

Lecture Note

Course Title: ICS 1102 Man and Global Society

Credits: 3(3-0-6)

Lecturer: Aj Siripen Yiamjanya

Week 1

Unit 1: Introduction to Man and Global Society Course

Topic

1. Introduction to Man and Global Society
2. Evolution of global society
3. Globalization's meaning and concept in the modern context
4. Introduction to impacts of globalization

Objectives

After the completion of this unit, students should be able to:

1. Summarize the idea of man and global society study.
2. Explain the relationship between human and society in both positive and negative aspects.
3. Define a global society.
4. Define globalization and explain what caused the globalization.
5. State positive and negative impacts of the globalization.

1. What is Man and Global Society about?

- Man refers to humanity of this world. Every human in every society has unique social and cultural construction.
- Global society means a virtually single world that has been processed by the globalization.

What is global society?

Global society refers to all- human society, which exists on our planet from the beginnings of humanity in the form of many local societies and communities, national states etc. In other words, global society is in the form of different groups of people.

The term “*global*” can also give an idea of the word “*Globalization*”, whose meaning tends to be a transferring of the knowledge from local to global.

Now, according to these two definitions, a “*Global Society*” is “a society in which the people of the whole world are unified into a single society”. Human being cannot live alone or without communicating with other things whether they are other humans, machines or animals. This means that humans are social by nature.

2. Evolution of global society

There were similar concepts of global society known since the ancient times. The example is an idea of cosmopolitan (which means citizen of the world - that is of ‘cosmopolia’ or global society; society of the world in the ancient Greek language).

The significant factor that makes the world become the global society or the seeming single society is the emergence and development of information and communication technology in the modern world, which has driven the globalization. Different parts of the world become as part of the globalization process.

3. Globalization’s meaning and concept in the modern context

Globalization is the new catchword in the world economy that dominates the globe since the 19th of the last century. Globalization is mainly a socio-economic term which is nowadays synonymous with the economic development of a country.

The simple definition of globalization is that it is “*a continuous process through which different societies, economies, traditions and culture integrate with each other on a global scale through the means of communication and interchange of ideas*”.

Another simple explanation of the globalization is the fact that *we communicate and share each other's cultures through travel and trade, transporting products around the world in hours or days. We are in a huge global economy where something that happens in one area can have knock on effects worldwide. This process is called globalization.*

The globalization has resulted in the following:

- Increased international trade
- A company operating in more than one country
- Greater dependence on the global economy
- Freer movement of capital, goods and services
- Recognition of companies such as McDonalds and Starbucks in lesser economically developed country (LEDCs)

Main factors that have caused the globalization





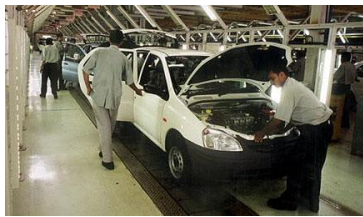
Back to the past, the globalization was started by the following happenings:

- The plan by the world leaders to break down the borders for fostering trade relations between nations after the World War II.
- Major countries like India, Sri Lanka, Indonesia and some countries in South America gained independence. As a result, these countries started having their own economic systems and made established trade relations with the rest of the world.
- The establishment of the United Nations Organization (UN) was also a major factor of the happening of globalization.
- The establishment of the World Trade Organization which led to the growth of a uniform platform to settle trade and commercial discussions. According to economic surveys, the world exports improved significantly from 8.5% to around 16.2% due to the happening of globalization.

In the modern world, the globalization has still been evolved. Thus, there are several key factors which have influenced the process of globalization:

- Improvements in transportation - larger cargo ships mean that the cost of transporting goods between countries has decreased. Economies of scale mean the cost per item can reduce when operating on a larger scale. Transport improvements also mean that goods and people can travel more quickly.
- Freedom of trade - organizations like the World Trade Organisation (WTO) promote free trade between countries, which help to remove barriers between countries.

- Improvements of communications - the internet and mobile technology has allowed greater communication between people in different countries.
- Labor availability and skills - countries such as India have lower labor costs (about a third of labor cost of the UK) and also high skill levels. Labor intensive industries such as clothing can take advantage of cheaper labor costs and reduced legal restrictions in LEDCs. (see the movie “*The Outsource*”)
- Transnational corporations - Globalization has resulted in many businesses setting up or buying operations in other countries. When a foreign company invests in a country, perhaps by building a factory or a shop, this is called *inward investment*. Companies that operate in several countries are called multinational corporations (MNCs) or transnational corporations (TNCs). The US fast-food chain *McDonald's* is a large MNC - it has nearly 30,000 restaurants in 119 countries. Examples of multinational corporations are:

| | | |
|---|--|---|
|  |  |  |
| A Shell filling station | A McDonald's restaurant in Shanghai, China | Coca Cola billboard above a store in Kabul |
|  |  | |
| Niketown store in Chicago | Production line in a Ford factory, India | |

4. Introduction to impacts of globalization

As mentioned, the globalization process has very much affected on the global economy and trading, for example:

- Promotion of increased competition, free commerce and trade (more investment and capital flows) due to an abolition of various double taxes, tariffs, and capital controls.
- Reduction of transport cost and development of infrastructure
- Creation of global corporations which create more employment
- Spread of technical know-how (technological transfer), as all the innovations that happen in the western world also come into developing countries due to globalization. The spread of know-how can also be expanded to include economic and political knowledge, which too has spread far and wide. This effect has benefits in many areas of societies in less developed and developing countries such as more wellbeing and quality or standard of living.

Globalization also has its effect on socio- cultural terms.

The “*spread of culture*”- The world that we live in today is a result of several cultures coming together. People of one culture tend to see the flaws in their culture and pick up values that are more correct or in tune with the times. Societies have become larger as they have welcomed people of other civilizations and backgrounds and created a whole new culture of their own. Examples of cultural spread include cooking styles, languages and customs, movies, musical styles and other art forms. These have moved from one country to another, which leaves an impression on a culture which has adopted them.

The “*spread of education*”- One of the most powerful effects of globalization is the spread of education. Today, you can move in the search of the best educational facilities in the world, without any hindrance. A person living in U.S. can go to another continent for a new experience which he may not find in his home country. If one is interested, one can even get a specialization in subjects that are different from what are in his country and then spread that knowledge to the home country. Education can also promote social mobility of a person as well.

It can be concluded that the globalization has brought the world a lot closer in terms of economic cooperation and trade, socio-culture and technology.

It seems that the globalization benefits less developed or developing countries to be more prosperous. However, the globalization has also become a tool for developed countries to gain an upper hand over developing country. In other words, developed countries seem to control over less developed or developing countries within the process of globalization. But actually, both sides have been affected from the globalization. People in developed countries also have lost their livelihood because of outsourcing (outsourcing in less developed/ developing countries where labor cost is lower), and people in developing countries are also facing poor working conditions and terrible compensation. This is a reality of globalization that is happening today.

The challenges of globalization

While allowing many advantages to the developing societies, the globalization has also thrown open varied challenges which require the world to give its future concerns.

- Inequality across and within different nations
- Instability or unpredictability in financial market
- Worsening environmental situation
- Social insecurity
- Displacement and alienation

Questioning Issue

The question is how to manage the world with diversity. As the world is very much globalized, how to sustain each national and indigenous culture, reduce social tensions and conflicts and still promote technological knowledge and innovation transfers for better living around the world.

Learning Activities and Medias

1. Lecturer explains the course.
2. Students do pretest and KWL.
3. Students discuss on the definition of globalization and effects.
4. Summarizing the lecture.
5. Students watch a VDO “Home”, a stunning visual portrayal of earth (or relevant). Then, they are assigned to summarize in paper what they understand about the story and submit in the class.

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Week 2

Unit 2: Civilization and Westernization

Topic

1. The concept of civilization
2. The concept of westernization
3. Roles and impacts of westernization to the world society

Objectives

After the completion of this unit, students should be able to:

1. Explain the concept of civilization.
2. Explain the concept of westernization.
3. Recall roles and impacts of westernization to the world society.
4. Generalize the idea of civilization after watching the related VDO.
5. Define “American Dreams”.

1. The concept of civilization

Human civilization is part of world history of human development. The documents stated that human was developed from the era of *Savagery*, *Barbarism*, to *Civilization* (Edward Mcnall Burns “*Western Civilizations*”, 1963). The world human society has developed both in physical, and social and cultural aspects. Long time ago when we call human as “*prehistoric human*”, the human during that era was not erected yet. It was until they learned through time how to erect themselves, stand and walk. Human has also developed their learning ability (using brain) by the changing environment, until their adaptation becomes called “*culture*”. Human develops their culture through their social gather and communication (*from only signs and pictures to oral to written communication*), settlement (*from roaming from place to place, to building living places with simple materials with temporary style to complicated one*), and ways to earn living (*from hunting to cultivation and ways to earn living as nowadays*). And it is today that human society can be classified into *rural* and *urban* living (Alice Magenis and John Conrad Appel, “*History of the World*”, 1963).

In the modern day, civilization is an outcome of strong culture and religion of the society. Strong cultural and religious growth play important role for a strong society, gives strong identity to one society which initiates other small societies to join or bigger population of same society who follow their ideology. Thus a large and strong and large society is established. So, cultural and religious growth of the society in one era is civilization.

The classical context, civilization primarily refers to the material and instrumental side of human cultures that are complex in terms of technology, science, and division of labor. Such civilizations are generally urbanized. This definition can be seen from the world’s ancient and lost civilization, for example the Roman Empire, Persian Empire.

In term of society and culture, in a classical context, people were called: “civilized” to set them apart from “Barbarian” people (The Barbarians- those who were perceived the “uncivilized”)., while in a modern-day context, “civilized peoples” have been contrasted with “primitive” peoples.

Civilization also refers to the society with developed writing language such as the Sumerian.

Nowadays, the word civilization has been used in a less strict way. So the meaning of civilization becomes the same thing as “CULTURE” that defines a particular human society that has a certain level of advancement-especially the founding of cities.

The level of advancement of a civilization

The level of advancement of a civilization is often measured by its progress in agriculture, long-distance trade, occupational specialization, and urbanism. Moreover, to define a level of advancement of civilization for a society, some elements will be used such as a developed

transportation system, writing, standardized measurement, currency, legal, arts and architectural, mathematical, scientific and political systems.

Civilization and cultural identity

“Civilization” can also refer to the culture of a complex society. It’s not only having a society. Although every society has specific set of ideas and customs, and a certain set of manufactures and arts that make it unique, civilizations tend to develop more complex cultures, including literature, professional art, architecture, organized religion, and complex customs associated with the elite. This relates to the social class concept where the upper class having a more complicated culture will influence the cultures of the lower classes. Moreover, the society with stronger cultural identity will spread to and merge with another weaker culture, in which the most population of the weaker culture accepting its ideology.

For example Chinese civilization and its influence on nearby civilizations such as Korea, Japan and Vietnam

Measurement of the strength of the civilization

Measurement of the strength of the civilization is based on **quality of life**: behavior, art, ritual practices, faith, language, food habits, intelligence and economy, etc. And here, if the civilization is measured by the quality of life, it needs to look into the different parts of the world.

2. The concept of westernization

The world nowadays has been influenced by the west in many areas such as education, politics (democracy and constitution), ways of thinking, ways of living, sciences and technology, business and trades, music, clothing, cars, and etc. We call this “Westernization”.

Westernization is often regarded as a part of the ongoing process of globalization.

3. Roles and impacts of westernization to the world society

The process of westernization makes the world less unique. The western culture is introduced to many parts of the world. The western life concept is introduced such as the American Dream concept:

The four dreams of consumerism

- **The “Dream of Abundance”**, offers prosperity of material goods to all Americans, making them proud to be the richest society on earth.
- **The “Dream of a Democracy of Goods”**, whereby everyone had access to the same products regardless of race, gender, ethnicity, or class, thereby challenging the aristocratic

norms of the rest of the world whereby only the rich or well-connected are granted access to luxury.

- **The “Dream of Freedom of Choice”** expands variety of good that allowed people to fashion their own particular life style.
- **The “Dream of Novelty”**, ever-changing fashions, new models, and unexpected new products broadened the consumer experience in terms of purchasing skills and awareness of the market, and challenged the conservatism of traditional society and culture, and even politics

From the 4 dreams above, many parts of the world are shifting from the concept of pastoral and simple living to the concept of materialism and consumerism. The 4 dreams above also stimulate social mobilization as people have more choices. However, one issue is that in fact there still is inequality in this world society.

Learning Activities and Medias

1. Group Presentation: Students are assigned in group to present “the world’s civilization”. (*Presentation in next class*)
2. Lecturer summarizes the concept of civilization.
3. Students are recommended to explore more on the four dreams of consumerism and have discussion next time.

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Week 3

Student Presentation on civilization

**#Group Presentation: Students are assigned in group to present
“the world’s civilization”**

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Week 4

Unit 3: Humans and Environments

Topic

1. Relationship between nature and humans
2. Cultural landscape
3. Invasion of humanity to natural environment

Objectives

After the completion of this unit, students should be able to:

1. Explain the relationship between human and environment, both passive and active approaches.
2. Explain how nature can be transformed by culture groups.
3. Explain what cultural landscape is and its importance to human.
4. Identify how human create sense of places.
5. Explain in what way humanity has invaded to the natural environment.
6. Define the word “urbanization.
7. Explain the drives or factors of urbanization process.

1. Relationship between Nature and Humans

What is “Environment”?

Environment is everything around us. It can be natural- made or man- made. It can be living thing or not. It can be tangible and intangible. Finally, it can be good or bad to human living.

Characteristics of environment

1. Each environment has unique character and can be categorized easily whether it is created by nature or human.
2. Environment never exists alone. It always exists because of the existence of other environment.
3. Environment is created under diversity and it is called “Ecosystem” which composes of diverse environment. Each environment has its own duty (ecosystem service) and every environment could not survive without the existence of other environment in the ecosystem.
4. The relationship between each environment in the ecosystem is a chain and in dynamic. One environmental impact affects another.
5. Each environment has different level of capacity and fragility.
6. Environment changes under time factor and changes can be contemporary or permanent.

Environment is not only nature. However, if we consider environment as nature, we as human has life- long relationship with nature. This is especially seen mostly in rural or pastoral environment.

Ideology of relationship between environment and human

(1.1) Passive Approach

This ideology considers nature as being superior over human. It is nature that creates availability of resources, human physical and mental characteristics, human settlement, transportation, communication, occupation, social pattern, values, beliefs, culture and other behaviors. *This ideology relates to the idea of “natural landscape”.*

What is natural landscape?

A natural landscape is a landscape that is unaffected by human activity. A natural landscape remains intact or integral when all living and nonliving elements are free to move and change. A natural landscape may contain either the living or nonliving or both.



