

# The Hong Kong Polytechnic University

## Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	<b>APSS1B15/P</b>
<b>Subject Title</b>	<b>Global China</b>
<b>Credit Value</b>	3
<b>Level</b>	1
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 40px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Understand the process of globalization in Hong Kong and Mainland China;</li> <li>2. Develop a new understanding of Hong Kong and Chinese societies in a global context;</li> <li>3. Explore a sustainable development that can move beyond market economy and planned economy.</li> </ol>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>(a) Enhance their understanding of the theories and concepts of globalization;</li> <li>(b) Identify the major developmental stages in China and analyze how they are related to processes of globalization;</li> <li>(c) Explore the relationship between global processes and local development in Hong Kong and Mainland China cities;</li> <li>(d) Critically evaluate the benefits and problems related to</li> </ol>

	globalization in China.
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction to globalization: Theories and Concepts</li> <li>2. China's global links in the earlier periods</li> <li>3. China's reform and integration into the world system</li> <li>4. New stratifications in Chinese Society</li> <li>5. China's farmers and globalization</li> <li>6. Chinese working classes, market, and globalization</li> <li>7. Youth, education, and globalization</li> <li>8. China's "going out" investment policy</li> <li>9. Ethnic minorities and globalization</li> <li>10. Searching for an alternative: a new developmental model</li> </ol>
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<p><u>Hong Kong version</u></p> <p>The subject is delivered by lectures in which basic concepts and arguments related to subject syllabus will be covered. Films, documentary and television shows will be used in order to enhance discussion and critical thinking. In-class discussions may be arranged for individual lectures in which students are invited to make short presentations on selected topics. The aim is to foster an interactive learning environment.</p> <p><u>Chinese Mainland version</u></p> <p>The subject is delivered in Chinese Mainland by lectures and in-class discussions in which basic concepts and arguments related to subject syllabus will be covered. Field learning is the essential method to enhance understanding, discussion and critical thinking. Field visits to migrant NGOs, community organizations and/or green farms are required (specific visit(s) to be arranged).</p> <p>Students are required to discuss and debate on the selected topics related to the subject after the field visits and learning. They are also required to write group field report upon the completion of field learning in Chinese Mainland.</p>

**Assessment Methods  
in Alignment with  
Intended Learning  
Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. In-class Assessment Activities	40%	✓	✓	✓	✓		
2. Term Paper	40%	✓	✓	✓	✓		
3. Class Participation and Discussions	20%	✓	✓	✓	✓		
<b>Total</b>	<b>100%</b>						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

**1. In-class assessment activities**

In-class assessment activities will be used to test students' understanding of the theories and concepts of globalization, and the developmental problems of Chinese societies. Depending on the actual class size, the selected assessment activities will be carried out in the following format:

Quiz: The quiz will assess students' competence in understanding and applying theories and concepts learned in lectures. It will consist of multiple choice questions and essay questions. There is one term-end quiz.

*OR*

Group presentation: The small group project opens up space for student control of learning processes and collaborative approaches to knowledge. The group oral presentation is primarily based on a review of selected readings and reflections of a chosen topic. Each member of the same group will receive the *same* grade, which carries 40% of your individual final grade. The oral presentation will be held towards the end of the term.

**2. Term paper**

The term paper will enable students to integrate major concepts, theories and paradigms learnt in the subject to indicate the level of knowledge and competence gained in the field of study. It is due at the end of the semester.

**3. Class participation and discussions**

Students are required to read before lectures and critically analyze

	<p>contemporary trends and events in Hong Kong and Mainland China. During class, students will discuss with their fellow classmates on various questions concerning globalization in China and present their reflections to better evaluate issues and challenges in global cities.</p> <p>The subject teacher will invite students to respond by sharing ideas of the key texts, personal experiences and social observations. Small student groups (5-6 students) will nominate one person to report back. The purpose is to encourage active participation through peer learning. Follow-up questions from students are welcome for further clarifications and in-depth discussions.</p>	
<b>Student Study Effort Expected (Hong Kong version)</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Self-study before lectures</li> </ul>	28 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for term quiz/group presentation</li> </ul>	42 Hrs.
	Total student study effort	109 Hrs.
<b>Student Study Effort Required (Chinese mainland version)</b>	Class contact: (To be conducted in Chinese Mainland)	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Field visits</li> </ul>	9 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self-study before lectures</li> </ul>	14 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for field report (group work)</li> </ul>	28 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for term quiz</li> </ul>	28 Hrs.
Total student study effort	109 Hrs.	
<b>Reading List and References (selected)</b>	<p>Andreas, Joel. 2009. <i>Rise of the Red Engineers: The Cultural Revolution and the Origins of China's New Class</i>. Stanford, California: Stanford University Press.</p> <p>Davis, Deborah S., ed. 2000. <i>The Consumer Revolution in Urban China</i>. Berkeley: University of California Press.</p> <p>Davis, Deborah. S. and Feng Wang, eds. 2009. <i>Creating Wealth and Poverty in Postsocialist China</i>. California: Stanford University Press.</p> <p>Davis, Deborah S. and Sara L. Friedman, eds. 2014. <i>Wives, Husbands, and Lovers: Marriage and Sexuality in Hong Kong, Taiwan, and Urban China</i>. Stanford, CA: Stanford University Press.</p> <p>Gallagher, Mary E. 2005. <i>Contagious Capitalism: Globalization and the Politics of Labor in China</i>. New Jersey: Princeton University Press.</p> <p>Gallagher, Mary E. 2017. <i>Authoritarian Legality in China: Law, Workers, and the State</i>. New York: Cambridge University Press.</p> <p>Hofman, Irna and Peter Ho. 2012. China's 'Developmental Outsourcing':</p>	

