For example, India is now one of the major providers of call centre services and software development for the English-speaking world.

One result of the new international division of labour is a greater degree of specialisation at different levels. Different countries tend to specialise in one phase of the production process for particular products so that their workers will also become specialised in some particular production processes in the industries concerned. This is related to the global production chain (refer to the concept “global production chain”). Take the smart phones of Apple for example, the hardware and software technologies are from the United States, the main parts could be from South Korea and Taiwan, and the final assembly is often completed in the mainland of China.

In terms of countries or regions, the development of the international division of labour also has consequences for the specialisation of individual cities, regions and countries, with each of them playing one or more specific roles. For example, Hong Kong is becoming more specialised as a financial service provider but that also means

Hong Kong can no longer provide many employment opportunities for manufacturing workers. Likewise, the mainland of China has been specialising in serving as the “world’s factory”, which means that more and more Chinese people will live their lives as factory workers.

International division of labour is usually based on the comparative advantage among regions. That is to say, different regions have different production factors (such as labour, resources and technology), and accordingly they focus on the development of economic activities in which they have comparative advantages and then obtain benefits through trades. However, the roles and positions in such division of labour may vary with time, and would be adjusted depending on the changes in local economic conditions or government policies. For example, at the beginning of the reform and opening-up of China, there was sufficient supply of labour, so the development focused on labour-intensive industries. However, more than three decades later, labour supply decreased significantly, so the country shifted to industries of high added value. Because of this, Guangdong provincial government proposed the policy of “vacating the cage for better birds” in recent years, with a view to replacing the formerly labour-intensive manufacturing industries with high-technology enterprises and service enterprises.

In sum, the rapid development of international division of labour has become one of the major forces driving globalization. By the distribution of power and interests of international division of labour, we can also see different impacts of globalization on individual communities and regions.

Global Production Chain

“Global production chain” is a widespread form of economic organisation during the contemporary phase of globalization. It refers to cases where an enterprise divides production process including product design, supply of raw materials, production and assembly, transport, wholesale and retail, and outsources them to different manufacturers in different countries, forming a subcontracting network connecting different firms across different countries. The spread of global production chains has enabled many developing countries to industrialise. The first wave of countries and regions to benefit includes Hong Kong, South Korea, Taiwan and Singapore in the 1970s and 1980s. More recent examples are the Philippines, Thailand, Indonesia, Vietnam, Malaysia and the mainland of China.

In terms of the coordination and control of production chain, this mode of division of labour is more favourable to multinational corporations of developed countries because they retain control over production technologies, research and development, and the marketing and distribution end of the chain. Developing countries are usually involved only in export processing or OEM (original equipment manufacturing). Therefore, these two roles are usually at the lower end in terms of the value added consideration, thus resulting in low profit margins for the companies involved and low wages for their workers. However, for developing countries and regions participating in the production chain, it is an effective way to eliminate poverty as they may develop domestic economy through industrialisation. The East Asian and Southeast Asian countries and regions mentioned above are good examples. In addition, by setting up production chains, multinational corporations usually can reduce production costs and fully utilise the comparative advantages of different regions to increase their profit, while consumers have cheaper products available.

Though an increasing number of industries are organised into global production chains, core activities are still retained in the hands of developed companies while most developing countries can only gain access to the peripheral activities. The development of global production chains is found in a relatively limited range of industries. Labour-intensive industries are more likely to be organised on a global basis, whereas core and strategic industries like aerospace, pharmaceutical and petrochemical are heavily concentrated in a few advanced countries, although even in these industries there is a trend for their production to begin to become more dispersed. All in all, the above illustrates that economic globalization does not mean that a homogenous and equal global economic system has been evolved.

However, participating in global production chain is not without potential costs and risks. Because the global production chains are organised in such a way that a locality (i.e. a city, a province or even a country) tends to specialise in a specific role within a specific industry, it may later become overly-reliant on that particular industry. If the locality cannot sustain the competitiveness of that industry, it is very likely that its role will be replaced by some other regions. The consequences are likely to be mass unemployment and economic downturn.

Global production chain might bring about negative environmental and social impacts to developing countries. Multinational corporations sometimes seek to take advantage of looser regulations in developing countries by subcontracting environment-degrading and polluting industries to them. Many reports also show that workers in developing countries are often working under unhealthy conditions, not to mention the problem of child labour and physical abuse.

More and more individuals and organisations are becoming aware of the problems associated with the spread of global production chain. The emergence of a global civil society with the aim of achieving universal recognition of workers' rights and the efforts of the international community to encourage global humanism should not be overlooked. As a result of their efforts, more and more companies come to realise the value of corporate social responsibility. This shows that the unfavourable development of economic globalization can be rectified by social concerns and political regulation after all.

Global Inequality

Though globalization leads to global economic integration, not all people share the benefits of globalization equally. Many scholars agree that globalization aggravates the disparity between the rich and the poor in each country while narrowing the wealth gap between countries.

The wealth gap between countries has long been in existence. As the wave of globalization arises, the gap between high-income countries and low-income countries has been narrowing though still significant. This is attributable to higher income for people of developing countries as more and more of these countries participate in economic globalization. China takes the lead among these countries as it has achieved fast economic growth after the reform and opening-up. Therefore, economic globalization can be deemed to provide developing countries with an opportunity for economic growth and reduce the wealth gap between countries. However, we should note that the wealth gap is still significant.

Not all countries have equal access to economic globalization. Those that have been involved in economic globalization are mainly the high-income countries, and those with geographical proximity, political ties and/or cultural affinity to them. The “least developed countries” of the world as defined in Human Development Index (HDI) published by the United Nations, are most African countries that have persistently been marginalised in terms of international investment. Countries which are in poor diplomatic relations with the international community, such as North Korea, are least involved in economic globalization. The level of economic development and national income of countries that are less integrated into the global economy still lag far behind the high-income country levels. In other words, economic integration usually occurs for those countries that are in favourable geographical locations, or those that enjoy favourable diplomatic relations with wealthy countries.

As to the domestic distribution of income, there is a trend of imbalance, which is unfavourable to workers in countries of both high and low income levels. In relation to workers in high-income countries, globalization poses pressure on the level of wages. More and more multinational corporations outsource their production processes to low-cost regions. Take Hong Kong as an example, as manufacturing industries moved northwards to the mainland, the percentage of manufacturing employment over total employment decreased from 16% in 1996 to 2.9% in 2013. Given the shrinkage of manufacturing industries and the booming of the financial industry and other industries, people who possess capital, knowledge of information

technology and foreign language skills are better positioned to capitalise on the opportunities brought by globalization. While for labours of lower educational qualification and technical skills, globalization puts them in a position to compete with regions of low labour costs, which are often a serious threat to them. As a result, during the period from 1991 to 2011, the Gini coefficient of Hong Kong, which measures the income disparity between the rich and the poor, soared from 0.476 to 0.537 and is among the highest in Asia.

Regarding workers in low-income countries, they face difficulties such as poor working environment and low wages, and their extent of wage hikes are often less than that of the elite class in their country and the growth rate of the overall economy. As a result, the income disparity in these countries may aggravate gradually. Currently, the international community has taken proactive measures, such as promoting fair working conditions, to improve the working environment of workers. On the other hand, the long term trend of wages of workers in low-income countries depends on the development and structure of the overall national economy. For example, the wages of workers in the mainland improve significantly as a result of long-standing economic growth.

In summary, not all social classes benefit from globalization, and not all people and regions benefit equally. As to how to reduce and even eliminate global polarisation and inequality, it remains an important issue that the international society is highly concerned about.

Exploitation and Reciprocity

In the context of globalization, the notion of “exploitation” mainly refers to the unequal economic relationship between capitalists and workers and among countries or regions, resulting in one party drawing disproportionate benefits from the relationship. However, economic relations under globalization are not limited to exploitation, and “reciprocity” may also exist. Therefore, exploitation and reciprocity may be two sides of the same coin in the context of globalization.

In respect of workers’ interests, as the level of wages in developed countries are generally higher, many jobs of labour-intensive manufacturing industries (e.g. garment, electronics and toys) are transferred to developing countries. This has caused many workers of low educational qualification and low technical skills to turn to basic-level service industries such as cleaning and security. Meanwhile, the wages of many labour-intensive industries are under downward pressure. On the other hand, as more and more enterprises relocate their production lines to developing countries, various problems such as low wages, poor working environment and employment of child labour in these countries arise. The above examples show that globalization is likely to result in unequal transactions.

In terms of international trade negotiations, “exploitation” reflects the inequality in power and status among countries. The operation and decision making of multilateral international organisations are usually dominated by developed countries. For example, developed countries usually assume a dominating position in international trade negotiations due to their stronger political and economic strength, and developing countries are forced to accept trade agreements on relatively unfavourable terms. Many examples show that developing countries do not necessarily benefit from trade liberalisation. On the contrary, they are forced to open up local markets, resulting in strong opposition from their people. For example, three quarters of the peasants in South Korea live on rice production, and they oppose the government’s move to open up the market of agricultural products, especially the market of rice, so as to avoid an adverse impact on their livelihood. Countries with weaker political strength and countries in disadvantaged geographical areas might be kept away from international trade and international investment.

Based on the above, globalization does not necessarily eliminate the inequality among countries, and in order to eliminate or mitigate “exploitation”, there have been anti-globalization movements in various forms and extents. In a more positive vein, non-governmental organisations are pioneering “fair-trade” campaigns to reduce the unequal economic relationships between large corporations on one hand and small

producers on the other. In a more radical vein, activists stage protests to voice their demands on safeguarding human rights and justice, conserving the environment and promoting democracy.

On the other hand, though globalization is dominated by developed countries, developing countries or regions, by participating in international division of labour, may still achieve domestic economic development in the process of globalization and obtain win-win results to a certain extent. The history of economic development of China is a good example. At the beginning of the reform and opening-up, when some foreign-funded or export-oriented enterprises set up factories in China, they were questioned and regarded as “sweatshops”. However, China maintained rapid economic growth during this process and was able to improve the wages of workers and overall national infrastructure gradually.

When workers of developing countries or regions participate in global economic activities, their relationship with employers is certainly unequal. They are likely to be exploited, but we cannot overlook the “benefits” they may obtain in this process. Peasants in China leave their hometowns to look for jobs in coastal regions, and people in countries including the Philippines and Indonesia go to Hong Kong or Singapore to work as domestic helpers. They certainly know that by working in another place, they would earn more than what they can earn in their hometown. Market transaction relations in the context of globalization may not be equal. It is possible that one party exploits the other party. However, we cannot deny that reciprocity also exists in globalization. As to which party is more advantaged in relation to the exploitation or reciprocity, it should be determined depending on how different regions address the challenges arising from globalization, but not by a single rule. For example, China actively develops its economy through the process of globalization, in order to have a greater say in the international economy. There is inequality in the system of foreign domestic helpers, but Canada does a better job in protecting the interests of foreign domestic helpers.

Global Governance

“Global governance” is a process of political coordinations at various levels, aiming at dealing with global issues such as international conflicts, climate change and epidemic spread, in order to maintain world order.

Traditionally, governments of different countries or nation states are the main legitimate political power, but in the process of globalization, the importance of states in international affairs is reduced accordingly. Therefore, the concept of global governance is introduced in international affairs. Global governance is a form of cooperation and coordination between governmental and non-governmental organisations, states and society, rather than simple top-down governance and control. In the development of global governance, there are three types of main participants in addition to governments, namely international governmental organisations, non-governmental organisations (NGOs) and multinational corporations.

The importance of international governmental organisations has been increasing in this era of globalization. The issues of global governance that they deal with include international trade, transport, public health and environment, and they often dominate the direction of international public policies. For example, the World Health Organization (WHO) sets global standards of public health and appeals to each country to comply with such. At the same time, it is the main organisation that monitors infectious diseases around the globe. Other relatively important international governmental organisations are regional organisations such as the European Union and the Association of Southeast Asian Nations. They would increase the voice of the whole region on global affairs through political and economic cooperation among member nations (refer to the concept “multilateral organisation”).

Non-governmental organisations mainly refer to non-profit-making voluntary groups. Most of these groups are active in areas including human rights, environmental protection and public health. As most of these issues span across borders and races, NGOs are valued by governments and have become a major driver of public policies. In addition to civil society organisations that connect different countries, some NGOs are international organisations themselves. Examples include Oxfam, Greenpeace, Friends of the Earth, World Wide Fund, Red Cross and *Médecins Sans Frontières* (Doctors without Borders) (refer to the concept “global civil society”).

Multinational corporations are also important participants in global governance. As the flow of capital, people and technologies becomes increasingly free and convenient, developing countries tend to adopt the regulations and systems set by

developed countries to attract foreign investments, especially investment by multinational corporations. As a result, the influence of multinational corporations on global affairs has been increasing (refer to the concept “multinational corporation”).

The opinions of the academic community are divided on global governance. Scholars holding a positive view believe that by participating in global governance, countries may coordinate with and help each other and avoid international conflicts. For example, in order to avoid conflicts resulted from the contention to develop Antarctica, representatives from 12 countries conducted rounds of negotiations and entered into the Antarctic Treaty in 1959, setting out that for the interest of humankind, Antarctica is to be used for peaceful purposes so that it will not become a warzone. As of 2013, a total of 50 countries have signed the treaty and become member nations. Currently, a number of countries are conducting scientific research activities in Antarctica and they often collaborate with one another. Therefore, some people believe that the solution to the Antarctica issue provides successful experience of global governance. Besides, NGOs such as Oxfam launching poverty alleviation projects around the world and Greenpeace advocating actions to protect the environment, have offset the negative impact from the wave of globalization to a certain extent.

However, some critics question the effectiveness of global governance because some international governmental organisations such as the WHO have limited binding power over their member nations. The values of different organisations participating in global governance are sometimes in conflict with each other. For example, the World Bank and the World Trade Organization advocate free market, while the United Nations and many other NGOs advocate limitation on excessive expansion of free market out of a humanitarian perspective to avoid the spread of poverty. Therefore, it is highly controversial as to whether there exist “universal values and principles” that are applicable to the specific circumstances of each country regardless of cultural differences and generally recognised by different organisations participating in global governance. This is also the key to the effectiveness of global governance.

Multilateral Organisations

“Multilateral organisations” refer to organisations jointly participated by multiple countries. With accelerating globalization, more and more activities are no longer limited to a single country. Therefore, it has become an important trend that multilateral organisations are established to coordinate international cooperation.

Multilateral organisations are generally intergovernmental organisations (IGOs). The characteristics include having official statutory status, engaging in cross-border activities and having sovereign states as members. Currently, the United Nations is the most important intergovernmental organisation. Moreover, many international government organisations, e.g. the World Trade Organization, the International Monetary Fund, International Telecommunication Union, the Universal Postal Union and the World Intellectual Property Organisation, are part of the United Nations system, with functional responsibility for a particular sector of global activity. In addition to these global organisations with special scopes, the number of regional multilateral organisations has been increasing significantly since the 1980s. Examples include the Caribbean Community, the Economic Community of West African States and the Asia-Pacific Economic Cooperation (APEC). Such regional multilateral organisations are generally less binding international alliances aiming to facilitate cooperation among member nations.

The importance of multilateral organisations has been increasing, and they are now closely connected to globalization. The reason is that problems such as infectious diseases, financial crisis, climate change and drug cannot be solved by any individual country alone, and the consequences are related to the politics, economy and people’s livelihood of many countries in the world. In addition, the solution to some issues related to international regulation, human development, human rights and even the impact of wars and natural disasters require efforts of multilateral organisations. For example, the World Food Programme, which is responsible for providing food assistance to regions suffering from wars and natural disasters, is extensively recognised as one of the best performing organisations under the United Nations.

The increasing significance of multilateral organisations in governing international affairs has also given rise to the debate over whether they pose a threat to the national sovereignty of many countries, especially that of the relatively weaker countries. This is because many international agreements are sometimes viewed as being imposed on these weaker countries by their stronger counterparts. In addition, the emergence of multilateral organisations does not render traditional international diplomatic principles invalid. After all, international affairs are still about the

competition and counterbalance of national strength. For example, the United States is often criticised for acting unilaterally in international affairs by relying on its powerful national strength. In addition, if a multilateral organisation fails to have the support from big powers, it would not be able to bind member nations sufficiently. Therefore, even though multilateral organisations become increasingly important in the era of globalization, we should not take it for granted that consultation and cooperation have become the prevailing principle in dealing with international affairs.

Cultural Homogeneity and Diversity

The main argument of “cultural homogeneity” is that multinational corporations of Western countries have controlled the production and distribution of cultural products including printed matters, music, TV programmes, visual art, movies, photography, radio stations and fashion. They disseminate such popular commercial culture worldwide by taking advantage of the advancement of information technology and communication technology. Ultimately, Western countries and enterprises dominate the direction of the development of global culture.

People who think that globalization leads to cultural homogeneity generally hold a criticising view on globalization, believing that the world’s cultural diversity is being threatened by multinational corporations. Critics blame that in order to expand their markets, multinational corporations use identical advertisements and promote identical products, aiming to create a single standard and a single taste around the world. Small local enterprises are eliminated as a result. In addition, when everyone watches the same Hollywood movies and eats the same snack, the local culture and inherent values would diminish gradually. In their place are commercialisation and consumerism, which means that people all around the world are admitted to a single market of the Western cultural industry. According to critics’ opinion, the so-called global culture brought by cultural globalization is merely dissemination of consumerism and advocacy of a set of life attitude and values in line with consumption.

Nevertheless, cultural globalization may also bring cultural diversity to different regions. For example, all globalized cities are practically gourmet capitals. Cuisines from all over the world are available in metropolises such as Hong Kong, London and New York. There are also a variety of choices of music and popular culture. Take TV programmes for example, though TV series are produced in many places of the world, the TV drama series made in the United States, Japan, South Korea, the mainland of China and Hong Kong have their own distinct styles. Globalization brings us TV programmes of different styles, providing more choices.

The above argument emphasises that Western multinational corporations play a dominant role in cultural globalization, and believes that cultural globalization develops in the direction of commercialisation and marketisation of cultural products. However, the impact of the trend of cultural homogeneity may vary depending on different communities. When a region absorbs and takes in foreign cultures, the original local culture is likely to be damaged, but a more diversified and enriched new local culture may be created. For example, Hong Kong is a place where Chinese

culture integrates with foreign cultures. In respect of food, Hong Kong-style Western food and even fusion cuisine which combines the flavours of Chinese food, Japanese food and Thai food have been created, reflecting the characteristics of local food. In light of this, in the cultural exchange brought by globalization, Western culture does not necessarily influence other cultures unilaterally. Instead, there could be creative cultural development featured by mutual influence, absorption and penetration.

In summary, though the concept cultural homogeneity reflects one of the important characteristics of cultural globalization, it does not depict comprehensively the complicated picture of cultural globalization. With the influence of globalization, the cultural diversity of a society may also be increased likewise.

Cultural Imperialism

The concept “cultural imperialism” is a theory of cultural globalization, which argues that Western countries control the media industry to a significant extent, thereby dominating the production and distribution of cultural products, and influencing the tastes, preferences, values and even religious beliefs of people of other countries. According to this view, cultural globalization flows from Western countries to other countries and Western culture would pose a threat to other disadvantaged cultures; and this is comparable to the invasion by Western imperialism into other countries in and before the 19th century.

On the other hand, commercialisation of culture is another key argument of the cultural imperialism theory. This is reflected in waves of consumption related to sports, food and beverage, music, movies and Western festivals (e.g. Valentine’s Day, Halloween, and Christmas). As a result, tastes and views of different regions tend to follow those of the Western countries, especially the United States, and a large number of global cultural symbols originating from the United States emerge, e.g. National Basketball Association, Starbucks, Disney, Hollywood, Academy Awards and Grammy Awards. In addition to commercialisation, we may find that English has been recognised as a global language. For example, in most fields of scientific research, mainstream academic papers are published in English. English is also the primary language of many international organisations.

Nevertheless, the viewpoint of cultural imperialism over-emphasises the dominance of Western culture. The market power of media enterprises may be far-reaching, but local communities around the world integrate foreign cultures with local cultures to different extents, to reflect local traditional values and cultural connotation (refer to the concept “global culture and local culture”). In addition, it is increasingly easy for countries to disseminate their local cultures worldwide through the global information network. For example, English is naturally the primary language on the Internet, but there are also many websites and blogs in Chinese, linking Chinese people around the world.

In summary, cultural globalization should not be simply interpreted as cultural imperialism or regarded as cultural invasion, because this argument exaggerates the dominant role of Western countries in the global culture. The argument which regards the cultures of developed countries as “imperialism” may excessively emphasise the political motive behind cultural dissemination. Currently, the dissemination of popular culture is usually led by commercial considerations. Even Disney cartoons and Hollywood movies such as *Mulan* and *The Last Samurai* would absorb cultural

elements of other regions. The purpose is to boost box office rather than making a cultural invasion to eliminate the cultures of other regions. During the process of globalization, developing countries also make efforts to promote their own cultures. For example, China began to establish Confucius Institutes overseas in 2004 to promote Chinese language and culture in developed countries. By the end of 2014, 475 Confucius Institutes have been established in 126 countries or regions.

Global Culture and Local Culture

In the waves of globalization, meanings established, integrated and released by an individual community (including tastes, preferences, values and beliefs) are disseminated worldwide due to frequent interactions among regions, coupled with the facilitation by the media. When the whole world shares some common meanings, we may say there is a global culture. Different commentators define the connotation of global culture differently. Some believe that the main contents of global culture are some “universal values” of Western countries in history, e.g. freedom, democracy and individualism. There are also people looking at values inclined to commercial aspects such as consumerism. There are even some commentators looking at unusual and minority values such as advocating simple life and natural or alternative therapies.

The dissemination of meanings is usually directed by the enterprises and countries which control the cultural industry and the creative industry. At present, most of it originates from Western countries. However, when different cultural products (TV programmes, movies, sports events, advertisements, etc.) are disseminated worldwide, usually they would not be accepted entirely and passively by local communities. There would be resistance of different degrees instead. For example, some countries ban or restrict the import of American movies in order to avoid the influence of American popular culture on their people. In response to the challenge posed by foreign cultures, there has been a culture trend in recent years, that is, local communities protecting local cultures more actively. For example, in India, China and West Asia, there has been a resurgence of Hinduism, Confucianism and Islamic Fundamentalism to resist the influence of foreign cultures.

Another way to respond to foreign cultures is to absorb them into local cultures. For example, China had absorbed Buddhism from India into its traditional culture, transformed and developed it into different Buddhist factions, one of which was Zen.

As a matter of fact, there are positive interactions between foreign cultures and local cultures because of contacts and exchanges. For example, many multinational corporations are able to expand into international markets because they can adapt to local cultures. Even a major global enterprise like McDonald’s has to cater for the tastes of local consumers. For example, it provides roasted salmon sandwiches in Norway, while in India, it provides mutton hamburgers as Hindus do not eat beef. The emergence of a global cultural market brings more extensive audience to cultural industries while drawing more external attention to local cultures. A good example is that, in recent years, Iranian movies have received a number of awards in international film festivals, which serves as stages for Iran to show its culture. In

addition, after contacts and exchanges with Western medicine, traditional Chinese medicine has developed approaches that combine Western medicine, which improves the effectiveness of treatment.

In summary, when looking into the issue of cultural globalization, a framework of binary opposition is not recommended to deal with the relation between global culture and local culture, so that one will be able to analyse how different cultures are influenced after they come into contact with one another.

Global Civil Society

“Civil society” is a highly controversial concept and no agreement has been reached on its definition. Among various definitions, there is a common idea which believes that civil society is established on the basis of civil society organisations. Individuals may participate in these organisations including non-governmental organisations (NGOs), political parties and trade unions so as to participate in public affairs by participating in various social movements. Therefore, civil society often exists within the boundary of a sovereign state.

Since the 1980s, the rapid advancement of globalization has caused significant changes in the global economic, political and cultural life worldwide. A series of global issues such as depletion of natural resources, damage to ecological balance, increased wealth gap between developed countries and developing countries have drawn attention of the international community. In addition, the process of globalization has also given rise to a territory relatively independent of nations and across national boundaries. Therefore, ‘global civil society’ came into existence to address various problems arising from globalization. The main components of civil society are NGOs participating in international public affairs such as poverty alleviation, medical services, culture, education, human rights and environment protection. Taking into account the views of scholars, these NGOs have the following features:

- They are legally registered groups with stable organisational structure, written articles of association and appointed responsible persons. As a rule of thumb, an organisation is regarded as an international NGO if its activities, members and channels for raising operating capital operate in not less than three countries.
- They are autonomous organisations independent from governments and not dominated by governments.
- They are not political parties, nor do they seek direct participation in formal political participation or involve in any political power sharing.
- They are non-profit-making, and their operating capital is raised through donations from various channels.
- The participation by members and the donation of funds are on a voluntary basis without any compulsion.
- Their activities serve the purpose of charity, and they are committed to altruism, serving the community and self-sacrifice.

Many NGOs conduct cross-border activities, and with the whole world as their

realm of activity, their influence on international issues keeps increasing. Near the end of the 20th century, the anti-globalization movement further promoted the philosophy of global civil society (refer to the concept “anti-globalization movement”). As a result, governments and international organisations paid more attention to the voice of global civil society, and they actively establish cooperative relationships with various NGOs. For example, in respect of environmental conservation, many NGOs including Greenpeace exerted significant influence in course of drafting a number of international conventions or protocols. However, as NGOs have no political power, their actions are sometimes limited in effectiveness. Take the supervision of humanitarian relief as an example, the efforts of NGOs cannot eliminate the causes of conflicts or stop warfares from spreading.

On the other hand, besides NGOs, participants of global civil society also include other individuals and groups, such as social activists, free market believers, nationalists and even religious groups, all having different focuses and holding different views. Therefore, there are multiple global civil societies rather than one single global civil society. Each of them focuses on the respective global issue they concern and supervises the process of decision making and implementation by governments and international organisations, in an effort to make globalization a just and more humanistic endeavour.

Anti-globalization Movement

The “anti-globalization movement” in general refers to the various protest rallies and demonstrations which began at the end of the 20th century against the process of globalization. The anti-globalization movement comprises a wide range of issues, forms of organisation, participants and a very broad and disparate collection of protest movements. Yet there is one common element to these protest movements: their dissatisfaction of the current mode of globalization.

To understand the anti-globalization movement, we need to understand why the activists are opposed to the ongoing process of globalization. In the opinion of these critics, the series of opportunities for economic development brought about by globalization, together with the related economic system and mode of trade, only benefit a minority of people but undermine the interests of the majority. Of these, the most common criticism is that labour, communities and even governments have no choice but to reduce costs to attract foreign investments, at the expense of employees’ benefits and the natural environment. Critics claim that globalization would only result in numerous adverse consequences including driving more people into poverty, aggravation of social and international inequality, higher degree of economic fluctuation, weakened democratic system and serious damage to the environment, etc.

Participants in the anti-globalization movement include grassroots communities of different levels and non-governmental organisations which are concerned about a diversity of issues. The participation of these people makes the anti-globalization movement a global movement involving various issues. As these individuals and organisations are in a large number and they uphold different philosophies as well as propose different directions of reform, it is difficult to list all the claims of the anti-globalization movement. In a nutshell, the anti-globalization movement can be classified into five issues according to their focuses: social development issues, human rights issues, environmental issues, economic issues and multidisciplinary issues.

Participants in the anti-globalization movement hold diversified positions but they tend to tolerate and accept the philosophies and main ideas of each other. Their common goal is to oppose to the hegemony of large enterprises. Generally speaking, the anti-globalization movement advocates enhancing regulation to restrict large enterprises from expanding their hegemony, and demands commercial organisations to comply with social responsibilities and principles of environmental protection. However, some radical activists of the anti-globalization movement advocate overthrowing the economic model of large enterprises and capitalism.

Organisations participating in the anti-globalization movement may take different forms of actions. Some aim to gain support through public education, some encourage consumers and investors to boycott certain enterprises, some take occupation and other radical actions to express their demand, and yet some mainly cooperate with political groups or facilitate changes of policies.

How exactly should the anti-globalization movement be understood? Are the participants destroyer of public order and international conferences? Are their actions a way of expressing discontent with society? Are they fighters of democracy and justice? The answers to these questions may vary, and the key lies in the criteria used to measure the benefits or drawbacks of globalization. Therefore, when exploring globalization issues at any level, we need to find out the positions of stakeholders and carefully review their arguments from different perspectives before making judgment.

B. Relevant Information**Historical process of globalization**

Globalization has become a buzzword today, but its origins and development can be traced to the distant past. Sensitivity to the historical origins of globalization can help us summarise its characteristics, trend and future developmental direction while avoiding attributing deterministic ideas of “inevitability” and “irreversibility” to globalization.

The long history of globalization can be marked by five distinct historical periods:

1. The Pre-historical Period (10000 B.C. – 3500 B.C.):

About 12000 years ago, small bands of hunters and gatherers migrated to the southern tip of South America. Their migration signified that human beings truly dispersed into five continents in the world. Globalization in this Pre-historical Period was, however, limited in scope for the most part because of the low level of civilisation at that time.

2. The Pre-modern Period (3500 B.C. to A.D. 1500):

This is the age of empires including the Egyptian Kingdoms, the Roman Empire, the Indian Empires, the Ottoman Empire, and the Chinese Empire. These empires fostered the spread of long-distance communication and the diffusion of cultures, technology, commodities and even diseases. Some notable examples of globalization in this period include the Silk Road that linked the Chinese and the Roman Empires, Marco Polo’s travel from the Italian peninsula to China, and the Chinese fleets led by Zheng He crossing the Indian Ocean in the Ming dynasty. These trade networks triggered massive waves of migration and cultural exchanges.

3. The Early Modern Period (1500 to 1750):

During these two centuries, Europe and its social activities served as the primary catalyst for globalization, which was characterised by intensified demographic, cultural, ecological and economic flows among Europe, Africa and the Americas. The monarchs of Spain, Portugal, the Netherlands, France and England invested significant resources into the exploration of new worlds and the establishment of intercontinental economic activities. This was also the age of colonialism. By the early 1600s, the Dutch and British formed enterprises such as East India companies to manage such intercontinental economic activities.

4. The Modern Period (1750 to 1970):

By the end of the 19th century, Australia and other Pacific islands were gradually incorporated into the intercontinental network dominated by Europe, with frequent political, economic and cultural exchanges among the countries. Globalization reached new heights during this period. Some key indicators, including the emergence of global brands (such as Coca-Cola and Campbell Soups), the invention of telegraph and extensively circulated mass media (such as newspaper, magazine, movie and television). However, the Great Recession in the 1930s, World War II and the subsequent Cold War marked the downturn of globalization. The 40-year-long Cold War resulted in the split of the world into the US-led liberal-capitalist camp and the Soviet-led authoritarian-socialist camp, which were two antagonistic spheres. Although internal exchange increased, mutual exchange between these two camps decreased significantly compared with the past.

5. The Contemporary Period (since the 1970s):

This period marks another leap forward in the globalization process. Associated with the intensifying globalization were a series of political changes, such as the re-orientation towards free-market policies in the UK and the US during the 1980s, the Reform and Opening-up policy in China since 1978, and the disintegration of the socialist regimes in the Soviet Union and Eastern Europe from the late 1980s to early 1990s. Also contributing significantly to this is the global operation of multinational companies and the advances in digital communication technology.

The history of globalization shows that the process of globalization is not irreversible. Globalization has been pushed forward by economic development and technological advances, and the pace and direction of globalization has also been controlled by politics and culture. Compared with the Modern Period of globalization when nation-states were major agents of change, today's private enterprises and non-governmental organisations increasingly act as the agents of globalization. Nevertheless, it is also clear that accommodating diversified cultural values and a relatively high level of political stability worldwide are preconditions for promoting globalization.

Source: Excerpted and adapted from “*Globalization and History*”, Web-based Resource Platform for Liberal Studies (Resources → Relevant concepts → NSS Liberal Studies). Retrieved from <http://ls.edb.hkedcity.net/>

Different perspectives on globalization

The phenomenon of globalization has been widely discussed in both academic study and the public, and there have been different voices. This shows that the nature of globalization is complex and its impacts are multi-dimensional. The following presents two topics, “whether globalization is an ‘unprecedented and irreversible’ phenomenon” and “whether the impacts of globalization are positive or negative”, and introduces different views for reference.

