

# 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>	APSS1B29
<b>Subject Title</b>	Chinese Megacities in an Age of Globalisation
<b>Credit Value</b>	3
<b>Level</b>	1
<b>GUR Requirements Intended to Filfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></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"/> <b>China-Study Requirement</b></p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>
<b>Pre-requisite / Co-requisite/ Exclusion</b>	
<b>Objectives</b>	<p>This course aims to provide students with a broader understanding of growing Chinese megacities against the backdrop of globalization. It introduces various theoretical approaches and scholarly traditions including transnational sociology, urban sociology, globalization theory, and critical development studies to examine the social issues and developmental dilemmas in the complex urban settings. In this course, we will explore a range of dynamics and processes of urban life, ranging from neoliberal policy and its resistance, urban inequality and disparity, migration and marginalization, endeavors of service-, policy-, and grassroots-oriented NGOs to alleviate social problems and to offer alternative visions of development at local and international levels, to popular culture and leisure in the emerging Chinese megacities. These topics and issues are crucial to our understanding of rapidly changing organization of society and community in an age of globalization. Our goal is to critically evaluate the opportunities, and to assess the attempts and efforts made by NGOs and citizens to meet the challenges brought by globalization and urban development particularly in the context of contemporary China.</p>

<p><b>Intended Learning Outcomes</b> <i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. familiarize themselves with the dynamics and processes of urban development in contemporary China against the backdrop of globalization.</li> <li>b. identify current political, economic, social, and cultural issues in the globalizing Chinese megacities.</li> <li>c. evaluate the opportunities and challenges brought by globalization and urban development.</li> <li>d. analyze and envision the roles of emerging Chinese megacities in the world by examining current policy initiatives and grassroots efforts.</li> </ol> <ol style="list-style-type: none"> <li>1. Literacy: (a)–(d) – Students will be required to read and reflect on academic texts from multiple sources regarding the dynamics and processes of globalization and urbanization particularly in the context of contemporary China.</li> <li>2. Higher order thinking: (c)+(d) – Students will abstract key ideas and concepts from specific texts and lectures materials, and will apply them in analyzing the social issues and developmental dilemmas in complex settings of globalizing Chinese megacities.</li> <li>3. Life-long learning: (c) – Students will be guided to assess and compare the opportunities and challenges brought by on-going globalization and urbanization. (d) – Students will be encouraged to consider their roles as critical and responsible global citizens and urban dwellers.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Course Introduction and Administration</li> <li>2. Urbanization and the Rise of Chinese Megacities</li> <li>3. Global Market and China’s Urban Growth</li> <li>4. The World’s Factory and the Industrial Cities</li> <li>5. Advanced Economy and the Global Cities</li> <li>6. Neoliberalism and Chinese Urban Dreams</li> <li>7. Urban Leisure Culture in Globalizing China</li> <li>8. Urban Citizenship in an Age of Globalization</li> <li>9. Urban Sustainability and the City of Future</li> <li>10. Course Wrap-Up and Reflections</li> </ol>
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>This course will be delivered by lectures, facilitated by in-class group work activities. The lectures will introduce key ideas and concepts based on multiple sources of readings regarding the dynamic processes of globalization and urbanization. The lectures will employ real-world, contemporary examples to provide students with a better understanding of the urban life in globalizing Chinese megacities.</p> <p>In addition, students will participate in in-class group work activities. They will form groups to accomplish a task or to answer specific questions regarding the urban issues and trends in globalizing China. Using a combination of various learning materials such as screenings of video clips, documentaries, clippings of news coverage, academic texts, and other visual materials, interaction environments will be created in which students will work together to apply and discuss ideas and concepts that they learn from lectures and assigned readings. For example, with the screening of a short video clip on the consumption patterns of Chinese urban dwellers, each group will be invited to analyze their socio-economic causes by applying concepts and theories learnt from readings and lectures, and to submit their group answers for assessment. To acquire reading and writing skills,</p>