Normally, natural landscape is a place under the current control of natural forces and free of the control of people for an extended period of time.

The passive- approach relationship between environment and human emphasizes on the fact that human living under the force of nature and the living is integrated with natural flow, not trying to live against it.

However, this doesn't mean human lives without building anything. Contrarily, human plays an important role in determining the appearance of landscapes and their functioning. *This means that a landscape should not be viewed separate from the human population within it. This is a new ideology of landscape ecology where human roles are stressed.*



Human views the landscape differently, depending on how they feel and interpret landscape. Individuals usually have their own perceptions of landscapes, and ideas of what they are, relating to their own experiences.

(1.2) Active Approach

This ideology discusses that human is intelligent creature which has learned to adapt to survive. Therefore, once human faces problems such as population increase or natural disasters, they will attempt to find various solutions to those problems. We have known that in the history, the world human had created innovations and tools, and technology which could help them bring more benefits from nature or prevent them from dangers of natural disasters. Moreover, humans have learned to adapt their environment (landscape) to suit their living, and the level of adaptation keeps changing through time. This is what we call "active approach of human and environment (nature) relationship". *This ideology relates to the idea of "cultural landscape"*.

2. Cultural Landscape

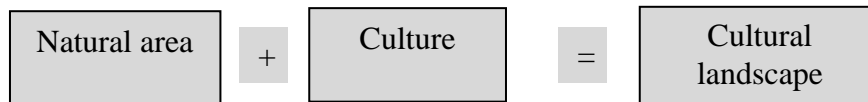
What is cultural landscape?

Cultural landscape is developed from natural landscape, by a culture group.

Culture is the AGENT.

The natural area is the MEDIUM.

The cultural landscape is the RESULT.



A culture group has action on a specific territory by doing various activities. Human activities include how people have changed and shaped the environment to the buildings, signs, fences and statues that people erect. *Cultural landscape reflects the values, norms, and aesthetics of a culture.*

Definition

Cultural landscape is therefore a complex reality that is integrated by natural and cultural, tangible and intangible components. This combination makes up itself in order to identify character of each landscape. Therefore, the concept of cultural landscape must be approached from different perspectives.

Cultural landscape tells us the development through time of human settlement and society under the influences, physical limitation or opportunities of nature and environment, social situations and economic. Cultural landscape therefore also means the diversity that is a result of the relationship between human and natural environment.

Cultural landscape usually reflects the mechanism of how to use land with sustainability and concerning individual characteristics of the land such as the carrying capacity, belief and spiritual attachment of people who live on the land. Using land this way is to protect cultural landscape of each land (environment) and finally it protects the ecological diversity of that particular area or environment.

Cultural landscape classification:

- Urban landscape (cityscape / townscape)
- Rural landscape
- Archaeological landscape
- Industrial landscape

In conclusion, cultural landscape can be summarized into the following aspects:

- Cultural landscapes provide a sense of place and identity. They map the human relationship with the land over time and they are part of human's national heritage and each of human lives.
- Cultural landscapes are sites associated with a significant event, activity, person or group of people.
- Cultural landscapes can be grand estates, farmlands, public garden and parks, college campuses, cemeteries, scenic highways, and industrial sites.
- Cultural landscapes are works of art, narratives of cultures, and expressions of regional identity.

The importance of cultural landscape

Cultural landscape can tell us humans' origins and development as well as humans' evolving relationship with the natural world. They provide scenic, economic, ecological, social, recreational, and educational opportunities that help communities to better understand themselves.

Sometimes humans are too active and even aggressive with the natural world, attempting to make use of nature without concerning about negative impacts and unbalanced environment that may happen. With inappropriate planning and short-sighted vision of development, many unexpected phenomena and natural disasters happen as we have seen nowadays.

Different culture and religious beliefs is part of making the human viewing nature differently and the beliefs in the forces of nature as well. There are some examples.

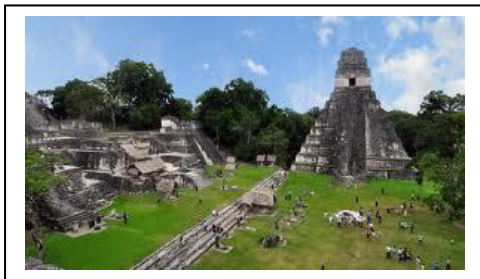
- For example, the Christians believe that the first humans were created in the image of God (*imago Dei*). This derives from Genesis 1:26-27, which declares:

Then God said, *“Let us make man in our image, in our likeness, and let them rule over the fish of the sea and the birds of the air, over the livestock, over all the earth, and over all the creatures that move along the ground.”* So God created man in his own image, in the image of God he created him; male and female he created them.

This belief was later interpreted that human has the right to use natural resources as much as the God could; nature exists for human use; and human views that human is the center (anthropocentrism)

- Another belief, the belief of the Mayans: they believed that human body has animal parts and animal body has those of human. *This means that every human has animal soul.* This belief is called “shamanism”- *the powerful psychological and spiritual process for re-creating the cosmos and turning death into life in all the dimensions of Reality--was the driving force behind every aspect of ancient Maya life.* (Gillette 1997: 117) The Mayan believed that every “authentic” human being was a shaman- creator and built his/ her resurrected bodies through self- sacrifice and deprivation. Combined with this was the

notion of animal- self that was linked to an individual's existence. These ideas allowed the Mayan to become a divine, supernatural being that was often represented as having animal qualities such as fangs, wings, beaks or snouts. Religions based in shamanism share the fundamental belief that the shaman can transform himself into another self. Usually, that self is some kind of animal spirit, and the animal that was chosen is from among the dominate predators of the region. The Maya elite routinely associated themselves with jaguars, snakes, and crocodiles. These animals, dangerous in their nature, served to raise the status of those associated with them. Likewise, in Europe, shamans associated themselves with the wolf.



Mayan calendar



Mayan art

- Another example is about the Pagagayo (ປາກະລຽງ) of Karen Tribe. The tribe believes in animism or belief in spirits and usually the spirits in nature such as tree (sacred tree). The Karen believes that every tree has the spirit and every Karen has a tree to take care as part of individual's life spirit. Therefore, the Karen will not do harm to their trees as doing harm with the trees mean doing harm to themselves.



From the above, we can see that different tribes which lived very close with nature would attach their lives and even life after death, with nature.

3. Human Invasion of Natural Environment

Human invasion of natural environment has been caused by many factors as follows:

- ***Increase of the world population***

This causes environmental degradation when the lands are excessively used without negative impact concern. It is the fact that an increase of population will lead to the invasion of human into natural lands (natural landscape) for human residential settlement. The development of the invasion can be fast or slow depending on various social factors. Finally, a natural landscape will be developed as a cultural landscape. Too excessive changes (without good planning) of the natural landscape can lead to natural environment degradation and disasters.

- ***Urbanization***

Change of rural lifestyle to urban lifestyle. This implies that it is a change of agricultural society to city society, through the process called “urbanization”. Urbanization is defined as the process of shifting from a rural to an urban society, and involves an increase in the number of people in urban areas during a particular year. Urbanization is the outcome of social, economic and political developments that lead to urban concentration and growth of large cities, changes in land use and transformation from rural to metropolitan pattern of organization and governance.

Urbanization is the driving force for modernization, economic growth and development. However, the process of urbanization (or simply saying “the process of expanding cities) has affected human in many ways such as human health, livelihoods and the environment. Rapid urbanization can change demographic trends for employment, food security, water supply, shelter and sanitation, especially the disposal of wastes.

How urbanization goes in process?

The factors that define urbanization may include the following, as mostly it is defined in a comparison with a definition of rural area:

- ***Population size:*** actually, population size or number of population is set by various criteria depending on different cities. For example, an urban or city by Denmark means to be the area with more than 200 people, Iceland 300 people, Venezuela and New Zealand 1,000 people, Belgium, India, Ghana and Netherland 5,000 people, U.S.A and Mexico 2,500 people, Greece 10,000 people. However, this criterion is quite weak due to the reason that some cities with a population of more than 2,500 or 10,000 people may not have an urban qualification, while some cities with a population of less than the same number have qualification of being a city.

- *Density*: Mark Jefferson indicated that an area with a density of population of 10,000 per kilometer squares is considered a city, while some other academics indicated the number less than that.
- *History*: history is also used for indicating an urban, with the principle that a city that has its history as a central area or a city in the past should be considered a city at present.
- *Governmental act*: in U.S.A. or UK, the government is the one who indicates which areas are categorized as cities. In Middle Era of Europe, the areas considered an urban or city could have a right to open market.
- *Availability of tangible or man-made buildings*: this criterion views that an urban is man-made while a rural area is naturally developed. Man-made buildings include streets, roads, highways, buildings, canals and other inventions, and etc. Richard L. Meier explained that buildings and inventions of things have been made by human in a particular area until the area's natural environment is diminished, and instead occupied by man-made environment. However, in rural areas there can be some man-made inventions that are used for agriculture such as machine and storehouse that keep rice and other agricultural crops. Thus, some academic argued that a criterion to be used in defining an urban should be related with population rather than things.
- *Way of life*: way of life means pattern of living and feelings. People who live in urban and rural areas usually have different way of life. Urban people are physically closed (i.e. crowded walking on streets or on public commuting vehicles) yet have no or less emotional attachment and relationship, which is contrary to the way of people living in rural areas; people who live in city usually are living with a hurried pace and their living lies on time string; their neighborhood is not as closed as that of people living in rural areas, for instance.
- *Careers*: urban people usually do not have any job related with nature or agriculture but rather have jobs related with services, trades and industries.
- *Being as trading zones*: areas with trading characteristic gives well a definition of an urban or a city. Friedrich Ratzel defined an urban as a spacious place that human gather permanently and the place is also a place for trading.
- *Being as industrial zones*: for this criterion, the view is that an urban zone is determined by factories. However, an argument is that in some rural areas there are factories as well.
- *Urban area is not a self-contained area*: this means that normally urban or cities cannot produce foods. As agricultural products are produced in rural areas, foods are produced in rural areas (where there are natural resources) and transported into cities. Besides, labors are those who are from rural areas and those who live in rural area.
- *Transportation*: cities are transportation center, especially in the era before automobile development. There is a statement, "all roads lead to Paris". This is because all rail routes to different parts of France must pass Paris. Charles H. Cooley said that development of transport routes also causes urbanization.
- *Traveling*: traveling causes disperse of population.
- *Centralization*: cities are the center of a country, state or region. In a city level, an inner zone usually is a town center. Centers are in different forms, such as main

streets and business districts. However, business zones are not for residential purpose but city people have daily commute to city center for works and business activities, for entertainment like meetings friends for party or shopping. In automobile-dependent countries, business, shopping and entertainment zones can be dispersed outwards.

- *Heterogeneity*: cities have more complexity and diversity than rural areas due to a diversity of population.

The urbanization processes are largely driven by market forces and government policies. These factors lead to simultaneous processes of change in livelihoods, land use, health and natural resources management including water, soil and forests and often reactive changes in local governance.

It is usually seen that government development policies and budget allocations often favor urban residents over rural or countryside areas and tend to pull people into the urban areas. When we talk about public investment, it is usually seen that the investment regards less on the poor who live in the urban/ city, but more expenditures is considered for the higher-income classes. That's why we often see there are many slum and squatter settlements in urban areas. However, there still is a relationship between urban and rural areas in that people living in urban area still need food produces from rural areas or countryside. This is because rural area is the agricultural- based society that has land and natural resources. The produces here refer to rice, vegetables, fruits, dairy products, meats, etc. The larger increase of urban population is, the larger agricultural production in rural area will be. However, nowadays, there is a reduction of agricultural lands. Nowadays, *horticulture** is therefore adapted, because of the fact that there is a shortage of food supplies forced by the increasing population and the reduction of large agricultural lands.

** Horticulture is defined in the strict sense as the science that employs special techniques and methods to cultivate plants, including methods used to properly condition the soil for seed planting or planting tubers.*

Therefore, by this market force, it results in a series of changes in employment, urban agriculture and peri-urban (peri- urban is an immediately adjoining area to an urban area; between the suburbs and the countryside) production systems. Ready market leads to an increase in production of horticultural crops such as vegetables given the high demand and proximity to urban consumers. These factors therefore, act as a great force of urbanization.

Learning Activities and Medias

1. Lecturer introduces this unit.
2. Lecturer gives lecture.
3. Lecturer gives individual assignment to do at home.
 - Students do activity called Landscape “Views”, by individual.
 - Students look at the pictures of different landscapes in Activity Sheet for Unit 3 (you can download from the e- learning). Then, ✓the choice that you think well fits with each picture. Then, explain different perspectives you might have for each landscape. This activity is for homework. They should bring this homework in next class.
 - In next class, students group together and think further what different perspectives people might have for each landscape.
 - **Remark:** The answers can be different (or even totally different) depending on each individual perception but good explanation is needed.

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Week 5

Unit 4: Environmental Changes and Impacts

Topic

1. Environmental impacts and pollution
2. Energy and natural resources crisis
3. Food supply and the global food shortage
4. Human adaptation

Objectives

After the completion of this unit, students should be able to:

1. Address main environmental changes nowadays.
2. Explain impacts of environmental changes to human society.
3. Give opinions on the given issues addressing environmental changes, impacts and human adaptation.

1. Environmental Impacts and Pollution

Last time we learned about the relationship between human and environment, in that there are both active and passive types of relationship. Nowadays we have witnessed and experienced huge use of resources produced by nature, resulting in many problems and disasters in terms of nature and environment. These problems lead to the global crisis. Now, we will look into issues of environmental changes caused by heavy uses of natural resources of human.

Environmental effects range from effects on sensitive species or ecosystems to large scale issues such as *eutrophication* of water bodies and stratospheric ozone depletion.

**Eutrophication* is a result of the global warming phenomenon that greatly affects the ecosystem of water. That is, there is a decrease in the quantity and the number of water sources, which accordingly results in higher level of concentration of Nitrogen and Phosphorous)

As we have known, environmental impacts can usually be seen through the physical pollution as follows:

▪ *Air Pollution*

Air pollution is the contamination of air by smoke and harmful gases. Mostly we know about air pollution caused by oxides of carbon, sulfur, and nitrogen. Some examples of air pollution include the following:

- (1) Fumes of vehicles
- (2) Burning of fossil fuels such as coal, oil or gas
- (3) Harmful off- gassing from things such as paint, plastic production
- (4) Radiation spills or nuclear accidents



Air pollution can impact not only the world worsened environment but also human health and quality of living. Human can have asthma, allergies and other respiratory illnesses from air pollution.