Regarding “whether globalization is an ‘unprecedented and irreversible’ phenomenon”, there are three major perspectives as follows:

1. The globalist perspective: The globalists see globalization as an inevitable and unprecedented development, and that there is logic and impetus for its development, which is free from any intervention by individuals, groups and even nation-states.
2. The sceptical perspective: The sceptics argue that the significance of globalization has been exaggerated. They believe that most economic and social activities are regional, rather than global, and still see a significant role that nation-states play.
3. The transformationalist perspective: The transformationalists recognise the new changes brought about by globalization, but they believe that globalization is not irreversible but is shaped by different social groups and political organisations.

For example, the globalists regard international trade as the major driving force for globalization, and believe that nation-states have little choice but to open their local markets. On the contrary, the sceptics argue that international trade is not truly global but concentrated in intercontinental regions, with limited participation from African countries. Most African countries are excluded from international trade networks while many nation-states still regulate trade as a way to promote their local economy. The transformationalists consider the impacts of international trade to be unprecedented but they also realise how international trade regulations are negotiated by nation-states and other local social agencies (such as labour unions).

In the light of whether the impacts of globalization are positive or negative, there are two contrasting perspectives, the pro-globalization and the anti-globalization:

1. The pro-globalization perspective is generally supported by multinational corporations, international organisations, financial investors and also advocates in favour of free neo-liberal economic policies, most of whom

are the beneficiaries of globalization. They believe that each country is able to achieve economic growth by participating in globalization and that countries which open up trade will enjoy higher economic growth rates than countries with closed economies.

2. The anti-globalization perspective is often supported by those who are adversely impacted by globalization, namely labour unions and social movement groups (such as human rights advocates and environmentalists). They claim that globalization is beneficial to developed countries and global corporations, at the expense of developing countries, workers, grassroots and middle class, and that economic integration may bring about greater fluctuation in global economy, especially the potential risk in financial markets.

Source: Excerpted and adapted from "*Perspectives on Globalization*", Web-based Resource Platform for Liberal Studies (Resources → Relevant concepts → NSS Liberal Studies).

Retrieved from <http://ls.edb.hkedcity.net/>

United Nations and its subsidiary organisations

After the end of World War II in 1945, 51 countries undertook to establish an international organisation to facilitate international cooperation and maintain peace. Therefore, the United Nations was established and its missions include:

- To maintain peace throughout the world;
- To develop friendly relations among nations;
- To help countries work together to improve the lives of people in poverty, eliminate hunger, disease and illiteracy, and to encourage respect for each other's rights and freedoms;
- To serve as the center of coordinating the efforts of nations towards the above goals.

The United Nations is currently made up of 193 member states. It has a broad range of responsibilities, mainly including peacekeeping, peacebuilding, conflict prevention and humanitarian aid. Furthermore, its missions also include sustainable development, environmental and refugee protection, rescue of victims of natural disasters, anti-terrorism, disarmament and non-proliferation, promotion of democracy, protection of human rights, governance of political affairs, economic development, social development, international health affairs, removal of landmines and increase of food production.

According to the Charter of the United Nations, the United Nations has six main organs: the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice and the Secretariat. These six organs have various subsidiaries and associated organisations. Therefore, the United Nations has a large organisational system (the organisational chart is available at <http://www.un.org/zh/aboutun/structure/chart.shtml>). The following is the brief introduction of some selected organs:

1. United Nations Security Council

The permanent office of the Security Council is in the United Nations Conference Building in New York City. The Security Council consists of 15 members, including 5 permanent members (the United Kingdom, Russia, France, the United States and China) and 10 non-permanent members. These 10 non-permanent members are elected by the General Assembly for a term of two years. The 5 permanent members have the veto over draft resolutions proposed by the Security Council or to invalidate any resolution of the Security Council; but it is not regarded as a veto if a permanent member is absent or casts an abstention vote. Non-permanent

members have no veto.

The Charter of the United Nations confers to the Security Council the primary responsibility of maintaining international peace and security and its functions and powers include:

- to maintain international peace and security in accordance with the principles and purposes of the United Nations;
- to investigate any dispute or situation which might lead to international friction;
- to recommend methods of adjusting such disputes or the terms of settlement;
- to determine the existence of a threat to the peace or act of aggression and to recommend what action should be taken;
- to call on Members to apply economic sanctions and other measures not involving the use of force to prevent or stop aggression;
- to take military action against an aggressor;
- to exercise the trusteeship functions of the United Nations in “strategic areas”.

2. United Nations Peacekeeping Operations

The Department of Peacekeeping Operations is dedicated to assisting the Member States and the Secretary-General in their efforts to maintain international peace and security, and works to integrate the efforts of UN, governmental and non-governmental entities in the context of peacekeeping operations.

Peacekeeping helps countries torn by conflict create conditions for lasting peace. UN Peacekeepers provide security and the political and peacebuilding support to help countries make the difficult, early transition from conflict to peace. UN Peacekeeping is guided by three basic principles:

- Consent of the parties;
- Impartiality;
- Non-use of force except in self-defence and defence of the mandate.

UN Peacekeeping almost by definition goes to the most physically and politically difficult environments. The United Nations military personnel are the peacekeeping forces (also known as “Blue Helmets”) on the ground. They are formed by national armies from across the globe. The peacekeeping forces comprise more than 97,000 members from 110 countries. By the end of 2012, 3.8% of the UN military personnel were female. Their daily responsibilities include:

- To monitor a disputed border
- To monitor and observe peace processes in post-conflict areas
- To provide security across a conflict zone
- To protect civilians
- To assist in-country military personnel with training and support
- To assist ex-combatants in implementing the peace agreements they may have signed

3. United Nations Educational, Scientific and Cultural Organisation

The United Nations Organisation for Education, Science and Culture (UNESCO) was founded on 16 November 1945. UNESCO has 195 Members and eight Associate Members. Its headquarters are based in Paris, France.

UNESCO works to create the conditions for dialogue among civilisations, cultures and people, based upon respect for commonly shared values. UNESCO's mission is to contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information. Its overarching objectives are:

- Attaining quality education for all and lifelong learning
- Mobilizing science knowledge and policy for sustainable development
- Addressing emerging social and ethical challenges
- Fostering cultural diversity, intercultural dialogue and a culture of peace
- Building inclusive knowledge societies through information and communication

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The Group of Twenty

The Group of Twenty (G20) consists of eight members of the Group of Eight (G8) (the United States, Canada, the United Kingdom, France, Germany, Italy, Russia and Japan), eleven major emerging industrial countries (Argentina, Australia, Brazil, China, India, Indonesia, South Korea, Mexico, Saudi Arabia, South Africa and Turkey) and the European Union. G20 members are from different continents including developed countries and developing countries. These members account for 66% of the world population, 60% of the world land area, 90% of the gross world product and 80% of the world trade. As a practice, the International Monetary Fund and the World Bank also sit in G20 meetings.

The establishment of G20 was proposed at the finance ministers meeting of the Group of Seven (G7) in 1999. Initially it was a meeting mechanism for finance ministers and central bank governors. After the international financial crisis in 2008, G20 was elevated to the country leaders' level. G20 was established with an aim to providing a platform for the discussion of international financial issues, promoting communication and cooperation among major industrial countries and emerging countries. Representatives may not only discuss how each country can stop economic crisis, but also exchange their views regarding how the international community can prevent economic crisis. As the organisational structure of G20 becomes increasingly sophisticated, in order to reflect the importance of the emerging industrial countries, G20 leaders announced in 2009 that G20 replaced G8 as the main forum of global economic cooperation.

Since G20 was established, its main activity has been holding the Meeting of Finance Ministers and Central Bank Governors every year. In response to the international financial crisis which took place in 2007, a leaders' summit has been held every year since 2008 to discuss solutions. As of 2014, G20 has held eight summits. G20 has no permanent secretariat or staff. Therefore, the host country will establish a temporary secretariat to coordinate the group's matters and organise meetings. The 2015 summit and 2016 summit will be hosted by Turkey and China respectively.

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BRICS

BRICS refers to five major emerging countries in the world: Brazil, Russia, India, China and South Africa. The concept “BRICS” originated from the report *The World Needs Better Economic BRICs* published by the chief economist Jim O’Neill of American investment bank Goldman Sachs in 2001. He combined the initial letters of four country, namely Brazil, Russia, India and China, into one word, BRIC. As the name pronounces close to the word Brick, it is translated into a name meaning “golden brick” in Chinese. O’Neill noted in this report that these four countries were of substantial economic potential. He also forecast that they would surpass developed countries including the United Kingdom, France and Germany by 2050, ranking among the top six economies in the world together with the United States and Japan. At the 2010 BRIC summit, China invited South Africa to join the group, giving rise to BRICS.

The BRICS countries make up 29.6% of the world land area, 42.6% of the world population and 21.3% of 2013 gross domestic product. During the last 10 years, BRICS contributed to more than 50% of the world’s economic growth, proving that the BRICS countries are emerging markets with rapid economic growth. Since 2009, leaders of the BRICS countries have been holding a summit every year to exchange views on international affairs, international economy and finance, food crisis, energy security, climate change and cooperation among the BRICS countries and the direction of future development. The BRICS sixth summit held in Brazil in July 2014 approved the establishment of the New Development Bank (NDB), which is based in Shanghai. The bank is similar to the World Bank in nature, aiming to monitor currency exchange rates and trade, provide technical and financial assistance and enhance the global financial security network.

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World Trade Organization

World Trade Organization (WTO) was established in 1995 and its predecessor organisation was General Agreement on Tariffs and Trade (GATT). WTO is based in Geneva, Switzerland. The current Director-General is Roberto Azevedo, a Brazilian. He is the first Director-General of WTO from South America. As of June 2014, WTO had 160 members, accounting for 95% of the world trade volume. Currently, WTO, the World Bank and the International Monetary Fund are the major international organisations responsible for economic affairs. The mainland of China was admitted to WTO in December 2011. As Hong Kong was a founding member of WTO, it remains an independent member in the name Hong Kong China after its reunification with the mainland of China in 1997.

WTO is the only international organisation that deals with rules of trade among nations and separates customs territories, and it provides basic regulations to govern international trade. The WTO's overriding objective is to help trade flow smoothly, freely, fairly and predictably. It realises these by: administering trade agreements, settling trade disputes, monitoring national trade policies, providing developing countries with technical assistance and training programmes and cooperating with other international organisations.

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International Monetary Fund

The International Monetary Fund (IMF) is a subsidiary of the United Nations system. It began operation in March 1947 and became a specialised agency of the United Nations in November 1947. Currently, IMF has 188 member countries and its headquarters is in Washington D.C., United States. The current Managing Director Christine Lagarde is French. She is the first woman acting as Managing Director since IMF was established.

The mission of IMF is to promote international financial cooperation and exchange rate stability, facilitate balanced development of international trade, provide resources for member countries to resolve balance of payments difficulties and help these member countries to reduce poverty. The financial resources of IMF are contributed by member countries through their contribution to quotas. The portion of each member country is determined by economic indicators including national income, gold and foreign exchange reserves, volume of import and export trade. The portion for a member country determines its maximum contribution to IMF, voting rights and financing limit from IMF. The United States has a decisive influence in this organisation as it has the largest quota.

IMF achieves its objective of ensuring the stability of the international financial system through the following three functions:

- **Monitoring:** to provide advice to its 188 member countries and encourage them to adopt policies that foster economic stability and raise living standards.
- **Financial assistance:** to provide loan to countries which have difficulty in maintaining a balance of international payments to foster economic growth and reduce poverty.
- **Technical assistance and training:** to help member countries strengthen the capacity to design and implement effective policies including tax policy, monetary and exchange rate policies, banking and financial system supervision and regulations.

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The World Bank Group

The World Bank Group was established in 1944 with an aim to facilitating post-war reconstruction and development after World War II. The World Bank Group started as a single organisation and has now developed into a group made up of five organisations, of which the following two organisations form the World Bank:

- The International Bank for Reconstruction and Development (IBRD): to provide loans to middle-income countries and credit-worthy low-income countries.
- The International Development Association (IDA): to provide interest-free loans and grants to governments of the poorest countries.

Other member organisations include The International Finance Corporation (IFC), The Multilateral Investment Guarantee Agency (MIGA) and The International Centre for Settlement of Investment Disputes (ICSID).

The current mission of the World Bank Group is to closely coordinate and facilitate poverty reduction around the world. At the Annual Meeting in 2013, the World Bank Group formulated its new strategic focuses, with a view to achieving two major goals for the world by 2030:

- End extreme poverty by decreasing the percentage of people living on less than \$1.25 a day to no more than 3%.
- Promote shared prosperity by fostering the income growth of the bottom 40% for every country.

Currently, the World Bank Group has 187 member countries, and its head office is based in Washington D.C., the United States. Korean American KIM Yong, Jim is its current president.

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Asia-Pacific Economic Cooperation

Asia-Pacific Economic Cooperation (APEC) is an unofficial intergovernmental forum founded in 1989 for officials to discuss trade and economic affairs. The forum aims to build a dynamic and harmonious Asia-Pacific community by championing free and open trade and investment, promoting and accelerating regional economic integration, encouraging economic and technical cooperation, enhancing human security, and facilitating a vibrant and harmonious business environment.

APEC comprises of 21 members including Australia, Brunei, Canada, Chile, the mainland of China, Hong Kong China, Indonesia, Japan, South Korea, Malaysia, Mexico, New Zealand, Papua New Guinea, Peru, the Philippines, Russia, Singapore, Chinese Taipei, Thailand, United States, and Vietnam. In addition, APEC has three observers: the Association of Southeast Asian Nations Secretariat, the Pacific Islands Forum Secretariat and the Pacific Economic Cooperation Council.

Different from the World Trade Organisation or other multilateral trade organisations, APEC imposes no treaty obligations on its member countries. At APEC, decision-making is reached by consensus and commitments are undertaken on a voluntary basis. The APEC chair is elected from the members annually to assume the responsibility of hosting the annual Economic Leaders' Meeting, selected Ministerial Meetings and Senior Officials Meetings. The APEC chair for 2014 was China, and will be the Philippines, Peru, Vietnam and Papua New Guinea respectively from 2015 to 2018.

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Oxfam

The name “Oxfam” comes from the Oxford Committee for Famine Relief, founded by Theodore Richard Milford in Britain in 1942. The group campaigned for food supplies to be sent through an allied naval blockade to starving women and children in Greece occupied by Nazi Deutschland during World War II. In 1965, this organisation changed its name to “Oxfam”. Oxfam is now an international non-governmental confederation comprising 17 affiliates in countries and regions (including Oxfam Hong Kong), with its secretariat located in Oxford, United Kingdom. Each affiliate joins hands with local partners and community organisations in more than 90 countries and regions to provide services.

Oxfam is committed to improving the livelihood of poor people around the world and achieving sustainable development. It seeks to build a fair society without poverty as well as eliminate poverty and injustice that causes poverty by conferring rights to people and international cooperation. Oxfam also implements public education and initiative campaigns and make the voices of the poor heard to improve local and global poverty alleviation policies.

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World Vision

World Vision is an international Christian humanitarian organisation founded by the Reverend Bob Pierce in 1950 for the purpose of helping children orphaned by the Korean War.

World Vision is committed to giving assistance to poor and oppressed children, families and communities. Its mission is to encourage and prepare children and their communities to eliminate poverty and improve their health and quality of life continuously by providing various resources and training. With a view to eradicating the underlying causes of poverty, World Vision helps transform the lives of the world's poorest children and families in nearly 100 countries, including the United States, through interventions such as nutrition and safe drinking water programmes, poverty relief and community development programmes, disaster assistance, and more. Currently World Vision has more than 40,000 employees.

In 1962, Typhoon Wanda hit Hong Kong severely. World Vision distributed relief supplies in Hong Kong, and later set up its first office in the territory. With the economic recovery in Hong Kong, World Vision Hong Kong turned itself into a fundraising office in 1982, supporting the relief and development work of World Vision offices worldwide. World Vision Hong Kong also promotes various educational and promotional activities, raising public awareness about global issues such as poverty, hunger, health and child rights.

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Human Development Index

The Human Development Index (HDI) is a composite index developed by the United Nations. It measures the state of human development of countries/regions around the world using three basic dimensions: a long and healthy life, being knowledgeable and a decent standard of living. According to the 2014 report, the HDI is categorised by very high (over 0.808), high (0.700-0.790), medium (0.556-0.698) and low (below 0.540) human development. The following is the rankings for a number of countries/regions in 2013 :

HRI rank	Country/Region	HRI 2013
1	Norway	0.944
2	Australia	0.933
3	Switzerland	0.917
4	Holland	0.915
5	The United States	0.914
8	Canada	0.902
9	Singapore	0.901
15	Hong Kong	0.891
15	South Korea	0.891
16	Japan	0.890
50	Uruguay	0.790
57	Russia	0.778
79	Brazil	0.744
89	Thailand	0.722
91	The mainland of China	0.719
108	Indonesia	0.684
118	South Africa	0.658
135	India	0.586
149	Angola	0.526
169	Afghanistan	0.468
176	Mali	0.407
186	The Republic of the Congo	0.338
187 (lowest ranking)	Niger	0.337

Source :

United Nations Development Programme. (2013). *Human development report 2013*. Retrieved from http://hdr.undp.org/sites/default/files/hdr2013_en_summary.pdf

Some Statistics from The World Trade Report 2014

World Trade Organisation published World Trade Report 2014 on 20 October 2014, forecasting a growth of 3.1% in world trade volume in 2014. This figure was higher than the growth rate of 2013 at 2.2%, but still far lower than the 20-year average of 5.3% (see Table 1). WTO attributed this to the downturn in European economy in 2014, which dragged the growth of international trade and global economy. Meanwhile, the growth of international trade had not recovered from the international financial crisis, further limiting the optimised allocation of global resources.

Table 1 : Growth rate of global trade volume

Year	2012	2013	2014	1993-2013	1988-2008
Growth rate	2.3%	2.2%	3.1%	5.3% (average)	6.0% (average)

The report also notes that China has become the world's largest goods trader (measured by the value of imports and exports. See the figures of China in Table 2 and Table 3) and it has also surpassed Germany as the world's second largest importer of commercial services (see Table 5). These changes are a result of China's economic transformation in recent years which shifted from reliance on exports of manufacturing industries and construction of domestic infrastructure to the development of consumer economy. In addition, the decreasing trade deficit of the United States to China and China's easing of capital control also contribute to China's enhanced competitiveness in export.

Table 2 : The world's top five goods exporters and total export value in 2013
(US\$100 million)

Country	China	USA	Germany	Japan	Holland
Export value	22,009	15,800	14,530	7,150	6,720

Table 3 : The world's top five goods importers and total import value in 2013
(US\$100 million)

Country	USA	China	Germany	Japan	France
Import value	23,290	19,500	11,890	8,330	6,810

Table 4 : The world's top five commercial service exporters and total export value in 2013
(US\$100 million)

Country	USA	United Kingdom	Germany	France	China
Export value	6,620	2,930	2,860	2,360	2,050

Table 5 : The world's top five commercial service importers and total import value in 2013 (US\$100 million)

Country	USA	China	Germany	France	United Kingdom
Import value	4,320	3,290	3,170	1,890	1,740

Source :

1. The World Trade Organisation (2014). *WORLD TRADE REPORT 2014*. Retrieved from http://www.wto.org/english/res_e/publications_e/wtr14_e.htm
2. Excepted from “世界貿易組織預測：全球貿易增長持續低迷” by 陳建, 4 November 2014, *Economic Times (China)*. Retrieved from http://intl.ce.cn/specials/zxgjzh/201411/04/t20141104_3840931.shtml

**Per capita gross national income (GNI) of some countries/
regions from 2010 to 2013 (US\$)**

Country / Region	2010	2011	2012	2013
Bhutan	1,990	2,180	2,320	2,330
The mainland of China	4,240	4,900	5,730	6,560
Hong Kong	33,620	35,680	36,280	38,420
Russia	10,010	10,820	12,740	13,850
Canada	44,450	46,860	50,650	52,200
South Africa	6,000	6,850	7,460	7,190
Rwanda	520	560	610	630
India	1,290	1,450	1,550	1,570
Ethiopia	380	390	420	470
Mexico	8,730	9,000	9,720	9,940
South Korea	21,320	22,620	24,640	25,920
Bangladesh	780	870	950	1,010
Brazil	9,520	10,700	11,640	11,690
Burundi	200	220	240	260
Germany	44,780	46,410	46,700	47,270
Czech Republic	19,210	19,380	19,280	18,950
Norway	86,830	89,000	98,880	102,610
Singapore	44,790	48,630	51,090	54,040
Japan	42,190	45,190	47,830	46,330
Chile	10,730	12,290	14,290	15,230
Cambodia	740	810	880	950
Australia	46,490	50,060	59,770	65,390
Switzerland	77,360	79,320	84,410	90,760
USA	49,110	50,350	51,920	53,470
Sudan	1,210	1,420	1,580	1,550
United Kingdom	40,470	40,090	40,600	41,680
Philippines	2,740	2,620	2,960	3,270
Spain	32,130	31,280	30,130	29,920
Vietnam	1,270	1,390	1,560	1,740
Afghanistan	510	570	690	690
The Maldives	5,490	5,680	5,430	5,600
Malaysia	8,150	8,840	9,820	10,430

Part III: Learning and Teaching Exemplars

Liberal Studies adopts an issue-enquiry approach in selecting curriculum content and teaching strategies. Teachers have to consider the learning and teaching focuses involved in the “questions for enquiry” in the Curriculum and Assessment Guide when choosing appropriate issues, as well as to design and arrange classroom activities for students to explore.

This part provides five exemplars for teachers’ use. All these exemplars are related to the learning and teaching focuses of this module, and some would also touch on other modules. Teachers are advised to read Part A of each exemplar to understand its overall design rationale, the suggested lesson time and the teaching objectives. Teachers are also advised to note the basic concepts these exemplars involved and the learning experiences the students have acquired in the junior secondary curriculum. The above information helps teachers estimate the lesson time required and adjust the breadth and depth of contents based on the students’ progress.

Part B of each exemplar introduces the flow of learning and teaching, and suggests different learning and teaching strategies for teachers to adopt. These include reading before or after class, data (including texts, cartoons and figures) analysis, group discussion, mock forums, role plays, debates, as well as direct teaching and summarising by teachers. In order to save teachers’ time in the preparation of teaching materials, most classroom activities are accompanied by relevant worksheets or reading materials. As to homework, the main ideas for the design of questions are also provided for reference by teachers when reviewing students’ work. Each of the above sets of materials is included in the last part of each exemplar as appendix. Teachers may consider distributing copies of these appendices to the students.

These five exemplars are only for reference in the design of teaching issues and activities, and are not supposed to be used without any adaptations in the classroom. When using these exemplars, teachers are advised to incorporate them into the carefully planned school-based teaching progress, so as to use lesson time effectively for various learning and teaching activities such as dealing with learner diversity, explaining students’ work performance and arranging internal assessment.

Senior Secondary Liberal Studies

“Globalization” Module

Learning and Teaching Exemplar (1)

Understanding Globalization through Football Matches

A. Basic information of the exemplar

Topic	Understanding globalization through football matches
Relevant module, themes and issues for enquiry	<p>Module 4 : Globalization</p> <ul style="list-style-type: none"> ● What are the characteristics and trends in the development of globalization? ● Is the impact of globalization similar or different between countries and within countries? ● How do people from different parts of the world react to globalization? Why?
Overall design rationale	<p>Football is a highly popular sport prevailing worldwide. This exemplar takes football as an example to help students understand the characteristics and impact of globalization, as well as to investigate the relationship between sports and globalization. In addition, this exemplar demonstrates an appropriate set of teaching materials for cultivating an initial understanding of globalization. Phenomena that students are in touch with in their daily life may arouse their interests in learning and develop a general understanding of globalization. Further detailed discussion can be dealt with in the next lesson. Students do not have to understand football well before class, and the learning focuses should be on how football reflects the characteristics and impact of globalization. Teachers are advised to introduce these focuses in the debriefing session.</p>
Time required	3 lessons (40 minutes per lesson), around 120 minutes in total
Teaching objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To understand briefly the characteristics and development trend of globalization. ● To analyse the impact of globalization from economic and cultural aspects. <p>Skills:</p> <ul style="list-style-type: none"> ● To collect and summarise information from different sources. ● To be able to make conceptualised observation using the data obtained through issue-enquiry. ● To apply relevant knowledge and concepts when studying contemporary issues. ● To interpret data from different perspectives. ● To communicate by oral and written means.

	<p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To treat the opinions and values of others in an open and accommodating manner. ● To appreciate and respect different cultures and opinions in the pluralistic society. ● To value sportsmanship and reflect on the significance of sports and games.
Basic concepts for application	Globalization, economic integration, multinational corporations, international division of labour, global culture and local culture, cultural homogeneity and diversity, global governance
Relevant learning experiences at junior secondary levels	Having completed learning in the Personal, Social and Humanities Education Key Learning Area at junior secondary levels, students should have acquired a basic understanding of the ways how different cultural groups contact and interact with one another. In addition, the students should have also understood and even taken part in football in physical education classes. If teachers find that the students do not have sufficient understanding of these contents, teachers may make a brief introduction to the students before using this exemplar.

B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
1-2	<p data-bbox="384 344 767 383"><u>Lead-in (around 5 minutes)</u></p> <ul data-bbox="384 394 1359 667" style="list-style-type: none"> <li data-bbox="384 394 1359 667">● Ask if any student loves football (if no one answers, ask if they have any family member or friend that loves football. Teachers may also share about their understanding of football). Afterwards, invite students to share their own experiences or those of their relatives and friends in watching football matches, pursuing football stars or even visiting well-known stadiums. <p data-bbox="384 680 1118 719"><u>Prompting and group discussion (around 20 minutes)</u></p> <ul data-bbox="384 730 1359 2054" style="list-style-type: none"> <li data-bbox="384 730 1359 1346">● Distribute the worksheets (Appendix 1) and ask students about their knowledge of the international football stars. Refer to Appendix 2 (which is not required to distribute) and guide the students to understand the relationship between football and globalization, for example: <ul data-bbox="448 972 1359 1339" style="list-style-type: none"> <li data-bbox="448 972 1359 1055">➤ Which teams do these football stars serve? Which football league do these teams participate in? <li data-bbox="448 1066 1359 1196">➤ What are the nationalities of these football stars? Are they serving teams of their own countries? If not, what does that reflect? <li data-bbox="448 1207 1359 1339">➤ Apart from their outstanding skills and the important tournaments won by their teams, what makes these football stars and teams so famous worldwide? <li data-bbox="384 1357 1359 1912">● Use the students' answers to explain the relevant concepts about "<u>globalization</u>", for example: <ul data-bbox="448 1447 1359 1912" style="list-style-type: none"> <li data-bbox="448 1447 1359 1626">➤ Members of the teams are from different countries. This reflects that globalization has overcome the geographical barrier, leading to flow of talents and increasing the opportunities for cross-border cultural contacts. <li data-bbox="448 1637 1359 1912">➤ The development of information technology and the emergence of global media have driven the development of globalization, enabling people in different regions to have the same experience at the same time. (For example, by watching live satellite broadcast of football matches, football fans around the world can feel the excitement of the matches together.) <li data-bbox="384 1924 1359 2054">● Ask students to form groups and distribute the worksheets for group discussion (Appendix 3), and then ask them to write down expressions related to football in the blank spaces of the worksheet

Lesson	Learning and teaching strategies and flow
	<p>and encourage them to write as many expressions as possible. Before the activity begins, give one or two examples (e.g. names of football teams, names of football stars, frequently seen terms related to football, football rules and gears used in football matches) for students' reference.</p> <ul style="list-style-type: none"> ● When students have written down these terms, ask them to identify those terms which can reflect “globalization” and explain briefly, for example: <ul style="list-style-type: none"> ➤ The advertisements on the shirts of famous teams are usually for brands of multinational corporations. The shirts and footwear of the teams are also sponsored by multinational sporting goods companies¹. These facts show that multinational corporations try to promote their products through various channels in the context of global economic integration. ➤ The balls used in football matches are designed by sporting goods companies in developed countries. For example, the balls used in 2014 World Cup Brazil and 2010 World Cup South Africa were designed by the German company Adidas and produced by developing countries. Pakistan is not strong in football matches, but produces the largest number of footballs in the world. Enterprises in the country had employed child labourers to produce footballs, which was concerned and criticised by the international community². These examples reflect the practice of international division of labour. The products are researched and developed in developed countries before being produced by factories in developing countries. ➤ The rules of football matches were made by International Football Association Board (IFAB), and all formal football matches must comply with these rules. This is similar to global governance, within the framework of which, major international

¹ Take 2014-15 season for example, the advertisements on the shirts of Royal Madrid and Paris Saint-Germain were Emirates Airline, and the advertisements on the shirts of Chelsea were Samsung Group. As to shirt sponsors, Bayern Munich and AC Milan were sponsored by Adidas; Barcelona and Manchester City were sponsored by Nike and Arsenal was sponsored by Puma.

² “巴基斯坦手工足球閃耀世界盃”, 12 June 2014, *People.com.cn* (人民網). Retrieved from <http://world.people.com.cn/n/2014/0612/c1002-25138414.html>

Lesson	Learning and teaching strategies and flow
	<p data-bbox="515 253 1283 331">organisations make standards and procure member states to comply, so as to maintain the world order³.</p> <p data-bbox="384 344 1356 427"><u>Reading materials, group discussions and presentations (around 35 minutes)</u></p> <ul data-bbox="384 443 1356 1865" style="list-style-type: none"> <li data-bbox="384 443 1356 577">● Divide the class into at least four “expert groups” (teachers may arrange the grouping flexibly according to the class size). Every two groups read either cultural or economic materials. <li data-bbox="384 589 1356 723">● Distribute two sets of materials to the students for reading (Appendix 4) and guide the students in reading or answering questions when necessary. <li data-bbox="384 734 1356 1865">● Each group of students is given an “expert group” discussion worksheet (Appendix 5). Students may integrate the reading materials discussed earlier with personal understanding to discuss the following: <ul data-bbox="451 925 1356 1059" style="list-style-type: none"> <li data-bbox="451 925 1356 1059">➤ “How does football sport manifest the impact of globalization on culture/economy? Give examples according to data sources and your own knowledge.” <p data-bbox="451 1070 1356 1205">The worksheet provides an example for students’ reference. After in-depth discussion, each group is expected to write down at least two positive effects and two adverse impacts.</p> <li data-bbox="384 1216 1356 1776">● After the “expert group” discussion, split up the groups and regroup them. The newly formed groups (mixed groups) should be made up of “experts” from the cultural group and the economic group. Then distribute the “mixed group” discussion worksheets (Appendix 6) to each group. Students from different “expert groups” are expected to present to the new group the discussion results in the respective “expert groups”, and complete the worksheet taking into account the discussion results in the mixed groups. This approach of group activity provides most students with an opportunity to present. This not only increases students’ participation and involvement, but also enables them to understand different aspects of globalization reflected by football based on the presentation made by their peers. <li data-bbox="384 1787 1356 1865">● During the group discussion, teachers may walk around, inspect the groups, provide assistance, and allow the “experts” of each group to

³ The Globalization module rarely uses the concept of global governance to deal with political issues, but this concept can still be used to deal with the responses of international organisations and non-governmental organisations. In addition, Module 5 on transnational public health affairs and Module 6 on issues of transnational environment and sustainable development may also be explored and analysed using the concept of global governance.