	students will be required to complete two quizzes based on required readings and lecture content. They will also compose an academic paper to reflect on and further explore specific topic(s) covered in this course.																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="512 369 1461 775"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Group Work</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Quizzes</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Term Paper</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In this course, students will be required to participate in in-class group work activities, complete two quizzes, and compose an academic paper.</p> <p>The in-class group work activities will facilitate students to comprehend and apply key concepts and ideas. Students will work together to perform collaborative tasks with the use of various learning materials. Through group discussion and learning activities, students will enjoy the opportunities to develop higher order thinking by analyzing the dynamics and processes of urban development, and by evaluating the policy initiatives in contemporary China.</p> <p>The quizzes will provide ongoing assessments of students' knowledge gained from assigned readings. They include both multiple choice and short questions.</p> <p>The term paper will require students to reflect on and further explore specific topic(s) covered by this course. To maximize the intended learning outcomes and to develop higher order thinking, students will be required not only to describe and explain the urban issues and trends in the Chinese megacities, but also to assess and compare the opportunities and challenges brought by globalization and urbanization. They will be also invited to critically reflect on their roles as global citizens and urban dwellers in the academic papers.</p> <p>The completion and submission of all component assignments is required in order to pass the subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Group Work	25%	√	√	√	√			2. Quizzes	25%	√	√	√	√			3. Term Paper	50%	√	√	√	√			Total	100 %						
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<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p> <ul style="list-style-type: none"> <li>▪ Lecture / In-Class Group Work</li> </ul> <p>Other student study effort:</p> <ul style="list-style-type: none"> <li>▪ Self-Study</li> <li>▪ Assignment Preparation</li> </ul> <p>Total student study effort</p>	<p>39 Hrs.</p> <p>26 Hrs.</p> <p>40 Hrs.</p> <p>105 Hrs.</p>																																													

**Reading List and References**

- Brugmann, J. (2009). Part One: The Urban revolution (Chapters 1-2). In *Welcome to the Urban Revolution: How Cities are Changing the World* (pp. 3-32). New York: Bloomsbury Press.
- Davis, M. (2006). SAPing the Third World. In *Planet of Slums* (pp. 151-173). London: Verso.
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- Harvey, D. (2012). Section One: The Right to the City (Chapters 1-2). *Rebel Cities: From the Right to the City to the Urban Revolution* (pp. 3-66). New York; London: Verso.
- Hung, H.-F. (2009). A Caveat: Is the Rise of China Sustainable?. In Ho-fung Hung (ed.), *China and the Transformation of Global Capitalism*. Baltimore: Johns Hopkins University Press.
- Kong, S. (2014a). Laid-Off Women Workers, Kuqingxi, and Melodramatic Sensibility in Chinese TV drama. In *Social Emotion and Public Discourse in Contemporary China*. Taylor & Francis.
- Kong, S. (2014b). The Competing Public Voices of China’s Post-1980s Generation. In *Social Emotion and Public Discourse in Contemporary China*. Taylor & Francis.
- Koonings, K. and Kruijt, D. (2009). The Rise of Megacities and the Urbanization of Informality Exclusion and Violence. In K. Koonings and D. Kruijt (eds.), *Megacities: The Politics of Urban Exclusion and Violence in the Global South* (pp. 8-28). London: Zed Books.
- Pieterse, J. N. (2002). Globalization as Reworking Borders: Hierarchical integration and new border theory. Paper presented at ISA, March, 2002. 1-14.
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- Sassen, S. (2011). The Global Street: Making of the Political. *Globalizations*, 8(5): 573-579.
- Sima, Y and Pugsley, P. C. (2010). The Rise of a “Me Culture” in Postsocialist China. *The International Communication Gazette*, 72(3): 287-306.
- Tsing, A. (2009). Supply Chains and the Human Condition. *Rethinking Marxism* 21(2): 148-176.
- Wu, J. C. (2017). Stories of New Generations & Social Justice. In *Entertainment and Politics in Contemporary China* (pp. 131-162). Palgrave Macmillan.