

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Remarks</b>	1. This subject is offered in the Chinese Mainland in summer term of 2015-16. 2. Students are required to travel to Beijing from 7 to 20 July 2016 tentatively for 14 days to attend the lectures and seminars and conduct field visits. 3. Despite the financial support from the University, students are required to pay \$1,500 to cover part of the expenses.														
<b>Subject Code</b>	APSS1B15 (for Group 3000 only)														
<b>Subject Title</b>	Global China														
<b>Credit Value</b>	3														
<b>Level</b>	1														
<b>GUR Requirements Intended to Fulfill</b>	This subject intends to fulfill the following requirement(s) : <input type="checkbox"/> <b>Healthy Lifestyle</b> <input type="checkbox"/> <b>Freshman Seminar</b> <input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b> <input type="checkbox"/> <b>Leadership and Intra-Personal Development</b> <input type="checkbox"/> <b>Service-Learning</b> <input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b> <input type="checkbox"/> Human Nature, Relations and Development <input checked="" type="checkbox"/> Community, Organization and Globalization <input type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment <input checked="" type="checkbox"/> <b>China-Study Requirement</b> <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No <input type="checkbox"/> <b>Writing and Reading Requirements</b> <input type="checkbox"/> English or <input type="checkbox"/> Chinese														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Field Report</td> <td style="text-align: center;">40 %</td> <td></td> </tr> <tr> <td>2. Two Quizzes</td> <td style="text-align: center;">40 %</td> <td></td> </tr> <tr> <td>3. Class Participation and Discussion</td> <td style="text-align: center;">20 %</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Field Report	40 %		2. Two Quizzes	40 %		3. Class Participation and Discussion	20 %	
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<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 national and local development, particularly their implications for youth;</li> <li>(d) Critically evaluate the benefits and problems related to globalization in China.</li> </ol> <p>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</p> <p><u>Literacy</u> Students are required to read the assigned reading materials before attending lectures. The quiz will assess student’s understanding of those reading materials, as well as lecture content.</p> <p><u>Higher order thinking</u> By using different analytical perspectives and theories, students will be exposed to a variety of problems concerning globalization and Chinese society. The teaching and learning processes will emphasize “critical thinking”: different viewpoints and multiple perspectives will be introduced and critically compared. Student will be exposed to deep-rooted problems in China such as severe rural urban divide and developmental strategies. Students will be required to critically evaluate the past and current models of development. They would be encouraged to explore various alternative models that would move beyond market economy and planned economy.</p> <p><u>Life-long learning</u> Students will gain a better understanding of globalization process in Chinese societies. This will better equip them to tackle individual, professional and societal challenges in a globalized city.</p>
<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 her integration into the world system</li> <li>4. New Stratifications in Chinese Society</li> <li>5. China’s Farmers and Globalization</li> </ol>

	6. Chinese working classes, market, and globalization 7. Youth, Education, Globalization 8. China's Going out 9. Ethnic Minorities and Globalization 10. Searching for an alternative: a new developmental model																																																				
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<p>The subject is delivered in Mainland China by interactive lectures in which basic concepts, and arguments related to subject syllabus will be covered. Field learning is the most essential method to enhance understanding, discussion and critical thinking. Field visits to migrant NGOs, community organizations and green farms are required.</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 field report upon the completion of field learning in Mainland China.</p>																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	<table border="1" data-bbox="443 745 1473 1227"> <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>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Field Report</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Two Quizzes</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Class Participation and Discussion</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Students will be arranged to visit migrant NGOs, community organization and green farms in Mainland China and required to submit a field report for their chosen topics.</p> <p>Two term quizzes would be used to test students' understanding of the theories and concepts of globalization, and the developmental problems of Chinese societies.</p> <p>Students are required to read before lectures and critically analyze contemporary trends and events in Hong Kong and Mainland China. They are also required to discuss and debate on the selected topics related to the subject.</p> <p>In the class discussion group, students are required to discuss with their fellow classmates on various questions concerning globalization in China in order to better evaluate issues and challenges in global cities.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Field Report	40 %	✓	✓	✓	✓			2. Two Quizzes	40 %	✓	✓	✓	✓			3. Class Participation and Discussion	20 %	✓	✓	✓	✓			Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:																																																				
	▪ Lecture & Seminar					30 Hrs.																																															
	▪ Field visits					12 Hrs.																																															
	Other student study effort:																																																				

	<ul style="list-style-type: none"> <li>▪ Self-study before lectures</li> <li>▪ Preparation for field report</li> <li>▪ Preparation for term quiz</li> </ul>	<p style="text-align: right;">14 Hrs.</p> <p style="text-align: right;">28 Hrs.</p> <p style="text-align: right;">28 Hrs.</p>
	Total student study effort	112 Hrs.
<b>Reading List and References</b>	<p><b>Books :</b></p> <p>Davis, D. S., &amp; Feng, W. (Eds). (2009). <i>Creating wealth and poverty in postsocialist China</i>. California: Stanford University Press.</p> <p>Ku, H. B. (2003). <i>Moral politics in a south Chinese village : Responsibility, reciprocity and resistance</i>. Lanham, Md., U.S.A. : Rowman &amp; Littlefield Publishers.</p> <p>Mittelman, J. H. (2000). <i>The globalization syndrome: Transformation and resistance</i>. Princeton: Princeton University Press.</p> <p>Yan, H. (2008). <i>New masters, new servants</i>. Durham: Duke University Press.</p> <p>潘毅 (2007) 。 <i>中國女工</i> 。香港：明報出版社。</p> <p>潘毅、 卢晖临 (2010) 。 <i>大工地</i> 。北京：北京大学出版社。</p> <p>潘毅、 卢晖临、 郭于华、 沈原 (2011) 。 <i>富士康輝煌背后的连环跳</i> 。香港： 商务出版社。</p> <p><b>Articles:</b></p> <p>Pun, N., &amp; Chan, J. (2012). Global capital, the state and Chinese workers: The Foxconn experience. <i>Modern China</i>, 38(4), 383 – 410.</p> <p>Pun, N., &amp; Ku, H. B. (2011). China at the crossroads: social economy as the new way of development. <i>China Journal of Social Work</i>, 4(3), 197 – 199.</p> <p>Pun, N., &amp; Lu, H. (2010). Unfinished proletarianization: Self, anger and class action of the second generation of peasant – Workers in reform China. <i>Modern China</i>, 36 (5), 493 – 519.</p> <p>古學斌、張和清、楊錫聰 (2004) 。地方國家，經濟幹預和農村貧困：一個中國西南村落的個案分析。 <i>社會學研究</i>，第六期，132 號，頁 79-88。</p> <p>古學斌 (2003) 。發展中的「他/她者」：中國農民社會邊緣性的形成。 <i>華人社會排斥與邊緣性</i>，香港理工大學應用社會科學系政策研究中心。</p> <p>古學斌 (2000) 。農業商品化與基層政治的變更：中國南方一個村落的個案調查。 <i>香港社會科學學報</i>，第 17 期。</p>	

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.