

全球研究中心主要课程简介

Food and Culture: Beyond Chopsticks and Forks

As biological organisms, we are what we eat. As social beings, however, we are also how we eat, what we say about what we eat, and what we do to get and dispose of what we eat. This class will produce, gather, cook, eat, dispose of, talk and think about food together using a cross-cultural and experiential approach. We will discuss food as symbol, food production and disposal as social processes, and food practices as the products of and media for relationships.

Through our activities, we will approach the question of how food connects to the daily contradictions of life in 21st Century. Hospitality, food sharing and etiquette create community and identity at the same time that consumption and waste become social markers and boundaries. Why do we prize food that others consider to be unedible? How does food come to symbolize both identity and exclusion? Who prepares and serves what food to whom, when and why? Food production creates increasing order and value but also chaos and pollution. Why and when is food no longer food and what do we do with it? Food is simultaneously one of the oldest and newest products of the human species. What are the effects of new food technologies and practices such as bioengineering and food art? How has the industrialization of food and global flows of food products, services and practices induced the rise of the organic, slow food, and food safety movements? What do our daily eating practices have to do with all of these issues? Take this course and you'll find out. Now that you've had a taste, let's eat!

汕大整合思维 Integrative Thinking-- Shantou University

Shantou University is organizing a university-wide thinking skills program, called "STU Integrative Thinking," in which a foundational core course will be compulsory for each first-year student, starting from the fall term of 2011. This core course aims at laying a solid foundation of thinking skills development for the first-year student. It consists of three thinking components: critical thinking, creative thinking, and systems thinking.

媒体世界和全球化 Media Worlds and Globalization

This course focuses on the relationship between media and globalization. Its aim is to provide students with a critical understanding of the role of media and communications technologies in the complex processes of globalization. The course will highlight the social, cultural and political implications of media's dissemination across the globe especially in relations to issues such as the identity-formation and representation, community and belonging.

We will ask a series of questions about the current social conditions of our historical situation. We live in unprecedented times when the media saturate our lives more than ever

before. Information and Communication Technologies (ICTs) are a daily part of our lives, their beeping and lightening bug presences within our homes and workplaces

and places of leisure are continuous. The world is fast. Faster than before. In short, our experiences of time and place are undergoing a radical realignment. This phenomenology of the digital era is just one of the many themes we will explore in this course with a special focus on globalization of Chinese Media (Film+TV+Internet).

何为同情 The Meaning of Compassion

This course will examine and explore the ideal of compassion as it appears in the world's moral traditions, both religious and secular. In it we will raise and address such questions as:

What part does compassion play in the age-old traditions of Buddhism, Christianity, and ancient Europe? Has the validity of this ethic been challenged? How has compassion been important to traditional moral systems, such as utilitarianism and Kant's ethic? What has been said about compassion by non-religious thinkers in the past century? How might our concern for others be explained from a scientific point of view? What part ought compassion to have in our thinking about human criminal behavior, and more generally in regard to moral issues that confront us globally in today's world? What part should it play, and how might it find expression, in the everyday lives of young citizens of China and elsewhere?

The principal requirements for this course will be one extended essay exam, one classroom presentation (individual or shared), and general attendance and class participation throughout the term. The course will employ brief readings and video sources from a wide range of material, both classical and contemporary.

比较文化学入门：灰姑娘在美国、日本和中国 Cinderella in America, Japan, and China: Introduction to Comparative Culture Studies

进行比较可以说是认识事物的一种基本方法。在对某一事物与其他事物的异同所作的不断的比较之中，我们对这一事物的认识得以不断地增进。通过比较文化学的学习，我们可将这种在日常之中多在下意识的瞬间完成的比较提高到对于不同文化的自觉探讨。我们将以世界最广为流传的民间故事‘灰姑娘’为例，从这一跨阶级的爱情故事在不同时空里产生的多种版本中探讨在不同的文化及不同的时代有关阶级与社会性别等问题的认识。值得一提的是，作为当今的比较研究，我们不能停留在仅对各种版本的异同进行比较和综合，我们的主旨也不是把这些异同作为根据对其相应的文化进行区别，而是要在比较之中看到这些文化现象间的联系，从而进一步找出并反思不同文化——包括我们自身——习以为常的认识模式和思考盲点。

此课程以汉语授课，阅读亦以中文为主；同时为增进对不同语言文化的直接感受，在课堂上也将选择一些较简易的英、日原文内容共同读译。本课程安排的影视与阅读内容可有一定变动。

