# Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS1B11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Globalization and the Changing Middle Class</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
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</tbody>
</table>

**GUR Requirements Intended to Fulfill**

- [ ] Healthy Lifestyle
- [ ] Freshman Seminar
- [x] Languages and Communication Requirement (LCR)
- [ ] Leadership and Intra-Personal Development
- [ ] Service-Learning
- [x] Cluster-Area Requirement (CAR)
  - [ ] Human Nature, Relations and Development
  - [x] Community, Organization and Globalization
  - [ ] History, Cultures and World Views
  - [ ] Science, Technology and Environment
- [x] China-Study Requirement
  - [ ] Yes or [x] No
- [x] Writing and Reading Requirements
  - [x] English or [ ] Chinese

**Pre-requisite / Co-requisite/ Exclusion**

NA

**Assessment Methods**

<table>
<thead>
<tr>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Book Report for ER and EW Requirement</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>2. Term End Quiz</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>3. Presentation and Participation</td>
<td>0%</td>
<td>30%</td>
</tr>
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**Objectives**

Specific objectives of the subject:

1. To increase students’ intellectual literacy (English reading and writing) capacity through familiarization and critical understanding of the key literature on how the forces of globalization have changed the socio-economic landscapes of contemporary societies; and critical perspective for understanding and empathizing;

2. To allow students to empathize and develop the capacity for life-long learning through the development of a clear and broader picture of how such global forces have impacted on the lives, opportunities, values and aspirations of middle class with a local and global vision;
3. To critically assess whether policies are needed to be developed to ensure protection not only for the needy and vulnerable, but also for middle class people who are losing grounds;

4. To identify and investigate specific issues relating to social mobility and widening social inequalities in the age of globalization so as to ascertain measures and policies for appropriate actions in community, organizations, social and political institutions to achieving balanced growth and sustainability.

<table>
<thead>
<tr>
<th>Intended Learning Outcomes</th>
<th>Upon completion of the subject, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>(a) expand their intellectual capacity and English reading and writing skills beyond their disciplinary domain in understanding the forces of globalization in creating changes from a holistic, multidisciplinary perspective;</td>
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<td></td>
<td>(b) become more familiar with the major local and international works on the complexities and impacts of globalization on people, especially middle class, in contemporary societies;</td>
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<td></td>
<td>(c) identify the potential consequences of globalization, especially those relating to life opportunities and ethical issues that may impact directly on the social well being of society;</td>
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<tr>
<td></td>
<td>(d) acquire a broad foundation knowledge and analytical skills that can be adapted to underpin their major studies and life-long learning;</td>
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<tr>
<td></td>
<td>(e) gain a broader horizon in understanding social inequality, social mobility and middle class in global and local contexts.</td>
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Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Skills for life-long learning

1. Literacy: Students will be required to attend English writing lectures and workshops and engage in substantial readings to prepare and submit term papers, present group project findings in seminar to indicate their knowledge in understanding the complex but uneven consequences globalization impact on people and societies;

2. Higher order thinking: Students will be exposed to critical analysis of how middle class, long considered as the major pillar of contemporary affluent societies, have been particularly changed by global forces that are transforming the socio-economic, cultural and political landscapes in the world. Moreover, they are required to demonstrate their critical thinking, creativity and methodological competence in their written and verbal assignments for the subject;

3. Life-long learning: Students will gain an introductory but critical understanding of the challenges faced by middle class in a globalized economic and social system that in turn affect their quality of life and social well being. The relevance and urgency of the subject matter should inspire students actively to engage in further enquiry and other life-long learning activities.

<table>
<thead>
<tr>
<th>Subject Synopsis/Indicative Syllabus</th>
<th>This course examines the rapid emergence and development of globalization and how its economic fluctuations have affected the formation of social classes, particularly in changing the middle class since the early 1990s. The topics covered by the subject include the following:</th>
</tr>
</thead>
</table>
1. Development and forces of globalization: global social changes in the 1990s
   a) Emerging global forces and new order
   b) Economic globalization
   c) Cultural globalization
   d) Political globalization

2. Emergence of ‘new’ economies and markets: the rise of China and India
   a) Economic ‘miracles’ of the ‘Four Little Dragons’
   b) Contributions to the economic reforms in China
   c) From export process zones to ‘global factory’: the rise of China
   d) A different trajectory: India and the “global back office”

3. Globalization and social mobility in the “new economies”: India and China
   a) Determinants of social mobility in India and China
   b) Emerging new social stratifications
   c) Professionals
   d) Salarit
   e) Business entrepreneurs
   f) Labourers

4. Features of the ‘new’ middle class in India and China
   a) Is there a ‘middle class’ in China and India?
   b) Making of ‘middle class spaces’ – gated community
   c) Representations of new middle class – lifestyle and consumption
   d) Individualism and neo-conservatism

5. Globalization and developed economies: economic fluctuations and the middle class
   a) New configurations of economy in developed economies in globalized economy
   b) Changing landscape of work
   c) The shrinking welfare state
   d) New vulnerability
   e) Class warfare?