▪ *Water Pollution*

Water pollution is the contamination of bodies of water, such as the body of water of lakes, groundwater, and oceans. The pollution of water can be seen from the following:

- (1) Raw sewage that runs into lake or streams
- (2) Oil that runs into oceans
- (3) Industrial waste spills contaminating groundwater
- (4) Radiation spills or nuclear accidents
- (5) Illegal dumping of substances, or items in bodies of water
- (6) Biological contamination such as bacteria growth



Water pollution can harm life of human, animals, and plants.

▪ *Land Pollution*

Land pollution is the degradation of the Earth's surface that is caused by a misuse of resources and improper disposal of waste. Some examples of land pollution include the following:

- (1) Litter on the sides of the road
- (2) Illegal dumping in natural habitats
- (3) Oil spills that happen inland
- (4) The use of pesticides and other chemicals used in farming
- (5) Damage and debris caused from unsustainable mining and logging practices
- (6) Radiation spills or nuclear accidents



Land pollution has link with other pollution such as water pollution and visual pollution. Moreover, it is the damage to natural habitat of animals, deforestation and damage to natural resources.

4. *Noise Pollution*

Noise pollution is any loud sounds that are either harmful or annoying to humans and animals. Some examples include:

- (1) Airplanes, helicopters and motor vehicles
- (2) Construction or demolition (knocking down, destruction i.e. falling down trees with cutting machines) noise
- (3) Human activities such as sporting events or concerts



Noise pollution mostly affects human in terms of stress and concentration levels as the pollution is disruptive. Moreover, it drives animals away and causes nervousness and decreases human ability to hear, to think or human's productivity.

5. *Thermal Pollution*

Thermal pollution is the increase of temperature that is caused by human activities. By this pollution, water quality is degraded as there is a change in ambient water temperature. Thermal pollution is like these examples:

- (1) Warmer lake water that is happened because the lake is located near industrial manufacturers or power plants (factories); As the factories use cool water as a coolant, so when the coolant is returned to the natural environment as a higher temperature, the change in temperature decreases oxygen supply. This can affect ecosystem composition. Some household activities in urban areas can cause thermal pollution as well.
- (2) Increasing temperatures in areas with lots of concrete or vehicles, mainly in cities.



Even though this type of pollution cannot be seen and many people do not realize that, its impact has done with aquatic life which suffers or dies due to the increased temperature. Moreover, it can cause discomfort to communities that face higher temperatures and can affect life of plants in and around the area.

6. Visual Pollution

Visual pollution is anything that when you see you think they are unattractive or anything that damage your sight (sight = visual) (pollution to your eyes). Mostly it happens with landscapes. This pollution is very subjective as different people do not have the same idea of which is attractive and which is not. This causes the fact that there are many areas that are visually polluted, while people still ignore. Moreover, people may think that that visual pollution does not harm their lives. Some examples of visual pollution are:

- (1) Skyscrapers might block the view of mountain
- (2) Graffiti or carving on trees, rocks or other natural landscapes
- (3) Billboards, litter, abandoned homes and junkyards, and unfinished buildings could also be considered a visual pollution



Visual pollution is annoying and decrease aesthetic level. Some say it is depressing.

7. Light Pollution

Light pollution is the brightening of the night sky inhibiting the visibility of stars and planets by the use of improper lighting of communities or even by heavy use of light in cities. Some examples include:

- (1) Street lamps that shine light in all directions, instead of with a hood to point light downward toward the street
- (2) Unnecessary lights, especially around the home.
- (3) Heavy light in cities



Light pollution affects human health such as our sleep cycle. Moreover, as this pollution is about an issue of improper use of light, it links with unsustainable use of energy as well.

Environmental change, such as nowadays issue of global warming and climate change, is the main factor in causing other phenomena, for example energy and natural resources concern and disasters. These accordingly lead to risk, uncertainty of security of human livelihood, and conflicts, and of course will affect the well-being of the world population in many terms (i.e. human health, economic).

2. Energy and Natural Resources Crisis

Energy and natural resources crisis is one of the global concerns as the crisis affect directly the world humanity. Inadequate energy and natural resources can threaten the well- being of human. The issue of energy and natural resources crisis is also about an unfair allocation of and accessibility to resources for different parts of the world, which leads to conflicts of humanity.

Since the start of the new millennium, the world has witnessed around 2,500 disasters. Over two billion people have been affected and millions have lost their lives. Disasters can cause:

- Destruction of infrastructure
- Population displacement
- Poverty
- Limited food and water availability
- Pressures on natural resources
- Environmental degradation

Nearly half of the world's natural disasters occur in the Asia and Pacific region. In 2008 alone, the region accounted for more than half of the 220 major disasters that took place, which affected more than 55 million people and resulted in 7,000 deaths and US\$ 15 billion in damages.

In ASEAN Community, the environmental issues are also concerned. The table below shows the environmental issues each country in ASEAN is facing and the key causes.

Key Environmental Issues and Causes in ASEAN

| Country | Shared Issues | Key Causes |
|------------------|---|--|
| Brunei | Seasonal smoke and haze, solid wastes | Transboundary pollution from land and forest fires |
| Cambodia | Soil erosion, sedimentation, water pollution, deforestation, loss of biodiversity, and threats to natural fisheries. | Unmanaged waste & effluent discharge into Tonle Sap lake; destruction of mangrove wetlands through extensive industrial & aquaculture development. |
| Indonesia | Deforestation; loss of biodiversity; water pollution; air pollution in urban areas; national and transboundary seasonal smoke and haze; land degradation; pollution of Malacca straits. | Deficiencies in urban infrastructure - unmanaged industrial wastes and municipal effluents and waste; vehicular congestion and emissions; extensive land clearance and forest fires for pulp wood and oil palm production; extensive and unmanaged mining activities; national and transboundary industrial pollution; tourist developments in coastal regions beyond carrying capacity. |
| Laos | Deforestation; loss of biodiversity; soil erosion; limited access to potable water; water-borne diseases. | Land clearance; shifting cultivation; inadequate water supply & sanitation infrastructure. |
| Malaysia | Urban air pollution; water pollution; deforestation; loss of biodiversity; loss of mangrove habitats; national and transboundary smoke/haze. | Vehicular congestion and emissions; deficiencies in urban infrastructure industrial and municipal effluents; extensive land clearance and forest fires for pulp wood and oil palm production; unmanaged coastal developments; tourist developments in coastal regions beyond existing carrying capacity |
| Myanmar | Deforestation; loss of biodiversity; urban air pollution; soil erosion; water contamination | Land clearance; excessive mineral extraction; vehicular congestion and emissions; deficiencies in urban |

| | | |
|--------------------|--|--|
| | and water-borne diseases. | infrastructure – unmanaged industrial and municipal effluents. |
| Philippines | Deforestation in watershed areas; loss of biodiversity; soil erosion; air and water pollution in Manila leading to waterborne disease; pollution of coastal mangrove habitats; natural disasters (earthquakes, floods). | Illegal forest cutting; land clearance; rapid urbanization and deficiencies in urban infrastructure - unmanaged industrial and municipal effluents, inadequate water supply and sanitation; tourist developments in coastal regions beyond existing carrying capacity; |
| Singapore | Industrial pollution; limited natural fresh water resources; waste disposal problems. | Seasonal smoke/haze; limited land available for waste disposal. |
| Thailand | Deforestation; loss of biodiversity; land degradation and soil erosion; shortage of water resources in dry season and flooding in rainy season; conflict of water users; coastal degradation and loss of mangrove habitat; urban air pollution; pollution from solid waste, hazardous materials and hazardous waste. | Sporadic development and destruction of watersheds; unmanaged aquaculture; tourist growth exceeding growth in carrying capacity; deficiencies in urban & rural infrastructure; freshwater resources polluted by domestic / industrial wastes & sewage runoff. |
| Vietnam | Deforestation and soil degradation; loss of biodiversity; loss of mangrove habitat; water pollution and threats to marine life; groundwater contamination; limited potable water supply; natural disasters (e.g. floods). | Land clearance for industry; extensive aquaculture & overfishing; growing urbanization and infrastructure deficiencies; inadequate water supply & sanitation (particularly in Hanoi & Ho Chi Minh City). |

(Source: Lap Duc Nguyen (2004), “Environmental Indicators for ASEAN: Developing an Integrated Framework”, UNU-IAS Working Paper No. 109)

3. Food Supply and the Global Food Shortage

Food security is a concerned issue nowadays in the time where there are natural disasters and change of climate. When we talk about food, the idea connects with land, natural-based resources, agriculture.

One of the most crucial issues of Southeast Asian region is food security. Many ASEAN countries rely on agriculture such as fisheries, forestry which are important to their livelihood.

4. Human Adaptation

Adaptation refers to efforts by society of ecosystems to prepare for or adjust to future climate change or physical changes of this world due to environmental impacts. These adjustments can be *protective* (such as guarding against negative impacts of climate change), or *opportunistic* (such as taking advantage of any beneficial effects of climate change) (source: <http://www.epa.gov>).

Throughout history, human societies have repeatedly demonstrated a strong capacity for adapting to different climates and environmental changes. These may be whether by migration to new areas, changing the crops we cultivate, or building different types of shelter. However, nowadays climate and environmental changes are happening quite rapidly. Moreover, the changes, when happened to a part of the world, seem to affect

other parts of the world. It is a repercussion around the world. The consequence can be seen both physically and abstractly (i.e. economic repercussion).

Examples of Adaptation

Agriculture and food supply

- Breed crop varieties that are more tolerant of heat, drought, and water logging from heavy rainfall or flooding.
- Protect livestock from higher summer temperatures by providing more shade and improving air flow in barns.

Coast

- Promote shore protection techniques and open space preserves that allow beaches and coastal wetlands to gradually move inland as sea level rises.
- Identify and improve evacuation routes and evacuation plans for low-lying areas, to prepare for increased storm surge and flooding.

Ecosystem

- Protect and increase migration corridors to allow species to migrate as the climate changes.
- Promote land and wildlife management practices that enhance ecosystem resilience.

Energy

- Increase energy efficiency to help offset (balance) increases in energy consumption.
- Harden energy production facilities to withstand increased flood, wind, lightning, and other storm-related stresses.

Human Health

- Implement early warning systems and emergency response plans to prepare for changes in the frequency, duration, and intensity of extreme weather events.
- Plant trees and expand green spaces in urban settings to moderate heat increases.

Water Resources

- Improve water use efficiency and build additional water storage capacity.
- Protect and restore stream and river banks to ensure good water quality and safeguard water quantity.

Key Adaptation Terms

Adaptation: Adjustment in natural or human systems to a new or changing environment that exploits beneficial opportunities or moderate negative effects.

Adaptive capacity: The ability of a system to adjust to climate change (including climate variability and extremes) to moderate potential damages, to take advantage of opportunities, or to cope with the consequences.

Resilience: A capability to anticipate, prepare for, respond to, and recover from significant multi-hazard threats with minimum damage to social well-being, the economy, and the environment.

Vulnerability: The degree to which a system is susceptible to, or unable to cope with, adverse effects of climate change, including climate variability and extremes. Vulnerability is a function of the character, magnitude, and rate of climate variation to which a system is exposed, its sensitivity, and its adaptive capacity.

(Source: <http://www.epa.gov>)

Green Living and Greenwashing

Green living can be defined as a lifestyle which seeks to bring into balance the conservation and preservation of the Earth's natural resources, habitats, and biodiversity with human culture and communities. (Source: www.sustainablebabysteps.com)

To live under the practice of green living requires understanding of the need to:

- embrace practices which have little or no negative impact on the environment
- reduce waste and consumption
- work with nature in creating sustainable food systems and living arrangements
- strengthen local communities and relationships

Nevertheless, nowadays the idea of green living is often mystified with trendy, consumerist messages of “green” products. This is known as “greenwashing”. Making an unnecessary, wasteful, unsustainable or unethically produced product or service seem “green” or environmentally- friendly through tricks or tactics of advertising and misinformation dishonesty.

When green living gains more popularity, greenwashing moves in to gain a profit. Greenwashing is usually committed by businesses. Therefore, it will be better and important if we know what practices are truly sustainable, not just by trend. Below is a list of some examples of green living practices:

- (1) Paper towels made completely or partially of recycled materials
- (2) Compostable disposable dishes
- (3) Water bottle companies producing bottles with less plastic
- (4) A new Fall line of clothing made from organic cotton
- (5) Bio- fuel made from ethanol: Ethanol is a corn-based product.

Learning Activities and Medias

1. The lecturer introduces the lesson, which connects to the previous lesson.
2. The lecturer opens related VDOs (i.e. Inconvenient Truth/ Food Inc.) with the lesson and lets the students think and discuss about the issues in the story. Then the lecturer concludes the issue and leads to the lesson.
3. **Individual Assignment:** Individual students write an essay about one of the following topics (to be assigned)
 - Concern of food safety
 - Concern of food shortage factors
 - Commitment to environmental sustainability
 - Concern of energy crisis

- Concern of impacts from climate change
- Understanding of green living
- Practices of green living

You need main sentence in your writing. The form of essay includes introduction, body, and conclusion. You need to provide references if needed. After that, please study your writing and prepare a small oral test.

This assignment is for 10 marks.

Lecture Note

Course Title: ICS 1102 Man and Global Society

Credits: 3(3-0-6)

Lecturer: Aj Siripen Yiamjanya

Week 6

Unit 5: Globalization and the Age of Information and Technology

Topic

1. Introduction: The Fall of Communism and Information Revolution
2. Gutenberg's Invention of Printing Technology
3. Effects of Information Technology
4. Propagandization and Reproduction of Information
5. From the age of 1.0 to the complete digital age

Objectives

After the completion of this unit, students should be able to:

1. Explain how the world has been shaped by the Information and Communication Technology (what are the positive and negative impacts of ICT to people life or living, and society?)
2. Explain what information and knowledge society is.
3. Bring some examples that demonstrate the phenomena.

1. Introduction: The Fall of Communism and Information Revolution

Berlin Wall, the Fall of the Berlin Wall and Effects after the Fall

Before we talk about the Gutenberg's invention of printing technology, we should go back to the past where another side of the world at the end of World War II, when the Allied powers divided Germany (which conquered in this war) into four zones. Each zone was occupied either by the United States, Great Britain, France or the Soviet Union. However, the



relationship between the Soviet Union and the other three Allied powers quickly disintegrated, the cooperative atmosphere of the occupation of Germany turned competitive and aggressive. Germany was separated into the “West” (the Federal Republic of Germany) and the “East” (the Social Democratic Party of Germany (SPD) merged with the Communist Party of Germany (KPD)”. The same was in Berlin. The city was also divided into the West (*The West Berlin*) and the East (*The East Berlin*). *The West Berlin* was occupied by the United States, Great Britain, and France which combined together to form West Germany. *The East Berlin* of Germany (East Germany) was occupied by the Soviet Union (*East Europe was also occupied by Soviet Union*).