Lesson	Learning and teaching strategies and flow
	<p data-bbox="448 248 999 286">present at least once in the “mixed group”.</p> <p data-bbox="384 300 826 338"><u>Instruction (around 15 minutes)</u></p> <ul style="list-style-type: none"> <li data-bbox="384 349 1359 528">● Select students to present their discussion results to the class, and give extended instruction based on their presentation and personal understanding, especially the relationship between football and globalization, for example: <ul style="list-style-type: none"> <li data-bbox="448 539 1359 808">➤ Cultural globalization: point out that football enhances cross-border cultural contacts, reflecting certain characteristics of cultural globalization. For example, <u>cultural homogeneity</u> reflects the trend of homogenisation of football styles among different countries, and the commercialisation of football boosts consumerism. <li data-bbox="448 819 1359 1155">➤ Economic globalization: point out that international football matches (e.g. FIFA World Cup, UEFA Europa League) and four major European leagues (Premier League, La Liga, Bundesliga, Serie A) are highly popular with fans from all over the world. This facilitates the close ties between football and cross-border economic activities. In particular, many <u>multinational corporations</u> invest in football to enhance their popularity. <li data-bbox="448 1167 1359 1290">➤ Give a preview of the characteristics and relevant issues of the abovementioned cultural and economic globalization, which will be further explored later in this module. <p data-bbox="384 1301 1359 1391"><u>Assigning homework and explaining briefly the activities in the next class (around 5 minutes)</u></p> <ul style="list-style-type: none"> <li data-bbox="384 1402 1359 1480">● All students must hand in the complied group discussion and presentation worksheets (Appendices 5 and 6). <li data-bbox="384 1491 1359 1771">● Ask students to read relevant basic concepts (e.g. “<u>globalization</u>”) and information (“Historical process of globalization”, “Different views on globalization”) to consolidate their learning. As other concepts mentioned in class should have been covered initially and will be dealt with at a later stage, teachers may consider not handing them out for the time being. <li data-bbox="384 1783 1359 2007">● Tell students that the next lesson will take foreign players as an example and explore the flow of talents in the context of globalization and its impact in the form of a forum. Distribute reading materials (Appendix 7) and ask all students to read them before class as preparation. <li data-bbox="384 2018 1359 2056">● Select four students who know better about football in England as

Lesson	Learning and teaching strategies and flow
	<p>speakers at the forum, assign their roles (four roles in total) and distribute the scripts for the forum (Appendix 8). Ask these students to collect more information and write their speeches in the scripts. As for other students who are not selected as speakers, teachers may ask them to collect information for asking questions.</p> <ul style="list-style-type: none"> ● <u>If it is believed that these two lessons are sufficient to enable students to master basic knowledge of globalization, the third lesson may be omitted.</u> If it is not intended to proceed with the third lesson, distribute the homework (Appendix 10) and ask all students to complete it after class, allowing them to review the characteristics of globalization and analyse how football manifests the phenomenon of globalization.
3	<p><u>Preparing the forum activity (around 3 minutes)</u></p> <ul style="list-style-type: none"> ● Briefly introduce the topic of the forum: “In an era of globalization of football, limiting the number of foreign players in each team of the Premier League helps improve the standard of football in England.” ● Distribute the forum worksheet (Appendix 9) to students who are not speakers and ask them to note down the speeches of the speakers and prepare to ask questions. <p><u>Beginning the forum activity (around 27 minutes)</u></p> <ul style="list-style-type: none"> ● Act as the host (or consider inviting a student to act as the host) and briefly explain the procedures of the forum: <ul style="list-style-type: none"> ➤ Each speaker makes the first round of speeches, 2 minutes for each person and 8 minutes in total. ➤ Time for free discussion, approximately 7 minutes. ➤ Time for questions and answers, approximately 12 minutes. State that five to six students will be selected randomly to raise questions for the speakers to answer. ● Present according to the above procedures. <p><u>Post-activity explanation and assigning homework (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Review if the speeches made and questions raised at the forum are appropriate, and state particularly that this activity aims at taking the foreign players in England as an example to help students acquire an initial understanding of some opinions and arguments/disputes on globalization, e.g.: <ul style="list-style-type: none"> ➤ Manifesting the conflicts and mediation between different cultures in the context of globalization.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ■ The introduction of a large number of foreign players might cause a loss of local English features in the teams' traditional style and use of tactics, and also result in a shortage of players for the national team of England. On the other hand, Premier League teams will become more internationalised and cater for the preferences of international fans. In addition, the introduction of outstanding foreign players may also provide a good opportunity for local players to learn from foreign players. ■ The above scenario is similar to the increase in cultural contacts and exchanges between different regions as a result of globalization. The results of interactions between <u>global culture and local culture</u> actually have both advantages and disadvantages. It is not advisable to deal with the relationship between them by adopting a framework of binary opposition. ➤ Manifesting the flow of talents and the integration of labour markets in the context of globalization. <ul style="list-style-type: none"> ■ Globalization provides physically favourable conditions for players to serve foreign clubs⁴. A large number of excellent foreign players are attracted by Premier League clubs at high pay, reducing the opportunities for local players to play. ■ The above case is similar to the scenario of import of foreign workers or talents, which would reduce the job opportunities for local residents, thereby undermining their livelihood. Therefore, in the wave of globalization, if a government imports foreign workers or relaxes the restrictions on immigration, controversies among different stakeholders may arise. ● Students who act as speakers sort out their scripts after class whereas other students complete Question 3 in the forum worksheet (Appendix 9).

⁴ Teachers may share with the students that the Bosman Ruling made by the Court of Justice of the European Union in 1995 is the most important factor leading to the large number of foreign players. According to this case, all players holding a passport of a member state of the European Union may change clubs between member states of the European Union after their contracts expire. As a result, the football market of the whole European Union became a market of free flow of labour like other industries. As this case is not a learning and teaching focus, it may be mentioned briefly. Focus the explanation on globalization as an objective environment being favourable to the flow of talents.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"><li data-bbox="386 250 1362 371">● Distribute the homework (Appendix 10) and ask all students to complete it after class. This helps them review the characteristics of globalization and analyse how football manifests globalization.

-- End of learning and teaching exemplar --

Appendix 1: Worksheet for oral questions (Answers are based on the 2014-15 season)

<p>(Due to copyright considerations, photos of football stars are not provided. Teachers may obtain a photo from other sources and paste it here or display it to the students in some other ways.)</p> <p>Suggested football star: Neymar da Silva Santos Júnior</p>	<p><u>Football star A</u></p> <p>Name: _____</p> <p>Nationality: _____</p> <p>Team served: _____</p> <p>Country of team: _____</p>
<p>Suggested football star: Lionel Messi</p>	<p><u>Football star B</u></p> <p>Name: _____</p> <p>Nationality: _____</p> <p>Team served: _____</p> <p>Country of team: _____</p>
<p>Suggested football star: Cristiano Ronaldo</p>	<p><u>Football star C</u></p> <p>Name: _____</p> <p>Nationality: _____</p> <p>Team served: _____</p> <p>Country of team: _____</p>
<p>Suggested football star: Wayne Rooney</p>	<p><u>Football star D</u></p> <p>Name: _____</p> <p>Nationality: _____</p> <p>Team served: _____</p> <p>Country of team: _____</p>

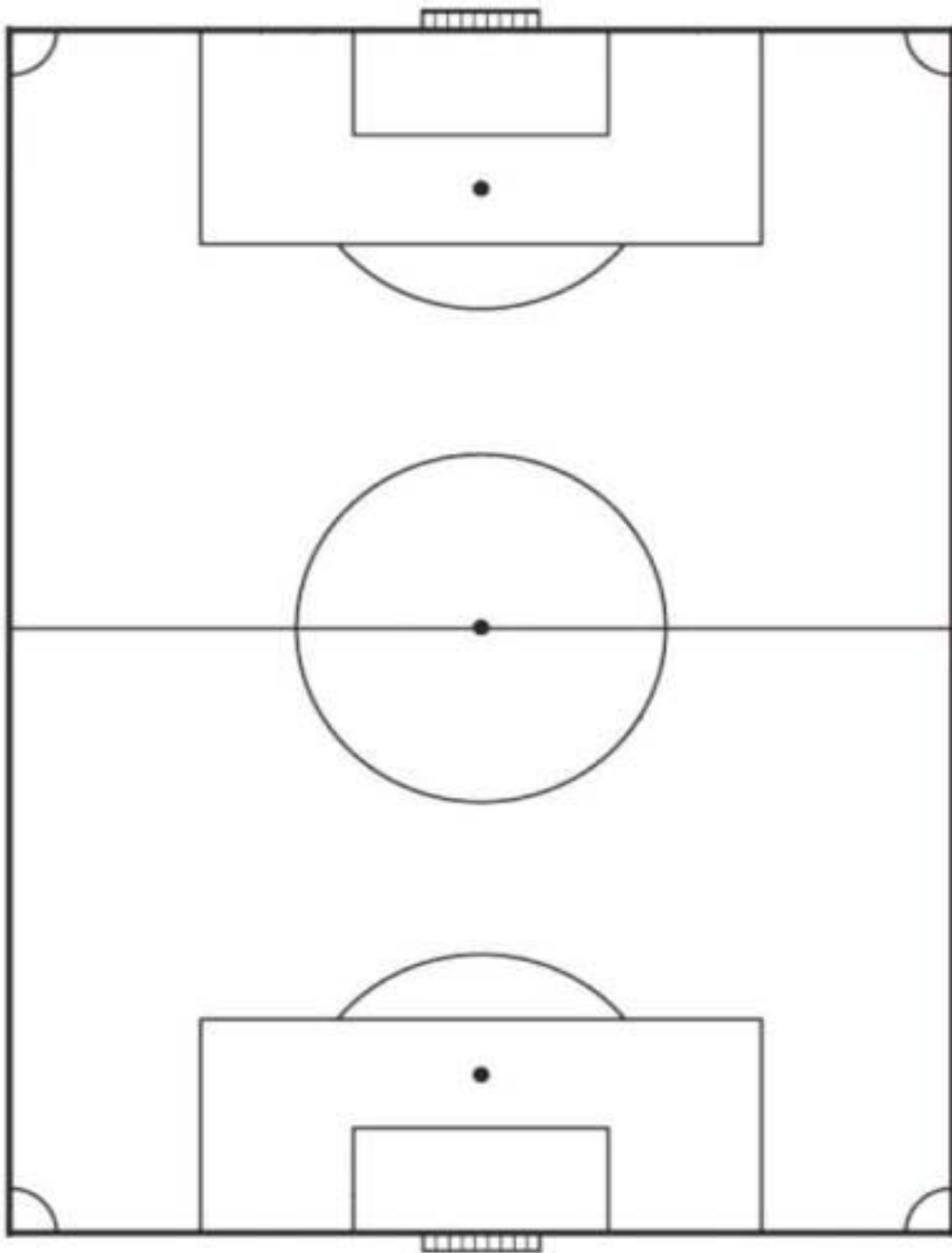
<p>Suggested football star: Kagawa Shinji</p>	<p><u>Football star E</u></p> <p>Name: _____</p> <p>Nationality: _____</p> <p>Team served: _____</p> <p>Country of team: _____</p>
<p>Suggested football star: Arjen Robben</p>	<p><u>Football star F</u></p> <p>Name: _____</p> <p>Nationality: _____</p> <p>Team served: _____</p> <p>Country of team: _____</p>
<p>Suggested football star: Yaya Touré</p>	<p><u>Football star G</u></p> <p>Name: _____</p> <p>Nationality: _____</p> <p>Team served: _____</p> <p>Country of team: _____</p>

Appendix 2: Worksheet for oral questions (Answers are based on the 2014-15 season)

Football star A	Name of football star: Neymar da Silva Santos Júnior Nationality: Brazil Team served: Barcelona Country of team: Spain
Football star B	Name of football star: Cristiano Ronaldo Nationality: Portugal Team served: Royal Madrid Country of team: Spain
Football star C	Name of football star: Lionel Messi Nationality: Argentina Team Served: Barcelona Country of team: Spain
Football star D	Name of football star: Wayne Rooney Nationality: England Team Served: Manchester United Country of team: United Kingdom
Football star E	Name of football star: Shinji Kagawa Nationality: Japan Team Served: Dortmund Country of team: Germany
Football star F	Name of football star: Arjen Robben Nationality: The Netherlands Team Served: Bayern Munich Country of team: Germany
Football star G	Name of football star: Yaya Touré Nationality: Cote d'Ivoire Team Served: Manchester City Country of team : United Kingdom

Appendix 3: Group activity worksheet

1. Write down the terms related to football as you can think of (tips: names of football teams, names of football stars, frequently used football terms, football rules and gears used in football matches). The number of terms is not limited.
2. Circle the football terms which are related to globalization, or football terms which reflect the characteristics of globalization. Explain briefly.



Appendix 4: Reading Materials

Set 1: Football and Culture

Source A

Football used to have a golden era in Hong Kong when the football stadium remained full during the First Division matches. At that time, the Hong Kong football team was at the top of the league in Asia. But unfortunately, that memorable era became history during the 60s and 70s of the last century. It was followed by decades of constant decline up to the present day. Football was also part of Hong Kong's local culture. In order to understand the reasons for its decline, we may start from the topic of "globalization".

Firstly, as progress in science and technology brought us television and radio, it also promoted the emergence of a global culture. Telecast of overseas football matches presented an alternative choice to local football fans. As a result, there was little doubt that local football audience in Hong Kong gradually dwindled, and this also prompted the local media to reduce coverage on local football. The introduction of overseas football culture into Hong Kong has led to a decline in the local football culture.

Secondly, the reduction in the number of local football fans has deprived the football sport in Hong Kong of commercial value. Consequently, local football teams could no longer attract sponsors, and that the stadiums would not have advertising. With reduced football players' income, people with athletic talents would no longer want to pursue their careers in football sport, resulting in a decline in the overall quality of the local football development. Obviously this is a vicious cycle.

Source : Excepted from "全球化令香港足球衰落", 26 April 2013, *Ta Kung Pao*.

Source B

The 2014 FIFA World Cup captivated football fans all over the world, as football fans from many countries could watch the televised games for free. This event had truly become a universal celebration making no difference between the rich and the poor!

British people regarded FIFA World Cup as a great sporting occasion when the UK audience could watch all the matches on free TV channels. Japanese fans could also enjoy all matches in publicly-owned electronic media. In Italy and Spain, football fans could watch all the matches played by their national teams for free to ensure that they had the opportunity to support their national teams in real-time. In addition, since most of the matches during this World Cup were played in the early morning hours of local time, the Russian state television station not only telecasted all 64 matches, but also played back the matches during the day in order to avoid tiring the fans for staying up to watch the games in the early morning hours each day. In Thailand, the local TV station that won the telecast franchise originally planned to air only 22 matches for free, but after the Government negotiated with the TV station, the two parties eventually reached an agreement before the opening of the World Cup to allow Thai audience to watch all 64 matches for free.

Source: Excerpted from “免費波英日俄都有”, 18 June 2014, *Apple Daily*.

Source C

Beginning from the 16th FIFA World Cup in 1998, the number of teams playing in the final week expanded to 32, while the emerging football nations (particularly the African nations) had certainly ensured that the traditional football nations would have to face hard struggles in the games. The 2002 FIFA World Cup showcased the finest hours for the emerging football teams, first with Senegal defeating the defending champion France during the opening match before later progressing to become one of the semi-finalists, while Turkey and South Korea also featured in the semi-final. The 2004 FIFA World Cup also turned out to be a “big surprise” with Greece winning the Cup.

So how can globalization narrow the standards of football among countries? The world’s top football players attracted by high pay are concentrated in a small number of teams with strong financial backing, thus widening the gap between the strong clubs and the rest. However, according to FIFA rules, all players can only represent the nation of their own nationality. It implies that players from developing countries can receive advanced training in developed nations and learn from other outstanding players from around the world, resulting in great improvement in their playing skills. Therefore, although there is still some difference in quality standards of football playing in different countries, the gap has significantly diminished. Mobility of people and cultural exchange in the football world are important reasons for the emergence of the abovementioned situation.

Source : Extracted and adapted from CHIU Wing-kai. (17 December 2007). “全球化、體育與不平等” (Chinese version only).

Retrieved from Liberal Studies Web-based Resource Platform (Teachers → Past training course materials → Knowledge Enrichment → School Year 2007/08) <http://ls.edb.hkedcity.net/>

Source D

During a visit to Hong Kong, the Premier League team Manchester United played with the local team from the Kitchee Sports Club in this friendly match that filled the Hong Kong Stadium with over forty thousand fans. It was quite obvious that Manchester United had many fans in Hong Kong, as the appeals of its star players were undoubtedly the biggest attraction.

Source : “亞洲行收官戰 曼聯傑志聯合上演瘋狂進球潮”, 30 July 2013, *Ta Kung Pao*.

Set 2: Football and the Economy

Source A

When Brazil was busy preparing for the final week of the FIFA World Cup that opened in June 2014, big groups of protesters were demonstrating “against the World Cup” in a number of cities in the country, demanding the Government to improve public services. In the biggest city Sao Paulo, some of the protesters clashed with the riot police and lit fire during the clash, and the police had to release tear gas and fire rubber bullets to put down the riot. In the town center of Sao Paulo, the protesters became agitated and set fire to rubbish and erected barriers to block the central boulevard, which seriously hampered the traffic flow. The protesting masses were resentful that the Government spent billions of US dollars organising the Cup while being unwilling to allocate money to improve the livelihood of poor people and public services. A university student majoring Social Sciences told the reporter, “We are gaining more and more support to oppose the phenomenon of inequality as reflected by the World Cup. We are entitled to decide the uses for public money and demand the Government to invest more in education, healthcare, housing, and public transport rather than organise the World Cup.”

Source : “巴西反世界盃示威爆衝突”, 17 May 2014, *Sing Tao Daily*.

Source B

After the Middle Eastern country Qatar won the bid to host the 2022 FIFA World Cup, various infrastructure projects were underway in earnest. However, reports of worker exploitation attracted media attention. In order to make progress in building the venues, Qatar imported a huge number of foreign labourers. It was estimated that there were over 2 million foreign workers in Qatar, approximately 1/6 of them were Nepalese, and the others were from India, Pakistan, Sri Lanka and so on. Since Qatar legally requires sponsors for these low-skilled foreign workers, the foreign workers were dependent on their employers, as a result, many foreign workers were badly exploited by their employers and they became almost like slaves.

Reporters from an English newspaper “the Guardian” went to Qatar to investigate the case, exposing the plights and the ill treatment suffered by the foreign workers in Qatar, including being forced to work in high temperature of 50 degrees Celsius each day while lacking safety equipment, drinking water, and medicine; and

their wages were often in arrears. Up to 15 people might be cramped into a room that lacked water and electricity in bad sanitary conditions, while their employer would treat them like animals, often cruelly beating and threatening them. According to a union working for the welfare of Nepalese workers, during the period from June to August 2013, at least 65 workers lost their lives, more than half of them died of sudden heart attacks, and this was thought to be related to over-exhaustion in their work. This union organisation also urged the global sponsors such as Coca-Cola, Adidas, and Visa to assist in pressurizing FIFA and the Qatari authorities to review their cooperation agreement with FIFA so as to improve the working condition of the foreign workers.

Source : “待遇慘如奴揭幕前恐死4千人卡塔爾世盃工程殺382外勞”, 26 January 2014, *Wen Wei Po*.

Source C

Major partners and sponsors of FIFA World Cup



Source : The official website of Federation of International Football Association
<http://www.fifa.com/worldcup/organisation/partners/#>

Source D

In the example of the Premier League, usually only a third of a club's income come from admission tickets to the games; the other two major sources of income are television broadcasting fees (approximately one third) and commercial activities (such as advertising, commercial sponsorship, souvenir sales, etc.). In other words, it sounds impossible for the club to generate sufficient income to pay for various expenditures by having fans coming to the stadium to watch the matches.


As TV broadcasting fees have become one of the main income sources of the clubs, how to attract media attention has become an important consideration for the development of football. The team line-up, popularity of the players, tournament performance and so on would be the key. Under the increasing pressure due to competition, many major clubs are spending a large sum of money recruiting famous star players by high transfer fees and high pay in order to boost the appeal of the team. On the other hand, if a football team can achieve good results and gain entitlement to enter into top-class international tournaments (such as the UEFA Champions League, the UEFA Super Cup, FIFA Club World Cup), apart from receiving direct earnings like broadcasting fees and prizes, the team would also have media exposure to football fans around the world, helping to further expand the club's income sources.

A club that attracts the interests and support of fans would certainly be able to negotiate lucrative sponsorship and advertising fees from the sporting goods manufacturers and advertisers who intend to advertise in the stadiums. For various commercial and market development considerations, more and more club managements start to recognise the necessity of promoting the club to a "globalized club". It means that the influence and the source of fans for the club would no longer be limited to the country or region of its origin, instead, it would be oriented towards the global fans. Successful "globalized clubs" such as Real Madrid, Manchester United, Juventus, Liverpool, Barcelona and so on are not only able to earn huge fees from TV broadcasting, commercial sponsorship and so on, they can also earn significant income from souvenir sales especially sales of star players' T-shirts.

Source : Excepted from the article "足球仍是足球?" by LUI Tai-lok. In PSHE Section. (2009). "性情真章—人文素養讀本(初中)" Hong Kong: Education Bureau, pp. 124-128.

Appendix 5: “Expert group” discussion worksheet

“How does football sport manifest the impact of globalization in cultural/economic aspects*? Explain your answer with reference to the data sources and your own knowledge.” (*Delete where not applicable depending on the assigned scope for discussion)

Positive impact	Adverse impact
<p>(Example) Cultural aspect Impact: <u>improving football skills</u></p> <p>Explanation and examples: <u>Large football clubs recruit talents from all over the world, complement their weakness with the strength of foreign players and combine the expertise of different players, thereby improving their football skills. For example, the team of Royal Madrid comprises famous players from Brazil, Germany, England, France and Portugal in addition to local players from Spain, bringing together the football cultures and characteristics of different countries.</u></p>	<p>(Example) Cultural aspect Impact: <u>homogenisation of football skills</u></p>  <p>Explanation and examples: <u>In the 2014 World Cup Brazil, Brazil was defeated by Germany by 1-7. Some commentaries noted that the wave of globalization had weakened the characteristics of Brazil football culture. In the past, Brazil football culture had its distinct characteristics, but now many players of the national team have played in foreign countries, resulting in homogenisation of skills of players, which shows no distinct characteristics.</u></p>

<p>Impact: _____ _____</p> <p>Explanation and examples:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Impact: _____ _____</p> <p>Explanation and examples:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Impact: _____ _____</p> <p>Explanation and examples:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Impact: _____ _____</p> <p>Explanation and examples:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Appendix 7: Reading materials for the forum

Source A

In October 2013, the Chairman of the Football Association suggested reducing foreign players in the Premier League by half, so as to provide more positions for local players and increase the competitiveness of England teams. It was understandable that the Football Association hoped more local players might have opportunities to play, but the problem was whether this could be achieved merely by reducing the number of foreign players.

For the Premier League, the factor that actually affected the nurture of local young players was not the presence of foreign players, but the willingness of clubs to develop young players in a down-to-earth manner. The Premier League was not overwhelmed by foreign players but foreign capital. The influx of foreign capital made the Premier League the most profitable league tournament in the world, but the invested foreign capital needs to gain return. The best return obviously relied on the match results and ranking of the league tournament. As investors would not take the time to wait for local players to grow, the introduction of skilled football stars to increase the strength of teams had naturally become the best choice. On the contrary, the Bundesliga restricted private capital, especially foreign capital to control clubs, safeguarding favourable development of the clubs. Local players had far more opportunities to play than in the case of the Premier League. The success in Germany obviously showed that the suggestion made by the Football Association is not on the right track.

Source: Adapted from newspaper articles.

Source B

The England team was believed to be one of the most disappointing teams in the 2014 World Cup Brazil. Joachim Löw, coach of the Germany national football team which won the 2014 World Cup, said that England was out early because there were too many foreign players in the Premier League. Foreign players undoubtedly enhance the competitive strengths of England and make the Premier League popular worldwide, but they also undermined the development of local players. Roy Hodgson, manager of the England national team, had also expressed his regret that the national team was short of good players.

Source: Adapted from “英格蘭的死只因英超聯”, 6 July 2014, *Sing Pao*.

Source C

Of the national leagues in Europe in 2014-15, the ratio of foreign players in the Premier League was 59%, higher than any other leagues except Cyprus. Of the Premier League teams, the ratio of foreign players of Chelsea was the highest at 87%, which was followed by Manchester City at 79.2%, then Arsenal, Spurs and Liverpool. Burnley, a team which had just risen to the Premier League in 2014-15, had the lowest ratio of foreign players at 23.1%.

There are 20 participating teams in the Premier League. According to the ranking in 2014-15, Chelsea, Manchester City, Arsenal, Liverpool, Spurs and Burnley were ranked the 1st, 2nd, 3rd, 5th, 6th, 19th place respectively. Burnley will be relegated back to the Football League Championship in 2015-16.

Source: Adapted from online articles.

Appendix 8: Script for forum speakers

Topic of the forum: “In an era of globalization of football, limiting the number of foreign players in each team of the Premier League helps to raise the standard of football in England.”

My role is (* Delete where appropriate depending on the role assigned by teachers):

Chairman of the Football Association (suggests reducing the quota of foreign players)/local England players (in favour of the reduction of the quota of foreign players)/foreign players in the Premier League (objecting to the reduction of the quota of foreign players)/Premier League fans (the general premise is to ensure exciting matches)

Argument	Evidence	Counterargument
<p>Example</p> <p>Role: Chairman of the Football Association hindering the long-term development of football in England</p>	<p>Example</p> <p>Roy Hodgson, manager of the England national team, had expressed his regret that the national team was short of good players.</p>	<p>Example</p> <p>The employment of foreign players makes the Premier League popular → Only a short-term measure. In the longer term, the Premier League will become an international league which is unrelated to England.</p>
Argument 1:		
Argument 2:		
Argument 3:		

Appendix 9: Forum worksheet – summary of speech, question asking and reflection

Topic of the forum: “In an era of globalization of football, limiting the number of foreign players in each team of the Premier League helps to raise the standard of football in England.”

1. Summary of speech at the forum

Role	Stance	Summary of speech
Chairman of the Football Association		
Local England players		
Foreign players in the Premier League		
Premier League fans		

2. Questions

Appendix 10: After-class Assignment

Consider the following sources:

Source A



Source: Nicolson, Peter. (1 June 2006) "World Cup SBS 550".

Retrieved February 2, 2015, from <http://nicholsoncartoons.com.au/2006/06/page/6>

Source B

According to a survey, World Cup audiences, including football fans of all ages and both sexes, hit billions. This shows that people all over the world have a certain understanding of football and the willingness to participate in this sports game. The World Cup fever persists due to massive broadcasts and reports by global media and sponsorship and promotion by multinational companies and brands. The FIFA plays an important role in promoting football. For example, it arranges the World Cup to be held by different countries alternately.

There has been a joke that no profession in the world could be compared with that of football players in manifesting the impact of globalization. Large football clubs attract professional players from all over the world by giving them high payments, as well as integrating various playing characteristics and styles of the players from different countries into the same clubs. Nowadays, many top clubs only have a small number of local players in the teams. Thus, it could be seen that the world of football is truly borderless.

Sources: Adapted from the newspaper articles.

Source C

Under globalization, large football clubs make money by making use of their stars as a tool to please fans and attract sponsors. They earn huge profits from selling the image rights of players and shooting different types of commercial advertising. However, it is difficult for small and medium clubs to retain players with potentials and attract famous players to join their teams due to insufficient funds, resulting in widening disparity in the strength of clubs. Generally speaking, should football be controlled by business, "the rich will get richer and the poor will get poorer" phenomenon will appear. This is unfavorable to the development of football games.

Globalization also results in similarity in the playing techniques and tactical deployment. Some fans joked that during the Brazil World Cup 2014, one could not judge which national team a player was serving only through his performance without looking at the national colours on his jersey, because the techniques and styles of the players had become unitary without uniqueness.

With the development of football globalization and communication technology, legal and illegal football gambling are commonly seen. For instance, in Hong Kong, the betting turnover of football lottery exceeded \$39.7 billion in 2010-2011, and this figure soared to \$50.67 billion in 2012-2013. Although the gambling atmosphere may not directly curb the development of football, it would have an adverse effect on people's views on football games.

Sources: Adapted from the newspaper articles.

- (a) Interpret the cartoon in Source A with reference to Source B.
- (b) With reference to Sources A and B and your knowledge, give three reasons for the popularity and globalization of football games.
- (c) "Globalization of football brings more good than harm to the development of football." Do you agree with this statement? Explain your answer with reference to the above sources and your knowledge.

Intention of Assessment

Assessment Focus

Students' grasp and application of concepts, such as "globalization", "cultural homogeneity and diversity" and so on, would be assessed through the phenomenon of "globalization of football". For the assessment focus of students' enquiry skills, students should be able to demonstrate skills like extracting and interpreting textual data as well as analysing issues and discussing the pros and cons from different perspectives.

Expected student performance

- Knowledge
 - For question (a), students are required to interpret the cartoon in Source A from the perspective of globalization, such as the live broadcasting of a large-scale international football match, all family members are watching football matches, and the characters in the cartoon regard football game news as world news. All these examples show that football sports have become a worldwide sports game and are popular with the fans globally.
 - For question (b), students should elaborate the reasons for the "globalization of football", including advanced information technology (such as football events broadcasting globally by satellite and real-time reports by media all over the world), increasing flow of people all over the world due to advancement in transportation and international football events (e.g. the World Cup and the European Nations Cup).
 - For question (c), students should, in answering this question, discuss the pros and cons of globalization of football by closely focusing on the impact of globalization on the football games through different aspects, such as the pros and cons of football commercialisation, the development and diversification of football skills, and the impact of football gambling on the development of football games.

- Skills
 - Giving appropriate response with a clear personal stance.
 - Extracting and interpreting the key messages conveyed by the cartoons and textual data.
 - Linking data and concepts / knowledge.
 - Discussing the pros and cons from multiple perspectives.

