

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	APSS1BN11													
Subject Title	Globalization and the Changing Middle Class													
Credit Value	3													
Level	1													
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>													
Pre-requisite / Co-requisite/ Exclusion	Subject Exclusion : APSS1B11													
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Book Report [40% marked by APSS, 10% marked by ELC]</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Term End Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Presentation and Participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; 		100% Continuous Assessment	Individual Assessment	Group Assessment	Book Report [40% marked by APSS, 10% marked by ELC]	50%	0%	Term End Quiz	20%	0%	Presentation and Participation	15%	15%
100% Continuous Assessment	Individual Assessment	Group Assessment												
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	<ul style="list-style-type: none"> • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
<p>Objectives</p>	<p>Specific objectives of the subject:</p> <ol style="list-style-type: none"> 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; 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.
<p>Intended Learning Outcomes</p> <p><i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (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; (b) Become more aware of the major local and international works on the complexities and the impacts of globalization on people, especially middle class, in contemporary societies; (c) Recognize the potential consequences of globalization, especially those dealing with life opportunities and ethical issues that impact directly on the social well being of society; (d) Acquire a broad foundation knowledge and analytical skills that can be adapted to underpin they major studies and life-long learning; (e) Develop a broader horizon in understanding social inequality, social mobility and middle class in global and local contexts. <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>

	<ol style="list-style-type: none"> 1. Literacy: Students will be required to attend English online workshops and engage in substantial readings to prepare for the book report to indicate their knowledge in understanding the complex but uneven consequences globalization can 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 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 assignment 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.
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<p>This course examines the rapid emergence and development of globalization and how its economic fluctuations have affected the formation of social classes, in particular in changing the middle class since the early 1990s. The topics covered by the subject include the following:</p> <ol style="list-style-type: none"> 1. Development and forces of globalization: global social changes in the 1990s <ol style="list-style-type: none"> a) Emerging global forces and new order b) Economic globalization c) Cultural globalization d) Political globalization 2. Emergence of ‘new’ economies and markets <ol style="list-style-type: none"> 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: the “global back office” 3. Globalization and social mobility in the “new economies” <ol style="list-style-type: none"> a) Determinants of social mobility b) Emerging new social stratifications c) Professionals d) Salaried e) Business entrepreneurs f) Labourers 4. Features of the ‘new’ middle class in India and China <ol style="list-style-type: none"> a) Is there a ‘middle class’? 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

	<ul style="list-style-type: none"> 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? <p>6. New rich or “disappearing” middle class? Comparative case studies 1:</p> <ul style="list-style-type: none"> a) Culture of the new capitalism b) Postmodern forms of labour and ‘American Dream’ under pressure c) Corrosion of character and new work ethic d) Emerging new rich and the wealth gaps <p>7. New rich or “disappearing” middle class? Comparative case studies 2:</p> <ul style="list-style-type: none"> a) Middle class as ‘hidden poor’ b) Rising indebtedness, shoplifting and homelessness c) The end of welfarism? d) Stunted lifestyle and anxiety <p>8. New rich or “disappearing” middle class? Comparative case studies 3:</p> <ul style="list-style-type: none"> a) Global lifestyles and local conditions b) Consumption, class formation and identities c) Trajectories to the new rich d) Formation of M-Shape society <p>9. Globalizing risks and opportunities: a socio-economic score sheet for middle class?</p> <ul style="list-style-type: none"> 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 <p>10. Changing values and aspirations: middle class and their next generation in post-global financial crisis context.</p> <ul style="list-style-type: none"> 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
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>A combination of teaching and learning methods will be employed in this subject. Interactive lectures will be used to deliver the more theoretical contents while seminars will 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.</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. Book Report - For EW Requirement [30% marked by APSS, 10% marked by ELC] - For ER Requirement [10% marked by APSS]	50%	✓	✓	✓		✓	
2. Term End Quiz	20%	✓	✓		✓		
3. Presentation and Participation	30%	✓	✓	✓			
Total	100 %						

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

Book Report for ER and EW Requirement:

To enable students to meet the “ER” and “EW” requirement, they will be required to view online a short lecture series, attend tutorials focusing on reading skills and writing strategies and receive comments from ELC instructors to improve their English writing skills.

They are also expected to study the prescribed readings on the Reading List, critically evaluate the key concepts or arguments in the book and explore the relevance of these concepts or arguments in the local context, and submit a book review of 1,500 - 2,500 words.

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:

Students are divided into small group and asked to prepare an in-class presentation based on real world case studies. This 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. Students will be individually assessed for their performances in presentation and participation in discussions during the lectures and presentations.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-directed Studies	50 Hrs.
	▪ Assignment Preparation	26 Hrs.
	Total student study effort	115 Hrs.
Reading List and References	<p>Essential Readings (Please select one of the following marked ® for Book Report)</p> <p>Andress, H. J. and Lohmann, H. (ed.) (2008). <i>The working poor in Europe: Employment, poverty and globalization</i>. Cheltenham: Edward Elgar.</p> <p>Brooks, D. (2000). <i>Bobos in Paradise: the new upper class and how they got there</i>. New York: Simon & Schuster. ®</p> <p>De Botton A. (2004). <i>Status Anxiety</i>. London: Hamish Hamilton. ®</p> <p>Ehrenreich, B. (2008). <i>Nickel and dimed: On (not) getting by in America</i>. New York: Holt Paperbacks. (221 pages)</p> <p>Ford, M. R. (2015). <i>Rise of the Robots : Technology and the Threat of a Jobless Future</i>. New York : Basic Book. ®</p> <p>Frank, R. H. (2007). <i>Falling behind: How rising inequality harms the middle class</i>. Berkeley: University of California Press.</p> <p>Goodman, D. S. G. (ed.) (2008). <i>The new rich in China: Future rulers, present lives</i>. London; New York: Routledge.</p> <p>Harari, Y. (2016). <i>Homo Deus: A Brief History of Tomorrow</i>. London: Harvill Secker. ®</p> <p>Hartmann, T. (2007). <i>Screwed: The undeclared war against the middle class--and what we can do about it</i>. San Francisco: Berrett-Koehler Publishers.</p> <p>Jaffrelot, C. and Van der Veer, P. (ed.) (2008). <i>Patterns of middle class consumption in India and China</i>. New Delhi: SAGE Publications.</p> <p>Klein, N. (2000). <i>No Logo: Taking Aim at the Brand Bullies</i>. Knopf Canada: Picador. ®</p>	