Global Learning in Japan

本课程旨在将全球研究的理论、相关的研究方法与社会实践相结合，将校内的课堂与国外/境外的现场紧密连接，在国际化的互动中培养学生的跨文化交流能力、多元文化思维和全球视野，以及跨学科研究方法和国际性语言的交流能力。并通过以项目和问

题为导向的团队合作，增强学生的主动学习积极性和协同解决问题的能力。作为双创教育的探索，课程也会安排在境外/国外企业直接考察和实践的机会，使学生能够在具体场景中学习创新创业相关的知识并体验实际运作。

本课程是主要为文学院“全球研究与境外实践创新班”学生设置的《环球学习系列课程》之一的“日本研讨班”。作为《学业指南》中实践课 B 项目的延伸，此课学分可作为创新班同学的实践课学分。

共创思维与共益企业

提升大学生的创新创业意识和能力已经是当今教学的一个重要方面，而“如何创新”和“创什么样的业”则是其中的关键。随着社会的发展，企业运营的目的从单纯的利润最大化转向追求经济、社会、自然环境的平衡统一，这是一个衡量组织或社会成功的新价值标准——从经济、生态和社会意义三方面对组织或社会行为进行综合考虑，让所有利益相关方良好协作、共同创新才能达至真正的共同获益。近两年来在中国刮起的 B—Corp（共益企业）风潮中倡导的平衡利润、环境、人的福利也是这一理念的集中体现。同时，信息化时代，传统的个人创作模式已经难以满足创意产业发展的需要，创意活动为了及时地投入商业运营中，一般情况下都会有时间限制，共创不仅能提升创造过程的效率而且还能给创新者们提供多重交流协商，不同元素整合的机会。本课程旨在为学生提供相应的共创思维能力的培养、协助他们理解共益企业的理念以及参与共益项目的实践训练。

本课程以校企联合的团队教学形式进行。师资来自汕头大学文学院全球研究中心、整合思维项目组、国家级高新技术企业 YITOPIA 团队。

本课程内容包含两部分：共创思维、共益企业。

共创思维部分：主要是透过互动的教学方法向同学们介绍不同的思维模式和技巧，帮助同学们提高创新思维，旨在协助学生发展一种创新的习惯力。该部分强调体验性和实验性两方面，利用游戏、案例分析、技巧阐述和小组比赛等作为教学工具，鼓励同学们更加主动地参与到课程中，这令学习过程更具启发性和立体化。

共益企业部分：YITOPIA 团队成员将向学生介绍关于共益企业、商业向善等概念及案例，并通过强调参与和实践的互动工作坊的方式，让学生在 YITOPIA 团队成员的引导之下，参与到相关属性项目的实践之中。YITOPIA 将自身的系统思维和方法论，融入到项目命题定义分析、跨团队协作、小型方案落地等模块中，让学生在实践中消化与学习。

本课程教学语言为中文，主要使用中文教材，亦会用到英文参考资料。

电影理论 Film Theory

The Film Theory course (3hrs/3 credits) is a pilot course and will be offered as a CGS GE course. This course will be offered again later as part of the newly established joint Film Studies Program (CLA/CGS-J-School) starting with the Academic Year 2019-2020 Spring semester as a 2 credits/2hrs course. This course will teach students to engage critically with the essential moments and ideas of film theory as it has developed over the last 100 years. Students will learn to practically apply their understanding of these concepts and contexts to specific theoretical texts and films. The course provides a historical overview of some of the major developments in film thinking from its earliest manifestations in the 1910s and 1920s

through to the present time. In each case, students learn to contextualise the key theories in relation to the intellectual history and cultural ambience of the moment in which they appeared and in relation to films made at that time.

Global Cinema(s)

Global Cinema focuses on fostering global awareness and knowledge of cultures, both Western and non-Western, by utilizing films, from their countries of origin, to provide an artistic representation through cinema into these cultures. Many of the movies will be subtitled in English, and some of the films might even have Chinese subtitles. Films may be narrative, experimental, propaganda, and/or documentary and will be explored in a domestic, international, historical, and/or contemporary context. In this course we will survey the breadth of cinema around the globe, giving you an introduction to a range of international films, movements, and traditions. We will be viewing, discussing, and writing about a number of films. We will contextualize these films in our reading and discussing their political, economic, and social backgrounds. In addition to in-class discussions, we will continue to speak to one another outside of class via online postings. Finally, each student will have the opportunity to write a short (7-10 page) paper on a topic of her or his choice dealing with some aspect of global cinema. This strategy allows us to engage the literature not just as critical readers, but also as critical writers.