West Germany set up a capitalist society (*Capitalism*) (*the West Germany or Federal Republic of Germany developed into a Western capitalist country with a social market economy and a democratic parliamentary government*) and experienced such a rapid growth of their economy. Individuals living in West Germany were able to live well with improved standard of living, buy gadgets and appliances, and to travel as they wished. As the statement below, we can see the picture of the society of the West Berlin:

In 1960 Berlin was a tale of two cities. In West Berlin, with a population of 2 million, the rubble of war had mostly been cleared away. Lights shone at night down the Kurfursten Damm, which was lined with smart shops and street cafes. Kempinski's served famous ice cream sundaes. One of the first Hilton hotels in Europe dominated the skyline. Theatres, concert halls, and nightclubs were packed. Many loved the busy, throbbing, cosmopolitan air of the city; others found it hectic, frantic.

Source: http://homepages.stmartin.edu/Fac_Staff/rlangill/PLS%20310/The%20Wall,%201958-1963.htm

Contrarily, in *East Germany*, occupied by the Soviet Union, Communist society was established (*Communism*). In East Germany, the economy dragged and individual freedoms were severely restricted. By the late 1950s, many people who lived in East Germany wanted to move to West Germany as they found that people in East Germany had good standard of

living and had more freedom. They could not stand for the repressive living conditions of East Germany. Below is the description of the East Berlin:

Through the Brandenburg Gate, East Berlin was another world. The vast boulevard of the Unter den Linden, still elegant, was largely deserted. The huge Soviet Embassy stood on one side. Farther along, the destruction the war had brought was still visible. Buildings

Stood derelict, next to empty spaces where others had been destroyed. Posters everywhere proclaimed, "Build the Socialist Fatherland." While everyone was fed and housed, the million people in East Berlin looked far from prosperous. In the drab new apartment blocks the services worked, but they were at a basic level.

An East Berliner who could afford the luxury of a refrigerator would have to wait a year for one; for a washing machine, the wait was two years. Cars were not to be had on any waiting list. Consumer goods took no priority in an economy geared to earning necessary foreign currency through exports.

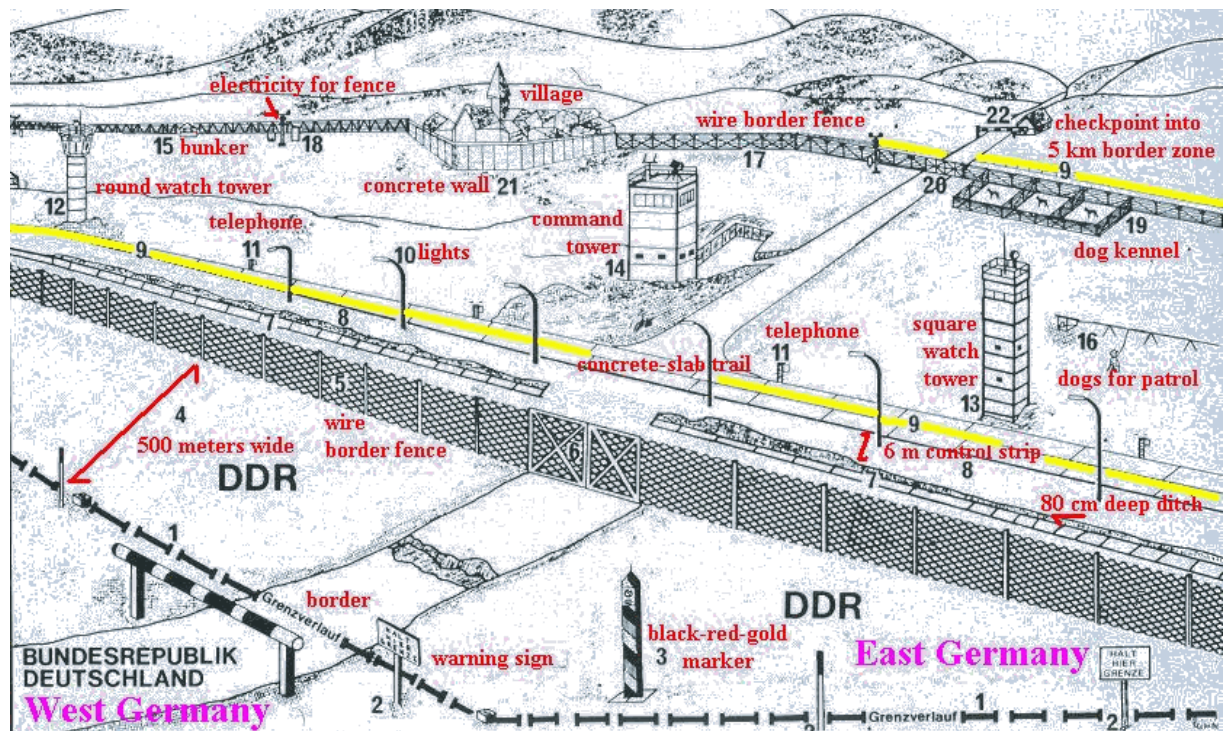
Source: http://homepages.stmartin.edu/Fac_Staff/rlangill/PLS%20310/The%20Wall,%201958-1963.htm

So, the people in East Germany tried to escape to West Germany. Mostly they were young, trained professionals and well- educated (the phenomenon was called “*Brain Drain*”). By the early 1960s, East Germany was rapidly losing both its labor force and its population.

By 1961, East Germany lost 2.5 million people. East Germany needed to stop this mass migration. In Berlin, the situation was also the same. People escaped easily to West Berlin.

From this situation, *the Berlin Wall* was constructed by the Soviet Union to prevent the citizen from crossing the border. The Berlin Wall stretched over a hundred miles. It ran not only through the center of Berlin, but also wrapped around West Berlin, entirely cutting West Berlin off from the rest of East Germany. The Berlin Wall started out as a barbed-wire fence with concrete posts, but just a few days after the first fence was placed, it was quickly replaced with a sturdier, more permanent structure made out of concrete blocks, topped with barbed wire. *Since then, the Berlin Wall has become a symbol of the Cold War* (after the World War 2).

The illustrated picture of Berlin Wall



The Fall of the Berlin Wall and Effects after the Fall



The Berlin Wall was collapsed on 11/09/1989. The collapse of Berlin Wall marked the beginning of new times and the death of communism in Europe. It was the point of the revolutionary changes that swept East Central Europe in 1989. It was the collapse of the Communism in East Central Europe as well (*began in Poland*). Moreover, Germany reunified in 1990. *The collapse of communism in East Central Europe and the Soviet Union marked the end of the Cold War.* After the end of the Cold War (we call “the

Post- Cold War), the U.S. had a long-term policy of containing Soviet expansion, while the U.S. had been encouraging democratic reform in Central and Eastern Europe through scientific and cultural exchanges, information policy such as Radio Free Europe and Radio Liberty, and the U.S. own example, provided invaluable support to the people of East Central Europe in their struggle for freedom. These showed that there were political, social, and economic movements after the Cold War.

In terms of social movement, after the Fall of the Berlin Wall, people had more freedom and started to look for future opportunities. Another side of the world like India and China also started to seek for benefit from this change and opened the country to enter into the world economy (*Goodbye poverty!*).

In summary, the Fall of the Berlin Wall (and the Fall of Communism) had affected the world in that there were more movements that had a great effect to the world society. Those movements include the following:

- Capitalism and free market
- Freedom to women: freedom to be educated, having more knowledge, opportunity to be part of local politics and international membership (like in EU, one- third of the committees is woman)
- Equality to access knowledge
- Establishment of European Union, EURO currency and single market
- Information revolution

In this unit, the movement of Information Revolution is addressed.

Introduction to Information Revolution

The information revolution started during the beginning and the end of 1980s decade. However, before the information transfer on the electronic wire (which was mainly the effect from the demolition of the Berlin Wall and apparently the Fall of Communism), the world had experienced the invention of a man whose name is *Johannes Gutenberg*.

Gutenberg had invented a printing press in early 1440s, long before the occurrence of World War II and the Cold War. Gutenberg was born in a German city of Mainz, a youngest son of an upper- class merchant, Friele Gensfleisch zur Laden. He is the one who invented printing technology that later played a key role in the development of the Renaissance, Reformation, the Age of Enlightenment and the Scientific Revolution and laid the material basis for the modern knowledge- based economy and the spread of learning to the masses.

Gutenberg's contributions to printing include:

- The invention of a process for mass-producing movable type
- The use of oil-based ink
- The use of a wooden printing press similar to the agricultural screw presses

Another his great invention was the combination of movable printing, oil- based ink and wooden printing press into a practical system which allowed the mass production of printed books and was economically viable for printers and readers. The use of movable type had put an improvement to the handwritten manuscript. This became the method of book production in Europe and later the world. His greatest work is the Gutenberg Bible.

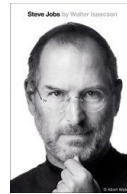
The internet started its beginnings during early 1957, after the Cold War (1947- 1991/ World War II – 1939- 1945) (**Source:** <http://library.thinkquest.org/10826/timeline.htm>)

Below is a summary of the information revolution:

- Information transferability via telefax, telephone, and personal computer (PC) (earlier during the World War II, there was not PC yet. There was only large computer mainframe used in military).
- The first PC or personal computer (also called microcomputer), that was designed for use by one person, was first developed for businesses in the early 1970s by Steve Jobs and Steve Wozniak in 1976. It was called Apple. In 1976, Steve Jobs and Steve Wozniak (who founded Apple Computer in 1976) invented the first computer for home use. However, this machine still required customers to use their televisions as screens and to use audio cassettes for data storage.



Mainframe



Steve Jobs (circled) at Homestead High School Electronics Club, Cupertino, California, ca. 1969

- IBM (International Business Machines) had introduced its first PC in 1981.
- In 1984, Apple Computer introduced the Macintosh (Mac), which became the first widely used computer with a *graphical user interface*.
- IBM introduced the first version of Window Operating System and started its sale in the market in 1985. PC with Window Operating System can reduce the capability limitation of individuals in transferring and exchanging information.



Graphical user interface

Humanity had been experiencing capability to create content in digital form and send out at wider audience as the first time. Computer was no longer used only within the business arena anymore, but it has been used in household as well. In fact, humanity had an effort to create its own content long time ago in the prehistory period such as the cave painting, the invention of printing by Gutenberg, the creation of typing machine, until now, personal computer that can create digital content.

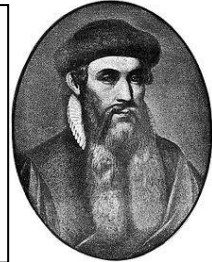
2. Gutenberg's Invention of Printing Technology

2.1 Effects of the Invention of Printing by Johannes Gutenberg (Gutenberg Press)

Printing Press has led to the following phenomena:

- the first mass production of books in history
- the notion of a proper Printing Revolution
- the creation of the Gutenberg Galaxy*

**The Gutenberg Galaxy: The Making of Typographic Man* is a book by Marshall McLuhan. The author analyzes the effects of mass media, especially on the printing press, on European culture and human consciousness. The book popularized the term “Global Village” that explains *the idea that mass communication allows a village-like mindset to apply to the entire world.*



The invention of movable type was the factor that changed human communication culture.

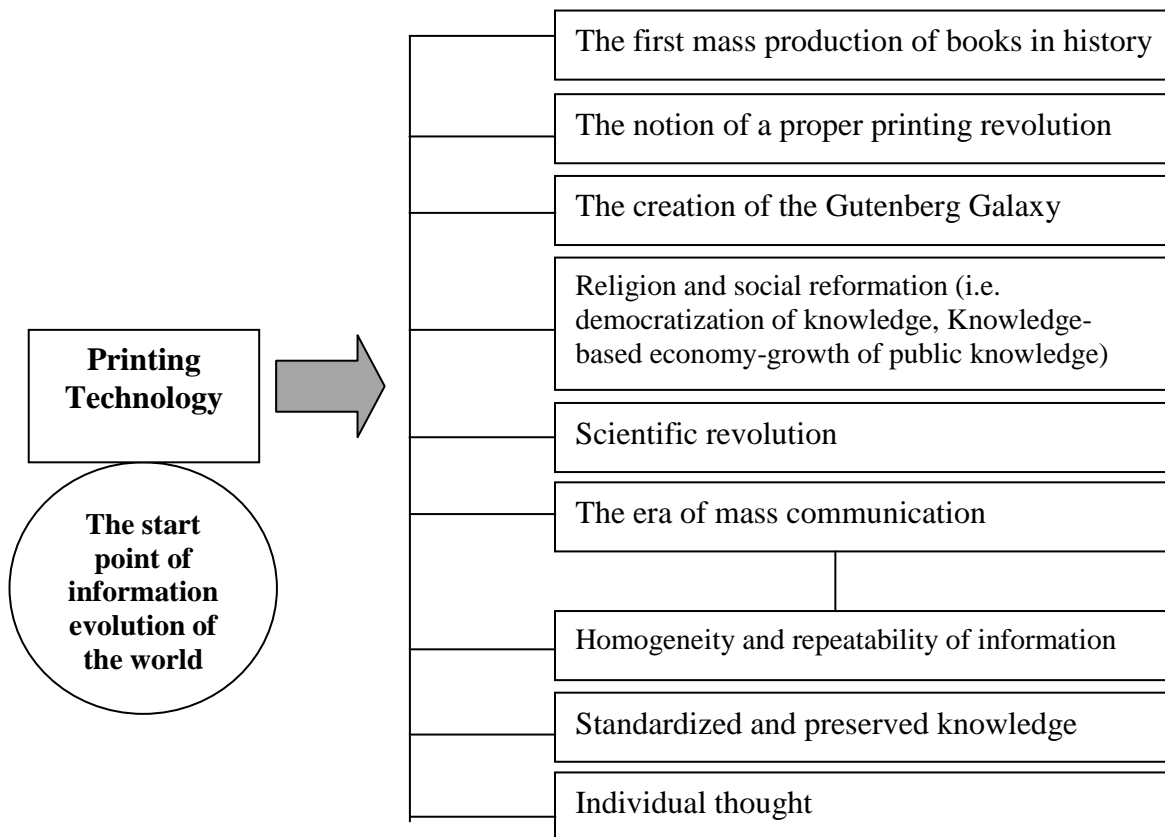
The development of the printing press led to the following phenomena:

- The creation of *nationalism*
- The creation of *domination of rationalism*
- The *uniformation*
- The *standardization of culture*
- *The alienation of individuals.*

Marshall McLuhan who wrote “*The Gutenberg Galaxy*”, described that there were four epochs of history of information, which are:

- **Oral (Spoken Words):** Oral culture is the village concept. The transition from this oral culture takes place when the child is taught to read and write. In the old days when most people lived in villages with no technology, the oral culture was very important in passing adults’ knowledge or the knowledge of older generation to the younger generation, such as grandma and grandpa told stories to their grandchildren.
- **Manuscripts:** Manuscript culture is hand writing. It was developed for the educational system and built nationalism through writing language. Manuscript culture is more formal than oral culture.
- **Print:** Print culture was developed since the time of Johannes Gutenberg who had developed and was the start of printing evolution. Printing plays huge role in printed publication production. Print media is considered the traditional media.
- **Electronic:** Electronic age or digital age is a shift from traditional media (printing) to new media. New Media can be used in the same meaning of digital media. It motivates the phenomenon that is called the “democratization” of information both in terms of information production, publishing, distribution, and consumption. Therefore, it can be concluded that electronic age changes the world into the face of the following:

- Democratization of knowledge
- Knowledge- based economy
- The era of mass communication



2.2 Mass Communication changed the structure of society

- The Reformation and threatening of the power of political and religious authorities
- The sharp increase in literacy broke the monopoly of the literate elite on education and learning literacy and education caused the emerging middle class.
- Across Europe, the increasing cultural self- awareness of its peoples led to the rise of proto-nationalism (the first nationalism).
- European domination over the rest of the world

2.3 Democratization of knowledge

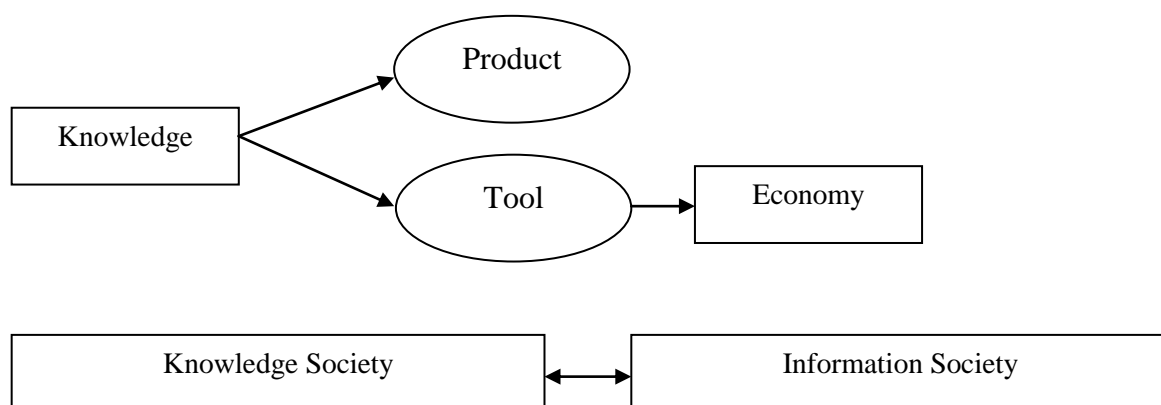
Definition: The democratization of knowledge is the acquisition and spread of knowledge amongst the common people, not just privileged elites such as priests and academics.

2.4 Knowledge economy/ knowledge- based economy

The knowledge economy is a term that refers either to an economy of knowledge focused on the production and management of knowledge in the frame of economic constraints, or to a knowledge- based economy. In the second meaning, more frequently used, it refers to the use of knowledge technologies (such as Knowledge engineering and knowledge management) to produce economic benefits as well as job creation.

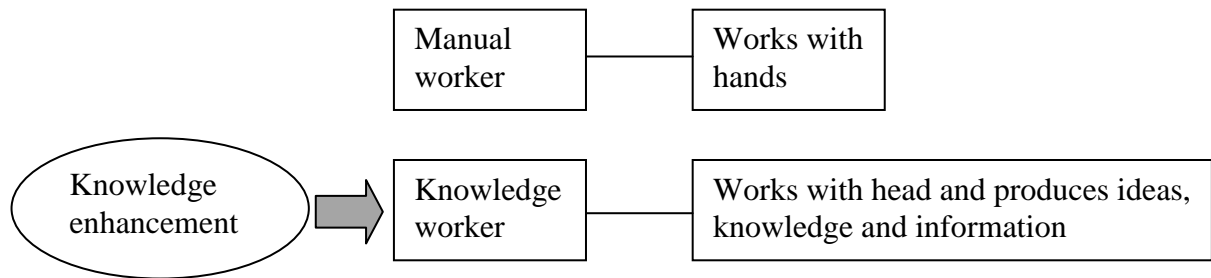
In knowledge economy, knowledge is:

- Human capital, meaning that human with knowledge and ability to use and expand knowledge, can survive, and even can be rich.
- Business product, as educational and innovative intellectual products and services can be exported for a high value return. These products are developed from creativity and knowledge.
- Productive assets or assets that can make money.



The picture above explains that knowledge is very meaningful. The meaning of knowledge includes:

- Creation of knowledge in organizations/ societies- This means that organizations/ societies cannot be called “organization” or “society” if they do not create knowledge for the members.
- Members help and encourage among one another to transfer and better utilize their knowledge that is in line with organizational or social goals.
- Knowledge enhances social mobility of people, for example education can help people to move from a state of living to another that is higher and better. Knowledge from education can give better living to people by opening more and wider opportunities of works.



3. Effects of Information Technology

The more information technology is advanced, the smarter and more powerful people are.

3.1 *Power of IT in business transformation*

The impact that Information Technology (IT) has on the ways businesses are conducted is undeniably gigantic in proportions. With the advent of the Internet, conventional methods of doing businesses have been altered to a great extent as evidenced by the emergence of e-commerce. In addition, the ever-pervasive use of World Wide Web for a myriad of applications also triggers the growth in IT. Boundaries of time and space are transcended and “the world is flat” (read this book- “The World is Flat” by Thomas L. Friedman, Thai version- ใครว่าโลกกลม)

3.2 *Power of business corporation*

- Gain fast visibility to wider and targeted audiences
- Gain business competitive advantage with the use of IT & information sharing (*exchange of information*) with partners, without physical restraints
- Streamline the operation = Reduce transaction cost
- Reduce response time spent with customers
- Meet customers’ requirements with lower cost
- Yield management or more effective and cost effective in managing products inventory
- Authorization issue

3.3 *Power of advertisement*

- Advertisements play a huge role in our society.
- We are dominated by advertisements.
- Unconsciousness brand (Unconsciousness because of bombard of advertisements)
- We are tempted to “want”.
- We are persuaded to buy.

The Issue of Privacy

People seem to have less “Privacy”? You are forced to receive ads no matter you want/ need them or not, especially the advertisement in offline media.

Nowadays, many corporate companies use advertisement as part of their *Corporate Social Responsibility (CSR)* activities. Advertisement becomes one of the great media that corporate companies use as the tool to publicize and emphasizing their image and brand to consumers.

3.4 *Power of consumers*

- Customers are smart with much information in hand.
- Customers have choices. Brand loyalty becomes more difficult for people in the post- modern world.
- The power of consumer- generated media: Customers are the persons who generate or create content (we call “consumer- generated content” (CGC) – like the term “Prosumer” (*producer + consumer or “Co-creation”- meaning that consumers are those who produce content and consume content. This is contrary from before that most content was created by companies’ marketers or advertisers.*)
- The power of consumer- generated review - Customers share reviews of their experience of use of products (both consumed products, services and experience products like tourism)
- Enhancing individuality of humanity- ability to create information especially onto the internet (that is worldwide) can give power to people (customers). By this action, we can express our identities to other people through our idea posted onto the internet. We will feel we are existed and many of us believe that our voice is big, powerful, meaningful, and even influencing other people who read (hear) it. This comes to the issue no. 4.5-- We have power from the social network.

3.5 *Power of social network*

- Information and Communication Technology (ICT) creates and segments new societies & pop culture or subculture.
- Social network constructs identity and sense of group belonging (the sense of belonging to a particular community in the social media)
- “*Words of Mouse*” phenomenon
- Power to create positive as well as negative movements
- The controversial issue arising “We are not alone” (we are not alone, *really?*)

However, advancement of information technology as nowadays also has negative side and controversial issues that arise along with its development.

Negative side

- Many people cannot be with themselves and always need communication with others or try to tell people outside “I am here, please talk to me”.
- Many times, we have faced the situation called “*Information-Fatigue*”. We are overloaded with too much information and it’s more difficult and complicated to filter out and make decision.
- We are stressed because of the IT (we call “*Techno Stress*”).



Also, now people have health problem due to the fact that they spend too much time, too many hours using computer.

- People in some societies may not be able to cope with highly advanced information technology in terms of mentality and mindset. Information technology is highly advanced, but people have lower ethic or they cannot apply IT as its most benefits to their living. Many times, people become ignorant to what and those who surround them because they spend their time in their own world on the screen of computerized mobile phone. This is called “*an alienation of humanity*”.
- We have always heard that information and communication technology fosters human communication. But what we see nowadays is that people seem to talk less with one another that is close to them. Even while eating together, they do not chat face to face, but chat with the others on the screen. We pay less attention to the persons near us.

4. Propagandization and Reproduction of Information

Issues about propagandization and reproduction of information include:

- Advertisement bombards
- Copy/ plagiarism
- Cliché
- Where is the original source?
- There is no “only one”.
- Nothing is authentic.
- Your wants become the other people’s wants.
- Materialism

5. From the age of 1.0 to the complete digital age

Introduction to the Age of Web 2.0

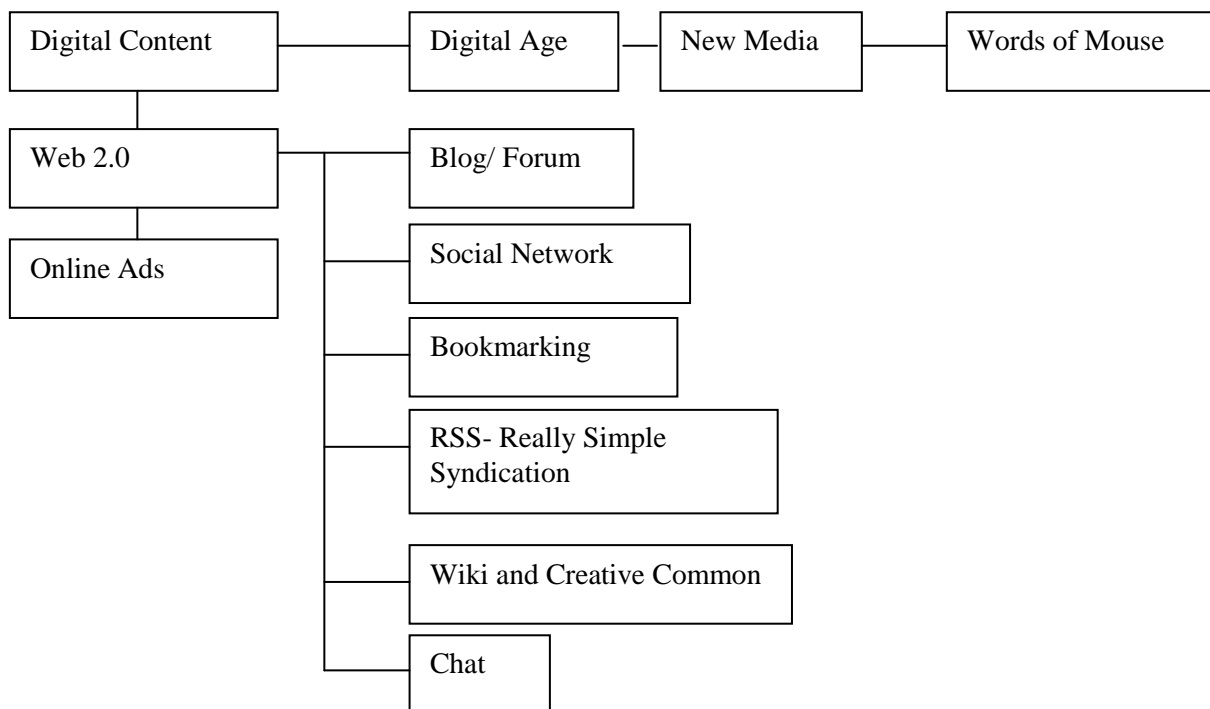
The world is computerized. The world culture is constructed through the electronic channel. The information and communication technology has been developed until it comes to the age of *web 2.0*.

The concept of *web 2.0* is that *internet users become the information and content producers*. In the past, the information was in the hand of advertisement and press or news producers. But nowadays, users or news consumers, for example, can create or express their information, like sharing the information to others. *It is the basis of the social network idea*. The list below shows some examples of how the world is computerized. These are our behavior associated with information and knowledge, and with how we connect to the world outside us.

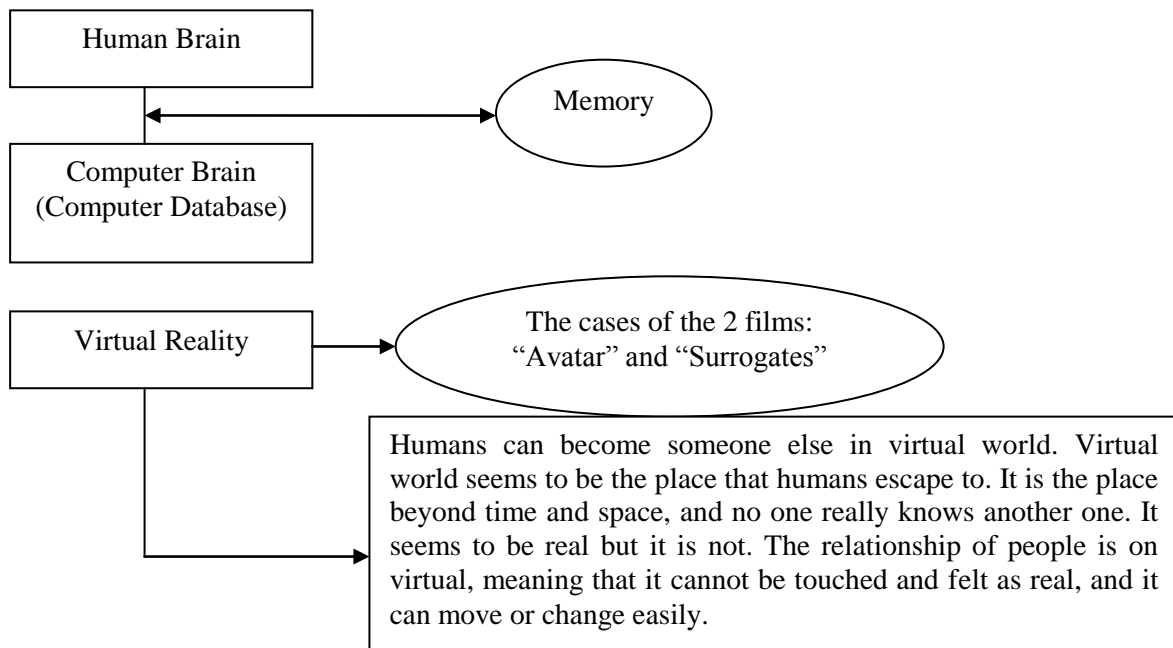
- The way of searching, obtaining & restoring information
- The way of reading (news/ entertainment/ knowledge)

- The way we work (work and leisure hours are something likely inseparable)
- The way of memorizing/ recording
- The way of entertaining (virtual entertainment, i.e. Facebook applications, virtual game “The Second Life” (<http://secondlife.com>), or even virtual leisure and traveling)
- The way of shopping
- The way of people socializing
- The way of applying jobs
- The way of business reaching & getting its customers
- The way the computerized world shapes our attitude towards environment (e.g. paperless society/ paperless office/ organization)

Below is the figure that includes the elements on the net that are considered to be under the concept of web 2.0.