6. New rich or “disappearing” middle class? Comparative case studies 1: north America (US and Canada)
   a) Culture of the new capitalism
   b) Postmodern forms of labour and ‘American Dream’ under pressure
   c) Corrosion of character and new work ethics
   d) Emerging new rich and the wealth gaps

7. New rich or “disappearing” middle class? Comparative case studies 2: Europe (UK and western Europe)
   a) Middle class as ‘hidden poor’
   b) Rising indebtedness, shoplifting and homelessness
   c) The end of welfarism?
   d) Stunted lifestyle and anxiety

8. New rich or “disappearing” middle class? Comparative case studies 3: East Asia (Taiwan, Japan and Hong Kong)
   a) Global lifestyles and local conditions
   b) Consumption, class formation and identities
   c) Trajectories to the new rich
   d) Formation of M-Shape society
9. Globalizing risks and opportunities: a socio-economic score sheet for middle class?
   a) Globalizing wealth or wealth gaps?
   b) Middle class and changing economic and social forces
   c) New risks or new opportunities?
   d) Policy interventions for balancing the score sheet

   a) Global financial crisis and impact on middle class young people
   b) Seduced and abandoned: the road to whatever
   c) Middle class remade or reborn?: a global picture
   d) Conclusion

<table>
<thead>
<tr>
<th>Teaching/Learning Methodology</th>
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<tbody>
<tr>
<td>A combination of teaching and learning methods will be employed in this subject. Interactive lectures will be used to deliver the theoretical contents and allow students to engage in group projects specifically design to apply their knowledge in analyzing case studies of changing middle class in different nations in the world.</td>
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<table>
<thead>
<tr>
<th>Assessment Methods in Alignment with Intended Learning Outcomes</th>
</tr>
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<tbody>
<tr>
<td>Specific assessment methods/tasks</td>
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<tr>
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<td></td>
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<tr>
<td>1. Book Report</td>
</tr>
<tr>
<td>- For EW Requirement</td>
</tr>
<tr>
<td>[30% marked by APSS, 10% marked by ELC]</td>
</tr>
<tr>
<td>- For ER Requirement</td>
</tr>
<tr>
<td>[10% marked by APSS]</td>
</tr>
<tr>
<td>2. Term End Quiz</td>
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<td>3. Presentation and Participation</td>
</tr>
<tr>
<td>Total</td>
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**Book Report for ER Requirement, Term Paper for EW Requirement:**

To enable students to meet the “EW” requirement, they will be required to view online a short lecture series focusing on writing strategies provided by ELC to strengthen their English writing skills.

To enable students to meet the “ER” requirement, they will undertake an interactive online learning resources developed by ELC on voluntary basis aimed at enhancing their reading skills. They are also expected to study the prescribed readings on the Reading List and to complete a written assignment designed to assess their reading abilities.

**Term End Quiz:**

Will further contribute to students becoming more familiar with the major local and international works on the complexities and impacts of globalization on people, especially middle class, in contemporary societies; and identify the potential consequences of globalization, especially those relating to life opportunities and ethical issues that may impact directly on the social well being of society.
## Presentation and Participation:

Will contribute to students acquiring a broad foundation knowledge and analytical skills that can be adapted to underpin their major studies and life-long learning; and gaining of broader horizon in understanding social inequality, social mobility and middle class in global and local contexts.

## Student Study Effort Required

<table>
<thead>
<tr>
<th>Class contact:</th>
<th>42 Hrs.</th>
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<tbody>
<tr>
<td>Lecture</td>
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<table>
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<tr>
<th>Other student study effort:</th>
<th>64 Hrs.</th>
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<tr>
<td>Self-directed studies</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assignment preparation</th>
<th>24 Hrs.</th>
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Total student study effort 130 Hrs.

## Medium of Instruction

English

## Medium of Assessment

English

## Reading List and References

**Essential (Please select one of the following marked® for Book Report)**


**Supplementary**


<table>
<thead>
<tr>
<th>作者</th>
<th>书名</th>
<th>出版社</th>
</tr>
</thead>
<tbody>
<tr>
<td>三浦展著；蕭雲菁譯 (2007)</td>
<td>《階級是會遺傳的：不要讓你的孩子跌入「下流階級」》</td>
<td>台北市：三采文化出版事業有限公司</td>
</tr>
<tr>
<td>三浦展著；吳忠恩譯 (2006)</td>
<td>《下流社會：新社會階級的出現》</td>
<td>台北市：英屬維京群島商高寶國際有限公司台灣分公司</td>
</tr>
<tr>
<td>門倉貴史著；龔婉如譯 (2008)</td>
<td>《窮忙族：新貧階級時代的來臨》</td>
<td>台北市：聯經出版事業股份有限公司</td>
</tr>
<tr>
<td>朱耀偉著 (2007)</td>
<td>《香港的當勞化：徘徊獅子山下尋找信望愛：M 型社會與 M 型文化 = Donaldization of Hong Kong》</td>
<td>香港: 文化會社有限公司</td>
</tr>
<tr>
<td>公共專業聯盟 (The Professional Commons) (2008)</td>
<td>機會之都?!：香港中產萎縮研究報告 (City of Opportunities?!: research report on the shrinking middle class in Hong Kong)</td>
<td>香港: The Professional Commons</td>
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