	<p>A Critical Examination of Chinese Global ‘Land Grabs’ Discourse. <i>The Journal of Peasant Studies</i> 39(1): 1-48.</p> <p>Hoo, Boon Tian, ed. 2017. <i>Chinese Foreign Policy under Xi</i>. Oxon: Routledge.</p> <p>Hung, Ho-fung. 2016. <i>The China Boom: Why China will not Rule the World</i>. New York: Columbia University Press.</p> <p>Hung, Ho-fung, ed. 2009. <i>China and the Transformation of Global Capitalism</i>. Baltimore, MD: The Johns Hopkins University Press.</p> <p>Karl, Rebecca E. 2010. <i>Mao Zedong and China in the Twentieth-Century World</i>. Durham: Duke University Press.</p> <p>Ku, Hok Bun. 2003. <i>Moral Politics in a South Chinese Village: Responsibility, Reciprocity and Resistance</i>. Lanham, Md.: Rowman &amp; Littlefield Publishers.</p> <p>Lanteigne, Marc. 2013. <i>Chinese Foreign Policy: An Introduction</i>. London and New York: Routledge.</p> <p>Lee, Ching Kwan. 2018. <i>The Specter of Global China: Politics, Labor, and Foreign Investment in Africa</i>. Chicago: University of Chicago Press.</p> <p>Li, Minqi. 2016. <i>China and the 21<sup>st</sup> Century Crisis</i>. London: Pluto Press.</p> <p>Meisner, Maurice. 1999. <i>Mao’s China and After: A History of the People’s Republic</i>. 3<sup>rd</sup> Edition. New York: The Free Press.</p> <p>Mittelman, J. H. 2000. <i>The Globalization Syndrome: Transformation and Resistance</i>. Princeton: Princeton University Press.</p> <p>Naughton, Barry. 2007. <i>The Chinese Economy: Transitions and Growth</i>. Cambridge, MA: The MIT Press.</p> <p>Naughton, Barry and Kellee S. Tsai, eds. 2015. <i>State Capitalism, Institutional Adaptation, and the Chinese Miracle</i>. New York: Cambridge University Press.</p> <p>Otis, Eileen M. 2012. <i>Markets and Bodies: Women, Service Work, and the Making of Inequality in China</i>. Stanford, California: Stanford University Press.</p> <p>Perry, Elizabeth J., ed. 2014. “Growing Pains in a Rising China.” <i>Daedalus</i> (Journal of the American Academy of Arts &amp; Sciences), Special Issue 143(2).</p> <p>Perry, Elizabeth J. and Mark Selden, eds. 2010. <i>Chinese Society: Change, Conflict and Resistance</i>. 3<sup>rd</sup> Edition. London: Routledge.</p> <p>Pun, Ngai. 2005. <i>Made in China: Women Factory Workers in a Global Workplace</i>. Durham, NC: Duke University Press.</p> <p>So, Alvin Y. and Yin-wah Chu. 2016. <i>The Global Rise of China</i>. Cambridge, UK: Polity Press.</p> <p>Wang, Hui. 2003. <i>China’s New Order: Society, Politics, and Economy in Transition</i>. Edited by Theodore Hutters. Translated by Theodore Hutters and Rebecca Karl. Cambridge, MA: Harvard University Press.</p> <p>Whyte, Martin King, ed. 2010. <i>One Country, Two Societies: Rural-Urban Inequality in Contemporary China</i>. Cambridge, MA: Harvard University Press.</p> <p>Wong, Pak Nung and Yu-shek Joseph Zheng. 2015. <i>Global China: Internal and External Reaches</i>. Singapore: World Scientific.</p> <p>Yan, Hairong. 2008. <i>New Masters, New Servants</i>. Durham: Duke University Press.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.