Computer becomes our memory. Human space and human culture can be on virtual environment. Seemingly, our memory is computerized and digitalized.



Learning Activities and Medias

1. Lecturer gives lecture of this unit.
 2. Lecturer opens the VDO that introduces the web 2.0:
<http://www.youtube.com/watch?v=Bc0oDIEbYFc>. And
<http://www.youtube.com/watch?v=rflWOv0XKNU>
 Another VDO is (outside class):
<http://www.youtube.com/watch?v=ly5QGZVaQqk>
 3. Students are assigned to do group presentation (group of 5- 6) about virtual reality technology. Students study about it and prepare a power point presentation on the following:
 - *What is virtual reality in your understanding?*
 - *Introduction of virtual reality that is used in various businesses.* Each group selects one business from the following:
 - *Tourism*
 - *Hospitality/ Service*
 - *Healthcare*
 - *Gaming and Entertainment*
 - *Real Estate*
 - *Do you think how virtual reality can be beneficial in the selected business? You have to describe the background of virtual reality that is applied in your selected business. Then, give examples. The examples can be from various secondary sources and even from your imagination. Pictures and VDOs are needed as well for your friends to have a better understanding about your presentation.*
- This assignment is for 10 marks.

Lecture Note

Course Title: ICS 1102 Man and Global Society

Credits: 3(3-0-6)

Lecturer: Aj Siripen Yiamjanya

Week 7

Unit 6: The Global Village and Cultural Diffusion

Topic

1. The Global Village
2. Cultural diffusion
3. Social mobility
4. Mass media and the society

Objectives

After the completion of this unit, students should be able to:

1. Explain what the Global Village term is.
2. Explain what cultural diffusion is.
3. Gives some examples of situated cultural diffusion.
4. Explain what social mobility is, patterns of social mobility, how it has been developed, and how it drives changes of society.
5. Explain how mass media influences and drives the Global Village and cultural diffusion phenomena.

1. The Global Village

Peoples and cultures throughout the world meet each day. Several forces make this possible, one being the growing interdependence of economies in various countries. Another is the speed and ease of modern transportation. Technological advances have transformed our social world into what Marshall McLuhan termed a “*global village*”. The term “*global village*” is the term used to describe the world which was seemingly shrunk into a village by the means of the different media types, most especially the World Wide Web, making it easy to pass across messages (for example the news), thereby making the world become like a single village where people can easily contact each other quicker.

According to Marshall McLuhan, in his books, “*The Gutenberg Galaxy: The Making of Typographic Man*” (1962), and “*Understanding Media*” (1964), he described how the globe has been contracted into a village by electric technology and the instant movement of information from every quarter to every point at the same time.

Today, the term “Global Village” is mostly used as a metaphor to describe the Internet and World Wide Web. Physical distance has seemingly been no longer existed on the Internet. Moreover, the physical distance is even less of a hindrance to the real-time communicative activities of people. From this, it means that social spheres are greatly expanded by the openness of the web. People can search for online communities and interact with others that share the same interests and concerns. The global community can be unified within this phenomenon.

More people become educated. They can read. With the enhanced speed of communication online, people not only read, but also react and spread what they read, i.e. global news. The world population today is no longer living without involvement with one another from the other countries around the world. We are more aware of our global responsibilities. From the web links in the context of web- connected computers, it comes to the implications for forming new sociological structure within the context of culture.

Increasingly, we need to think of the entire world when we talk about our social environment. Computers, satellites, and communication technology have brought the world closer together and made cross- cultural encounters an everyday occurrence.

2. Cultural Diffusion

The word “diffusion” generally means the spreading of something more widely, or the mixing of one thing into another by natural process.

In sociology, the word “diffusion” means the spread of cultural traits¹ from one socio-cultural system to another. It can refer to the spread of objects and ideas from one culture to another. It can also be defined as the blend of cultures and traditions across the countries of the world. The term used to explain the definitions above is “*cultural diffusion*”. So in conclusion, cultural diffusion is the transmission of cultural elements from one society or cultural group to another. Cultural diffusion can occur not only between countries and peoples, but also between the groups and classes, such as between higher and lower classes.

What cause cultural diffusion?

Cultural diffusion can occur by means of trade, migration, mass communications media, and social interaction.

The advancement in telecommunications has increased the cultural diffusion process. As new traits are absorbed into a culture, *cultural change* occurs; globalization and technological advances are increasing the pace of cultural diffusion and cultural change.

Internet communication such as e- mail, chat room, is the form of communication being as a vehicle for breaking down barriers and promoting the diffusion of language and culture in general. Each year, the Internet is becoming more multicultural. Computer companies and software designers are developing a universal system to accommodate all of the world’s languages. This allows any computer user to enter information in his or her own language. New software allows for instant transition of Web pages written in any foreign language.

Electronic communication gives us the ability to retreat to small communities of the “like-minded”, where we are safe not only from unnecessary interactions with those whose ideas and attitudes are not like our own, but also from having to relate our interests and results to other communities. New groups and chat rooms allow people with similar interests or agendas to gravitate to each other. This can have positive or negative consequences. As an example, the Net can bring together people who are looking for support and current information about a particular disease or disability. It can also serve as a safe haven for hate groups. Therefore, electronic communication is a tool we can use to access other perspectives and words or isolate ourselves even further.

As nowadays, cultural diffusion has occurred rapidly, with increasing human interaction across borders (i.e. because of electronic communication and due to the fact that the world populations today travel and settle, and trade around the globe), it is a time of cultural convergence. We can see that due to the cultural convergence phenomena, some new market segments and products are emerging such as pop music (pop culture).

¹ A *cultural trait* is anything that represents a culture’s way of life including gestures, material objects, traditions, and concepts (e.g., bowing to show respect in Japan [a gesture]).

Other causes of cultural diffusion include economic hardship and environmental changes, in which people are seeking for a better living, resulting in moving to new places. The point of cultural diffusion occurs in new places through time.

Examples of cultural diffusion phenomena:

- Mc Donalds because it is all around the world. They have branches in Africa, India, China, Russia, and even in Arab counties.
- An American restaurant selling pizza made according to Islamic Halal religious requirements.
- New media and its diffusion of idea among people
- Japanese Sushi Diffusion in Thailand
- Coffee cultural diffusion
- The revival of the Laotian entertainment and its diffusion in Thai society
- Chinese eating vegetarian food cultural diffusion in Thai society and in Thai vegetarian food types. (Chinese and Thai 'Jay' Vegetarian and Vegan Food)
- The diffusion of punk rock in the 1980s and 1990s.
- Spiked hairstyle that was first appeared in London, then Tokyo, Rome and Los Angeles, and later spread to other smaller places.



McDonald's in India

Barriers to diffusion

- A. Time and Distance decay: the further an innovation is from its source, the less likely it is to be adopted; same with time, the acceptance of an innovation becomes less likely the longer it takes to reach particular adopters.
- B. Cultural Barriers: language, religion, history, and others
- C. Physical Barriers: isolation because of oceans, mountains, climate etc.

Increasing Time and Distance decay nowadays seems to have less effect in decreasing cultural diffusion especially ideal diffusion due to the global connection via the ICT.

3. Social Mobility

What is social mobility?

Social mobility is the movement of individuals or groups in social position over time. In other word, social mobility is the ease with which individuals can move up or down a culture's social ladder". Social mobility may refer to classes, ethnic groups, or entire nations, and may measure health status, literacy, or education. More commonly, social mobility refers to individuals or families, and their change in income.

Typically, social mobility can also refer to vertical mobility or movement of individuals or groups up (or down) from one socio-economic level to another, often by changing jobs or marriage; but can also refer to horizontal mobility or movement from one position to another within the same social level.

Level and ease of social mobility is different among different societies. It can be said that for much of the world's population today, one of two systems regulates social mobility: a *caste system*² or a *class system*³.

In a closed society with a caste system, mobility can be difficult or impossible. Social position in a caste system is decided by assignment rather than attainment. This means people are either born into or marry within their family's caste, which means that changing caste systems is very rare. An example of the rigid segregation of caste systems occurs today in India, where people born into the lowest caste and can never become members of a higher caste. South Africa also has a caste system.

On the other hand, in an open society with a class system, mobility is possible. The positions in this stratification⁴ system depend more on "achieved status", like education, than on "ascribed status", like gender. For example, the United States' social stratification is of this type (achieved), meaning movement between social strata is easier and occurs more frequently.

How are cultural diffusion and social mobility related?

Both cultural diffusion and social mobility are the terms used in sociology, to describe changes of socio-culture. Cultural diffusion and social mobility are the factors of cultural growth. A higher level of social mobility becomes a factor of higher cultural diffusion. For example, a number of global travelers, tourists or traders traveling to places around the world over time and repeatedly reflects higher social mobility. With time passing, some elements of the host culture in the visited places may get diffused by the foreign cultures.

² A *caste system* is a system of social stratification in which people are born into a social ranking, with no opportunity for social mobility (e.g., India has a caste culture with little social interaction between castes). The caste system forces Western companies to decide whether to adapt to local human resource policies or import their own.

³ A *class system* is a system of social stratification in which personal ability and actions decide social status and mobility. Highly class-conscious cultures offer less mobility and can experience more class conflict (e.g., In Europe, wealthy families retain power by restricting social mobility, and class conflict surfaces in labor-management disputes that increase costs). Lower levels of class-consciousness encourage mobility and lessen conflict (e.g., U.S. citizens believe that hard work can improve one's living standards and social status).

⁴ *Social Stratification* is the process of ranking people into social layers or classes according to family heritage, income, and occupation.

Case of Social Mobility Factor

Britain 'has worst social mobility in the Western world and becomes ingrained in children as young as three'

Study shows prospects of half of UK children almost entirely linked to circumstances of parents

By *Daniel Martin*

Social mobility in Britain is the worst in the Western world and the gap between rich and poor has become ingrained in children as young as three, MPs conclude today.

They quote a study showing that the prospects of half of all children born in the UK can be almost entirely linked to the circumstances of their parents – compared to only 15 per cent of those in Denmark.

Differences are also noticeable at a very young age, with toddlers doing far better in vocabulary tests if they grow up in a more affluent household.

Controversially, the MPs call for more intervention in the lives of under-threes. The report also shows that despite all the money spent to get more teenagers into university, the access gap between rich and poor has actually widened in recent years.

Last night Tory backbencher Damian Hinds, chairman of the All-Party Group on Social Mobility, which wrote the report, said: 'For a long time, we have lagged behind our international competitors in ensuring all Britons can realize their potential.

'To bridge the gap will require a shared commitment between schools, universities and firms, government and the voluntary sector. The scale of the challenge is immense.'

The report quotes a study by the Organization for Economic Co-operation and Development which compared the extent to which children's prospects are predictable from parents' circumstances.

In the UK, the OECD says 50 per cent of children's prospects are predictable from the position of their parents – a sign of low social mobility. This was worse than Italy (48 per cent), the US (47 per cent) and France (41 per cent).

The prospects of poorer children born in Australia (17 per cent) and Denmark (15 per cent) are much brighter.

Britain's failure means a poor child born in 1970 is less likely to have gone to university than one born in 1958, the MPs say. The report makes it clear the differences become ingrained as young as the age of three.

Studies have shown that while only 42 per cent of parents in the poorest fifth of homes read to their children every day, 78 per cent of those in the richest fifth do so.

Poverty: Britain's failure means a poor child born in 1970 is less likely to have gone to university than one born in 1958, MPs say

Wealthier parents are also more likely to send their children to bed at a regular time. It has led to richer children being more likely to be deemed 'ready' for school at three.

They also perform much better in vocabulary tests at five. Children from poorer households are more likely to be hyperactive.

The MPs called on the Government to consider ways of improving the education of those from poor backgrounds, such as means-testing fees at independent schools to get more poor people into top schools and sending more poor children to summer camps.

But it failed to mention either the return of grammar schools or the assisted-places scheme for poorer families, which was abolished by the last Labour government.

The MPs' report concluded that the biggest impact on social mobility was the quality of parenting, whether the home environment was educational and whether the parents had good mental health.

It says: 'A child's development from zero to three is the point of greatest leverage for social mobility. It is acknowledged that this is difficult territory for policy makers as it relates to parenting as well as what happens in childcare and nursery settings.'

The conclusion will be controversial because it could be used to support greater 'nanny state' interference into families.

The MPs urged ministers to do more to encourage parents to read to children using techniques similar to the 'five-a-day' campaign which encourages people to eat more fruit and veg.

The study also found that the gap between rich and poor on university access has widened. In 1981, children from the richest fifth of households were three times more likely than those from the poorest fifth to go to university. By the late 1990s, they were five times more likely to go.

Source: <http://www.dailymail.co.uk>

Daily Mail COMMENT

FOR years, politicians from all parties solemnly promised to dedicate their time in office to improving social mobility.

Labour, in particular, spent tens of billions on Sure Start centres and social engineering projects.

But, as MPs report, they failed catastrophically, with Britain shamefully having the worst social

mobility rate in the Western world.

The only way to truly promote mobility is to ensure *all* children go to good schools which encourage discipline, hard work and absolute standards in education.

What a pity that the political class was too busy waging a misguided ideological war against grammar schools to recognise this fact.

4. Mass Media and the Society

Definition of Mass Media

Mass media refers collectively to all media technologies which are intended to reach a large audience via mass communication. Broadcast media or electronic media transmit their information electronically and comprise of television, film and radio, movies, CDs, DVDs and some other gadgets like cameras or video consoles. Alternatively, print media uses a physical object as a means of sending their information, such as a newspaper, magazines, brochures, newsletters, books, leaflets and pamphlets. Photography can also be included under this subheading as it is a medium which communicated through visual representations. The term 'mass media' also refers to the organizations which control these technologies, such as television stations or publishing companies. Mobile phones, computers and Internet are sometimes referred to as New-Age Media. Internet media is able to achieve mass media status in its own right, due to the many mass media services it provides, such as email, websites, blogging, Internet and TV. For this reason, many mass media outlets have a presence on the web, by such things as having TV ads which link to a website, or having games in their sites to entice gamers to visit their website. In this way, they can utilize the easy accessibility that the internet has, and the outreach that internet affords, as information can easily be broadcast to many different regions of the world simultaneously and cost-efficiently. Outdoor media is a form of mass media which comprises billboards, signs, placards placed inside and outside of commercial buildings/objects like shops/buses and flying billboards (on plane). Public speaking and event organizing can also be considered as a form of mass media.