-- End of Appendix --

Senior Secondary Liberal Studies

“Globalization” Module

Learning and Teaching Exemplar (2)

Opportunities and Challenges Brought about by Global Economic Integration

A. Basic information of the exemplar

Topic	Opportunities and Challenges Brought about by Global Economic Integration
Relevant modules, themes and issues for enquiry	<p>Leading Module 4 : Globalization</p> <ul style="list-style-type: none"> ● What are the characteristics and trends in the development of globalization? ● Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital? ● Is the impact of globalization similar or different between countries and within countries? ● How do people from different parts of the world react to globalization? Why?
	<p>Related Module 3: Modern China; Theme 1: China's reform and opening-up</p> <ul style="list-style-type: none"> ● How has the Central People's Government dealt with the effects of reform and opening-up?
Overall design rationale	<p>This exemplar is designed to teach students about global economic integration and its characteristics by analysing the business models of multinational companies to investigate how they can expand and obtain greater profits amid the trend of global economic integration. During the enquiry process, students will understand that the working conditions of some multinational factories operating in developing countries are poor. Workers can only earn meagre wages and lack protection for their labour rights. In addition, the data provided for students will help them understand the impacts of global economic integration on different stakeholders.</p> <p>On the other hand, this exemplar includes several questions for enquiry in Module 4, and some exemplars intended for classroom discussion are related to recent developments in the mainland of China (see lessons 3-4). If teachers wish to link this exemplar more with the curricula under Module 3, they may consider using examples that are in similar nature and relevant to the mainland of China in some learning and teaching activities.</p>
Time required	4 lessons (40 minutes per lesson), around 160 minutes in total
Teaching objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To understand global economic integration and its

	<p>characteristics.</p> <ul style="list-style-type: none"> ● To learn about the impacts of global economic integration on developing and developed countries. ● To explore the relationship between global economic integration and the widening or narrowing wealth gap in the international community. ● To understand global economic integration reflected in the business models of multinational companies. ● To examine positive and negative effects of multinational companies' investment activities on developing countries. <p>Skills:</p> <ul style="list-style-type: none"> ● To make conceptual observations based on the available data in exploring the issues. ● To apply relevant knowledge and concepts in studying contemporary issues. ● To interpret data from different perspectives. ● To put forward feasible proposals and appropriate solutions. ● To communicate effectively in oral and written expression. ● To impromptu reaction and response to questions. ● To consider and comment on different views in examining issues. <p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To adopt an open and tolerant attitude towards other people's views and values. ● To appreciate and respect diversity in cultures and views in a pluralistic society. ● To care about the working conditions of the working class in developing countries and act in a positive manner.
Basic concepts for application	Economic integration, multinational corporations, international division of labour, global production chain, exploitation and reciprocity, global inequality
Relevant learning experiences at junior secondary levels	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students are expected to have developed a general understanding of the following issues: how science and technology are changing people's interactions and relationships throughout the world; the importance of exchanging goods and services; industrial relocation; population distribution and its problems; as well as development and interdependence. These learning experiences

	<p>will help students understand global economic integration relating to this issue and the business models of multinational companies amid global economy integration. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.</p>
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B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
Before class	<p><u>Preparation for lesson</u></p> <ul style="list-style-type: none"> ● Distribute worksheets for preparation before lesson (Appendix 1), and then arrange students to perform one of the roles by lot or other means (the worksheet provides four roles, and it is recommended that these roles should be evenly assigned to all students within the class). Ask students to collect information before class about the opportunities and challenges faced by the role amid the trend of global economic integration. Students are required to record a summary of the data they have collected on their worksheets for use in class discussion. ● It is advised that teachers do not have to explain the background of each role in detail before class but do so just before class discussion, so as not to limit the scope of data the students would collect. In addition, teachers may ask students to read about the basic concepts (“<u>Economic Integration</u>”, “<u>Multinational Corporation</u>”), and depending on students’ level, decide whether hints on channels (websites, reference books etc.) and direction of collecting data are needed.
1-2	<p><u>Lead-in (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Ask several students to give examples of products from foreign countries they are exposed to in various aspects of their daily life and tell which countries these products come from. For example: <ul style="list-style-type: none"> ➤ Clothing → Zara (Spain), Adidas (Germany); food → McDonald’s (the United States), Demae Itcho (Japan); home furnishing → IKEA (Sweden); transportation & travel → BMW (Germany), Samsonite (the United States); electronic products → Samsung (South Korea), Apple (the United States) ● Distribute worksheets for individual response (see Appendix 2) and ask students to read the multinational brands listed on the worksheets and answer the questions (See Appendix 3 for corporate brand names in both Chinese and English. The appendix is provided for reference only, and there is no need to distribute it). ● Ask some students for answers (the number of students to be questioned may vary depending on the lesson time). Note that this part is only designed to introduce topics. Students are not required to give accurate answers.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ● Make a summary based on students' answers and personal understanding, and point out that globalization has become part of modern life, and people are exposed to foreign products in daily life, most of those products are famous brands of multinational companies. <p><u>Instruction, group discussion and presentation, teacher summary</u> (around 35 minutes)</p> <ul style="list-style-type: none"> ● Following the introduction of topics, move on to explain the meaning of “<u>Economic Integration</u>” and the business characteristics of “<u>Multinational Corporation</u>” (see related basic concepts). ● Distribute the worksheets for group discussion (see Appendix 4). Ask students to read the worksheets, and answer the questions after discussion. ● Ask students to present the discussion results (the number of presentation groups may vary depending on the lesson time). ● Based on students' presentation and their personal understanding, teachers may complement what students have discussed, especially how multinational corporations earn more profits by taking advantage of global economic integration. For example: <ul style="list-style-type: none"> ➤ In terms of product design, the designs are adjusted to reflect cultural differences and local features to cater for the preference of local consumers and facilitate their entry into local markets. ➤ In terms of production, labour-intensive operations are relocated to developing countries and specialised and sophisticated production processes are carried out in their home countries to reduce production costs. ➤ In terms of recruitment, a diverse range of professionals around the world are hired to conduct specialised production to increase the effectiveness of manpower and resources utilisation. ➤ In terms of sales, sales activities are carried out around the globe and sales strategies geared to local characteristics are developed to create a unique brand image to attract consumers. ➤ In terms of the financing process, most countries are relaxing restrictions on the flow of funds in the context of global economic integration, so that investors are free to invest and trade in global markets, making it easier for multinational corporations to obtain finance from different parts of the world.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ● Point out that the major aim of multinational companies is to make profit, but their investment activities in developing countries help boost local economic development and bring technologies and experience in operation and management. Therefore, overseas investments by multinational companies should not be analysed only from the perspective of exploitation. <p><u>Instruction, role play and teacher summary (around 32 minutes)</u></p> <ul style="list-style-type: none"> ● Brief students about the positive effects (e.g. promote international trade, facilitate international cooperation) and negative effects (e.g. widen the wealth gap between countries, threaten the stability of the international financial system) of global economic integration. This enables students to have a basic understanding of the macroeconomic environment amidst globalization before the role play activity. ● Distribute worksheets for the role play activity (Appendix 5). Ask students to join one of the role groups for discussion according to the roles they are assigned and the instructions on the worksheet. Determine the number of role groups and the number of students in each group depending on the total number of students in the class. ● Students are required to read the three sources on the worksheet first. According to the background of their roles and the data they have collected before class, discuss with the students who play a different role. Students are required to write down the discussion points on their worksheets for presentations. ● Students present the discussion results (the number of presentation groups may vary depending on the lesson time). ● Based on the students' presentations and their personal understanding, introduce the concept of "<u>Global Inequality</u>" in the summary. Students should understand that the benefits of globalization are not equally shared by all people. Similar to the different roles they have played in the activity, they face different opportunities and challenges and therefore have different needs, which is largely related to the environment they stay in and the jobs they do. Sources B and C on the worksheet reflect different opinions on global economic integration. In addition, teachers may point out that currently many academics agree that globalization is widening the wealth gap within countries while at the same time narrowing the wealth gap between countries, such phenomenon is also reflected in the sources on the worksheet. After summarising, ask students to read the relevant basic

Lesson	Learning and teaching strategies and flow
	<p>concepts (“Global Inequality”) after class in order to consolidate their understanding.</p> <p><u>Giving after-class assignments (around 3 minutes)</u></p> <ul style="list-style-type: none"> ● Ask students to reflect on what they have learned in class and the opinions they have gathered from the role-play activity as required in the worksheet (Appendix 5). ● Distribute after-class assignments (Appendix 6). Ask students to gather information on the business model of a multinational corporation, describe how the model reflects global economic integration (such as the integration of the commodity market, labour market, and raw materials market), and include the results in their assignments for submission.
3-4	<p><u>Lead-in (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Ask several students which top three factors they would consider when buying clothes (for example, individual need, trend, clothing brand, place of production, color, style, material, price ...), and arrange these factors in the order of importance. After students present their considerations and order of priority, teachers do not need to respond immediately but indicates that students are expected to review whether they have previously neglected some factors, and whether they would re-prioritise the factors after the lesson. ● Instruct students to understand that many internationally famous brand products are currently manufactured in the mainland of China or Southeast Asian countries, and the mainland of China is known as “the world's factory”. Take the garment industry as an example. The garment industry flourished in Hong Kong during the 1970s and 1980s, but the factories were subsequently relocated to the Pearl River Delta (PRD) region in the mainland. Ask students why the companies move their factories to the northern region. ● Further point out that many manufacturers will be moving their production lines from the Pearl River Delta (PRD) region to inland provinces, or even to countries like Vietnam, Indonesia, Cambodia, India, and Bangladesh. Such repeated relocation efforts are the enquiry focus of this lesson, which is to analyse the relationship between this phenomenon and global economic integration.

Lesson	Learning and teaching strategies and flow
	<p><u>Instruction (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Consider using a PowerPoint presentation (Appendix 7)¹ to enhance students' understanding on global economic integration. The presentation summarises the following main ideas: <ul style="list-style-type: none"> ➤ Meaning of the concepts such as global supply chain, merchandising model, corporate social responsibility, corporate governance standards (Slides 1-5) ➤ Positive impacts (Slide 6) and negative impacts (Slides 7-8) of global economic integration on workers ● Guide students to understand that the impacts of globalization on workers are both positive and negative, while the degree of either impact may vary from person to person. Make a preliminary introduction of the concepts of “<u>Exploitation and Reciprocity</u>”, and indicate that these concepts will be elaborated later in classroom activities. <p><u>Watching and analysing the video clip, student presentations and teacher summary (around 30 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute video analysis worksheets (Appendix 8), and then play the video clip (the website and the selected clip are found in the worksheet). The video is about why two Hong Kong-funded companies in the garment industry are relocating to Bangladesh from the PRD. Students are required to answer the questions on the worksheet after watching the video (Hints are provided. Teachers may provide such hints depending on students' ability). ● Students present the results of their analyses (the number of presentations may vary depending on the lesson time). ● Make a summary based on students' presentations and their personal understanding. For example: <ul style="list-style-type: none"> ➤ Hong Kong businessmen's decision to relocate their factories is attributed to rising production costs (such as the cost of building factories, labour cost, wages and taxes) and government policies (e.g. the governments of countries such as Bangladesh offer preferential policies on investment in setting up factories; in contrast, the Guangdong Provincial Government plans to upgrade the industry structure in PRD, driving some Hong Kong

¹ This powerpoint is adapted from “The impact of globalization - A case study of the garment industry” of School of Arts and Social Sciences, The Open University of Hong Kong (2008). Web-based Resource Platform for Liberal Studies (Resources → L&T Resources → Teaching Packages), <http://ls.edb.hkedcity.net>. Teachers may download the powerpoint file and make adaptation for school use.

Lesson	Learning and teaching strategies and flow
	<p>manufacturers to consider moving to other regions or countries to avoid fierce competition).</p> <p>➤ On the other hand, the relocation of Hong Kong factories can serve as an example for students to learn more about the concepts of “<u>International division of labour</u>” and “<u>Production chain</u>”, because the relocation move also explains the contents relating to these concepts (e.g. carrying out working procedures in different locations and emphasizing cost-effectiveness in production). After summarising, ask students to read the relevant basic concepts (“<u>International division of labour</u> and <u>Production chain</u>”) after class in order to consolidate their understanding.</p> <p><u>Instruction, group discussion and presentation, teacher summary (around 33 minutes)</u></p> <ul style="list-style-type: none"> ● Brief students that some academics use the concepts of “<u>Exploitation and reciprocity</u>” to analyse the phenomenon of globalization. Exploitation mainly refers to the unequal distribution of interests in economic transactions, which is commonly found in the relations between capitalists and workers, as well as between different countries and regions. However, economic relations in globalization reach beyond exploitation and can be reciprocal, because developing countries or regions can also seek to develop their own economies during the process of globalization. As such, exploitation and reciprocity may be two sides of the same coin in the context of globalization. ● Divide students into different groups, and then distribute the worksheets for group discussion (Appendix 9). Ask students to read the sources on the worksheet and discuss the questions. Point out that this group discussion has much to do with exploitation. During the discussion, students can apply the concept to analyse the phenomena indicated in each source shown on the worksheet, such as workers' wages, working conditions, and relationships between developed and developing countries. ● Students present the results of discussion (the number of presentation groups may vary depending on the lesson time). ● Make a summary based on student presentations and their personal perspectives. For example: <ul style="list-style-type: none"> ➤ Workers in developing countries are poorly paid, and this is

Lesson	Learning and teaching strategies and flow
	<p>related to “<u>International division of labour</u>” and “<u>Production chain</u>”. Multinational enterprises in developed countries move their production processes to developing countries in which production costs are lower in order to earn more profits amidst global economic integration. This is also because multinational companies still dominate in highly profitable activities such as development, design, sales and marketing. Thus, developing countries need to move towards industrial upgrading and transformation in order to achieve better returns. Changes in the PRD region over recent years provide a very good example.</p> <ul style="list-style-type: none"> ➤ Some academics describe some factories in developing countries as “sweatshops”. To improve the remuneration of workers, different stakeholders, including consumers, need to work together. With this, teachers can guide students to re-examine the questions for enquiry introduced at the beginning of the lesson, and prompt them to reflect on how to urge other stakeholders to care about the working environment of workers in developing countries and improve their pay by leveraging the power of consumers when buying clothes or other items. ● Explain to students that this lesson involves more phenomena on exploitation, but they must note that reciprocity is also a product of global economic integration (e.g. Source C in Appendix 5 and Slide 7 in Appendix 7). ● Ask students to read the relevant basic concepts (“<u>Exploration and reciprocity</u>”) after class in order to consolidate their understanding.
	<p><u>Giving after-class assignments (around 2 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute after-class assignments (Appendix 10). Ask students to complete the assignment after class, and remind them to answer questions by applying their personal understanding as well as various concepts and relevant knowledge they have acquired in this issue.

Appendix 1: Worksheet for Lesson Preparation

1. The role I'm assigned is (please circle your role):

- A female worker working for a foreign-funded mobile phone assembly plant in a developing country
- CEO of a large technology company in a developed country
- Minister of Commerce Development Ministry in a developing country
- Minister of Commerce Development Ministry in a developed country

2. Based on the data collected, the role I'm assigned will face the following challenges and opportunities in the context of global economic integration:

Challenge	Opportunities

Appendix 2: Worksheet for Individual Response

The table below lists top 20 of the world's 100 most valuable brands in 2014.




















Ranking	Brand mark	Ranking	Brand mark
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10	 Mercedes-Benz	20	

Sources:

1. “2014 全球最有價值百大品牌出爐！蘋果連霸，谷歌第 2”。14 October 2014, *NTDTV.com* (新唐人)
Retrieved from <http://www.ntdtv.com/xtr/b5/2014/10/14/a1146050.html>
2. “全球最大的廣告傳播集團 Omnicom 旗下品牌顧問公司 Interbrand，公布 2014 年全球最有價值百大品牌” The web page of Interbrand.
Retrieved from <http://www.bestglobalbrands.com/2014/ranking/#? filter=>

Appendix 3: Worksheet for Individual Response (with answers)

(For teachers' reference only)

Ranking	Brand mark	Brand name	Ranking	Brand mark	Brand name
1		Apple	11		BMW
2		Google	12		Intel
3		Coca-Cola	13		Disney
4		IBM	14		Cisco
5		Microsoft	15		Amazon
6		General Electric	16		Oracle
7		Samsung	17		HP
8		Toyota	18		Gillette
9		McDonald	19		Louis Vuitton
10	 Mercedes-Benz	Mercedes Benz	20		Honda

Appendix 4: Worksheet for Group Discussion

Source A

The production process of animated characters in Pixar Animation

1. **Licensing and design**: The Company in the United States licenses a Canadian toy design firm to design toy products.
2. **Manufacturing and assembly**: The Canadian firm finds and signs a contract with a Chinese toy factory to assemble the toys. The factory's workers put together the toy parts from around the world.
3. **Product inspection**: Once assembled, the toys are sent to Hong Kong for inspection by personnel from the U.S. distributor.
4. **Shipment**: The Hong Kong branch of the Canadian toy design firm transports the products to the port designated by the distributor and then to the United States.
5. **Sale in the U.S.**: Toy products are shipped to California, the United States. The distributor then packages and distributes them to retail outlets across the United States for demonstration and sales.

Source: Adapted from online articles.

Source B

With animation as the source of its production chain, Disney makes its popular cartoon characters into consumer products in a diverse range of categories, such as furniture, toys, watches and clothing, in addition to offering theme parks and resorts, media networks, audio and video entertainment products. Moreover, Disney licenses other companies to manufacture products that carry its brand name, and collect substantial royalties based on the total value or retail price of such products. Since 1987, Disney has opened Walt Disney stores to sell its own-brand products and expanded its sales outlet with the franchise model.

Disney does not have its own factories. Just like other multinational companies, it usually designs products and licenses contractors to manufacture these products. In 2011, Disney's Donald Duck topped Forbes' "Fictional 15", with a worth of US\$44.1 billion. Other Disney classic cartoon characters such as Mickey Mouse and Winnie the Pooh, are also on the list quite often. This shows that Disney products are highly

profitable, each sold in the price range of dozens, hundreds, or even thousands of Hong Kong dollars, which represent a sharp contrast to the meagre pay for workers who make these products in developing countries (such as China, Vietnam and Indonesia).

Source: Adapted from the articles on the Internet and magazines.

Source C



Founded in the early 1970s and headquartered in Beaverton, Oregon, the U.S., Nike has business divisions in Europe, Asia Pacific and the Americas. Nike does not have any production capacity. Its headquarters is responsible for footwear design, materials research and selection; it outsources specific production processes, such as manufacturing, packaging, transportation and sales to manufacturers based in countries and regions with low labour costs. This business model helps Nike reduce its production costs considerably and increase its business agility and competitive edge in the market. Without the hassle of production, Nike does not need to purchase raw materials or set up an extensive transport fleet; the production process can take place without plants, production lines, production workers and other activities that may cause huge costs.


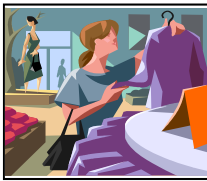
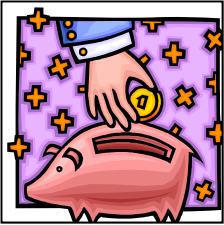
Nike's global product information network gives employees around the world access to information on Nike's footwear product line-up. Nike usually selects market-leading footwear manufacturers as its suppliers and requests them to produce sports shoes according to the headquarters' design and requirements, and may change suppliers based on market conditions and business needs. Without doubt, global collaboration can be implemented at a higher level.

As for sales, Nike rarely directly runs its global network of exclusive sales outlets, but outsources product sales to its franchised distributors. Nike focuses on product design, market development and brand management.

Source: Adapted from online articles.

2. Based on the information above and your own knowledge, analyse how multinational corporations make more profits by taking advantage of global economic integration. Discuss according to the key points and hints listed in each column of the following table and write down the discussion results in the table:

Perspective for analysis	Multinational corporations take advantage of global economic integration
<p>Product design</p> 	<ul style="list-style-type: none"> ● What factors will multinational corporations take into account when designing a product for sale globally? (Hint: consumer preference ...) ● What examples can support the explanation?
<p>Production</p> 	<ul style="list-style-type: none"> ● How do multinational corporations organise production processes all over the world? (Hint: distribute to different parts of the world...) ● What is/are the advantage(s) of this production model? (Hint: lower production costs...) ● What examples can support the explanation?

Perspective for analysis	Multinational corporations take advantage of global economic integration
<p data-bbox="331 297 481 376">Recruiting talents</p> 	<ul data-bbox="545 297 1361 521" style="list-style-type: none"> ● Why do multinational corporations hire people around the world? (Hint: recruit professionals with different skills from various regions in order to carry out specialised production...) ● What examples can support the explanation?
<p data-bbox="331 925 481 1003">Sales and marketing</p> 	<ul data-bbox="545 925 1361 1104" style="list-style-type: none"> ● How do multinational corporations increase their market shares around the world? (Hint: by developing global sales strategies or sales strategies with local features...) ● What examples can support the explanation?
<p data-bbox="331 1496 481 1574">Financing process</p> 	<ul data-bbox="545 1496 1361 1675" style="list-style-type: none"> ● How do multinational corporations undertake financing activities around the world? (Hint: Most countries relax restrictions on capital flows...) ● What examples can support the explanation?

Appendix 5: Worksheet for Role Play

1. Read the following sources

Source A

United Nations Secretary-General Ban Ki-moon said at the meeting marking the International Day for the Eradication of Poverty on 17 October 2014 that despite the positive outcomes of active efforts made by the international community to eliminate poverty, the fight against poverty around the world was not progressing well as a consequence of the financial crisis in 2008. Currently, more than 1.2 billion people worldwide only live on US\$1.25 a day (about HK\$9), and another 2.4 billion people live on less than US\$2 a day (about HK\$15). Ban Ki-moon remarked that the wide disparity between the rich and the poor would destroy social structures and result in instability. In worst cases, it might even cause social cleavage. Therefore, he urged all nations to step up their efforts to eradicate poverty.

Source: Adapted from newspaper articles.

Source B

Amid global economic integration, financial groups in developed countries have relocated almost all the labour-intensive and dangerous working procedures to developing countries in order to significantly reduce production costs. When the business people in these developed countries are earning huge profits, workers in the developing countries are poorly paid and have no access to proper labour protection or medical services. It is not unusual that workers are risking their own health or even lives for a living. The global wealth gap and the disregard of workers' lives are receiving growing attention.

Source: Excerpted from “全球化令發展中國家更窮？” by 蘇偉文 & 張雅璇, 5 December 2006, *Hong Kong Commercial Daily*.

Source C

Economically, globalization means the integration of the different parts of the world in terms of economic and trade relations and the interdependence on one another. Since the end of the cold war, world trade has grown dramatically, setting the stage for global economic integration. From time to time we see some multinational companies exploiting workers, especially children and women; or we believe that multinational companies are polluting the environment and launching cultural invasions, causing traditional industries to lose competitiveness and leaving many workers jobless. However, if we reject free trade or even close markets and block multinational corporations for this reason, things would backfire, pushing more people out of work and making it harder for them to get out of poverty. Since it is unlikely for us to reverse the trend of globalization, we should lend a human touch to globalization while following the trend, care about and support the people who are affected by globalization.

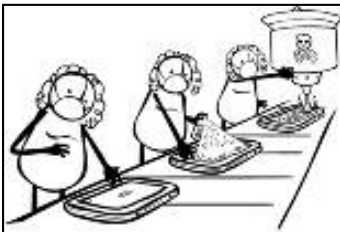
Source: Excerpted from “全球化趨勢不可逆轉” by 林本利, 7 December 2005, *Ming Pao*.

2. Role play activity


- **Topic of discussion: “My opportunities and challenges : Do different jobs bring about different lives?”**
- Requirements:
 - Please join one of the role groups based on your assigned role, and discuss with your classmates who play other roles within your group.
 - During the discussion, set the tone for your speech according to your role's background, and align your opinions with the features of global economic integration. In addition, you are required to respond to views and relevant demands from your classmates playing different roles.
 - Prepare your speech based on the worksheet and the information you have collected before class.
 - Write down the summary of your discussion on the worksheet for presentation.




Group 1 for role play: A female worker working for a mobile phone assembly plant and the CEO of a technology company

<p>Role:</p> <p>A female worker working for a foreign-funded mobile phone assembly plant in a developing country</p>	<p>Focuses of the discussion:</p> <ul style="list-style-type: none"> ● What opportunities and challenges would I face at work and in life? How do these opportunities and challenges relate to global economic integration? ● What demands should I raise to my factory manager and even with the CEO of the technology company located in a foreign country? How should I respond to production orders given by the CEO via the manager?
<p>Background:</p> <p>She leaves the countryside and works in an urban factory for a better life; her monthly salary is 5 times more than that of a rural farmer, but she has to work more than 12 hours a day, and feels extremely tired ...</p> 	<p>Opportunities:</p> <p>Challenges:</p> <p>Demands and responses:</p>

Group 2 for role play: Minister of Commerce Development Ministry in a developing or developed country

<p>Role:</p> <p>Minister of Commerce Development Ministry in a developing country</p>	<p>Focuses of the discussion:</p> <ul style="list-style-type: none"> ● What opportunities and challenges would my country face? How do these opportunities and challenges relate to global economic integration? ● How can I contribute to boosting the country's economic development, while at the same time protecting national interests and the people's livelihood from the trend of global economic integration?
<p>Background:</p> <p>The country has a vast territory, and most people farm for a living.</p> <p>To promote trade with developed countries, our Government has recently signed a bilateral trade agreement with a leading country to exempt the country from import tariffs on agricultural products for five years, and has also expedited the approval procedure for companies from the country applying to build factories in our country...</p> 	<p>Opportunities:</p> <hr/> <p>Challenges:</p> <hr/> <p>Responding action:</p>

<p>Role:</p> <p>Minister of Commerce Development Ministry in a developed country</p>	<p>Focuses of the discussion:</p> <ul style="list-style-type: none"> ● What opportunities and challenges would my country face? How do these opportunities and challenges relate to global economic integration? ● How do I persuade domestic companies to invest in developing countries, and at the same time guarantee their investment gains? How should I respond to the criticism from government officials in developing countries that our government is exporting agricultural products massively in the name of free trade which amounts to dumping, and that local factories are exploiting workers?
<p>Background:</p> <p>Our economy is thriving, and we develop advanced technology.</p> <p>We have just signed a bilateral trade agreement with a developing country, through which we have successfully sold our cutting-edge agricultural products to the country and obtained its commitment to speed up the approval process for our companies applying to set up factories in this country ...</p> 	<p>Opportunities:</p> <hr/> <p>Challenges:</p> <hr/> <p>Responding action:</p>

Appendix 6: After-class assignment

The multinational corporation I choose is: _____

The business model of the multinational corporation reflects the characteristics of global economic integration in the following aspects:

(The table below has provided one of the aspects. Please complete the other parts.)

Aspect	Characteristics reflecting global economic integration
Labour market integration	

Appendix 7: PowerPoint Presentation

Global Supply Chain

- A global supply chain is mainly managed by large brand-label companies and retail groups. These companies and groups are more able to negotiate prices when deciding on price structure, product design, purchase of raw materials, production, processing, etc. They also outsource different manufacturing processes to smaller companies around the world, which then form a production chain.
- For example, a garment manufacturing process might go like this: Threads are imported from South Korea. The raw materials are transported to Taiwan for weaving and dyeing. Zippers are then bought from the mainland of China. Finally, all the components are sent to Thailand for sewing.



Merchandising Model

- ‘Merchandising model’ refers to purchasing or production activities between different parties in the supply chain. It involves purchase order price, product delivery time, product volume, etc. These all have a direct impact on workers.





Corporate Social Responsibility

- In addition to earning profits, companies must consider workers' rights, the communities, environmental protection and other relevant issues.
- In the process of doing business, companies must act responsibly towards all stakeholders, including employees (whether on long-term or short-term contracts), suppliers, sub-contractors, consumers and shareholders. Companies cannot act responsibly only towards shareholders.
- While maintaining profits, companies cannot overlook the rights and livelihood of aforementioned stakeholders.



3

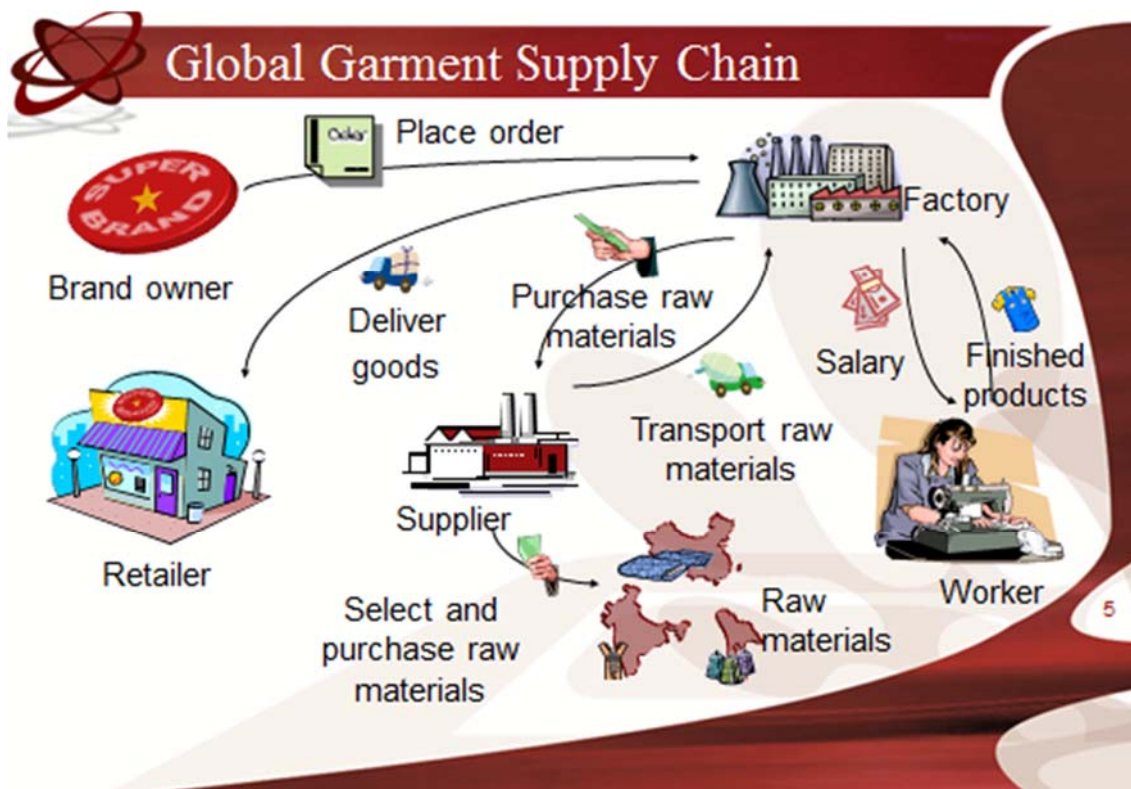


Corporate Governance Standards

- The values and business behaviour that a company, its distributors, contractors and other business partners must take up.
- When drawing up a code of practice, a company must follow internationally recognised human rights standards. It must guarantee workers' rights and benefits and avoid harsh working terms:
 - for example, forbidding child labour, providing stable employment opportunities and ensuring that working hours are not too long.
- After establishing a code of practice, a company should implement it and monitor if the code can be promoted smoothly. It should report publicly the effects of its business activities on the people concerned. By doing so, it can strengthen its corporate accountability.



4



The impacts of the global supply chain merchandising model on workers' lives – Positive impacts

Positive impacts on workers

Providing a source of income

Sending money home for families' daily needs and for building houses

Experiencing city life and broadening their horizons

Learning skills other than farming skills, e.g. sewing, hemming and embroidering

Nurturing the ability to live independently

The impacts of the global supply chain merchandising model on workers' lives – Negative impacts

The diagram illustrates the negative impacts of the global supply chain merchandising model on workers' lives. It features a central figure of a person's head in profile, with various icons and text boxes around it. Red arrows point from the top icons to the bottom text boxes.

- Shrinking delivery time**: An icon of a calendar with a red arrow pointing to a smaller calendar, indicating a reduction in time.
- Fashion seasons are more frequent**: An icon of a calendar with three pages numbered 1, 2, and 3, suggesting a faster cycle of fashion seasons.
- Dramatic reduction in the volume of items per order**: An icon of a stack of boxes on a trolley, with a red arrow pointing to a single box on a trolley, indicating a shift from large bulk orders to smaller, more frequent orders.
- Division of orders into smaller ones and request for different shipment dates**: An icon of a scroll with a quill pen, with a red arrow pointing to a document with a stamp, representing the fragmentation of orders and the need for more precise scheduling.
- Factories forcing workers to work overtime**: An icon of a woman working at a sewing machine with an alarm clock, indicating that the pressure of shorter delivery times leads to longer working hours.
- Workers' overtime work exceeds the legal limit**: An icon of a scale of justice and a gavel, with a red arrow pointing to a document, suggesting that the legal limits on overtime are being violated.

7

The impacts of the global supply chain merchandising model on workers' lives – Negative impacts

The diagram illustrates the negative impacts of the global supply chain merchandising model on workers' lives. It features a central figure of a person's head in profile, with various icons and text boxes around it.

- Excessive overtime work threatens occupational health and safety**: An icon of a woman lying in bed, appearing unwell, indicating that long hours of work are detrimental to health.
- Most workers do not receive the overtime pay to which they are legally entitled**: An icon of a yellow devil-like character with horns, holding a Euro banknote, suggesting that workers are being exploited and not paid for their extra hours.
- Hiring short-term workers with insecure contracts**: An icon of a group of people sitting around a table, looking at documents, representing the hiring process.
- The majority of workers lack written contracts and social insurance**: An icon of a hand holding a document with a large red 'X' over it, indicating that many workers do not have formal contracts or social insurance.

8

Appendix 8: Worksheet for Video Analysis

Video : ”鏗鏘集--走出珠三角”, 6 April 2012, *RTHK*.
(Please watch from 00:01 to 10:50)
Website : https://www.youtube.com/watch?v=bQeeKts_pws

Questions for Discussion:

1. With reference to the video and your own knowledge, figure out why manufacturers choose to move their factories out of Hong Kong and the Pearl River Delta (PRD). Comparing to land and machinery, why is it easier to transfer funds? (Hints: Economic prospects of Europe and the United States, labour, wages, Renminbi (RMB) currency value...)