The Contemporary World

This course examines the world from 1900 to present. It uses contemporary music, art, poetry, and other media to examine global the decline of global empires trends during these eras.

推理的原则 Principles of Reasoning

Logic (Greek logos, meaning truth, reason, or principle) is the branch of philosophy that examines the structure of reasoning. This course serves as an introduction to contemporary formal logic, and it will acquaint you in some detail with propositional logic, the system that uses propositions (roughly, and for our purposes, complete declarative sentences) as its basic units of expression.

Formal logic examines what is sometimes called the depth structure of deductive reason. The examples in this text have been drawn from material that ranges from the comic strip and the sports page to treatises of history, science, and philosophy itself. It will require (1) the construction of formal proof, according to the rules and strategies provided in the text, and (2) the translation of conventional English discourse and argument into the language of symbols.

价值观念与人类行为 Values and Human Behavior

This course deals mainly with issues in ethics, or moral philosophy. Ethics, like most disciplines within philosophy, takes its name from the Greek language. The ethos of a people was its general and shared way of conduct – its sense of what is virtuous, or not, in human character; its rules and customs; its ways of interaction; in short, its mutual expectations of one another. Ethics today is defined as the branch of philosophy that concerns the moral element in human experience. Questions that arise within its domain include ones like, What is the difference, in principle, between good and bad conduct? What qualities of character are worth developing? Am I truly responsible for my actions, or are they merely the result of natural forces that govern the world as a whole? What should we infer from the varying moral codes of different cultures?

世界宗教巡礼 Survey of World Religions

The main text will be Huston Smith's classic *The World's Religions*, which provides an excellent account of the spirit and substance of the world's major spiritual traditions. Included in the reading will be Eugen Herrigel's *Zen in the Art of Archery*, John Hick's *God Has Many Names*, and a few short selections from Swami Prabhavananda's *The Spiritual Heritage of India*.

American Business History

This course uses the case study method to study American businesses. The case study method simulates business meetings and business instruction in the United States. Students argue what action businesses should take in a particular situation. In this class, students will first learn about about themes in American history, American business history, and economic theories. The purpose of this section is to give students tools to participate in a case study discussion of American businesses. Often, each case study will highlight a trend in American history and American business history. For example, the first case, the Union Pacific Railroad, deals with the outcome of the United States government financing the creation of a transcontinental railroad. Other cases will discuss monopolies, scientific management, race and ethnicity in business, ethics, business climates, labor relations, intellectual property, research and development, and the origins of the Great Recession. Finally, students will develop their own marketing presentation of a perfume to be sold in the United States in 1960.

价值与当代社会 Values and Contemporary World

当代社会的一个特点是任何事物都要论证其价值，也就是其合理性。对当代社会而言，最大的价值合理性问题是社会和国家的价值的合理性论证。本课程旨在考察西方近现代哲学家对此问题的探索，从而锻炼学生对当代东西方国家社会问题的分析和思考能力。由于当代西方国家是自由民主国家，这种制度安排在历史上得到论证，因此本课程主要考察西方自由主义如何论证个人与国家的关系。本课程探讨的问题包括国家产生和存在的理由，国家权力与个人自由，如何限制国家权力，民主的含义，作为民主两大要素的自由和平等，自由与平等的冲突，什么样的社会是正义的社会等。

贫困与全球秩序 Poverty and Global Order

托马斯·博格 (Thomas Pogge) 是当代全球正义研究方面的代表人物，他的理论关注的重点是全球经济正义，探讨的核心问题是当代全球经济体制和秩序是否符合正义原则，更具体地讲，就是当代西方经济发达国家对落后国家的贫困和人权得不到保障的状况是否负有道德责任。本门课程探索博格是如何建构其全球正义理论的，包含三方面的内容：从哲学层面上对全球正义的理解（包括如何界定正义、如何理解人权等）、由发达国家所主导的全球秩序是否有悖于正义以及关于如何改革现存国际秩序使之符合（接近）全球正义的提案。通过本门课程的学习，可以帮助学生形成对正义的理解，启发学生从全球正义的角度理解全球秩序，分析国际事务。

全球化人类学 Anthropology of Globalization

This course is a survey of basic issues and concepts, and contemporary research in the anthropology of globalization. The global is not a given—it is made through intense and highly unequal exchanges. This course mainly examines cultural processes that accompany these exchanges. What is the effect of Globalization on cultures? Is it true that American Culture has a hegemonic effect on world cultures? How do ‘the local’ and ‘the global’ affect each other? This course aims at answering these and other questions by examining globalization in all its diverse forms of world-wide interconnections and diverse flows (people, capital, labour, media, ideas) from an anthropological point-of-view. We will study these interconnections and flows by focusing on cultures and societies both at the local and global level. A film series accompanies the course.