Learning Activities and Medias

1. Lecturer gives an introduction to the unit.
2. *Think- Pair- Share Activity on Cultural Diffusion.*
 - The topics that reflect the cultural diffusion phenomena are below for selecting.

- Korean cultural diffusion through Korean series/ TV drama in Thailand context
- American Blue Jeans (by Levi Strauss) and its diffusion throughout the world
- New media and social network and its diffusion of idea among people
- Belief of Naga and its diffusion in Thai way of life
- Animism and its diffusion in Thai way of life
- McDonald's and its cultural diffusion in Thai teenagers' eating culture
- Starbuck culture diffusion and coffee culture (the culture is not only about coffee, but others more)

You can think of other topics as well.

- Search the information and discuss the issues below:
 - Explain brief background of the selected culture. Describe that cultural phenomenon.
 - What is the cultural diffusion that has happened between the two cultures? (How the two cultures clash or converge?)
 - Do you think what can be the main factors that caused this cultural diffusion?
 - How does that cultural diffusion affect the country or the social group where the cultural diffusion has occurred (both receptive and reactive)? How does the receptive country or social group adapt itself? Any benefits and drawbacks of this cultural diffusion?
- Share with other groups. While listening to other groups, please take note as well.

The following are other issues you can have further self- study about, which helps you in doing your final examination.

- American pop culture in the 50's and 60's throughout the world (i.e. music, drama, fashion)
- Japanese Sushi diffusion
- Diffusion of tattoo culture
- Tourism and coffee culture

- The Valentine's Day and its diffusion throughout the world
 - The Halloween and its diffusion throughout the world
 - Western sport culture and its diffusion in Thai lifestyle or in other countries (Football as sport culture and British cricket and its diffusion in India)
 - Vietnam (or some other Indochinese countries) and the French cultural diffusion (i.e. Case of coffee culture)
3. Lecturer concludes the unit.
4. Individual Paper Assignment (Essay): In your point of view, how tourism causes cultural diffusion and social mobility? Explain your point of view with some examples in hospitality and tourism. This assignment is for 10 marks.

Lecture Note

Course Title: ICS 1102 Man and Global Society

Credits: 3(3-0-6)

Lecturer: Aj Siripen Yiamjanya

Week 8

Midterm Examination

#Midterm Examination is 20%

Week 9

Unit 7: Social Conflicts

#Activity: Self- Study, Writing Essay and Oral Test

Topic

1. Civilization and social conflicts
2. Sources of social conflicts
3. Major current social conflicts
4. The consequences of social unrest
5. Human rights issue

Week 10

Watching the VDO "Food Inc."

#Individual paper (10%)

Lecture Note

Course Title: IGS 1102 Man and Global Society

Credits: 3(3-0-6)

Lecturer: Aj Siripen Yiamjanya

Week 11

Unit 8: The Society of Ageing Population

Topic

1. What is ageing society?
2. Why population ageing matters?
3. Opportunities and challenges of ageing society

Objectives

After the completion of this unit, students should be able to:

1. Explain what ageing population is.
2. Explain what ageing society is.
3. Discuss factors of the transition of ageing society.
4. Discuss impacts of ageing society.

1. What is ageing society?

Before going into the details of ageing society, we should understand first what ageing is defined. Ageing can be defined as “*the process of becoming older, a process that is genetically determined and environmentally modulated.*”⁵

Given it longer, the United Nations identifies ageing “*exclusively for the purpose of demographic comparison – populations who have reached the age of 60 years as “older persons”*”⁶.

In ‘The Economist’, ageing is also defined in 2 levels. At the population level, ageing is simply a shift within different age groups in a society towards the older ones. At the individual level, it is about people living longer.⁷

Ageing should be considered from two major perspectives: *demographic and individual*.

From the *demographic* perspective, ageing is a population process, caused by declining fertility and mortality rates, which manifests itself in the growing number of older persons in society. *Individual* ageing is a process of individual progression through the life course, particularly its latest stages. It is important to consider both these perspectives of ageing, and the implications they carry for society and for the individual and his or her family.

Ageing Process

According to Gorman (2000)⁸, the ageing process is of course a biological reality which has its own dynamic and largely beyond human control. However, it is also dependent to the constructions by which each society makes sense of old age. In the developed world, time is an important matter, that’s why people perceive “the age of 60 or 65”, which is roughly equivalent to retirement ages in most developed countries, is said to be “the beginning of old age”. In many parts of the developing world, time is not a big deal or has little or no importance. The meaning of old age is therefore not very perceived by the majority of people.

Other socially constructed meanings of age are more significant such as the roles assigned to older people; in some cases, it is the loss of roles accompanying physical decline which is significant in defining old age. Thus, old age in many developing countries is seen to begin at the point when active contribution is no longer possible.”

Ageing Society

Ageing society is the word used for describing the phenomenon that explains the world nowadays having high proportion of older people.

⁵ *Definition of Aging*, Source: <http://www.medterms.com/script/main/art.asp?articlekey=13403>

⁶ Bob Huber (2005), *Implementing the Madrid Plan of Action on Ageing*, United Nations Department of Economic and Social Affairs, Mexico, D.F., 31 August 2005

⁷ *Healthcare strategies for an ageing society*, The Economist Intelligence Unit Limited 2009

⁸ *Definition of an older or elderly person*, Proposed Working Definition of an Older Person in Africa for the MDS Project, Source: <http://www.who.int/healthinfo/survey/ageingdefnolder/en/index.html>

The UN defines an “ageing society” as a country where 7 percent or more of the population is aged 65 years or older

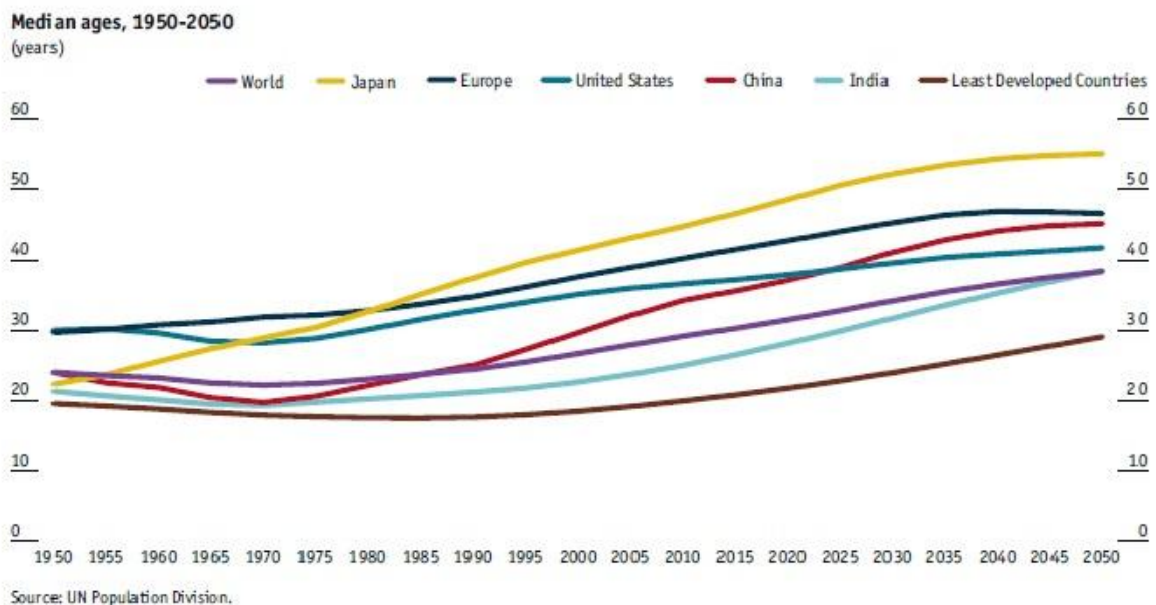
So, the question is “who are considered “old person”?”

A country will become a completely “aged society” if it has the population aged 65 years or older reaching up to 14% of the whole population

Population Ageing

Population ageing is a result of transitions from high birth rates and high death rates to low (er) birth rates and low (er) death rates.

Median Ages, 1950 - 2050



Source: UN Population Division⁹

⁹ *Healthcare strategies for an ageing society*, The Economist Intelligence Unit Limited 2009

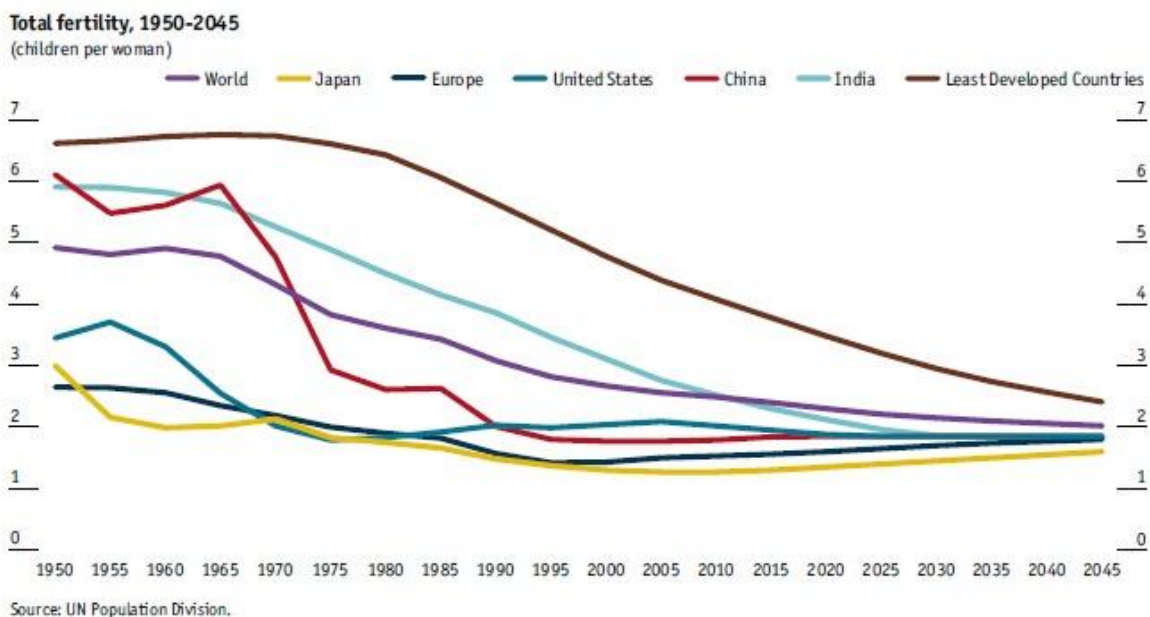
What are the factors of population ageing?

(1) Demographic Determinants

- Demographic Transition
- Mortality decline from higher to lower levels
- People live longer (longevity)
- Fertility decline from higher to lower levels

Decline in fertility is the primary determinant of this phenomenon. The total fertility rate of a population is the average number of children that would be born to a woman over her lifetime.

Total Fertility, 1950 - 2045

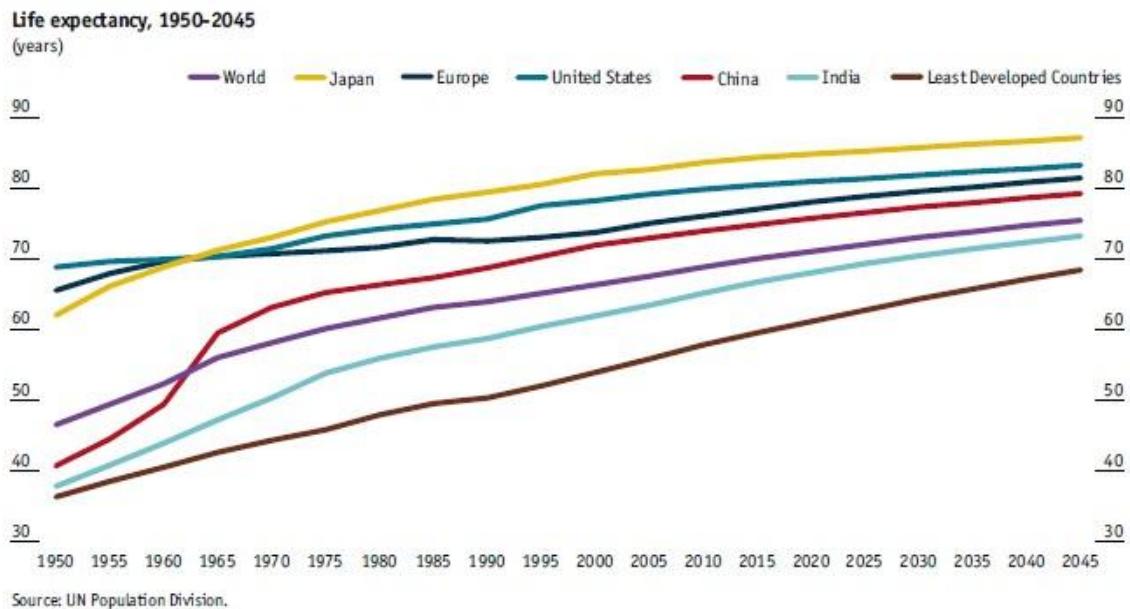


Source: UN Population Division¹⁰

¹⁰ *Healthcare strategies for an ageing society*, The Economist Intelligence Unit Limited 2009

When mortality and fertility rates have declined, life expectancy is higher. It means that chance of surviving to old ages is also getting higher.