2. The video shows that Hong Kong manufacturers are interested in setting up factories in countries like Bangladesh, Vietnam and Cambodia. What do you think the reason is? (Hints: Human resources, wages, procedures of setting up a plant, tax...)

3. Do you think countries such as Bangladesh, Vietnam and Cambodia can sustain their current advantages in the long run? Explain your answer.

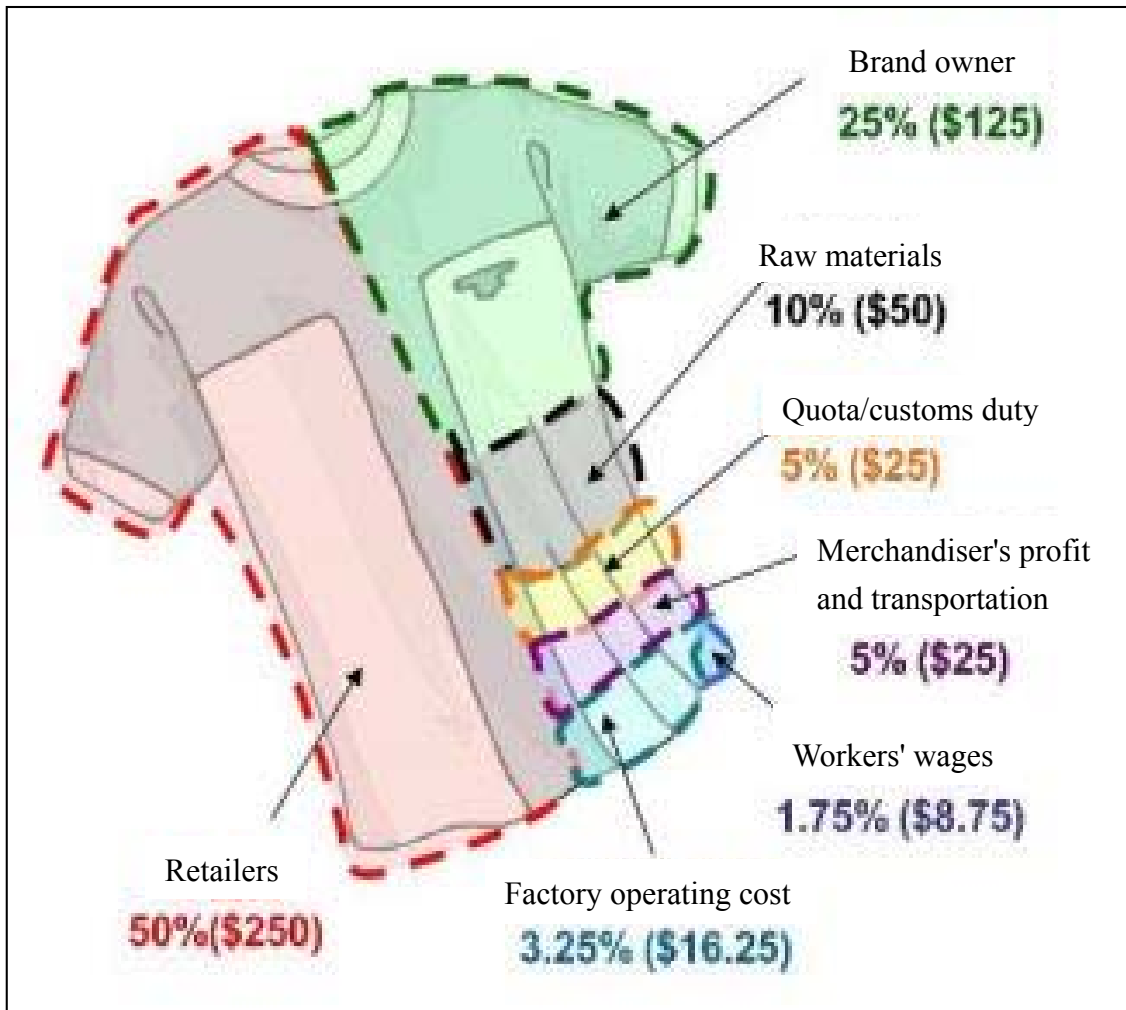
Appendix 9 : Sources for Group Discussion



-- A Closer Look at Sweatshops

Read the following sources and answer the questions after group discussion:

Source A



The amount of income each stakeholder can earn from the sale of a brand-name T-shirt priced at HK\$500

Source:

School of Arts and Social Sciences. (2008). *The impact of globalization – a case study of the garment industry*. Hong Kong: The Open University of Hong Kong.

For details, please visit the Web-based Resource Platform for Liberal Studies. (Resources→L&T Resources→Teaching Package) <http://ls.edb.hkedcity.net>.

Source B

Many textile factories in Bangladesh produce garments for well-known international clothing brands. In October 2013, a fire broke out at a garment factory in Dhaka, the capital of Bangladesh, leaving at least 10 dead and 50 injured. It was reported that the factory received orders from several international clothing brands, and its workers often worked overtime. Apart from fire accidents, a garment factory in Dhaka collapsed in April 2013, killing more than 1,000 workers. Before the accident, workers had discovered cracks in the external walls of the building, but the management still forced workers to work.

This series of sweatshop tragedies has sparked concerns about the working conditions of factories and child labour in the country. A foreign female journalist once entered a plant for investigation undercover, and found that workers were mostly young girls. They worked 12 hours a day, rested only half a day each week, and could not take any sick leave. Their monthly pay was only US\$25 (about HK\$194). Workers who failed to achieve their production quota would be beaten by their supervisors. The factory was not equipped properly for safety and had experienced many fire accidents. It had no basic fire-fighting facilities. The front door was the only exit within the premises, and the road leading to the toilet was often infested with mice.

Workers had no chairs. They had to sit on the cement floor and bend down while cutting away thread ends from shirts. This group of women never complained, but hoped to be promoted to the position of sewing machine operator to get a pay rise. As they were young, they could normally stand physical discomfort brought about by long working hours more than adults, but also said they would often suffer dizziness, shoulder and back pains, and serious vision loss.

The United States has called on western countries to put pressure on suppliers to improve garment factories' working environment, but has not been able to directly reduce cases of labour exploitation. A labour group keeping a close watch on sweatshop stated that developed countries have aggressively pursued free trade agreements, forcing manufacturers to change places of production from time to time to reduce production costs, and drive down wages in order to grab orders, only to the detriment of workers.

Source: Adapted from newspaper articles.

Source C

Samsung, the South Korean electronics giant, has built a plant in Brazil's Manaus Free Trade Zone, which is denounced as a sweatshop. In an earlier inspection, Brazil's Labour Affairs Bureau found that workers had to work long hours, but was required to assemble a phone within 32 seconds - a timeframe too short to comply with against the standards set out in the Occupational Safety and Health Ordinance. The plant hired around 5,600 employees. It was reported that 2,018 employees had resigned due to back pain, tendon tendinitis and other health problems. The Brazilian prosecution authority is now filing charges against Samsung, seeking compensation of around HK\$840 million from the company. Samsung spokesman responded by saying it would study the legal proceedings and cooperate with Brazilian authorities in the investigation after receiving a formal notice of charges.

Source: Excerpted from “日嵌 3000 手機 每部限 32 秒 三星被指奴役工人”, 15 August 2013, *am* 730.

1. Based on the above sources, identify four examples which, in your opinion, demonstrate that workers in developing countries are exploited, and explain why you think these are cases of exploitation.

Examples of exploitation	Reasons

Appendix 10: After-class assignment

Read the following sources:

Source A : A Cartoon Mocking the Outsourced Nike Shoe Factory in Indonesia



☀ Meanwhile, in a sweatshop somewhere in Indonesia...

△ “Just Do It” is an advertising slogan for Nike.

⇒ We want fair work conditions.

Cartoon by Nicholson from “The Australian” newspaper: www.nicholsoncartoons.com.au

Posted by Nicolson, P. (1 January 2000). *Human Rights 17*. Retrieved October 21, 2011, from

<http://nicholsoncartoons.com.au/human-rights-17.html>. Excerpted from Oxfam. (2010). *Liberal Studies – Globalization Teaching Guidebook*. (Chinese version only) Hong Kong:Oxfam.

Retrieved from <http://www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=9>

Source B

Sweatshop generally refers to the type of working environment with poor terms and conditions and exploitation of workers’ rights in the manufacturing industry. The media’s exposure of sweatshops in some developing countries such as India, Pakistan, Indonesia and China has led to “Anti-sweatshop” movements in the European and American societies since the 1990s. Manufacturers were urged to stop exploiting workers through protests and boycotts.

Source: Adapted from Oxfam. (2010). *Liberal Studies – Globalization Teaching Guidebook*. (Chinese version only) Hong Kong: Oxfam, pp.11.

Retrieved from <http://www.cyberschool.oxfam.org.hk/resources.php?cat=3&id=9>

- (a) With reference to the above sources, consider why sweatshops are mainly located in developing countries.
- (b) Do you agree to the statement “Motivating consumers to boycott products made in sweatshops is the best way to stop manufacturers from exploiting workers.”? Explain your answer.

Intention of Assessment

Assessment Focus

Through the analysis of cartoon and article on “sweatshops”, students’ application of concepts such as “economic integration”, “multinational corporations”, “international division of labour”, “global supply chain”, “global inequality”, “exploitation and reciprocity”, and so on, would be assessed. Moreover, students should be able to demonstrate skills such as extracting and interpreting the core messages of the text, explaining reasons for the phenomenon, and giving comments on others’ viewpoints from multiple perspectives.

Expected Student Performance

- Knowledge
 - For question (a), students may identify the reasons why most sweatshops are located in developing countries e.g. global economic integration, multinational corporations aim at making more profits, developing countries develop economy by attracting foreign investments.
 - For question (b), students may discuss whether boycotting products from sweatshops is the most effective solution in urging manufacturers to stop labour exploitation, such as the deterrent effect of boycotting, interference to the market economy, promotion effect to those do not take part in boycotting, and compare the pros and cons with regard to other solutions.

- Skills
 - Giving appropriate response with a clear personal stance.
 - Extracting and interpreting the core messages of a cartoon and a written text.
 - Linking the data with concepts/ knowledge.
 - Giving appropriate arguments and examples to explain the phenomenon.
 - Evaluating pros and cons and feasibility from multiple perspectives.

-- End of Appendix --

Senior Secondary Liberal Studies
“Globalization” Module
Learning and Teaching Exemplar (3)

Rethinking Global Culture:
Cultural Integration
and Rejection

A. Basic information of the exemplar

Topic	Rethinking Global Culture: Cultural Integration and Rejection
Relevant modules, themes and issues for enquiry	<p>Leading Module 4 : Globalization</p> <ul style="list-style-type: none"> ● What are the characteristics and trends in the development of globalization? ● Does globalization promote homogeneity or diversity in culture and values? Does it bring mutual rejection or integration and evolution? ● Is the impact of globalization similar or different between countries and within countries? ● How do people from different parts of the world react to globalization? Why?
	<p>Related Module 3 : Modern China</p> <ul style="list-style-type: none"> ● Why do some traditional customs sustain and flourish in modern Chinese society while others do not? ● To what extent are these traditional customs of significance to modern Chinese society?
Overall design rationale	<p>This exemplar aims to introduce some of the common cultural phenomena that are globally spread, leading students to think about the impacts of globalization on the lifestyles and values of people from all over the world. During the enquiry process, students are expected to consider whether local culture would inevitably repel foreign cultures or whether the local culture can coexist with foreign cultures, so as to enhance their understanding on globalization from the cultural perspective.</p> <p>The exemplar examines the experiences of two U.S. catering groups operating in China. One of them has been committed to assimilating into the Chinese society to attract customers since its opening. This reflects from the foreign perspective that even a strong foreign culture must adapt itself when entering a new place and interact with the native culture. Only in this way can it grow stronger. The other group has suffered setbacks in China, failing to operate inside the Forbidden City. From the local perspective, this reflects the local culture's resistance to foreign cultures. This enables students to understand why different cultures collide when they meet and how to reconcile their differences.</p>
Time required	4 lessons (40 minutes per lesson), around 160 minutes in total

Teaching objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To understand what is meant by culture, whether cultures in different regions have their unique features, and whether different cultures would necessarily come into conflict when they meet. ● To understand how multinational corporations improve their own products to benefit from the interactions between globalization and localisation, so as to be the beneficiary under globalization. ● To examine how people from different regions respond to globalization from the cultural perspective.
	<p>Skills:</p> <ul style="list-style-type: none"> ● To make conceptual observations based on data available in exploring the issues. ● To apply relevant knowledge and concepts in studying contemporary issues. ● To interpret data from different perspectives. ● To communicate in oral and written expression. ● Impromptu reaction and response to questions.
	<p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To adopt an open and tolerant attitude towards other people's views and values. ● To appreciate and respect diversity in cultures and views in a pluralistic society.
Basic concepts for application	Global culture and local culture, cultural homogeneity and diversity, cultural imperialism
Relevant learning experiences at junior secondary levels	Having studied various subjects in a range of learning areas such as Personal, Social and Humanities Education, students at junior secondary level are expected to have a general idea about the evolution of globalization and the ways people interact in the global system. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
1-2	<p><u>Lead-in (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Point out that culture is very rich in content and can be roughly divided into two aspects - material (e.g. science, architecture, objects) and spiritual (e.g. art, morality, language, customs). Thanks to globalization, a number of common cultural features are shared worldwide, which are most evident in areas such as language, music and imagery in everyday life. ● Hong Kong is where Eastern and Western cultures meet, and is greatly under the influence of foreign cultures. Invite students to give examples of Hong Kong under the influence of foreign cultures, bringing up the topics for group discussion in the next section. <p><u>Group discussion and presentation followed by teacher summary (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Explain briefly what pop culture¹ is, organise students into different groups, and distribute the worksheets for group discussion (see Appendix 1). Ask students to discuss in groups. Below are the topics for discussion: ● “The influence of foreign cultures on Hong Kong is most evident in pop culture.” Do you agree? Illustrate with examples. ● Students present the discussion results (the number of presentation groups may vary depending on the lesson time). ● Summary: Based on the examples given by students, further explain that the influence of foreign cultures on local culture is usually most evident in pop culture. This is because pop culture is spread widely and rapidly through media, and is relatively easy to imitate. <p><u>Instruction (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Explain the meaning of the concepts such as “<u>global culture and local culture</u>”, and “<u>cultural homogeneity and diversity</u>”, and indicate that these concepts will help examine how people in different areas respond to globalization from the cultural perspective. <p><u>Group discussion and presentation followed by teacher summary (around 40 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups, distribute KFC's menus for U.S., the mainland and Hong Kong as well as worksheets for group discussion

¹ Teachers can refer to the concept "trend" in the booklet "Personal Development and Interpersonal Relationships".

Lesson	Learning and teaching strategies and flow
	<p>(Appendix 2), and prompt students to focus their discussion on the similarities and differences of KFC restaurants in the above three places in terms of the types of food. In particular, ask them to note whether KFC restaurants in the U.S. are less different from those in Hong Kong than from the mainland counterparts, and find out why.</p> <ul style="list-style-type: none"> ● Students present the discussion results (the number of presentation groups may vary depending on the lesson time). ● After students present the discussion results, based on students' discussion and their own understanding, teachers may point out that KFC attaches great importance to native cultures (such as local dieting habits and degree of westernization), and thus provides food geared to local cultures; however, KFC implements a uniform operating strategy globally in some areas (such as market positioning and management model), which may reflect its commitment to the cultural features native to the United States. ● Prompt students to note which elements can be replaced by the local culture, and in which ways the restaurant chain management model adopted by the KFC restaurants is similar to that in the U.S., based on which to indicate that foreign cultures may retain some of their unique characteristics or what are believed to be their advantages, instead of giving up all. ● Teacher may further explain based on other examples of localisation given by students. For example, McDonald's restaurants in Tokyo, Seoul, Taipei, Beijing and Hong Kong may implement different business strategies and vary the focus of their promotional activities geared to local cultural tastes and ways of life²; and Hong Kong Disneyland will also incorporate Chinese elements (e.g. cartoon characters wearing Chinese-style clothes during the Lunar New Year) to attract visitors from the mainland and Hong Kong. As seen from the above examples, foreign and local cultures actually have close interactions.
	<p><u>Briefly introduce the activities for the next lesson (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Introduce the topic for debate in the next lesson: “It is reasonable for

² Watson, J. L. (Ed.). (2006). *Golden Arches East: McDonald's in East Asia*. California: Stanford University Press. Teachers may also refer to the relevant book review by Liberal Studies Section. (2009). “全球化與在地化的雙向互動：從一本討論飲食全球化的書籍說起” (Chinese version only), Hong Kong: Web-based Resource Platform for Liberal Studies. Retrieved from http://ls.edb.hkedcity.net/LSCms/file/web_v2/LT_resource/literature/globalization_book_review_20090716.pdf (Source B of Appendix 4 is extracted from the above article)

Lesson	Learning and teaching strategies and flow
	<p>the Chinese Government to reject Starbucks from continuing to operate inside the Forbidden City in Beijing.”</p> <ul style="list-style-type: none"> ● Elect members participating in the debate (one captain, first speaker, second speaker and one concluding speaker on each side. Other students are divided into the affirmative and negative sides for speaking from the audience). Distribute debate statements (Appendix 3), and ask them to write draft speeches before class. Prompt non-debating students to raise questions during the debate. ● Distribute materials to students for reading after class (Appendixes 4 and 5). Appendix 4 is designed to increase students' understanding of the content taught in this lesson, and Appendix 5 provides background information for debate in the next lesson. Teachers should stress that all students must collect information about Starbucks besides reading Appendix 5, especially with a focus on the catering group's business model, projected lifestyle, and its history of development in China, as well as the full story about Starbucks not being allowed to continue its operation inside the Forbidden City (ask students to refer to Source D of Appendix 5). ● Ask students to read about related basic concepts (“<u>global culture and local culture</u>”) after class in order to consolidate their understanding.
3-4	<p><u>Debate (around 55 minutes)</u></p> <ul style="list-style-type: none"> ● Emphasise before the debate that the activity is not a competition, so as to prevent students from focusing too much on external aspects such as the power of expression and wording, only to depart from the key learning focus for this lesson, which is to understand the relationships between foreign and local cultures through the debate. ● Put forward the topic for debate: “It is reasonable for the Chinese Government to reject Starbucks from continuing to operate inside the Forbidden City in Beijing”, and then invite students to speak in accordance with the normal procedure of a debate, and determine the number of students speaking from the audience and their length of speech depending on the lesson time. ● Distribute debate worksheets (Appendix 6) to non-debating students, and ask them to take note of the speeches by debaters for use in speaking from the audience and after-class assignment.
	<p><u>Instruction after debate(around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Review the debate performance of students as well as the appropriateness of their arguments and evidence. In particular, explain

Lesson	Learning and teaching strategies and flow
	<p>that the purpose of this debate is to enable students to understand the following key points regarding the relationship between foreign and local cultures in addition to enhancing students' interest in an interactive way:</p> <ul style="list-style-type: none"> ➤ The previous lesson mentioned that foreign and local cultures have close ties, but if a foreign culture encroaches on the foundation of a local culture (e.g. violating local cultural traditions or customs, damaging the national dignity of local people), confrontation and aggressive acts are very likely to occur. ➤ On the other hand, even a stronger foreign culture would not necessarily be fully accepted when entering another place, and may often have to adapt itself and interact with the native culture to take root and achieve greater opportunities for development. ➤ Ask students to ponder further after the debate on whether Starbucks' opening inside the Forbidden City is undermining the Chinese culture, or simply overreaction from some opponents. Give similar examples in other countries for students' reference so as to widen their horizons and scope of examples, such as: <ul style="list-style-type: none"> ■ Pizza Hut and KFC opened restaurants next to the pyramids in Egypt. Though not banned, their opening sparked a debate among locals concerning whether it was appropriate to do so³. ■ France prohibited McDonald's from operating inside the Louvre, to keep the American food culture out of a solemn Museum⁴. (This example is also found in the after-class assignment mentioned in Appendix 7.) ■ Wal-Mart Stores, the world's largest retail chain, decided to set up a shop near Piramide de Sol in Teotihuacan, an ancient city in Mexico, but the project was opposed by local residents; the project would not have proceeded until the International Council on Monuments and Sites under the United Nations Educational, Scientific and Cultural Organisation (UNESCO) judged that the store would not cause any damage to the surrounding relics⁵.

³ “記者調查：星巴克能否開進金字塔”，[www.sina.com\(新浪網\)](http://news.sina.com.cn/w/2007-01-26/124011095967s.shtml) . Retrieved from <http://news.sina.com.cn/w/2007-01-26/124011095967s.shtml>

⁴ “麥當勞進駐盧浮宮刺痛法國人 被指文化入侵”，[www.cnwest.com\(西部網\)](http://news.cnwest.com/content/2009-10/10/content_2475145.htm). Retrieved from http://news.cnwest.com/content/2009-10/10/content_2475145.htm

⁵ “墨西哥：超市與遺址共存”，[www.huaxia.com\(華夏網\)](http://www.huaxia.com).

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ● Citing the Chinese Government's disapproval of Starbucks continuing to do business inside the Forbidden City, as well as the above incidents as examples, explain the meaning of concepts such as “<u>cultural imperialism</u>” and “<u>cultural homogeneity and diversity</u>” to help students apply these concepts to similar issues.
	<p><u>Summary (around 8 minutes)</u></p> <ul style="list-style-type: none"> ● Sum up this topic by giving a short talk, or first inviting students to speak and then supplementing with comments, with an emphasis on the following : <ul style="list-style-type: none"> ➢ As globalization deepens, people all over the world increase contact with each other. However, it remains to be explored whether increased contact facilitates mutual understanding, or helps different cultures and values integrate and evolve. ➢ Guide students to appreciate and respect the influx of foreign cultures into the local community as well as people from different cultural backgrounds.
	<p><u>After-class assignment and extended reading (around 2 minutes)</u></p> <ul style="list-style-type: none"> ● Students who participate in the debate are required to submit the debate statements they have collated (see Appendix 3); and those who do not join the debate are required to complete their debate worksheets (Appendix 6). ● All students are required to complete the after-class assignment (Appendix 7). ● Ask students to read about the resources relating to the basic concepts (“cultural imperialism” and “cultural homogeneity and diversity”) after class in order to consolidate their understanding. ● Distribute materials to students for reading after class (see Appendix 8) to enhance their understanding of this topic.

-- End of learning and teaching exemplar --

Appendix 1: Worksheet for Group Discussion

Topic for Discussion: The influence of foreign cultures on Hong Kong is most evident in pop culture. Do you agree? Illustrate with examples.

Stance of the group	
Argument 1	
Argument 2	
Argument 3	
Counterargument	

Appendix 3: Debate Statement

Topic for debate: It is reasonable for the Chinese Government to reject Starbucks from continuing to operate inside the Forbidden City in Beijing.

I serve as (*Select the role assigned by teachers and delete where not applicable):

Captain of Proposition / First speaker of Proposition / Second speaker of Proposition

Captain of Opposition / First speaker of Opposition / Second speaker of Opposition

Arguments	Evidences	Foreseeable arguments and counterarguments from the opponents
Argument 1		
Argument 2		
Argument 3		
Argument 4		

Appendix 4: After-Class Reading Materials

Source A

KFC fast food restaurants are commonly seen in many cities in China. KFC's success in China is partly attributed to the company's ability to introduce items that combine Western-style fast food with traditional Chinese food. Mr. So, the Chief Executive of KFC China, said, "KFC in China is Chinese KFC." He said China had a long history of food culture, and KFC was supposed to develop products that cater to the taste of Chinese people to establish a foothold in China, which was exactly the best choice for KFC China.

In 2002, KFC launched its first product with Chinese flavor geared to the breakfast preference of Chinese people – Tomato Egg Flower Soup, which coincided with the introduction of Chicken Porridge with Mushroom. In 2003, KFC introduced Old Beijing Chicken Roll. Food items with Chinese flavors that KFC has introduced in recent years include clay oven rolls, deep-fried dough sticks and shrimp spring rolls, as well as Wong Lo Kat herbal tea it offered in Guangdong.

Source: Adapted from the articles on the Internet and magazines

Source B

When entering the East Asian market, McDonald's faced its first challenge of addressing incompatibility between American and East Asian food cultures. Most evidently, East Asian consumers who live on rice generally would not consider eating at McDonald's as a formal meal. Instead, they only take McDonald's food as snacks, so they feel they do not have enough to eat at a McDonald's restaurant. To address this issue, McDonald's has taken different approaches in different regions. For example, the company focused on promoting McDonald's restaurants in Tokyo, Hong Kong and Beijing as places to experience American lifestyle and culture. While in Seoul, it launched a combo meal called "Extra Value Meal", which is 10% cheaper to attract consumers' order, convincing them that hamburgers can also serve as the main course.

Politics creates another barrier apart from food culture. For example, in the eyes of many South Koreans, hamburgers sold in American restaurants are the symbolic enemy of rice native to South Korea, causing McDonald's to expand in South Korea at a much slower pace than in the rest of East Asia. To improve its image, McDonald's actively seeks local partners, emphasises its status as a South Korean enterprise, and often asserts that it uses many local ingredients, such as milk, tomato and bread, with

the aim of allaying the worries of South Koreans that McDonald's comes from the United States.

Source : Excerpted from Liberal Studies Section. (2009). “全球化與在地化的雙向互動：從一本討論飲食全球化的書籍說起” (Chinese version only), Hong Kong: Curriculum Development Institute of the Education Bureau. Web-based Resource Platform for Liberal Studies.

Retrieved from http://ls.edb.hkedcity.net/LSCms/file/web_v2/LT_resource/literature/globalization_book_review_20090716.pdf

Appendix 5: After-Class Reading Materials

Source A

The Forbidden city is very large, and you may need something to drink or eat when you feel tired after a long walk. The drinks and foods sold in the original stores inside are not necessarily better than what Starbucks offers, and their service is certainly not as good as Starbucks'. However, this problem can be solved, and would not lead tourists from around the world to feel odd when visiting that magnificent place. Though offering good things and even having localised itself in some ways to the Chinese for earning their money, Starbucks remains the embodiment and icon of a not so high-class American food culture, which has become a cultural symbol in the West. Setting up a shop near the Forbidden City might be fine, but it would be highly inappropriate for Starbucks to become part of the memory and feeling of China's Forbidden City among visitors from all around the world. This is not globalization, but an invasion of Chinese culture. We wish for Starbucks' continued success in China, but it must be pulled out of the Forbidden City as soon as possible.

Source: Adapted from online articles.

Source B

The controversy surrounding Starbucks operating inside the Forbidden City should be considered as an issue of how a traditional culture can survive in the modern business world. China lacks proper protection for traditional cultures when moving towards modernization. Many modern commercial stores have emerged around a large number of historic sites. Both coexist out of harmony, with the former even encroaching on the space of the latter, which is very much a concern of all the Chinese people.

But there is not a single solution to this problem. For example, if we are to protect the purity and integrity of the Forbidden City, shall we properly handle the sales outlets operating inside apart from Starbucks? What we are talking about here is not whether Starbucks should be allowed inside the Forbidden City, but how the traditional culture keeps in harmony with commercial activities.

It has been the subject of our discussion for years as to how to maintain the independence and dignity of a nation's traditional culture amidst globalization. By looking at Starbucks' operation in the Forbidden City simply as “a foreign vendor offending the Chinese dignity”, we show no respect for either traditional Chinese culture or the global business model.

Source: Adapted from newspaper articles.

Source C

Mr. Weng, Starbucks' Vice President for Greater China, said that the Forbidden City administration suggested for Starbucks to turn its store into a new coffee shop that serves coffee and other drinks produced in China in addition to the original Starbucks drinks, and be renamed other than Starbucks. Starbucks finally rejected the suggestion. Mr. Weng said, "We have no precedent around the world in operating under another name, so we decided to quit." Mr. Weng also added that both sides had been in regular contact and had established a good relationship, leading them to believe that "the Forbidden City administration's proposal did not mean harm, without any intention of offending Starbucks."

Source : Excerpted from "星巴克：故宮無惡意非針對", 15 July, *Ta Kung Pao*.

Source D

For your reference, the articles in the following two websites discuss whether Starbucks should withdraw from the Forbidden City, including a pros and cons analysis:

- "「故宮星巴克」去留之爭", *Sina News (新浪網新聞)*
<http://news.sina.com.cn/z/starbucksdiscuss/>
- "「故宮裏星巴克」惹爭議", *Huaxia (華夏經緯網)*
<http://big5.huaxia.com/zt/zhwh/07-007/>

The following video clip also gives a brief account of the incident and the controversies:

- "故宮裏的星巴克再次引爭議"(Putonghua accompanied by some Chinese subtitles), *YouKu (優酷網)* (Duration: 2 minutes)
http://v.youku.com/v_show/id_XMTY2NzAzMg==.html

Appendix 6: Worksheet for Debate

Topic for debate: It is reasonable for the Chinese government to reject Starbucks from continuing to operate inside the Forbidden City in Beijing.

1. Summary of speeches by debaters

Role	Summary of speeches
Captain of Proposition	
Captain of Opposition	
First speaker of Proposition	
First speaker of Opposition	

Role	Summary of speeches
Second Speaker of Proposition	
Second Speaker of Opposition	
Concluding speaker of the Negative side	
Concluding speaker of the Affirmative side	

2. **Key points of my speech from the floor:**

3. My comments on the views of both sides: (can be completed after class)

Side	The viewpoints I agree and disagree with most and my reasons
Affirmative	
Negative	

Appendix 7: After-class assignment

Consider the following source and answer the questions:

The US-based McDonald's set up a store inside the Louvre Museum in France in November 2009 and has sparked controversies. Many French people believe that works of art in the museum stay with “Ronald McDonald” all day long, which certainly amounts to blasphemy against art. One art historian working at the Louvre said angrily, “For a museum, it is all about extremely boring consumerism, inferior cookery, and a very unpleasant smell.”

Just like Coca-Cola and Hollywood movies, McDonald's has become an icon of the American pop culture, and stores have been operated in France for more than 30 years. While the French people believed that American-style fast food represented by McDonald's could not compare with the French cuisine, McDonald's was gradually accepted by local people thanks to its successful business strategy geared to France. However, French people could hardly accept the American culture led by McDonald's though they could accept the French-style McDonald's.

Seemingly, the entry of McDonald's into the Louvre was due to people's worry that it would undermine the artistic atmosphere of the Louvre, but the underlying reason seemed to be French people's longstanding resistance to the invasion by American culture.

Source: Adapted from the articles on the Internet and magazines.

- (a) “The widespread American pop culture would cause cultures in different regions to gradually move toward homogenisation.” Based on the above source, do you agree to this statement? Explain your answer.
- (b) If McDonald's is ready to launch service within the premises of Hong Kong's Wong Tai Sin Temple, to what extent do you think this creates an impact on Chinese traditional culture? Explain your answer.

Intention of Assessment

Assessment Focus

Based on the example of McDonald's being rejected from opening a restaurant in the Louvre, assess students' understanding and application of concepts such as "globalization", "global culture and local culture", "cultural imperialism", and "cultural homogeneity and diversity". Their basic skills (such as building relevance to sources and concepts/knowledge) and higher-level analytical skills (such as commenting on a topic from different perspectives) will also be assessed.

Expected student performance

- Knowledge
 - Based on specific examples like Disneyland and McDonald's, examine the spread of American pop culture around the world and its impact on local cultures, including whether cultural globalization would lead to cultural homogeneity and how a local culture can respond to challenges from a foreign culture.
 - Comment on whether the opening of a McDonald's fast food restaurant within the Wong Tai Sin Temple may have an impact on the traditional culture. The answer must be accompanied by supporting evidence, for example, whether foreign cultures can stay in harmony with the local culture, how Hong Kong people feel about different cultures coming together in the same place, and whether their coexistence would significantly affect the religious atmosphere around the Wong Tai Sin Temple.