环球实践学习：德国课程 Global Learning in Germany

本课程旨在将全球研究的理论、相关的研究方法与社会实践相结合，将校内的课堂与国外/境外的现场紧密连接，在国际化的互动中培养学生的跨文化交流能力、多元文化思维和全球视野，以及跨学科研究方法和国际性语言的交流能力。

本课程是主要为文学院“全球研究与境外实践创新班”学生设置的《环球学习系列课程》之二的“德国研讨班”。作为《学业指南》中实践课 B 项目的延伸，此课学分可作为创新班同学的实践课学分。

第二次世界大战 World WarII

This course deals with the global origins and impact of the Second World War. It is not an American history class. This course addresses the increasingly industrial world and the declining political power of European nations. In discussing the origins of the war, it focuses on the impact of the First World War and the global depression of the 1930s as touchstones for greater conflict. The course surveys the rise of totalitarian nations in Germany, Italy, and the Soviet Union. Since it is a military history subject, the course pays particular attention to the military capacities of all belligerent nations. The course also addresses the cultural background of the war, including such topics as modern philosophy, pacifism, anti-Semitism,

Japanese militarism, and Social Darwinism.

The course addresses the impact of a Second World War, including conflicts between Japan and China, the rise of Adolf Hitler and German rearmament, the increasingly closer ties between the totalitarian nations, the rise of the blitzkrieg tactic, the increasing importance of air power, the early successes of Nazi Germany, the “phony war,” the Nazi-Soviet Alliance, the Fall of France, and the decision of Nazi Germany to turn on its Soviet ally. The course presents the isolationist debate in the United States in international context.

美国梦与中国梦（中英双语） The American Dream and the Chinese Dream (in Bilingual Format)

The American Dream has functioned as a powerful cultural narrative for individuals to envision a better future, for Hollywood to sell more of its products, as well as for the U.S. government to spread its ideology to the world. Whether enthusiastically acclaimed or fiercely criticized, the American Dream represents the founding ideology of the United States, manifests different aspects of the nation's social and cultural landscape, and remains appealing to its believers all over the world. If in the past centuries the Dream mostly attracted people to go to America for their opportunities of success, in recent decades more frequent transnational flow has not only made America and the American Dream more accessible to Chinese, but also brought people from other parts of the world to China to explore their dreams.

Tracing the Dream narratives in media and in our own university communities, we will examine how the old Dream is renewed locally in China (as ideology and in rhetoric) both for the local Chinese residents and people from abroad, and how a new Chinese Dream is currently under construction by various forces for various purposes.

全球视野与多元文化能力的理论与实践（双语） Global Perspectives and Multicultural Competence: Theories and Practices (Bilingual)

In a more and more globalized era, how do we view globalization and act accordingly? How do we communicate and collaborate in our multicultural and interconnected world? To critically explore and actively respond to these questions and challenges, this course aims to cultivate in students Global Perspectives and Multicultural Competence through related theories and concepts as well as on-site practices.

Starting from questions such as Who I am, Who We are, and so on, class members will exchange and compare their views and become aware of one's own cultural background, biases, and cultural assumptions. The class will also examine together the distinction and connection among the Personal, Local, and Global Perspectives, and therefore to see how these perspectives can reveal different problems and possibilities, and especially their global connections. and how we can approach the problems with innovative ideas and solutions.

The course is designed to be conducted in a Blended Learning mode, which combines in-class and outside-class, online and offline learning with conventional and multi-media/digital resources. Classes are organized in seminar style including short interactive multi-media lectures, small group and class level discussions, and individual or small group multi-media presentations, etc. Outside-the-classroom learning includes reading

assignment, internet-based research, online forum discussion, reflective essay, and other homework assignments. Students will also have practical learning opportunities to participate in organizing international conventions.