Life Expectancy, 1950 - 2045



Source: UN Population Division¹¹

(2) Socio-Economic Determinants

- Industrialization (e.g. Japan with its rapid economic growth in which people spend most of the time in work place)
- Modernization
- Urbanization
- Personal choice of having a few children

(3) Politic Determinants

- Social policy e.g. One- Child Policy of China

Responding to the main determinants to ageing phenomenon

A. Why does mortality rate get lower?

- Better healthcare and medication
- Better care during pregnancy (e.g. nutrition, hygiene)
- Better education

¹¹ *Healthcare strategies for an ageing society*, The Economist Intelligence Unit Limited 2009

B. Why people live longer?

- Better healthcare and medication (improvements in health, diet and preventative care)
- Better working environment

C. Why does fertility rate get lower?

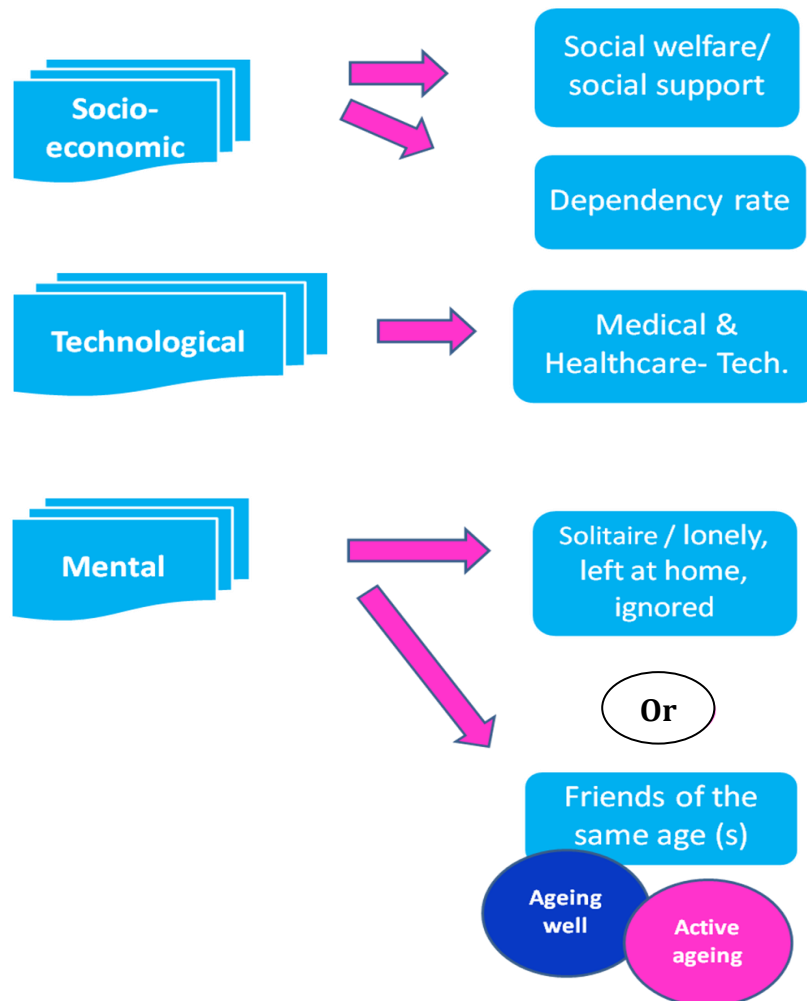
- Lower rate of marriage and couples without child (both can be due to economic slowdown or instability)
- Delayed marriage (e.g. 40 years old and upper)
- Urban living style
- New employment pattern (favors the creation of smaller households- so i.e. only one child is enough)
- Environmental factor
- Unbalance between male and female populations
- Higher education
- Success of birth control
- Homosexuality
- Feminism

2. Why population ageing matters?

The fact that population ageing matters can be explained in 2 ways: advantages and challenges. We cannot ignore the fact that despite people living longer and healthier, in some parts of the world there are still old people who live with poverty. Healthier lives of people represent the world's achievements of medication technology and healthcare service. However, the challenge is how to respond the ageing population phenomenon or the society with higher percentage of ageing people. A national policy for society like social welfare needs to be in concern.

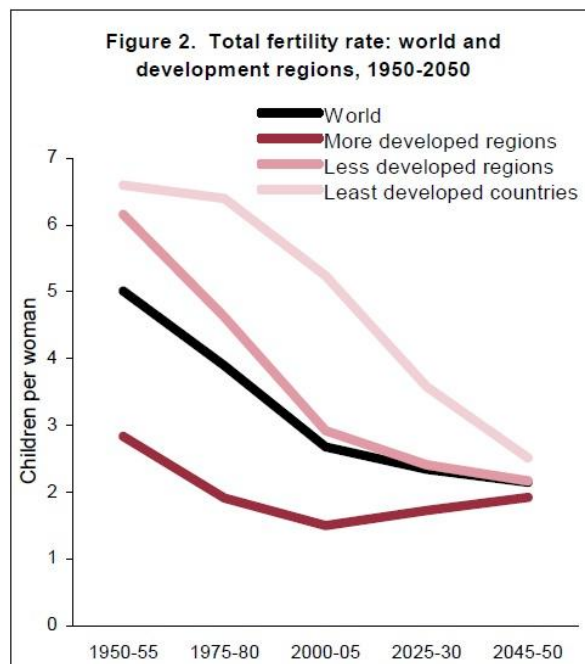
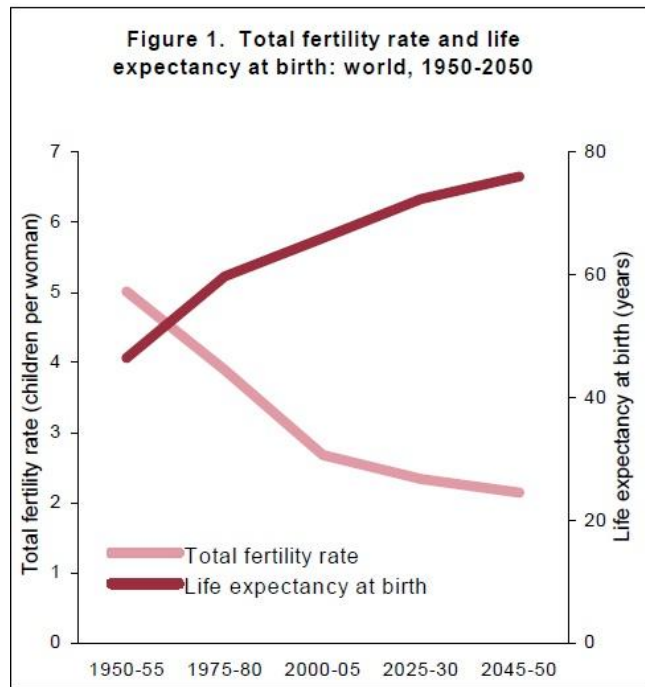
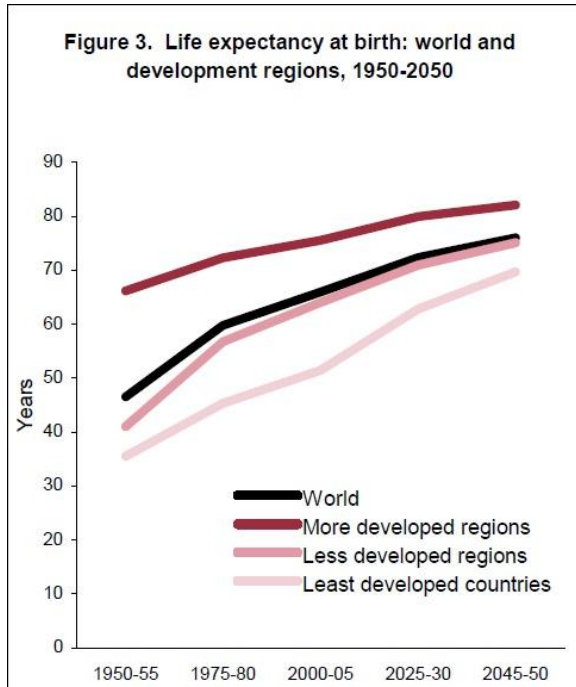
Moreover, with the higher percentage of old people who have less ability to work, this may affect economic growth of a country (especially countries with growing economic). Other issues include the sustainability of families, the ability of states and communities to provide resources for older citizens, and international relations¹².

¹² <http://www.ageingwellnetwork.com/knowledge-centre/why-population-ageing-matters-global-perspective>



Variations

- More Developed Countries (MDCs) or regions and Less Developed Countries (LDCs) or regions e.g. Gap of Life Expectancy between MDCs and LDCs is 11 years and the gap tends to be smaller.
- Natural disasters (e.g. countries locating in higher natural risks)
- So, among regions there are variations due to different demographic, socio-cultural, economic, environmental and technological contexts.



At the global view:

- People age 65 and over will outnumber children under age 5.
- Life expectancy is increasing
- The number of oldest old is rising. People age 85 and over are now the fastest growing portion
- Non-communicable diseases are becoming a growing burden. Chronic non-communicable diseases are now the major cause of death among older people
- Some population will shrink.
- Family structures are changing. Because people live longer and have fewer children, family structures are transformed.
- Patterns of work and retirement are shifting. People tend to spend a larger portion of their lives in retirement (which will accordingly affect health and pension systems)
- Social insurance systems are evolving and growing
- New economic challenges are emerging. Population ageing will have dramatic effects on social entitlement programs, labor supply, trade, and savings around the globe (e.g. security service)

3. Opportunities and challenges of ageing society

- Pension service system
- e- Health medication kits
- Cosmetic
- Insurance business
- Identifier/ Hi- tech program to find lost elderly
- Tourism (i.e. senior tour, luxury tour, cruise tour, long stay tourism)
- Spa and wellness business
- Handicraft and antique business

Drawbacks

- (1) Labor shortage: as the number of young people falls
- (2) Financial management & plan for retirement life vs. economic crisis/ higher cost of living
- (3) Knowledge and wisdom transfers: the age of wisdom generated from older to younger generations is going to change. Technology helps younger generation to learn faster and individually esp. in the western world. So what about you as Thai?

“The respect for the wisdom of ages has gone. What people have got to do is look competitive with other people in the marketplace.”¹³

¹³ Who will be beautiful in future? By Jenny Matthews,
Source: http://news.bbc.co.uk/2/hi/uk_news/4003049.stm

Thailand Case

- Statistics of people aged 60 and over.
- In 1980, there were only 2.4 million. This rose to 4.1 million in 1990, and to 7 million in 2008.
- People aged 80 and over, the figure for 2008 was 700,000. The projection for the extremely old people group is 1.3 million in 2025.
- Twenty years ago, people aged 60 and over made up 5% of the Thai population. The figure today is 11%. In 2025, the proportion of old people is projected to rise to 22%.

Issue about Thailand ageing trend

Ageing and Dependency

Variables include:

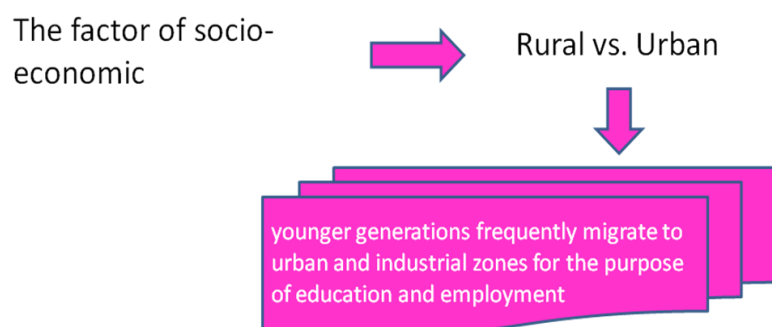
- Size of working- age population (aged 15-59 years)
- Size of children population (under age 15 years)
- Size of the elderly population (aged 60 and over)
- The working-age population simultaneously supports both children and elderly. In 1960, the total dependency ratio was 91.55 %, of which almost all of the dependent populations were children.
- As the birth rate fall, child dependency ratio declines and, thereby, contributes to a reduction of the total dependency ratio. During the process of populations ageing, *aged dependency ratio increases*.

The rural society has gradually changed

Formerly,

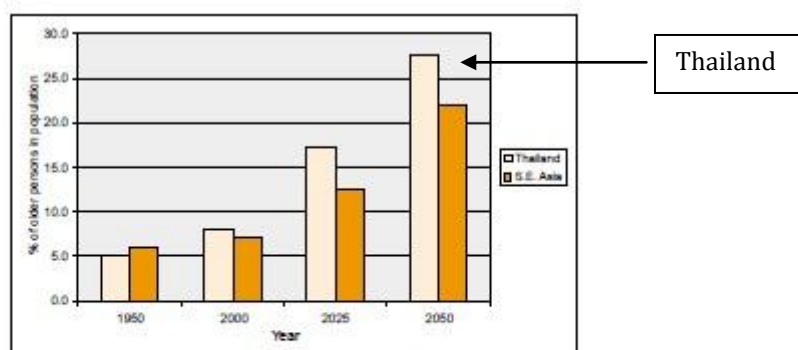
- The elderly has played great role in transferring wisdom and knowledge.
- Temple (i.e.) is a village's center where the community's activities take places.
- The elderly is valued and respected as those who know very well about traditions and ceremonies.

Nowadays, young adults move to urban area or city for seeking better opportunities for employment or education. Role of elderly as above is reduced and many families ignore them.



Thailand's population is rapidly ageing.

In 1950, with 5 percent of its population aged 60 years and over, Thailand ranked as the seventh most aged country among the eleven countries in Southeast Asia. It has now moved up to be the second most aged country in the region (next to Singapore), with older persons constituting more than 10 percent of the population. This is a result of a relatively higher rate of increase in older population as a consequence of decline in fertility and improvement in longevity.¹⁴



Sources: Institute for Population and Social Research, Mahidol University, *Population Projections for Thailand, 2005-2025, 2006*; and United Nations, Department of Economic and Social Affairs Division, *World Population Ageing 1950-2050*, Population Division, New York, 2002.

The proportion of older persons is highest in the North and Northeast Regions

The higher incidence of population ageing in the North and Northeast is largely due to out-migration of younger adults seeking better opportunities for employment or education. This also results in higher proportion of older persons in rural areas than urban areas.¹⁵

| Region | Percentage of older persons in total population | | |
|-------------------------|---|------|------|
| | 2005 | 2015 | 2025 |
| THAILAND | 10.3 | 14.0 | 19.8 |
| Bangkok Metropolitan | 8.6 | 11.9 | 18.6 |
| Central (excl. Bangkok) | 10.8 | 13.1 | 17.9 |
| North | 12.1 | 16.0 | 23.9 |
| Northeast | 9.6 | 14.7 | 21.4 |
| South | 10.4 | 13.2 | 17.8 |

Source: Institute for Population and Social Research, Mahidol University, *Population Projections for Thailand, 2005-2025, 2006*

¹⁴ Population Ageing in Thailand; Prognosis and Policy Response, UNFPA Thailand, October 2006

¹⁵ Population Ageing in Thailand; Prognosis and Policy Response, UNFPA Thailand, October 2006

Learning Activities and Medias

1. Lecturer introduces the students about the phenomenon of ageing society. Then, students watch the VDOs about Global Fertility: <http://www.youtube.com/watch?v=rilAlXjunIE> and Asian Fertility Rate: <http://www.youtube.com/watch?v=mrQDcxGJqmc>
2. Students get in group discussing factors behind this phenomenon.
3. Each group shares their idea with other groups.
4. Lecturer draws students' attention to the reasons of why ageing society is a matter of concern.
5. Students discuss impacts of ageing society phenomenon towards hospitality and tourism industry.