- Skills
 - Giving appropriate response with a clear personal stance.
 - Extracting and interpreting the key message(s) from the original text.
 - Transferring facts into higher-level knowledge and ideas.
 - Analysing the spread of global culture, and discussing the trends of cultural homogeneity/diversity.
 - Giving arguments to comment on whether McDonald's may have an impact on the traditional culture.

Appendix 8: Students' reading materials after class

Source A

Examples of Cultural Globalization

- Thanks to the rapid popularization and application of the Internet, the era of globalization sees a barrier-free spread of information. According to the statistics of the International Telecommunication Union under the United Nations, as at the end of 2013, the number of Internet users in the world had reached 2.7 billion, while China, the country with the largest number of Internet users in the world, had more than 600 million Internet users.
- English is the official language in 75 countries worldwide and about 500 million people speak English, which has become a leading language under globalization.
- In the era of globalization, literary works are well-received by readers worldwide due to the dominant language and culture. For example, the world's best-seller *Harry Potter* series of novels has been translated into 64 languages and the global sales hit 325 million volumes. An aggregate of about 11.35 million volumes of the final novel of this series *Harry Potter and Deathly Hallows* has been sold in the UK, USA, and Germany on the day when the novel was launched simultaneously all over the world.
- In the field of scientific research, research and development (R&D) costs have been reduced due to the fact that scientific R&D resources can be allocated globally. Many countries attract and retain talented employees of other countries through a variety of means driven by the free flow of talented people in the world.
- Since the reform and opening-up, some of the Chinese coaches (such as table tennis and diving coaches) have been invited overseas to give guidance to their players. China also hired foreign coaches (such as those for hockey and fencing) to instruct Chinese players. This shows that there is no boundary in sports in the era of globalization.

Source : Liberal Studies Section, (2011). *Teacher's Manual- Knowledge Enrichment Series* “改革開放後的中國與全球化的發展” (Chinese version only). Hong Kong: Curriculum Development Institute of the Education Bureau, p.9.

Source B

The Impact of Globalization on Culture

Frequent exchanges have been made among countries around the world due to globalization. What is the impact of globalization in the cultural aspect? The related arguments can be briefly divided into two camps as follows:

The more critical camp is of the view that the essence of market-based cultural globalization is an outward expansion of Western culture, which will result in reduced living space for other cultures. Cultural globalization is developing towards homogeneity. Many traditional cultures in local areas will be eroded. What is even worse, it will evolve into confrontations and conflicts among different cultures.

The other camp emphasises the positive impact of cultural exchanges in cultural globalization. Globalization provides different countries with equal opportunities to keep in touch with commodities and information. As a result, the gap among different cultures will be narrowed, giving rise to advancement, modernization, and universal development. More and more people argue that cultural globalization will help promote innovation in traditional cultures and push global cultures to the open global market, providing more diversified choices.

According to the criticism, although global cultural exchanges have increased, such exchanges are not completely equal in status. Western culture possesses evident advantages in contemporary cultural exchanges. In addition, since today's cultural globalization operates on the basis of markets, multinational companies based in Western countries have dominant positions in cultural globalization. That's why many critics point out that cultural globalization is in fact equivalent to Americanization.

However, an increasing number of academics criticise the argument on homogeneity and westernisation, pointing out how different cultures attract and influence each other in the process of exchange and interaction. Through cultural exchanges, some bad traditional practices in different parts of the world have been banned and some new universal values have been accepted. For example, the awareness of human equality and environmental protection has been aroused all over the world. Through cultural exchanges and mutual penetration, human society is developing towards civilisation, which is the optimistic side of cultural globalization.

In general, it is better to study this issue with an open mind rather than binary

thinking. The so-called cultural globalization is in fact an open developmental process, which should not merely be limited to the difference between local cultures and global cultures or homogeneity and diversity. Even when we live in the same environment, purchase the same products and watch the same TV programmes, different people would perceive different meanings to life. We should promote and inherit local cultures on the level of social policy, so that different cultures in the world could be preserved independently.

Sources : Adapted from the following articles

1. Liberal Studies Section, (2011). *Teacher's Manual- Knowledge Enrichment Series “改革開放後的中國與全球化的發展”* (Chinese version only). Hong Kong: Curriculum Development Institute of the Education Bureau, pp.118-119
2. Department of Sociology & Public Policy Research Centre. (2013). *Self learning materials of the module of Globalization of NSS LS (teaching topic 1 : Understanding Globalization)*. Hong Kong: The Chinese University of Hong Kong.
Retrieved from http://www.cuhk.edu.hk/hkiaps/pprc/LS/globalization/1_c.htm

-- End of Appendix --

Senior Secondary Liberal Studies

“Globalization” Module

Learning and Teaching Exemplar (4)

Responses from International Organisations and Non-governmental Organisations to Globalization: The United Nations and *Médecins Sans Frontières*

A. Basic information of the exemplar

Topic	Responses from International Organisations and Non-governmental Organisations to Globalization: The United Nations and <i>Médecins Sans Frontières</i>
Relevant modules, themes and issues for enquiry	<p>Leading Module 4 : Globalization</p> <ul style="list-style-type: none"> How do people from different parts of the world react to globalization? Why?
	<p>Related Module 5: Public Health ; Theme 2: Science, technology and public health</p> <ul style="list-style-type: none"> What challenges do different sectors of society, the government and international organisations have in maintaining and promoting public health?
	<p>Related Module 2: Hong Kong Today ; Theme 3: Identity</p> <ul style="list-style-type: none"> To what extent do Hong Kong residents regard themselves as local, national and global citizens? How are their identities shaped? In what ways have their different identities affected their daily lives?
	<p>Related Module 3: Modern China ; Theme 1: China's reform and opening-up</p> <ul style="list-style-type: none"> In what ways has China's participation in international affairs affected the overall development of the country?
Overall design rationale	This exemplar discusses the United Nations and <i>Médecins Sans Frontières</i> for students to understand how international and non-governmental organisations respond to the problems brought about by globalization from a global perspective. The exemplar also describes challenges of non-governmental organisations in promoting public health, as well as issues relating to identity as a global citizen. One of the after-class assignments (Question 1 in Appendix 5) relates to China's participation in international affairs. Thus, this exemplar can be considered as cross-modular teaching materials based on Module 4. Teachers may decide whether to include all items (especially lesson 3) in the actual class based on their school context (such as the progress of curriculum planning, lesson time, and students' learning experience).
Time required	5 lessons (40 minutes per lesson), around 200 minutes in total
Teaching objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> To understand responses from international and

	<p>non-governmental organisations to globalization.</p> <ul style="list-style-type: none"> ● To understand the work and achievements of the United Nations in maintaining world peace and promoting social development. ● To understand the Job description, difficulties and contributions of <i>Médecins Sans Frontières</i>. <p>Skills:</p> <ul style="list-style-type: none"> ● To make conceptual observations based on data available in exploring the issues. ● To apply relevant knowledge and concepts in studying contemporary issues. ● To interpret sources from different perspectives. ● To consider and comment on different views in examining issues. ● To put forward feasible proposals and appropriate solutions. ● To communicate in oral and written expression. <p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To show concern on important global issues. ● To reflect on the responsibility and commitment as a global citizen. ● To adopt an open and tolerant attitude towards other people's views and values.
Basic concepts for application	Globalization, global governance, multilateral organisations, global civil society, global citizens
Relevant learning experiences at junior secondary levels	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary levels are expected to have a general idea about the evolution of globalization, key international conflicts and threats, international cooperation and efforts towards peace, as well as key international organisations. In daily life, students may also gain access to information on local and foreign non-governmental organisations. Some students may stay informed about international affairs through various channels, and the above means will help students study this exemplar. If teachers think that students lack basic knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of Classroom Learning and Teaching

Lesson	Learning and teaching strategies and flow
1	<p data-bbox="363 331 759 365"><u>Lead-in</u> (around 10 minutes)</p> <ul data-bbox="363 376 1359 607" style="list-style-type: none"> <li data-bbox="363 376 1359 510">● Divide students into different groups and distribute the worksheets (Appendix 1). Ask students to read the sources on the worksheet and answer the questions after discussion. <li data-bbox="363 521 1359 607">● Students present the discussion results (the number of presentation groups may vary depending on the lesson time). <p data-bbox="363 618 807 651"><u>Instruction</u> (around 10 minutes)</p> <ul data-bbox="363 663 1359 1323" style="list-style-type: none"> <li data-bbox="363 663 1359 1133">● Based on students' comments and other appropriate examples, outline a series of problems caused by globalization, such as international conflict, climate change crisis, spread of epidemics, and trade disputes. These problems have aroused attention from the international community and require response from a global perspective through a variety of actions, which brings forth the concept of “<u>global governance</u>”. However, the emergence of global governance has caused controversy over whether national sovereignty is challenged. This will be discussed in the third lesson (Teachers may decide whether to adopt or skip this lesson. See below for details). <li data-bbox="363 1144 1359 1323">● Participants in global governance include governments, international organisations, non-governmental organisations and multinational corporations, but this lesson will focus on the responses of international and non-governmental organisations to globalization. <p data-bbox="363 1335 1217 1368"><u>Prompting and completing the worksheets</u> (around 8 minutes)</p> <ul data-bbox="363 1379 1359 1704" style="list-style-type: none"> <li data-bbox="363 1379 1359 1514">● Distribute a worksheet (Appendix 2) to each student, and ask them to answer the questions on the worksheet based on their prior knowledge of international and non-governmental organisations. <li data-bbox="363 1525 1359 1704">● Elicit some students' answers (the number of students to be questioned may vary depending on the lesson time). Note that this part is only designed to introduce topics. Students are not required to give accurate answers. <p data-bbox="363 1715 807 1749"><u>Instruction</u> (around 10 minutes)</p> <ul data-bbox="363 1760 1359 2042" style="list-style-type: none"> <li data-bbox="363 1760 1359 1895">● Based on the answers provided by students, further explain the characteristics of international and non-governmental organisations, as well as their roles in global governance. <li data-bbox="363 1906 1359 2042">● The characteristics of international organisations include the following: <ul data-bbox="427 1962 1359 2042" style="list-style-type: none"> <li data-bbox="427 1962 1359 2042">➤ In general, they are <u>multilateral organisations</u> that comprise a number of member countries, have full legal status, and organise

Lesson	Learning and teaching strategies and flow
	<p>activities across boundaries.</p> <ul style="list-style-type: none"> ➤ Many international organisations are affiliated with the United Nations, with a clearly defined area of responsibility for international affairs, such as the World Trade Organisation and the International Monetary Fund. ➤ Since the 1980s, the number of regional multilateral organisations has also increased significantly. For example, the European Union (EU), the Economic Community of West African States (ECOWAS), and the Asia Pacific Economic Cooperation (APEC). <ul style="list-style-type: none"> ● Summarise and point out that governments can, through participation in international organisations, coordinate with each other to deal with international affairs, and to avoid international conflicts. ● The characteristics of non-governmental organisations include the following: <ul style="list-style-type: none"> ➤ Mainly non-profit voluntary groups and non-governmental organisations which are mostly active in areas such as human rights, environmental protection and public health. An organisation can be deemed as an international non-governmental organisation if it has branches and carries out activities in at least three countries. ➤ Non-governmental organisations usually advocate initiatives across borders and races. They are therefore valued by governments, and become the main driver of public policies. ➤ Examples of non-governmental organisations include Oxfam, World Vision International, Greenpeace, Friends of the Earth, the World Wide Fund for Nature, the Red Cross, and <i>Médecins Sans Frontières</i>. ● Summarise and point out that non-governmental organisations form an important part of the <u>global civil society</u>, and their efforts in transnational affairs such as poverty alleviation, provision of medical services, and response to climate change are recognised by governments, and also help partly offset the negative effects of globalization.
	<p><u>Explaining the learning focus in the next lesson (around 2 minutes)</u></p> <ul style="list-style-type: none"> ● Ask students to read about the basic concepts in connection with this lesson after class (“<u>global governance</u>”, “<u>multilateral organisations</u>”, “<u>global civil society</u>”) in order to consolidate learning. ● Point out that the United Nations (Lessons 2-3) and <i>Médecins Sans</i>

Lesson	Learning and teaching strategies and flow
	<p><i>Frontières</i> (Lessons 4-5) will be further discussed in the lessons later. Ask students to visit the official website of the United Nations at (http://www.un.org/zh/) before the next lesson, to understand its mission and organisational structure, and collect one or two pieces of recent news regarding the United Nations, so as to increase understanding about the organisation.</p>
2	<p><u>Lead-in</u> (around 5 minutes)</p> <ul style="list-style-type: none"> ● Ask students questions orally about the basic information relating to the United Nations, such as the year in which it was founded, the city in which its headquarters is located, its current Secretary General, and permanent members of the Security Council. ● Invite students to provide several recent news reports about the United Nations, and sum up the key objectives of the United Nations based on such news. <p><u>Instruction</u> (around 10 minutes)</p> <ul style="list-style-type: none"> ● Distribute worksheets for group discussion (Appendix 3), and explain to students in detail the purposes of the United Nations ¹(Source A in Appendix 3) and the Millennium Development Goals (MDGs) ²(Source B in Appendix 3). Focus on how the mission of the United Nations reflects the background of its establishment and how its MDGs serve its purposes. For example: <ul style="list-style-type: none"> ➤ Explain to students that the United Nations was established after World War II, so its first and second purposes are related to the maintenance of international peace. ➤ Point out that the MDGs involve social, economic, environmental, health and other issues that accord with the third purpose of the United Nations. ● Download the Millennium Development Goals Report 2014³ before the lesson to understand the progress towards each goal. Moreover, information can be derived from the report and added to the worksheet (Source C in Appendix 3) for students' further reference during group discussion if students need to learn more about the MGDs for discussion.

¹ Teachers may refer to the first chapter of the “Charter of the United Nations”.

² Teachers may refer to the “Millennium Development Goals” of the United Nations.

³ 2014 Millennium Development Goals Report.

<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>
Teachers may refer to “聯合國千禧八個夢想 十四年實現多少？” by 龔小明, 24 December 2014, *Hong Kong Economic Journal*.

Lesson	Learning and teaching strategies and flow
	<p><u>Group discussion and presentation</u> (around 20 minutes)</p> <ul style="list-style-type: none"> ● Divide students into groups and ask them to discuss the questions on the worksheet (Appendix 3). ● Students present the discussion results (the number of presentation groups may vary depending on the lesson time). <p><u>Instruction</u> (around 5 minutes)</p> <ul style="list-style-type: none"> ● Based on students' presentation, point out that globalization increases wealth inequality between countries, and such inequality and related issues, such as public health, education, environment, the rights of women and children, cannot be tackled by individual nations alone. This prompts government leaders around the world to pledge to address such issues through cooperation. Such international cooperation serves the purposes of the United Nations and also embodies the concept of <u>global governance</u>. ● With regard to the development goals beyond 2015, guide students to consider the following two aspects: <ul style="list-style-type: none"> ➢ Projects under the MDGs initiative that have not yet been completed and must be continued, such as poverty alleviation, women's and children's rights, and environmental protection; ➢ Projects that are not listed in the MDGs initiative but have attracted growing attention from the international community in recent years, such as the development of natural resources and the resolution of ethnic and religious conflicts. ● If the third lesson (see below) is skipped, delete Source A and Question (a) from the after-class assignment (Appendix 5) before giving out the assignment to students and ask them to complete it after class.
3	<p>The third lesson focuses on exploring the world peacekeeping operations of the United Nations, which is also one of the responses of international organisations to globalization; part of the related after-class assignments (Appendix 5) is about comments on China's participation in the United Nations peacekeeping operations. If the second lesson is sufficient for students to understand the responses of international organisations to globalization and the content of Module 3 is not intended to be included, <u>consider whether to have this class with reference to the school context</u>. If yes, it is recommended that this lesson can be combined with the second lesson into one lesson.</p> <p><u>Lead-in</u> (around 12 minutes)</p> <ul style="list-style-type: none"> ● Review what was taught at the start of the previous lesson, point out

Lesson	Learning and teaching strategies and flow
	<p>that the first and second purposes of the United Nations are related to the maintenance of world peace, while one of the important members of the peacekeeping mission is the peacekeeping force that was awarded the Nobel Peace Prize in 1988. Tasks performed by the peacekeeping force also reflect the involvement of the United Nations in global governance.</p> <ul style="list-style-type: none"> ● Distribute worksheets for group discussion (Appendix 4), briefly explain Source A on the worksheet⁴ and play the two video clips in Source B⁵ to enrich students' knowledge about peacekeeping forces. <p><u>Group discussion (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups and ask them to discuss the questions on the worksheet (Appendix 4). ● Students present the discussion results (the number of presentation groups may vary depending on the lesson time). <p><u>Teacher summary (around 8 minutes)</u></p> <ul style="list-style-type: none"> ● Regarding Question 1 on the worksheet, determine whether students have commented on the United Nations sending peacekeeping troops to the Central African Republic based on the three mandatory principles of peacekeeping operations, the “Responsibility to Protect” principle adopted by the United Nations in 2005, as well as the actual situation in the country. ● Question 2 on the worksheet aims at highlighting the key controversies about <u>global governance</u> – “whether global governance weakens or undermines national sovereignty”, given that the international community has different views on the peacekeeping mission. <ul style="list-style-type: none"> ➤ Those who support the mission believe that when a nation is unable to maintain domestic order or has violated certain universal values (such as human rights and humanitarianism), the international community should bear the responsibility to provide assistance or intervene by sending in peacekeeping forces, one of the key players in peacekeeping. The Nobel Peace Prize was awarded to the peacekeeping force in recognition of its contribution to the peacekeeping mission, which indirectly implies

⁴ Teachers are advised to visit the relevant web pages at <http://www.un.org/zh/peacekeeping/operations/> before the class, to facilitate classroom instruction.

⁵ The first video clip introduces the work of peacekeeping forces, while the second video clip is about Chinese peacekeepers performing duties in countries such as Liberia, South Sudan, Sudan, Lebanon, and Congo. The two video clips provide students with an overview of the work of peacekeeping troops, and the second video clip helps them answer questions in their after-class assignment (Appendix 5). If the lesson time is pressing, teachers may choose to play only part of the second video clip.

Lesson	Learning and teaching strategies and flow
	<p>that the involvement of international community in actions against certain nations actually reflects the role of global governance in helping to uphold universal values.</p> <ul style="list-style-type: none"> ➤ Those who criticise the peacekeeping operations argue that the United Nations is an international organisation composed of sovereign states, and respect for the sovereignty of states therefore forms the foundation of international relations, while global governance should never undermine national sovereignty. They thus contend that the action of the peacekeeping force is allegedly interfering with other countries' internal affairs. ➤ Emphasise that the above key controversies about global governance is not only seen in commentaries on peacekeeping forces, but also found in the handling of transnational issues such as the spread of infectious diseases and climate change crisis. ➤ Distribute after-class assignments to students (Appendix 5).
4-5	<p><u>Lead-in (around 3 minutes)</u></p> <ul style="list-style-type: none"> ● Point out that the international organisations discussed in the previous lessons are based on the example of the United Nations, but this lesson will focus on non-governmental organisations, with <i>Médecins Sans Frontières</i> (MSF) as an example. ● Play a short video clip about MSF (Source A in Appendix 5) for students to have a preliminary idea about the organisation's purposes and activities. <p><u>Group discussion and presentation (around 10 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups, and then distribute worksheets (Appendix 6). Ask them to read the sources on the worksheet (the video in Source A is played during the introduction of the topic) and answer the questions after discussion. ● Students present the discussion results (the number of presentation groups may vary depending on the lesson time). <p><u>Teacher summary (around 7 minutes)</u></p> <ul style="list-style-type: none"> ● Based on students' answers, point out that <i>Médecins Sans Frontières</i> is an organisation that provides emergency medical care and supplies for those in need. Totally independent of any government or organisation, the organisation gives assistance to people regardless of race, religion, creed, or political stance. ● The international community highly values the Nobel Peace Prize, and the <i>Médecins Sans Frontières</i> was awarded the prize for its

Lesson	Learning and teaching strategies and flow
	<p>humanitarian relief efforts independent of any political or military forces. Go over the example of the United Nations' peacekeeping force discussed in the previous lesson, which had also won the Nobel Peace Prize.</p> <p><u>Group discussion and presentation (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute the worksheets for group discussion (Appendix 7), and the discussion will be focused on the example of <i>Médecins Sans Frontières</i> to examine the challenges facing a non-governmental organisation at work. Tell one of the challenges (e.g. resources), and then ask students to discuss the remaining challenges. ● Ask students to refer to another worksheet (Appendix 6) when they discuss Question 2 in the worksheet, and complete the question based on their own understanding. Note that this question for discussion is designed for students to apply the concepts (“<u>global civil society</u>” and “<u>global governance</u>”) they have learnt in the analysis of specific scenarios. <p><u>Instruction (around 20 minutes)</u></p> <ul style="list-style-type: none"> ● Summarise challenges facing <i>Médecins Sans Frontières</i> at work, such as risking personal safety while serving in places of instability; offering services where resources are extremely limited and medical facilities are inadequate; and having to deal with many different local customs and ideas. ● Characteristics of <i>Médecins Sans Frontières</i> as an international non-governmental organisation include serving across borders, operating on a non-profit and voluntary basis, being funded by donations, and conducting activities independent of governmental intervention. ● Responding to problems created by globalization, such as: <ul style="list-style-type: none"> ➤ The organisation is active in saving lives all over the world. If an armed conflict breaks out in the area they serve, the organisation will call on all parties involved in the conflict to ensure the safety of rescue workers, and seek assistance from the international community. ➤ When MSF discovers an epidemic which may threaten the world, warnings will be issued to relevant international organisations and the international community, and efforts will be made in combating the disease in affected areas.

Lesson	Learning and teaching strategies and flow
	<p><u>Group discussion and presentation (around 20 minutes)</u></p> <ul style="list-style-type: none"> Note that the job of non-governmental organisations is to respond to the problems posed by globalization, and members of these organisations also fulfill their responsibilities and obligations as global citizens in the era of globalization. As students have learned the concept “<u>global citizen</u>” in other modules (such as Module 2), teachers may explain briefly and start the group discussion. If students have not learned the concept, further explain and point out that a “global citizen” includes three elements – “knowledge and ability”, “emotion/value”, and “action” (see Source D in Appendix 8), and then begin the discussion, and adjust the lesson time as needed. Distribute the worksheets for group discussion (Appendix 8), and then play the video clip (Source A in Appendix 8). Ask students to read other sources in the worksheet, and answer the questions after discussion. Assign students in each group to discuss about only two persons referred to in Sources 1 to 3, to shorten the time for discussion. Students present the results of discussion (the number of presentation groups may vary depending on the lesson time).
	<p><u>Instruction and giving after-class assignment (around 10 minutes)</u></p> <ul style="list-style-type: none"> Based on what students have presented, point out that all the persons mentioned in the sources embody the elements that make a global citizen, and encourage students to practice the concepts about global citizen in their daily lives. Further indicate that the concept of global citizen is closely related to the concept of global civil society, both of which demonstrate citizens' ability to improve the processes and effects of globalization through actions of individuals and organisations. Global citizen is, however, not a legally recognised status but only a personally-held identity and moral commitment, because there is no such thing as a “global government” to maintain the status. Ask students to read sources about the basic concepts (“<u>global civil society</u>”, “<u>global citizen</u>”⁶), in order to consolidate learning. Distribute the after-class assignment (Appendix 9) and prompt students to complete the assignment based on their understanding of the characteristics of globalization and what they have learned in each lesson. If students lack knowledge about Somali pirates in the questions,

⁶ Basic concepts relating to “global citizen” are set out in the “Hong Kong Today” module.

Lesson	Learning and teaching strategies and flow
	ask students to go through a related video clip on their own before answering the questions ⁷ .

--End of learning and teaching exemplar--

⁷ The video clip is called “饑餓的索馬里海盜” (in Putonghua, accompanied by Chinese subtitles), about 40 minutes long. The website is:
<http://v.ifeng.com/documentary/society/2014002/03c71252-ee47-4381-be87-f71e9d07df6c.shtml>

Appendix 1: Worksheet for Group Discussion**Examples of Global Events**

Year and Event	Overview of the Event
1991 The Persian Gulf war	In response to Iraq's invasion of neighboring Kuwait, the United Nations passed a resolution to launch a military operation by sending US-led multinational troops, resulting in serious defeats of Iraqi troops and eventually forcing them to withdraw from Kuwait.
2003 The worldwide spread of SARS	Severe acute respiratory syndrome (SARS) first broke out in Hong Kong and the mainland, and later spread to many other countries. The World Health Organisation coordinated the public health authorities of various nations to promptly disseminate information about the disease, and ultimately resolved the global public health crisis.
2004 World Trade Organisation (WTO) Ministerial Conference	During the WTO conference in Hong Kong, South Korean farmers protested against the WTO for requiring South Korea and many developing countries to open up their agricultural markets. Protesters believed that the WTO had long been dominated by developed countries, and would only serve the interests of developed countries and multinational corporations, regardless of people's livelihood in developing countries.
2009 The United Nations Climate Change Conference	Environment ministers and other officials from 192 countries gathered in Copenhagen to attend a conference which was named as “the last chance to save human beings” to negotiate an agreement on reducing carbon dioxide emissions between 2012 and 2020. Due to the different positions taken by participating countries concerning the reduction issue, the conference only drew up a non-legally binding agreement called “The Copenhagen Accord”.

Appendix 2: Worksheet for Individual Response

Preliminary Understanding of International and Non-Governmental Organisations

1. Write the names of two international organisations and two non-governmental organisations that you know in the following table.

International Organisations	Non-governmental Organisations

2. Based on your knowledge of the organisations that you have put in the table, briefly describe some characteristics of international and non-governmental organisations. (Hint: Area/region of activities, members, nature of work ...)









Appendix 3: Worksheet for Group Discussion

Source A

<u>Missions of the United Nations</u>	
1.	To maintain peace throughout the world;
2.	To develop friendly relations among nations;
3.	To help countries work together to improve the lives of people in poverty, eliminate hunger, disease and illiteracy, and to encourage respect for one another's rights and freedoms;
4.	To serve as the center of coordinating the efforts of nations towards the above goals.

Source: The official website of United Nations <http://www.un.org/en/aboutun/>

Source B

<u>United Nations Millennium Development Goals</u>	
<p>In September 2000, world leaders met at the United Nations headquarters in New York, pledging to establish a new global partnership to reduce the proportion of people living in extreme poverty, and set eight goals to be achieved by 2015, known as the “Millennium Development Goals”:</p>	
Goals	Goals
 1	 5
Eradicate extreme poverty and hunger	Improve maternal health
 2	 6
Achieve universal primary education	Combat HIV/AIDS, Malaria and other diseases
 3	 7
Promote gender equality and empower women	Ensure environmental sustainability
 4	 8
Reduce child mortality	Global partnership for development

Source : The official website of the United Nations <http://www.un.org/millenniumgoals/>

Source C

United Nations Secretary-General Ban Ki-moon released Millennium Development Goals Report 2014 on 7 July 2014, saying that many of the key targets had been achieved or were close to being achieved, but some specific targets in the areas of improving maternal health, achieving universal primary education, and the sustainable environmental development would be unattainable.

The report indicated that some regions like East Asia and Southeast Asia had reached the goal of halving the extreme poverty rate, that there were more children attending primary schools globally than ever before, and that the number of deaths for children aged under 5 had dropped from 12.6 million in 1990 to 6.6 million in 2012. However, poverty eradication efforts were unequally distributed from region to region. For example, sub-Saharan Africa and South Asia were still lagging far behind the relevant targets. These two regions still had 48% and 30% respectively of the population living on an income of less than US\$1.25 a day, with the percentages dropping less than half compared with 56% and 51% in 1990.

Regarding the goals of protecting women and the environment, much effort should still be redoubled. In 2013 for example, approximately 300,000 women died worldwide due to pregnancy and childbirth-related causes. In 2012, some 25% of the children aged under 5 were retarded with height below the standard. There were still 58 million children of primary school out of school, half of whom living in conflict-affected areas. Global forest and biodiversity were disappearing at an alarming rate. Global carbon dioxide emissions had surged over 50% between 1990 and 2013. As many as 748 million people still had no access to clean drinking water, and 2.5 billion people lived without toilets.

Ban Ki-moon stressed that previous efforts towards achieving the eight “Millennium Development Goals” were critical to the development beyond 2015 and that the United Nations would prepare a more powerful follow-up framework to handle unfinished projects and address the areas not covered by the eight “Millennium Development Goals”.

Source: Adapted from newspaper and magazine articles

Source D

“Millennium Development Goals” and the Progress after 2015

The eight “Millennium Development Goals” were scheduled for completion in 2015, providing a blueprint for all countries and major organisations around the world. The United Nations is working with governments, civil societies and other partners to review the situation following the completion of “Millennium Development Goals”, and continues to implement the development agenda beyond 2015. The 2015 initiative will create new goals of sustainable development to replace the eight “Millennium Development Goals”. The United Nations is joining governments, civil societies and other partners in putting forward the development agenda beyond 2015 by gaining momentum from the “Millennium Development Goals”.

Source : The official website of the United Nations <http://www.un.org/millenniumgoals/>

Questions for Discussion:

1. What is the relationship between the “Millennium Development Goals” proposed by the United Nations and the development of globalization? Why should the United Nations take a leading role in achieving these goals?

2. The United Nations will set the development goals beyond 2015. Based on the sources and your knowledge, suggest **two** goals that you think should be included, and explain the reasons.

Appendix 4: Worksheet for Group Discussion

Source A

Introduction to United Nations' Peacekeeping Operations

Led by the Department of Peacekeeping Operations, United Nations' peacekeeping operations are designed to create conditions for conflict-affected countries to achieve lasting peace. United Nations' peacekeeping operations follow the three basic principles below:

- Consent of the parties. United Nations' peacekeeping operations are deployed with the consent of the main parties to the conflict.
- Impartiality. Impartiality is crucial to maintaining the consent and cooperation of the main parties, but should not be confused with neutrality or inactivity.
- Non-use of force except in self-defense and defense of the mandate.

United Nations' peacekeeping operations are often carried out in the most hostile natural environment and political conditions, so they cannot guarantee success; but it proves that during the 60 years since the founding of the United Nations, peacekeeping operations have made remarkable achievements, and were awarded the Nobel Peace Prize. As of October 2014, United Nations was conducting a total of 16 peace-keeping operations, involving more than 100,000 personnel.

Source : Adapted from the “information”, the official website of “United Nations Peacekeeping”

<http://www.un.org/en/peacekeeping/>

Source B

Video 1

United Nations “**UN peacekeeping is ...**” (English voiceover, with a small amount of English subtitles)

<https://www.youtube.com/watch?v=egjBqs3o6XY&list=PL49CE20981558F582&index=11> (longer version , 3 min 10s), or

<https://www.youtube.com/watch?v=jAXVbtdBu10&list=PL49CE20981558F582&index=9> (shorter version, 2 min 19s)

Video 2

“中國維和：中國藍盔在行動” (Putonghua) , 20 June 2013, *CCTV News*. (Duration: 3 minutes 40 seconds)

<https://www.youtube.com/watch?v=L-tQ5RZuWc0>

Source C

Long marred in instability, the Central African Republic has experienced a number of coups and mutinies. At the end of 2012, Seleka, an alliance of anti-government military factions, launched an attack in the northern part of the country and briefly seized control of the capital, Bangui. Numerous violent conflicts erupted, further deteriorating the situation in the country. According to statistics, a total of 650,000 people were displaced in the Central African Republic, including 230,000 in the capital, Bangui, and another some 290,000 people fleeing to seek refuge in neighboring countries.

In March 2014, the United Nations Security Council held a public meeting on the crisis in the Central African Republic. At the meeting, Hervé Ladsous, Director of the Department of Peacekeeping Operations, said that the grim situation in the country required the international community, including the United Nations, to adopt comprehensive, multi-faceted and sustainable measures as soon as possible to help the country restore stability and rebuild the rule of law, so as to protect the local people while eliminating the root cause of the conflict. The UN Security Council adopted a resolution in April to deploy a peacekeeping force of approximately 12,000 members in the Central African Republic.