- Krugman, P. (2009). *The Conscience of a Liberal*. Norton.
- Mooney, N. (2008). (Not) *Keeping up with our parents: The decline of the professional middle class*. Boston: Beacon Press.
- Pow, C. P. (2009). *Gated communities in China: Class, privilege and the moral politics of the good life*. London; New York: Routledge.
- Stiglitz, J. E. (2006). *Making Globalization Work*. New York: W.W. Norton. ®
- Supplementary**
- Chan, A., Madsen, R. and Unger, J. (2009). *Chen village: Revolution to globalization*. Berkeley: University of California Press. (Chapters 13 and 14)
- Cherng-tay, J. and Ku, Y. W. (2009). Social change and social policy in Taiwan: New poverty, M-shaped society and policy implications. [*International journal of Japanese sociology*](#), 18(1): 45-59.
- Chua, B. H. (ed.) (2000). *Consumption in Asia: Lifestyles and identities*. New York: Routledge.
- Currie, E. (2005). *The road to whatever: Middle-class culture and the crisis of adolescence*. New York: Metropolitan Books, Henry Holt.
- Danziger, P. N. (2005). *Let them eat cake: Marketing luxury to the masses - as well as the classes*. Chicago: Dearborn Trade Publications.
- Davis, D. E. (2004). *Discipline and development: Middle classes and prosperity in East Asia and Latin America*. Cambridge; New York: Cambridge University Press.
- Derné, S. (2008). *Globalization on the ground: Media and the transformation of culture, class, and gender in India*. Los Angeles, CA: Sage Publications.
- Dobbs, L. (2006). *War on the middle class: How the government, big business, and special interest groups are waging war on the American dream and how to fight back*. New York: Viking Penguin.
- Ganguly-Scrase, R. and Scrase, T. J. (2009). *Globalisation and the middle classes in India: The social and cultural impact of neoliberal reforms*. Abingdon, U.K.: Routledge.
- Hoffman, P. T., Postel-Vinay, G. and Rosenthal, J. L. (2007). *Surviving large losses: Financial crises, the middle class, and the development of capital markets*. Cambridge, MA: Belknap Press of Harvard University Press.
- Kumar, S., Heath, A. and Heath, O. (2002). Determinants of social mobility in India”, *Economic and political weekly*, July, 20.

	<p>Lan, P. C. (2006). <i>Global cinderellas: Migrant domestics and newly rich employers in Taiwan</i>. Durham, NC: Duke University Press.</p> <p>Lui, T. L. (1993). Hong Kong's new middle class: Its formation and politics. In Hsiao, M. H. H. (ed.). <i>Discovery of the middle classes in East Asia</i>, pp.247-272. Taipei: Institute of Ethnology, Academia Sinica.</p> <p>Mathews, G. and Lui, T. L. (ed.) (2001). <i>Consuming Hong Kong</i>. Hong Kong: Hong Kong University Press.</p> <p>Meredith, R. (2007). <i>The elephant and the dragon: The rise of India and China and what it means for all of us</i>. Chicago: W.W. Norton.</p> <p>Ornstein, A. (2007). <i>Class counts: Education, inequality, and the shrinking middle class</i>. Lanham, MD: Rowman & Littlefield Publishers.</p> <p>Prince, R. A. and Schiff, L. (2008). <i>The middle-class millionaire: The rise of the new rich and how they are changing America</i>. New York: Currency/Doubleday.</p> <p>Sennett, R. (1998). <i>The corrosion of character</i>. New York: W.W. Norton.</p> <p>Sheehan, S. (2009). Ain't no middle class. In Eitzen, D. S. and Smith, K. E. (ed.) <i>Experiencing poverty: Voices from the bottom</i>, pp. 68-83. Boston: Pearson/Allyn & Bacon.</p> <p>Shipler, D. K. (2004). <i>The working poor: Invisible in America</i>. New York : Alfred A. Knopf.</p> <p>So, A. Y. (2004). The middle class in Asia Pacific: Second phase research and trajectory. <i>Asian perspective</i>, 28(2): 263-275.</p> <p>Xu, J. H. (2009). Building a Chinese "middle class": Consumer education and identity construction in television land. In Ying Zhu & Chris Berry (ed.). <i>TV China</i>, pp. 150-167. Bloomington: Indiana University Press.</p> <p>三浦展著；蕭雲菁譯 (2007) 。《階級是會遺傳的：不要讓你的孩子跌入「下流階級」》。台北市：三采文化出版事業有限公司。</p> <p>門倉貴史著；龔婉如譯 (2008) 。《窮忙族：新貧階級時代的來臨》。台北市：聯經出版事業股份有限公司。</p> <p>呂大樂 (2000) 。“亞洲金融風暴下的香港中產階級” 在劉兆佳等編。《市場、階級與政治：變遷中的華人社會》。頁 432-458。香港：香港中文大學香港亞太研究所。</p> <p>SACOM 寫作小組(2023) 。《SACOM 作為地標：中港兩地「工學聯合」行動經驗》。台灣：台灣社會研究雜誌社。</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.