During the mission, the peacekeepers clashed with local militants in October 2014, leaving at least 6 people dead, including one Pakistani peacekeeper.

Source: Adapted from newspaper and magazine articles.

Source D

Facing the increasing scale of United Nations' peacekeeping operations, some in the international community shared a view that the United Nations was a global organisation composed of sovereign states, so operations must adhere to the principles of respect for sovereignty and consent of the parties to prevent certain countries from interfering with other countries' internal affairs in the name of humanitarianism, or taking advantage of participating in peacekeeping operations to safeguard their own interests in the unstable areas of conflict.

It was also of the view that the United Nations adopted the principle of "Responsibility to Protect" in 2005, indicating that a sovereign state has the responsibility to protect its citizens from persecution. When a state was unable to perform its duties, the international community should shoulder responsibilities to carry out peacekeeping operations under the authority of the UN Security Council to

avoid the tragedy of massacres, and the use of force represented a form of international intervention.

Source: Adapted from the articles below

1. Liberal Studies Section, (2011). *Teacher's Manual- Knowledge Enrichment Series* “改革開放後的中國與全球化的發展” (Chinese version only). Hong Kong: Curriculum Development Institute of the Education Bureau , pp.103-104
2. “和平誰保衛？”, 26 December 2013, *Lihpao Daily*.
3. United States Peacekeeping website. <http://www.un.org/en/peacekeeping/resources/statistics/factsheet.shtml>

1. With reference to the above sources, do you agree with the United Nations' resolution to send a peacekeeping force to the Central African Republic Mission? Why?

2. With reference to Source D and your knowledge, why does the international community take different views on the United Nations' resolution to send peacekeepers?

Appendix 5: After-class Assignment

Source A

The United Nations (UN) was founded in 1945 and its peacekeeping troops responsible for promoting peace were awarded the Nobel Peace Prize in 1988 to recognise its contribution to peacekeeping. Since China had participated in peacekeeping operations in 1990 for the first time, she has dispatched more than 20,000 peacekeepers, the biggest number of peacekeepers among the five permanent members of the United Nations Security Council. The UN Secretary-General Ban Ki-moon visited China in June 2013 and one of his stops was to visit the Peacekeeping Training Center of the Ministry of Defense in Beijing. Commentary said that the move was to express the UN's recognition of China's achievements in keeping world peace. However, some analysts argue that a growing number of Chinese enterprises has initiated investment in Africa in recent years, explaining why China is massively involved in peacekeeping operations in regions especially in African countries (such as Mali and South Sudan). The aim is to change its negative image of only sourcing resources from Africa and protect the investment of Chinese enterprises there.

Source: Adapted from the official website of the United Nations and magazine articles

Source B

The following text is excerpted from the cover of the United Nations
70th Anniversary Special Edition

Tackling Global Challenges and Helping Those in Need Since 1945

Strong UN.

Better World.

Source: The official website of the United Nations

<http://www.un.org/en/aboutun/pdf/2014%20E%20UN%20Card.pdf>

- (a) To what extent do you think China's active participation in peacekeeping operations will help enhance her international image? With reference to Source A and your knowledge, explain your answer.
- (b) The poster in Source B proposes that "Strong UN. Better World." In the light of the concept of global governance, explain this statement and the work of the United Nations in maintaining world peace and promoting the development of the society.

Appendix 6: Worksheet for Group Discussion

Source A

Video : “無國界醫生簡介”, 22 November 2010,
Médecins Sans Frontières (MSF) (Duration: around 3 minutes)
Website : http://www.youtube.com/watch?v=n_Mp6oAXvIM

Source B

Médecins Sans Frontières (MSF) are all volunteers, and work without pay except for a meager daily allowance. All medical facilities and drugs, or costs of recruiting local logistics support workers are from donations, of which more than 80% are used for rescue operations. The organisation operates under the following three major principles:

- Independence: MSF's operation is completely independent of any government or organisation.
- Neutrality: MSF does not take sides with any party to a conflict.
- Impartiality: MSF only provides assistance based on patients' needs regardless of race, religion or political stance.

Source : Excerpted from “無國界醫生”by LEUNG Cho-yiu, 29 September 2014, *Hong Kong Economic Journal*.

1. Based on the above source, what are the main duties of MSF?

2. With reference to the above sources and your own knowledge, what is the significance of the organisation being awarded the Nobel Peace Prize?

Appendix 7: Worksheet for Group Discussion

Source A

MSF provides necessary medical care in conflict-affected areas and countries, and treats patients in endemic areas. In the course of medical treatment, female volunteer health workers are usually faced with particular difficulties and challenges in countries with strong religious or patriarchal traditions. In addition, rumors like “blood transfusion may result in death” still prevail in some of the backward regions, causing many people to hesitate to donate blood. Most MSF volunteers have trouble in “finding blood”.

Source: Adapted from newspaper and magazine articles.

Source B

Dr. Au, a Hong Kong surgeon responsible for MSF surgical projects, was tasked with such surgery as bone-knitting, midwifery, treating gunshot wounds, burns and tumors. Without instruments like robotic arms or computer scanners, he relied solely on a scalpel, coupled with his medical knowledge, clinical experience and personal skills to perform surgery. Each time when performing tasks in dangerous places, he would carry with him an emergency waist pack containing important documents. The vehicle carrying these MSF doctors would be escorted by two police cars and armed police officers to nearby barracks.

Source: Excerpted from “俠醫無國界 「零科技」救苦難” by 鄭寶華 & 曾明文, 1 July 2013, *Ming Pao*.

Source C

On 2 June 2014, MSF personnel were attacked in Ndele, a northern city in the Central African Republic, and their facilities were also looted. Local MSF project director said, “We’ve been committed to providing medical assistance to the people of the Central African Republic, but the bottom line is we must be respected by all parties to the conflict or we cannot do our work. We provide services such as diagnosis and consultation to 1,600 patients locally each week, and about one third of them are children aged under 5. We are the only organisation that provides medical care in the city, so our departure would have a heavy impact on the local community.” From December 2012 to March 2014, the personal safety of MSF teams had been threatened in some 115 accidents in the Central African Republic.

Source : Excerpted from *Central African Republic : Fresh attack on MSF in Ndele*, 28 October 2014, *Médecins sans frontières* .Retrieved from <http://msf-seasia.org/news/15601>

Source D

Ebola epidemic broke out in western Africa in early 2014. WHO failed to serve its role as a coordinator and monitor the situation at the beginning of the outbreak, and the burden for fighting the epidemic fell upon voluntary organisations such as MSF. As early as in April, MSF said the epidemic was unprecedented, but at that time a WHO spokesman dismissed them as exaggerating the situation. The epidemic spread subsequently. Not until August did WHO declare Ebola a “public health emergency of international concern (PHEIC)”. Many experts believe that lessons must be learned from the incident to strengthen WHO's role and the international response mechanism.

Source: Excerpted from “全球衛生體系重富輕貧”, 21 October 2014, *Ming Pao*.

1. According to Sources A to C, what challenges does MSF face at work?

2. Based on the two worksheets for discussion in this class (Appendix 6 and 7) and your knowledge, explain how MSF illustrates the characteristics as a non-governmental organisation and how it responds to problems brought about by globalization.

Appendix 8: Worksheet for Group Discussion

Source A

Video:	“前線的一天：無國界醫生” (Cantonese), 1 September 2014, Médecins Sans Frontières (MSF) (Please watch from 00:01 to 02:40)
Introduction:	Mr. Pao, a young man who was born and raised in Hong Kong, has a childhood dream of joining in MSF relief teams to help people in need in other countries with his knowledge. He had been serving as a nurse in a public hospital's emergency room since graduation. In 2012, he decided to give up his job in Hong Kong, and went to South Sudan to participate in MSF's relief operations.
Website:	https://www.youtube.com/watch?v=u5X6pxRYuyo

Source B

During the outbreak of the deadly Ebola epidemic in western African in early 2014, the Hong Kong Red Cross sent three volunteer nurses to Liberia in April on a humanitarian mission of epidemic prevention and health promotion to prevent the disease from further spreading in the community. Ms. Kwok, one of the incumbent senior nurses, admitted that it was a dangerous mission, but wanted to help the people in the affected areas by utilising Hong Kong's previous experience in fighting SARS. Ms. Kwok had been in the Hong Kong Red Cross for ten years, and joined in humanitarian relief efforts during the 2008 Wenchuan earthquake in Sichuan province and the 2004 South Asian tsunami. Although she was quite experienced, she was feeling a little nervous about her recent mission, because “in the past I went to disaster-stricken areas, but this is the first time I'm going to an epidemic-affected region.” Neither vaccine nor effective drug treatment is available for Ebola. As its mortality rate was as high as 90%, her family worried that she would get infected, but she said that she was duty-bound to go to the front if needed in the affected areas.

Source : Adapted from the following 2 articles

1. “奪命疫症蔓延 九死一生 三港護赴非戰伊波拉”, 30 April 2014, *Apple Daily*.
2. “起程前失眠父母更擔心”, 30 April 2014, *Hong Kong Metropolis Daily*.

Source C

At noon 14 May 2008, more than a dozen foreigners came into Beichuan County, one of the worst-hit areas during the Sichuan earthquake. The Red Cross badges on their chests and the medical devices they were carrying identified them as members of the US-based Heart to Heart International (official website at <http://www.hearttoheart.org>), and they were the first international charitable organisation to reach quake-hit Beichuan County. Dr. Suen (a Chinese surname given by the foreigner himself), its team leader, was an American doctor of medicine and also the chief representative of the international organisation in China. He had been in China for 10 years, and settled in Chengdu. In the afternoon of May 12, he felt the quake at his residence in Chengdu, and joined others running out to the street for shelter. After learning about the disaster from news, he decided to contact the Red Cross Society of China Sichuan Branch, asking to lead members of his organisation into the disaster area in support of the relief effort. Dr. Suen said, “A sense of responsibility drives me here.”

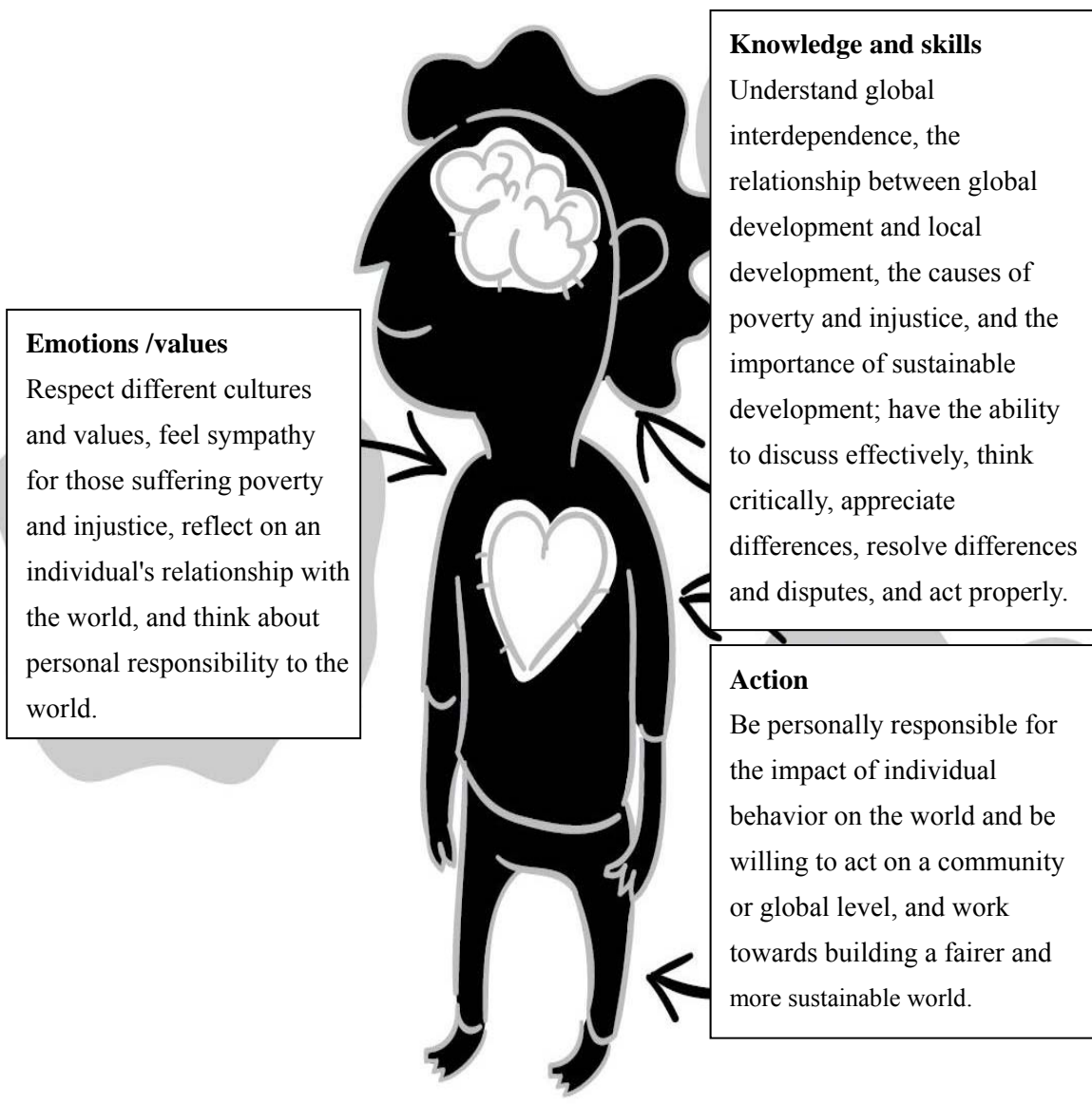
Source : Adapted from newspaper and magazine articles

Source D

What is a “global citizen”?

In recent years, the media, businesses and even schools have often talked about concepts such as “globalization” and “global village”. Maybe you've heard of the term “global citizen”, but what makes a global citizen? Understand world events? Proficient in multiple languages? Or a “people of Earth” is naturally a global citizen?

To be a global citizen is more than a “member of the world”, and has deeper implications. The concept of global citizen covers three elements: “knowledge and skills”, “emotions/values”, and “action”.



Source : Oxfam Hong Kong. (2006). “從校園走到世界：世界公民教育活動手冊” (Chinese version only) Hong Kong:Oxfam, pp.7
<http://www.cyberschool.oxfam.org.hk/resources/179/1-9.pdf>

1. Do the people mentioned in Sources A to C have the three elements that define a global citizen as mentioned in Source D (“knowledge and skills”, “emotions/values”, “action”)? As assigned by teachers, discuss two of these persons, and fill in the table with the discussion results.

	Knowledge and skills	Emotions / Values	Action
Source A Mr. Pao	Yes/No Reason:	Yes/No Reason:	Yes/No Reason:
Source B Ms. Kwok	Yes/No Reason:	Yes/No Reason:	Yes/No Reason:
Source C Dr. Suen	Yes/No Reason:	Yes/No Reason:	Yes/No Reason:

Appendix 9 : After-class Assignment

Study the following source:

The East African nation of Somalia used to be inhabited by ten nomadic tribes who made a living by rearing camels. The famine that ravished the inland regions drove the people to coastal regions and they made a living by fishing. However, toxic waste shipped from overseas have been dumped offshore of Somalia, leading to mass fish deaths. Also, the arrival of increasing numbers of foreign fishing vessels, equipped with advanced equipment, quickly exhausted the fish in the region. As Somalian fishermen lost their livelihood, some of them took weapons, boarded foreign fishing vessels, and held the crew hostage in exchange for ransom, claiming that such hostages were their “catch”. Later, as they noticed the passage of foreign oil tankers and cargo vessels further offshore, and the richer ship operators were willing to pay higher ransoms, they turned to hijacking these ships as a bigger “catch”.

Although the international community paid close attention to the state of affairs in Somalia, the economic imbalance of the nation, the deterioration of public service, and the escalating clash among various armed fractions caused great difficulties to humanitarian aid. For example, in August 2013, the non-governmental organisation *Médecins Sans Frontières* announced that it would cease all medical aid projects in Somalia. Since *Médecins Sans Frontières* began offering medical aid in Somalia in 1991, 16 members of the organisation had been killed and its workers, ambulances and medical facilities had been attacked in many instances. The president of *Médecins Sans Frontières* appealed to all armed factions and tribal leaders of Somalia to facilitate humanitarian work and to respect the safety of humanitarian workers.

Source: Adapted from the articles on the Internet and magazines.

- (a) What are the characteristics of globalization reflected from the descriptions about Somalia in the source? With reference to the above source and your own knowledge, list **two** of these characteristics and elaborate your answer.
- (b) “The contribution of non-governmental organisations towards international humanitarian operations is limited.” Do you agree? With reference to the above source and your own knowledge, explain your answer.

Intention of Assessment

Assessment Focus

The source of the assessment item briefly describe how the Somalian people turned from fishermen into pirates, and that the chaotic state of the nation making it impossible for non-governmental organisations (NGOs) to carry out humanitarian operations. Students’ application of concepts and knowledge such as, “globalization”, “global governance”, “international collaboration”, “global civic community”, “non-governmental organisation”, “cross-border crime” and “humanitarian aid”, would be assessed. For the assessment focus of students’ enquiry skills, students should be able to analyse phenomenon and apply their own knowledge to elaborate and comment.

Some students may find the context of this topic unfamiliar and challenging. Teachers may provide answering hints or reference materials after introducing the question to equip students with more background information before they answer.

Expected student performance

- Knowledge
 - For question (a), students may illustrate what elements in the topic are able to reflect characteristics of globalization based on their knowledge of globalization, for example:
 - Long range fishing conducted by fishing vessels from economically and technologically developed nations, as well as the frequent passage of international cargo vessels near Somalian waters are able to illustrate economic globalization.
 - The international concern on the cross-border crimes committed by Somalian fishermen, as well as the humanitarian operations conducted by NGOs in Somalia, reflect different levels of global governance under political globalization.
 - For question (b), students may comment on the contribution of NGOs to international humanitarian aid by citing concrete examples and applying their knowledge of the functions of NGOs. Students should also note that the examples they use for the answer should not be limited only to Somalia:
 - If students opine that NGOs are of limited contribution to international humanitarian aid, they can point out that NGOs cannot compare with international organisations such as the United Nations and the European Union in terms of manpower and operational scale, hence NGOs would

face great difficulties carrying out humanitarian work in unstable regions. Besides citing the situation of Somalia as provided by the source, students can also point out that NGOs have a difficult time carrying out humanitarian aid in South Sudan.

- If students opine that NGOs do contribute to international humanitarian aid, they can point out that NGOs do not work only in unstable regions. In some developed nations when natural disasters struck (for example the 2011 Tōhoku earthquake and tsunami), many NGOs provided support in the search and rescue operations. Also, NGOs have been recognised for their contributions on many occasions by the international community. The award of the Nobel Peace Prize to Médecins Sans Frontières is one obvious example. Although NGOs cannot compare with international organisations in terms of manpower and resources, they exert considerable influence among the public through their promotional efforts, and their significant contributions draw greater attention from the general public and international organisations to humanitarian work.

- Skills

- Citing from data source and concrete examples to illustrate the characteristics of globalization.
- Giving appropriate responses with a clear personal stance, and quoting appropriate evidence to support your argument.
- Transforming textual data into advanced knowledge and concepts.

-- End of Appendix --

Senior Secondary Liberal Studies

“Globalization” Module

Learning and Teaching Exemplar (5)

Dissenting Voices on and Actions against Globalization: Fair Trade as an Example

A. Basic information of the exemplar

Topic	Dissenting Voices on and Actions against Globalization: Fair Trade as an Example
Relevant modules, themes and issues for enquiry	<p>Leading Module 4 : Globalization</p> <ul style="list-style-type: none"> ● Does globalization provide benefits to all countries or lead to exploitation of developing countries by developed countries and international capital? ● Is the impact of globalization similar or different between countries and within countries? ● How do people from different parts of the world react to globalization? Why?
	<p>Related Module 2 : Hong Kong Today ; Theme 3: Identity</p> <ul style="list-style-type: none"> ● To what extent do Hong Kong residents regard themselves as local, national and global citizens? How are their identities shaped? In what ways have their different identities affected their daily lives?
Overall design rationale	Using fair trade as an example, this exemplar is designed to guide students to grasp the characteristics of the anti-globalization movement, and explore the impacts of economic globalization on farmers in developing countries. During the enquiry process, students are required to analyse the benefits and limitations of promoting fair trade, as well as how non-governmental organisations and consumers can help farmers in developing countries respond to the challenges of globalization.
Time required	3 lessons (40 minutes per lesson), around 120 minutes in total
Teaching objectives	<p>Knowledge:</p> <ul style="list-style-type: none"> ● To understand what is meant by anti-globalization, as well as how people around the world respond to globalization. ● To learn how fair trade works and how it relates to anti-globalization. ● To understand impacts of promoting fair trade on the quality of lives of people in different parts of the world.
	<p>Skills:</p> <ul style="list-style-type: none"> ● To make conceptual observations based on data available in exploring the issues. ● To apply relevant knowledge and concepts in studying contemporary issues. ● To interpret information from different perspectives.

	<ul style="list-style-type: none"> ● To communicate in oral and written expression. <p>Values and attitudes:</p> <ul style="list-style-type: none"> ● To adopt an open and tolerant attitude towards other people's views and values. ● To appreciate and respect diversity in views in a pluralistic society. ● To care about the lives of people in developing countries and act in a positive manner.
Basic concepts for application	Globalization, economic integration, exploitation and reciprocity, global governance, global inequality, the global civil society, the anti-globalization movement
Relevant learning experiences at junior secondary levels	Having studied various subjects in a range of key learning areas such as Personal, Social and Humanities Education, students at junior secondary levels are expected to have had a general idea about how economic globalization works and what roles developing and developed countries play in global economic integration. If teachers think that students lack relevant knowledge, it is recommended that a brief introduction should be made to students before using this exemplar.

B. Design of classroom learning and teaching

Lesson	Learning and teaching strategies and flow
1	<p><u>Lead-in (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Brief students on (or review) the different impacts of globalization on countries with different stages of development and on their social classes, as well as the fact that not everyone can share the benefits of globalization. ● Invite students to illustrate some of the negative effects of globalization based on what they have learned previously (for instance, the concentration of wealth in developed countries, labourers being deprived of rights, environmental degradation) as examples, so as to bring forth the fact that the international community may have dissenting voices about globalization, and even take action against globalization. ● If students have grasped the characteristics and impacts of globalization on the economic level when learning this subject, students may be guided to explain the examples they have given with the use of relevant concepts (such as “<u>globalization</u>”, “<u>economic integration</u>” and “<u>global inequality</u>”). <p><u>Students reading data source, followed by teacher elaboration (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute materials to students for reading in class (Appendix 1). Brief students on Source A. This is an excerpt of the Millennium Report released by the former United Nations Secretary General Kofi Annan in April 2000, which sets out his concerns about globalization and views on anti-globalization. Ask students to find out to what extent Annan's views are reflected in the example of anti-globalization action in Source B. ● It is not necessary to elaborate on examples in Source B in greater details, but to prompt students to have an overview of the anti-globalization movement by finding out whom the demonstrators protest against, why they protest and what they demand, and to explore their connection with globalization. <p><u>Group discussion and presentation, and teacher summary (around 25 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups and distribute worksheets for discussion (Appendix 2), and instruct students to indicate on their worksheets what the anti-globalization movement protests against on their worksheets,

Lesson	Learning and teaching strategies and flow
	<p>the concerns and demands of the protesters, and the values reflected in the movement by using the examples of anti-globalization action mentioned in the reading materials (Appendix 1), coupled with their personal understanding of the impacts of economic globalization. If lesson time is insufficient, ask students to complete with only four or five examples, which should differ in the targets of protest.</p> <ul style="list-style-type: none"> ● Students present the results of discussion (the number of presentation groups may vary depending on the lesson time). ● After students' presentation of the results, explain the meaning and characteristics of the concept "Anti-globalization movement", according to students' discussion and their personal perception. For example: <ul style="list-style-type: none"> ➤ Anti-globalization is a way of responding to globalization, and anti-globalization activists come from all over the world, also involving locals. For instance, based on Source B in Appendix 1, these protestors included members of non-governmental organisations, farmers, grassroot workers, and even university students who came locally or from different countries. They wanted to voice their demands through drastic actions to attract attention from the international community. ➤ In general, anti-globalization activists do not oppose globalization itself, but are against the negative effects of globalization. ➤ Their protests mostly target at international economic organisations and political organisations. The demonstrators believe that these organisations are controlled by developed countries, without looking after the interests of developing countries, causing farmers and grassroot workers to receive unfair treatment and be exploited. ➤ Source B in Appendix 1 shows that the demands raised by demonstrators involve issues of global interest, such as wealth disparity, climate change, as well as local issues, such as raising the minimum wage, and addressing youth unemployment. Thus, global and local issues are often closely linked, and cannot be separated completely. ➤ Anti-globalization activists place values such as equality, justice and sustainable development above all, and argue against giving up these values easily for economic benefits.

Lesson	Learning and teaching strategies and flow
	<p>➤ Responses to globalization are varied around the world, but are not meant to reject globalization entirely.</p> <p><u>Briefly explain arrangements for the next lesson and distribute after-class reading materials (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Ask students to read the related basic concepts (“<u>Anti-globalization movement</u>”) after class in order to consolidate their understanding. ● State that the next lesson will focus on fair trade. ● Distribute after-class reading materials (Appendix 3). Ask students to read them after class and bring their reading materials back for discussion in the next lesson. In addition, ask students to collect more information about fair trade, such as background, organisation, and operations for discussion in the next class.
2	<p><u>Lead-in (around 7 minutes)</u></p> <ul style="list-style-type: none"> ● Show a short film about international coffee trade¹ to introduce the trade relations between developed and developing countries, and bring out the background, demands and related organisations behind fair trade. <p><u>Group discussion and presentation, teacher summary (around 30 minutes)</u></p> <ul style="list-style-type: none"> ● Divide students into groups and distribute worksheets for group discussion (Appendix 4), and ask students to have a discussion with reference to the after-class reading materials distributed in the previous class (Appendix 3). ● Brief students on the topic for discussion, and ask students to focus on analysing why fair trade emerges and how it relates to the anti-globalization movement. Prompt students to make an analysis based on the reading materials, the short film shown earlier, and the information they collected before class. ● Students present the results of discussion (the number of presentation groups may vary depending on the lesson time). ● After students’ presentation, make a summary with a focus on the relationship between globalization and the anti-globalization movement and the values reflected in the promotion of fair trade based on students’ discussion and their own perception of fair trade. For example: <ul style="list-style-type: none"> ➤ By changing the trade pattern, fair trade attempts to protect small producers from being exploited by multinational companies, so

¹“咖啡杯裡的全球貿易 (Cantonese)” (03:54-09:10) The Website of Oxfam Hong Kong
http://www.cyberschool.oxfam.org.hk/res_search.php?res_id=21

Lesson	Learning and teaching strategies and flow
	<p>fair trade is not meant to reject international trade completely, but to target the unfair way of trade. Explain to students (or review) the concept “<u>Exploitation and reciprocity</u>”, and highlight the relationship between the idea of promoting fair trade and the said concept.</p> <ul style="list-style-type: none"> ➤ Fair trade not only works against the distribution of trading profits, but also works to continuously improve the lives of producers in developing countries. Through the promotion of fair trade, these can also be focuses on human rights issues and environmental degradation. ➤ Consumers can express their dissatisfaction with unfair trade through consumption behavior, while multinational companies are required to follow their business ethics. ➤ Tell students that non-governmental organisations represent one of the key players in <u>global governance</u>. When it comes to promoting fair trade, the two international non-governmental organisations mentioned in Source B of Appendix 3 have developed unified certification systems for products and production organisations to facilitate the development of global fair trade. This can be regarded as an example of global governance. ➤ Depending on students' level of understanding, derive values reflected in the promotion of fair trade, such as justice, interdependence, mutuality as well as care and concern from the reading materials and discussion results. <p><u>Briefly explain the arrangements for discussion in the next lesson (around 3 minutes)</u></p> <ul style="list-style-type: none"> ● Point out that this lesson is focused on understanding the background and philosophy of fair trade, and the next lesson will be focused on the advantages and disadvantages, and impacts of fair trade. ● Ask students to collect information on Hong Kong's specialty stores that sell fair trade products, such as the number of stores, the organisations that run these stores, and business conditions and difficulties of such stores, for discussion in the next class, and to have a rough idea about the development of fair trade in Hong Kong.
3	<p><u>Lead-in (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Invite some students to present the information they have gathered before class regarding fair trade stores in Hong Kong.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"> ● According to students' presentations as well as their own understanding, provide additional information² to increase students' understanding about fair trade in Hong Kong. <p><u>Group Discussion and Presentation (around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Distribute in-class reading materials (Appendix 5), and tell briefly that Sources A and B describe the impacts of fair trade on different stakeholders, and Sources C and D indicate the difficulties in implementing fair trade. ● Group students and distribute worksheets for group discussion (Appendix 6). Ask students to read the sources (Appendix 5) carefully before discussion. ● Tell students to attribute the impacts on different stakeholders to economic and social factors when discussing Question 1, and consolidate the information in Sources C and D when discussing Question 2. ● Students present the results of discussion (the number of presentation groups may vary depending on the lesson time). <p><u>Summary (around 15 minutes)</u></p> <ul style="list-style-type: none"> ● Summarise what the students have learnt based on their discussion results and their own knowledge. For example: <ul style="list-style-type: none"> ➤ From the economic perspective, fair trade can increase the income of farmers and workers, and improve household livelihood and their quality of life. When income increases, their children do not have to drop out of school and work as child labour. In the long run, this will help their children out of poverty and alleviate inter-generational poverty. For consumers, buying fair trade products promotes the concept of fair trade, but these items are generally more expensive, causing consumers to spend more. ➤ From the social perspective, farmers' profits from their participation in cooperatives can be used to fund social services and improve educational facilities, contributing to sustainable development. ➤ The difficulties of promoting fair trade include the following: <ul style="list-style-type: none"> ■ Most consumers lack awareness of fair trade, information on fair trade is also scarce in the market, so consumers do not

² Refer to the following websites and articles about Hong Kong's efforts in promoting fair trade:

- Fair Trade Hong Kong Foundation: http://www.fairtradehk.org/?page_id=601&lang=en
- *Fair Trade in Hong Kong* by Sharon Poon, Oxfam's website: http://www.oxfam.org.hk/en/one_1508.aspx

Lesson	Learning and teaching strategies and flow
	<p>know where to buy these products.</p> <ul style="list-style-type: none"> ■ Fair trade products are more expensive and less competitive. ■ It costs a lot to run fair trade shops, making it more difficult to attract investment. ■ Some organisations that promote fair trade choose to carry out activities in places with poor environmental conditions, thus substantially reducing the chances of success. Although small farmers in these places are in great need of assistance, it remains in question whether fair trade is the most appropriate method. <p>➤ Emphasise that non-governmental organisations advocate fair trade, and their vision and ideas are commendable, but the success of fair trade cannot be achieved overnight and requires marketing facilities and consumer education. Therefore, students must fully consider whether local conditions are ripe for the promotion of fair trade when arguing that fair trade can offset the negative effects of economic globalization.</p> <ul style="list-style-type: none"> ● Explain that fair trade is mainly promoted by non-governmental organisations, so students should also carefully consider the difficulties of promoting fair trade while highlighting the concepts of fair trade and related success stories when browsing the Web pages of these organisations, or reading related articles. ● Use the concept of “Global civil society” to summarise that some non-governmental organisations are active in global civil society as they believe that global trade structure is a good place to start when reviewing the negative effects of globalization and the wealth gap, while fair trade is one of these meaningful attempts, which can help promote international poverty relief efforts, and drive large multinational corporations to commit to their social responsibility³.
	<p><u>Briefly explain after-class assignment and reading materials (around 5 minutes)</u></p> <ul style="list-style-type: none"> ● Ask students to read information about related basic concepts (“Global civil society”) after class in order to consolidate their understanding. ● Distribute after-class assignment (Appendix 7) and prompt students to complete the assignment based on what they have learned.

³ Teachers may refer to CHOW Sung-ming. (2012). “用消費改變世界-公平貿易@新社會經濟運動”. Hong Kong: InPress Books.

Lesson	Learning and teaching strategies and flow
	<ul style="list-style-type: none"><li data-bbox="355 253 1364 432">● Distribute materials for students to read after class (Appendix 8). The reading materials are not only associated with this topic but also can be seen as a summary of the entire module about globalization for students to consolidate and review the knowledge in the module.

--End of learning and teaching exemplar--

Appendix 1: Students' In-Class Reading Materials

Source A: *Millennium Report* by the Former UN Secretary General Kofi Annan

As we enter the 21st century, globalization is transforming the world. The benefits of globalization are plain to see: faster economic growth, higher living standards, and new economic opportunities for individuals and countries alike.

Few people, groups or governments oppose globalization as such. They mainly protest against the disparities brought about by globalization. First, the benefits and opportunities of globalization remain highly concentrated among a relatively small number of countries and are spread unevenly within them. Second, well-enforced rules facilitating the expansion of global markets are properly implemented, while support for equally valid social objectives, be they labour standards, the environment, human rights or poverty reduction, has lagged behind.

More broadly, for many people globalization has come to mean greater vulnerability to unfamiliar and unpredictable forces that can bring on economic instability and social dislocation, sometimes at lightning speed. Even in the most powerful countries, people wonder who is in charge, worry about their jobs and fear that their voices are drowned out in globalization's sweep.

Source: Excerpted and adapted from the official website of the United Nations

<http://www.un.org/chinese/aboutun/prinorgs/ga/millennium/sg/report/>

Source B: Examples of anti-globalization campaigns

1. In November 1999, the Trade Ministerial Meeting of the World Trade Organisation (WTO) was held in Seattle, the United States, to have a new round of multilateral trade negotiations. On the opening day of the conference, more than 5,000 anti-globalization activists staged a massive demonstration, holding banners that carried slogans such as "No WTO" and "No negotiations, go back". The meeting ended without tangible results, while the demonstration has become a milestone of the anti-globalization movement.
2. In September 2000, the World Bank and International Monetary Fund Annual Meeting was held in Prague, Czech Republic, gathering thousands of anti-globalization activists from around the world in a huge protest. They condemned the erroneous policies of the two organisations, which had caused poor developing countries to run up debts of US\$376 billion and have to repay

US\$60 million in interests to Western countries on a daily basis. If used to cover local medical expenses, this sum of money for interest payment can save the lives of numerous children.

3. In December 2005, the WTO held its Sixth Ministerial Conference in Hong Kong. About 1,000 South Korean farmers came to stage an anti-globalization demonstration in protest against the United States and other countries for providing subsidies on their domestically produced agricultural products and exporting such products at low prices, harming the livelihood of farmers in South Korea. Demonstrators had many clashes with the Hong Kong police, paralysing traffic in Wan Chai at one time.
4. In December 2009, the WTO Ministerial Meeting was held in Geneva, Switzerland. Before the meeting began, thousands of demonstrators marched to protest against WTO policies for exacerbating the global disparity between the rich and poor and also aggravating the global warming problem. They also claimed that the WTO agreement had increased the wealth of large companies at the expense of the interests of farmers, workers and other vulnerable groups.
5. In November 2010, the Group of 20 (G20) Summit was held in Seoul, South Korea. More than 40,000 demonstrators chanted slogans and sang on the square outside the City Hall, demanding the authorities to raise the minimum wage and address the issue of youth unemployment, and opposing the development of globalization.
6. In November 2011, the Asia Pacific Economic Cooperation (APEC) meeting was held in Hawaii. More than 400 anti-capitalist activists demonstrated at the conference site to protest globalization for aggravating the wealth disparity, and criticise the summit leaders for not understanding what people needed.
7. In December 2013, the Ninth WTO Ministerial Meeting was held in Bali, Indonesia. More than 400 Indonesian university students organised a protest outside the meeting venue. Protesters argued that the WTO implemented the free trade mechanism only to benefit developed countries; but for farmers in developing countries, it was a terrible agreement that would only bring challenges and poverty to local farmers.

Source : Adapted from newspaper articles and Liberal Studies Section, (2011). *Teacher's Manual-Knowledge Enrichment Series* “改革開放後的中國與全球化的發展” (Chinese version only). Hong Kong: Curriculum Development Institute of the Education Bureau , pp.11-12

Appendix 2: Worksheet for Group Discussion

Event	Target of Protest	Concerns and Demands	Values Reflected
1			
2			
3			
4			
5			
6			
7			

Appendix 3: Students' After-Class Reading Materials

Source A

The anti-globalization movement goes hand in hand with globalization, and different people perceive the movement in different ways. For example, anti-globalization can be described as rejection of globalization, worries about globalization (transnational enterprises, free trade, technology innovation, and global expansion of the international economic system), reactions to global capitalism represented by globalization, and discontent at the ills created by globalization (widening the wealth gap between the rich and the poor, social schism, and environment disasters). In summary, globalization and anti-globalization can be characterised as the two sides of the same coin.

Most people focus on two major issues – global justice and ecological environment. In terms of action, anti-globalization has become a global movement. But ironically and also interestingly, the anti-globalization movement has become global itself. The anti-globalization movement gathers people serving in non-governmental organisations around the world towards the common goal of fighting against globalization. They focus on local interests, fair allocation of resources, gender equality, labour rights, and environmental protection, and oppose the political hegemony of developed countries, all of which issues are closely related to the development of globalization.

Source: Excepted and adapted from online articles.

Source B

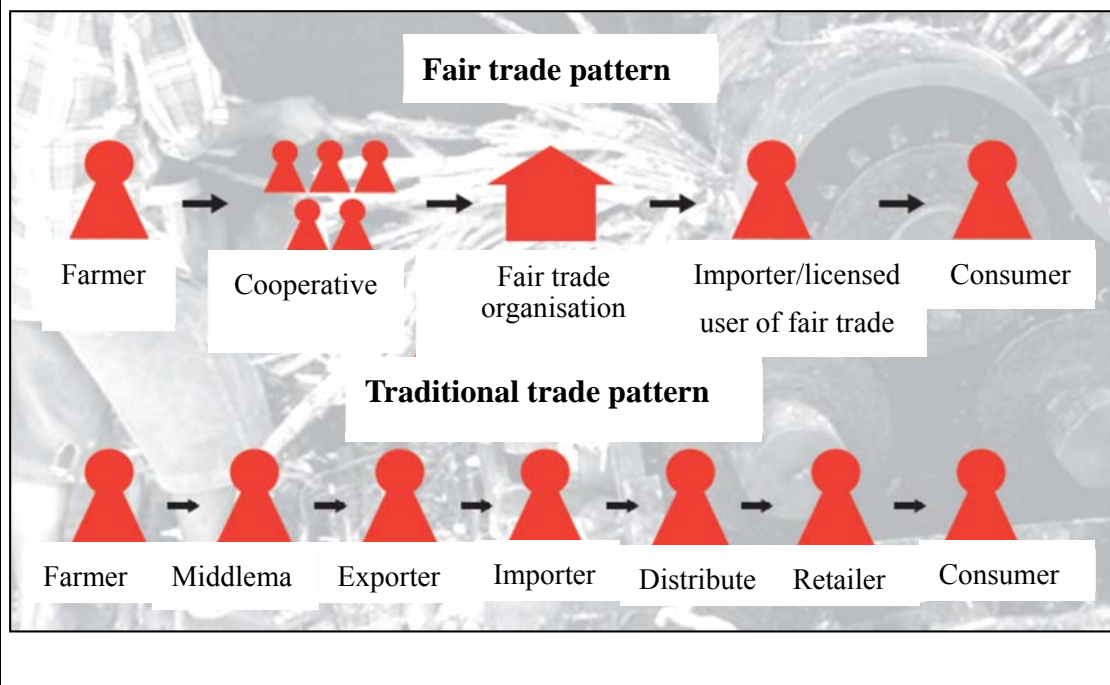
Fair trade means acquiring producers' labour and production at a fair price. Within the framework of unfair international trade rules, farmers in developing countries can barely benefit from international trade. Contrarily, returns on their production are reduced, and even the production cost cannot be recovered. This is common to farmers who plant bananas, coffee beans, cocoa beans, tea, peanuts, and spice etc.

Fair trade is intended to reverse this unfair situation. Compared to traditional trade, fair trade provides an alternative pattern of trade, which gives some disadvantaged producers left out by mainstream economic models opportunities to achieve sustainable development by building new trade relations. As regards farmers' livelihood, the fair trade system ensures that farmers and producers can charge a price not lower than the cost of production for their labour to make a living and sustain production. In addition, the fair trade price may vary with international

market prices for similar products.

Founded in 1997, the Fair Trade Labelling Organisations International (FLO) launched the Fairtrade Certification Mark for products in 2003, to unify fair trade certification systems and standards in different countries. Established in 1989, the International Fair Trade Association (IFAT) unveiled Fair Trade Organisations Mark (FTO Mark) in 2004, to identify fair trade organisations that comply with fair trade standards, including the provision of good working conditions and fair wages, the prohibition of child labour, and the protection of the environment.

Fair trade pattern vs. traditional trade pattern



Source: Oxfam. (2011). *Fair Trade Resources Kit*. Hong Kong: Oxfam.

http://www.oxfam.org.hk/filemgr/36/FairTrade_resources_kit_part1.pdf

Source C

Here are some views of fair trade proponents:

- I believe fair trade is a humanistic life philosophy, which values fair human rights above all other things in order to create a future that can improve sustainably, including a future for children and the environment.
- Fair trade is transparent. Due to the lack of access to sales channels and market information, farmers who have worked hard are unfairly exploited by merchants who buy low and sell high. Under fair trade, farmers will get more reasonable returns.
- Fair trade is not a one-off charity event, so most of the fair trade products are promoted as high quality, fresh and organic. This in turn can sustain development and is also fair to consumers.

Source: Excerpted from “公平貿易日 細選你杯茶”, 14 May 2011, *Ming Pao*.

Appendix 5: Students' In-Class Reading Materials

Source A

In 1999, Oxfam helped Ethiopian coffee farmers to form the Oromia Coffee Farmers Cooperatives Union (OCFCU), allowing farmers to get a higher return in order to improve their production and lives. The organisation consists of 34 farmers' cooperatives, with a total of 23,000 members. In 2003, OCFCU posted for the first time a profit of US1.3 million, which was sufficient for each member to purchase food for six months or pay for one year's schooling for three children. In addition, most of the communities used the extra proceeds from fair trade coffee to build schools and improve the facilities in classrooms, with the aim of increasing the long-term ability of farmers' children to get out of poverty.

Source : Excerpted and adapted from Oxfam. (2011). *Fair Trade Resources Kit*. Hong Kong: Oxfam. http://www.oxfam.org.hk/filemgr/36/FairTrade_resources_kit_part1.pdf

Source B

Who benefits from fair trade?	
Beneficiaries	Benefits
Small farmers and workers	Fair trade helps farmers and workers in cooperatives gain more economic autonomy and increase productivity, so as to have a stable livelihood and a better life. In addition to getting fair prices for agricultural products, cooperatives help increase farmers' access to social security and improve community infrastructure.
Children	The fair trade certification system prohibits using child labour in production processes or forcing workers to work. In addition, fair trade agricultural products carry higher price tags, helping increase farmers' income so that they can afford to send their children to schools and prevent their children from becoming child labour.
Consumers	<ul style="list-style-type: none"> ● Choose consumption patterns in accordance with their own beliefs and values. ● Increase awareness and ability of changing unfair trade rules. ● Gain access to high quality products. ● Ensure that the consumer goods are supplied in line with ethical principles.

Source: Excerpted and adapted from Oxfam. (2011). *Fair Trade Resources Kit*. Hong Kong: Oxfam. http://www.oxfam.org.hk/filemgr/36/FairTrade_resources_kit_part1.pdf

Source C

Limitations of Fair Trade

- Mostly, consumers only focus on product price and quality, with little regard to producers and the production process. Have you ever thought of how the small coffee farmers live in plantations as far away as in Africa when you drink coffee in a coffee chain store each time? In deciding whether to buy a product, have you ever thought you actually tell the producers how you look at the product personally, or pursue certain values and ideas? Have you tried to let the producers know whether you support and agree with their business models by buying the product as a consumer? For most people, the answers to these questions are all no.
- Fair trade organisations buy coffee at prices higher than international market prices, reducing the space for the cut of coffee retail prices. The price of fair trade coffee is similar to or even higher than that of other coffee products in the market, making it difficult to attract customers by offering a lower price.
- Fair trade organisations are mostly non-governmental organisations. Due to financial and resource constraints, they are unable to carry out large-scale promotional programs and activities, thus making it hard for consumers to find fair trade products in the market. Ultimately, they fail to popularise such products and make them accessible to people in different strata.
- Despite a rising market share in some European countries, the sales growth of fair trade products are beginning to slow down, signifying lack of popularity in terms of fair trade, as most consumers still do not recognise fair trade very well, failing to exert pressure on large enterprises.

Source: Adapted from online articles.

Source D

According to a UK government-sponsored study, farmers in African countries like Uganda and Ethiopia have not benefited from the production of fair trade goods. The team conducting the study discovered that in areas where fair trade products were grown, workers usually earned less than those in other areas and were also exposed to poorer working conditions, and child labour was also common. The report revealed that fair trade organisations usually carried out production activities in extremely poor and remote areas, and due to a number of unfavorable factors, farm managers were unable to provide wages similar to those paid by farms in other areas. International Fair Trade Association criticised the report as superficial and unfair by comparing small farms with large farms.

Source: Adapted from newspaper and magazine articles.

Appendix 7: After-class assignment

Read the following sources and answer questions:

Source A

We can buy what we eat and drink every day such as Coca Cola, chocolate and coffee, and everything that comes from distant places but has a relation with us. We live in a free market and tend to think there is nothing wrong with international trade. Take coffee as an example. In recent years, coffee chain stores have mushroomed in Hong Kong to the extent that there is always one nearby wherever you are. However, when you enjoy nice coffee in a coffee chain store, farmers that grow coffee in faraway developing countries cannot get fair returns and even have no guaranteed basic subsistence. This is really an issue of concern for all. The aim of the fair trade movement is to improve farmers' livelihood in developing countries.

Sources: Adapted from newspaper and magazine articles.

Source B

Fair trade is a practice of “Ethical Consumption” by using consumer power, but the meaning is more than that. Mr. Chan, the Chairman of Fair Trade Hong Kong Foundation said, “Fair trade doesn't mean you have to donate money or do charity work. We first need to have a world perspective to correctly understand ‘fair trade’. Hong Kong is a highly globalized city, importing most products for daily use, but these imported goods often involve a lot of inequities such as trade price cuts, sweatshops, and exploitation of farmers.”

The ultimate aim of selling fair trade coffee is to infuse the concept of fair trade into the mainstream coffee trade by leveraging the power of consumers and support from coffee manufacturers. Little can be done if consumer power is weak, or coffee manufacturers do not accept fair trade.

Sources: Adapted from the following 2 articles

1. Excerpted from “公平貿易 非常可持續發展運動” by 梁慧珍 , 5 May 2012, *Hong Kong Economic Times*.
2. “Info of Fair Trade” , Fair On Line (公平線上) <http://www.faironline.com.tw/information/?section=7&id=70>

- (a) With reference to the above sources, in what ways do you think the emergence of fair trade movement relate to globalization?
- (b) “Fair trade does not help much in rectifying the negative effects of globalization.” Do you agree to this statement? Explain your answer.

Intention of Assessment

Assessment Focus

Using the concept of fair trade as an example, examine students on their mastery and application of the concepts including “globalization”, “anti-globalization”, and “global civil society”; and also assess students' skills in analysing and commenting on these issues. Students are required to correctly respond to questions based on what they have learned in classes and their personal knowledge.

Expected Student Performance

- Knowledge
 - For Question (a), students can explain how the emergence of fair trade movement relates to globalization from both economic and social perspectives. On the economic front, they can point out one of the negative impacts created by economic globalization is that large multinational corporations purchase products from farmers in developing countries at low prices, so farmers cannot get fair returns. From the social perspective, the rise of global civil society has inspired non-governmental organisations to alter this trade pattern by leveraging the power of consumers.
 - For Question (b), students can discuss the rationale of fair trade, consumers' attitude and action, the stance of multinational corporations, and the effectiveness of non-governmental organisations' promotion based on what they have learned in classes and their personal understanding. Students can argue for or against the statement, but they must provide evidence in support of their views.

- Skills
 - Applying knowledge and concepts to respond to the question with a clear personal stance.
 - Extracting and interpreting the key messages of the sources to analyse the relationship between fair trade and globalization.
 - Commenting on others' viewpoints based on what students have learnt.

Appendix 8: After-class Reading Material**Disputes Over Globalization**

Those who promote globalization generally value business interests, and those who oppose globalization include many individuals and groups:

- **Trade unions**: Trade unions in both developed and developing countries are generally opposed to globalization, believing that it harms the interests of workers. Trade unions in developed countries consider that business outsourcing reduces job vacancies, while trade unions in developing countries fear that multinational enterprises may exploit the interests of local workers.
- **Social movement groups**: Social movement groups that are concerned about human rights, democracy, poverty, and environmental protection are opposed to globalization, believing that globalization only looks after commercial interests but ignores other values.
- **Nationalists**: Nationalists generally oppose globalization, regarding it as cultural invasion by the U.S. or the West that may destroy native cultural values.
- **Leftists**: They consider that globalization is a result of capitalism eroding social justice, and that free market does not help change social or international inequality, arguing that resources should be reallocated through political action.

Although globalization represents a general trend, different groups, organisations, and countries/regions engage with globalization at different paces, and their gains and losses also vary. The following are some of the contradictions and conflicts seen in globalization:

- **The North-South Conflict**: “North Countries” (namely the northern hemisphere), mostly developed countries, come into conflict with “South Countries” (namely the southern hemisphere), mostly developing countries. Due to the different levels of development, developed countries generally reap more economic benefits from globalization, while the economies of developing countries are often stagnant. The North-South divide naturally becomes a major dispute amid globalization.
- **Class conflict**: In the context of globalization, capitalists can transfer their operations to lower-cost areas, sell products and services around the world, and have capital raising and investment opportunities worldwide, making them one of the major beneficiaries of globalization. Instead, workers are significantly disadvantaged in the globalization process. Workers in developed countries are left with greatly reduced bargaining power due to the relocation of operating procedures; workers in developing countries have virtually no bargaining power.

Conflict of interest may intensify between capitalists and workers in the midst of globalization, and cannot easily be eliminated.

- **Cultural conflict:** Western countries have large multinationals and powerful media with overwhelming advantages, resulting in the dissemination of Western cultures (in particular American culture) in different forms and greatly impacting on native traditional values around the world. The anti-Western movement triggered by “Fundamentalism” in the Muslim culture has escalated to armed conflict, which is even more serious than “North-South conflict” and “class conflict”.

Globalization is not a unified process, the pace of engaging with globalization varies from location to location, and globalization does not benefit everyone, so disputes over globalization erupt from time to time. These disputes emerge amid the trends of globalization, involving conflict of interests and values. The following table shows the pro and con views on the impact of globalization:

Conflicting Viewpoints	In Favor	Against
Globalization boosts economic growth	Open market countries generally have a higher economic growth rate than closed market countries.	Economic growth created by globalization only benefits big companies rather than individuals.
Globalization benefits consumers	Opening up the market facilities is beneficial to the free flow of goods and services, helping reduce costs and improve efficiency.	Globalization is widening the wealth gap, making the poor poorer and the rich richer, especially to the disadvantage of low-income consumers.
Globalization benefits workers	Opening up global markets can accelerate economic growth, increase employment, raise the wage level, and improve working conditions. In general, foreign-funded companies offer a higher pay than local companies.	With a focus on profits, globalization reduces wages, cuts jobs, and exploits workers' rights and interests.
Globalization facilitates environmental Conservation	Economic growth brought about by globalization makes it possible to provide more resources for environmental	Globalization destroys the ecosystem and guarantees corporate profits at the cost of the environment. One

	conservation as well as to carry out better environmental protection technology and equipment research and development.	example is the rise in global temperatures.
Globalization promotes economic development in different countries	Opening up markets and foreign investment are the most effective ways to promote economic development in developing countries, which facilitates industrialisation and improves people's living standards.	Lending and financial aid terms in the international financial system create a heavy debt burden on developing countries and undermine the local economy, making it hard for people to get rid of poverty.
Globalization protects human rights	Free market helps to establish the rule of law and freedom of expression, and to ensure human rights.	Multinational companies promoting globalization focus only on profits without regard to human rights.
Globalization catalyses democracy	Globalization catalyses democratic governments. The number of democratically elected governments in the world has almost doubled in the past decade.	Globalization increases the power of international trade and financial organisations and greatly weakens local governance by democratically elected governments, which in turn may undermine democracy.
Globalization raises living standards	Globalization has significantly improved living standards, human life expectancy, literacy rate, and health conditions.	Globalization has weakened the public health system, local economies, and the social foundation on agriculture, without raising people's living standards.

Source : Department of Sociology & Public Policy Research Centre. (2013). *Self-learning materials of the module of Globalization of NSS LS (teaching topic 1 : Understanding Globalization)*. Hong Kong: The Chinese University of Hong Kong.

Retrieved from http://www.cuhk.edu.hk/hkiaps/pprc/LS/globalization/1_c.htm

-- End of Appendix --

Part IV: Extended Reading and Reference Materials

This part provides teachers with extended reading and reference materials relating to the curriculum in this module, which are divided into Categories A and B for teachers' choice.

Part A is a reference list of publications which consists of the learning and teaching focuses in this module for teachers' reference in lesson preparation, and for teachers to gain a more in-depth understanding of the theoretical basis and trends associated with the issues for enquiry. Specific examples are also provided to enrich classroom learning and teaching. Publications for student reading are underlined. Teachers may encourage students to read these publications in accordance with their levels. Publications available from public libraries are also accompanied by call numbers to assist teachers and students.

Part B consists of learning and teaching resources available on the “Web-based Resource Platform for Liberal Studies” (<http://ls.edb.hkedcity.net/>) and are relevant to this module. These resources can be used for teachers' reference in lesson preparation, and some of them can be adapted for use in worksheets, after-class assignments or internal assessment. Teachers who have registered as members of the Hong Kong Education City are entitled to view and download resources after logging in the section for teachers and using personal passwords.

Teachers should note that all materials recommended in this part are for reference only and they are not designated readings. Please choose any and use them according to your school context.

A. **Publications** (Publications for student reading are underlined, the public library information are updated as at May 2015)

Berger, P. L., & Huntington, S. P. (Eds.). (2002). *Many globalizations: Cultural diversity in the contemporary world*. Oxford: Oxford University Press. (Hong Kong Public Libraries call number: 301.2 MAN)

Bhagwati, J. (2004). *In defense of globalization*. New York: Oxford University Press. (Hong Kong Public Libraries call number: 338.91 BHA)

Bordo, M. D., Taylor, A. M., & Williamson, J. G. (2003). *Globalization in historical perspective*. Chicago: University of Chicago Press. (Hong Kong Public Libraries call number: 338.91 GLO)

Bowden, R. (2003). *Globalization: The impact on our lives*. London: Hodder Wayland.
(Hong Kong Public Libraries call number: 301.24 BOW)

Dower, N., & Williams, J. (2002). *Global citizenship: A critical introduction*. New York: Routledge.

Friedman, T. L. (2005). *The world is flat: A brief history of the twenty-first century*. New York: Farrar, Straus and Giroux. (Hong Kong Public Libraries call number: 303.4833 ARO)

Held, D. (Ed.). (2000). *A globalizing world? Culture, economics, politics*. London: Routledge in association with the Open University. (Hong Kong Public Libraries call number: 327 GLO)

Held, D., & McGrew, A. (2002). *Globalization/anti-globalization*. Cambridge: Polity Press in association with Blackwell Publishers Ltd. (Hong Kong Public Libraries call number: 301.24 HEL)

Munck, R. (2005). *Globalization and social exclusion: A transformationalist perspective*. Bloomfield, CT: Kumarian Press. (Hong Kong Public Libraries call number: 301.44 MUN)

Ohmae, K. (2005). *The next global stage: The challenges and opportunities in our Borderless world*. New Jersey: Wharton School Publishing. (Hong Kong Public Libraries call number: 382 OMA)

Osterhammel, J., Petersson, N.P., & Geyer, D., (Eds.) (2009). *Globalization: A short history*. Princeton: Princeton University Press. (Hong Kong Public Libraries call number: 301.2409 OST)

- Ritze, G., & Atalay, Z. (Eds.) (2010). *Readings in globalization: Key concepts and major debates*. Chichester, UK: Wiley-Blackwell. (Hong Kong Public Libraries call number: 303.482 REA)
- Rivoli, P. (2005). *The travels of a T-shirt in the global economy: An economist examines the markets, power, and politics of world trade*. New Jersey: John Wiley & Sons, Inc. (Hong Kong Public Libraries call number: 382 RIV)
- Steger, M. B. (2003). *Globalization: A very short introduction*. New York: Oxford University Press. (Hong Kong Public Libraries call number: 338.91 STE)
- Stiglitz, J. (2003). *Globalization and its discontents*. New York: W. W. Norton & Company. (Hong Kong Public Libraries call number: 338.91 STI)
- Watson, J. L. (Ed.). (1997). *Golden arches east: McDonald's in east Asia*. Stanford: Stanford University Press. (Hong Kong Public Libraries call number: 338.761647955 GOL)
- Durand, Marie F.等著，許鐵兵譯（2011）《全球化地圖：認知當代世界空間》，北京：社會科學文獻出版社。（香港公共圖書館索書號：578.1 8124）
- 中國科學院中國現代化研究中心編（2009）《全球化與現代化：全球化背景下中國現代化的戰略選擇》，北京：科學出版社。
- 古雲秀等（2014）《圖解簡明世界局勢 2015 年版》，台北：易博士出版社。
- 史迪格里茲（Joseph E. S.）著，黃孝如譯（2007）《世界的另一種可能》，台北：天下遠見出版有限公司。（香港公共圖書館索書號：552.1 9346）
- 安德列·傅頌（Andre Fourcans）著，武忠森譯（2011）《青少年也懂的全球化》，台北：博雅書屋有限公司。（香港公共圖書館索書號：552.1 5057）
- 安娜貝拉·穆尼（Annabelle Mooney）等編，劉德斌等譯（2014）《全球化關鍵詞》，北京：北京大學出版社。
- 伊恩·高登（Ian Goldin）著，林麗冠譯（2014）《分裂的全球》，台北：如果出版社。
- 向紅（2010）《全球化與反全球化運動新探》，北京：中央編譯出版社。（香港公共圖書館索書號：552.1 2721）
- 何曉紅等著，朱乃肖等譯（2009）《全球化與國際經濟》，北京：中國科學技術出版社。（香港公共圖書館索書號：552.1 8127）

朱耀偉 (2007)《愛恨地球村：透視全球化現象》，香港：天窗出版。(香港公共圖書館索書號：541.4207 2592)

尚·克利斯朵夫·維克多 (Jean Christophe Victor) 等著，李佳蓉等譯 (2010)《世界，為甚麼是現在這樣子？》，台北：大是文化有限公司。(香港公共圖書館索書號：716 5423)

周俊 (2010)《全球公民社會引論》，杭州：浙江大學出版社。

馬國明編 (2002)《不公平的規則—貿易、全球化與貧窮》，香港：樂施會。(香港公共圖書館索書號：558.5 1812)

約翰·塞茲 (John L. Seitz) 著，劉貞擘等譯 (2010)《全球議題》(第三版)，北京：社會科學文獻出版社。(香港公共圖書館索書號：542 9443)

盛盈仙 (2014)《全球化議題的 16 堂課：人與社會的建構》，台北：獨立作家出版社。

曾家洛等編 (2014)《全球化倫理與全球化：通識資料匯編》，香港：圓桌精英有限公司。

塞繆爾·亨廷頓 (Samuel P. Huntington) 著，周琪等譯 (2010)《文明的衝突與世界秩序的重建》，北京：新華出版社。(香港公共圖書館索書號：712.8 0583)

翟敏娟 (2011)《認識全球化》，香港：匯智出版社。(香港公共圖書館索書號：552.1 1784)

趙永佳 (2013)《全球化 360》，香港：明窗出版社。(香港公共圖書館索書號：552.1 4932)

聯合國教科文組織及世界文化與發展委員會著，張玉國譯 (2006)《文化多樣性與人類全面發展—世界文化與發展委員會報告》，廣州：廣東人民出版社。(香港公共圖書館索書號：541.2 0224)

劉必榮 (2014)《國際觀的第一書：看世界的方法》，台北：先覺出版社。

劉礎慊 (2007)《全球化多面體—我們如何面對》，香港：新城文化服務有限公司。
(香港公共圖書館索書號：552.1 7219)

羅金義等 (2010)《全球議題 72 詞》，香港：匯智出版社。(香港公共圖書館索書號：578.18 8106)

戴維·赫爾德 (David Held) 等主編、王生才譯 (2007)《全球化理論—研究路徑與理論論爭》，北京：社會科學文獻出版社。

B. Relevant resources on the Web-based Resource Platform for Liberal Studies

1. Teaching Packages

- 全球化浪潮下的非政府組織
- 全球文化的再思：文化的共融與排斥
- 「誰是全球化下的贏家與輸家？」----從韓農的反世貿抗議看全球農民問題
- The impact of globalization - A case study of the garment industry

2. Publicised Resources

- 教育局通識教育組（2011）《改革開放後的中國與全球化的發展》

3. Resource Sheets

- 跨國企業在發展中國家的發展：麥當勞及星巴克在越南開業
- 「血汗工廠」的探討：孟加拉服裝廠房倒塌
- 外來文化與本土文化的互動：麥當勞售賣米飯產品

4. Exemplars of Internal Assessment

Data-response Questions	Extended-response Questions
● Foxconn	● Hong Kong's Competitiveness
● The 10th Anniversary of China's entry into the WTO	● Anime Diplomacy
● Fast Food Culture	● Products made in China
	● Sweatshops
	● Smartphones and Globalization
	● Multinational Corporation
	● McDonald's Culture
	● Peacekeeping and Chinese Participation
	● "Slow Movement" Campaign
	● State of Affairs in Somalia

5. Learning Objects

- 冰桶挑戰
- 韓國流行文化對亞洲地區的影響
- 馬爾代夫旅遊業
- 杭州靈隱寺附近開設星巴克咖啡店惹爭議
- 資訊科技發展與全球化
- Burberry 關閉英國廠房引發示威浪潮
- 部分以外判制度生產的品牌衣服例子
- 從世界盃指定用球的製作看全球化
- 香港電台《點擊全球化--足球企業》
- 西風東漸的情人節
- 印度公司在美國開熱線中心
- 北京故宮星巴克咖啡店關閉

6. Professional Development Programmes : Knowledge Enrichment Series

- 趙永佳教授：「全球化正、反、合：十年教學之回首與分享」
- 吳自淇先生、莊偉茵小姐：「航空業面面觀：連接香港與全球的門戶」
- 陳和順博士「從多角度反思 反全球化運動」
- 葉富強教授、陳和順博士：「公平貿易、全球化與全球貿易中的不公平問題」
- 朱耀偉教授：「愛恨地球村：透視全球化現象」
- 沈旭暉教授：「區域安全與全球政治：以新現實主義與北韓為例」
- 麥勁生教授：「後冷戰時代的國際衝突」
- 劉礎謙先生：「全球化對香港經濟及文化的影響」
- 鄺志良教授：「經濟全球化下中國的適應與轉變」
- 陳小珊女士：「全球化時代下的中國電影工業」
- 古緯詩博士：「全球化、知識產權與發展」
- 呂大樂教授：「全球化與旅遊」
- 趙永佳教授：「全球化、體育與不平等」
- 吳偉明教授：「文化及全球化的基本概念入門」

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