

# The Hong Kong Polytechnic University

## Subject Description Form

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

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| <b>Subject Code</b>   | APSS1BN15/P   |
| <b>Subject Title</b>  | Global China  |
| <b>Credit Value</b>   | 3   |
| <b>Level</b>  | 1   |
| <b>GUR Requirements Intended to Fulfill</b>                   | <p>This subject intends to fulfill the following requirements:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Healthy Lifestyle</b></li> <li><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></li> <li><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></li> <li><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></li> <li><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></li> <li><input type="checkbox"/> <b>Service-Learning</b></li> <li><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</li> <li><input type="checkbox"/> Science, Technology and Environment [CAR D]</li> <li><input type="checkbox"/> Chinese History and Culture [CAR M]</li> <li><input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</li> </ul> </li> <li><input checked="" type="checkbox"/> <b>China-Study Requirement</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</li> </ul> </li> <li><input type="checkbox"/> <b>Writing and Reading Requirements</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> English or <input type="checkbox"/> Chinese</li> </ul> </li> </ul> |
| <b>Pre-requisite / Co-requisite/ Exclusion</b>                | <p>For students taking APSS1BN15, the exclusion subjects are APSS1B15P, APSS1BN15P and APSS1B15.</p> <p>For students taking APSS1BN15P, the exclusion subjects are APSS1B15, APSS1BN15 and APSS1B15P.</p>   |
| <b>Note</b><br><br><b>(For Chinese Mainland Version only)</b> | <p><b><u>Chinese Mainland Version</u></b></p> <p>This is a non-local CAR subject with a <b><u>compulsory outbound study trip</u></b>. An <b><u>outbound activity fee is required</u></b> to be settled right after the Subject Registration Period.</p> <p>There is <b><u>no Add/Drop Period</u></b> for this non-local subject due to study trip arrangements.</p> <p>Upon confirmation of eligibility to graduate or leave the University, registration on subjects in the following semester/Summer Term will be nullified and removed.</p>  |

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|  | Students may wish to refer to the course arrangement available on eStudent before subject registration. For the guidelines of funding and operational model for non-local CAR subjects, students may wish to refer to the website of the Office of Undergraduate Studies (OUS).  |                       |                  |
| <b>Assessment Methods</b>                                    | 100% Continuous Assessment   | Individual Assessment | Group Assessment |
|  | Quiz   | 30%                   |                  |
|  | Essay  | 50%                   |                  |
|  | Attendance and Participation   | 20%                   |                  |
|  | <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass all component(s) if he/she is to pass the subject.</li> </ul>  |                       |                  |
| <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 Chinese societies in a global context;</li> <li>3. Explore a sustainable development by reflecting on the consequences of global China, which are bound to affect what goes on in mainland China.</li> </ol>   |                       |                  |
| <b>Intended Learning Outcomes</b><br><br>(Note 1)            | <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 China;</li> <li>(d) Evaluate the opportunities and problems related to globalization in China.</li> </ol>   |                       |                  |
| <b>Subject Synopsis/ Indicative Syllabus</b><br><br>(Note 2) | <ol style="list-style-type: none"> <li>1. Introduction to Global China studies</li> <li>2. China's global links in the earlier and current periods</li> <li>3. China's reform and re-integration into the world system</li> <li>4. Selected topics <ul style="list-style-type: none"> <li>- Economic globalization and Chinese labor</li> <li>- Cultural globalization and Chinese culture</li> <li>- Chinese foreign policy under globalization</li> <li>- China's "going out" and global investments</li> <li>- Belt and Road Initiative</li> <li>- US-China relations</li> <li>- New technologies and media in China</li> <li>- Youth, social class and education</li> <li>- China and global sustainable development</li> </ul> </li> <li>5. Searching for an alternative developmental model</li> </ol> |                       |                  |

| <div>Teaching/Learning Methodology</div> <div>(Note 3)</div>                                   | <div>Hong Kong version</div> <div>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 to enhance participatory learning. In-class discussions are designed to foster an interactive learning environment.</div> <div>Chinese Mainland version</div> <div>The subject is delivered in Hong Kong and 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 non-governmental organizations (NGOs), community organizations and/or green farms are required (specific visit(s) to be arranged).</div>  |                                   |             |  |   |   |  |  |  |   |   |   |   |   |  |         |     |   |   |   |   |  |  |          |     |   |   |   |   |  |  |                                 |     |   |   |   |   |  |  |       |      |  |  |  |  |  |  |
|--|---|-----------------------------------|-------------|--|---|---|--|--|--|---|---|---|---|---|--|---------|-----|---|---|---|---|--|--|----------|-----|---|---|---|---|--|--|---------------------------------|-----|---|---|---|---|--|--|-------|------|--|--|--|--|--|--|
| <div>Assessment Methods in Alignment with Intended Learning Outcomes</div> <div>(Note 4)</div> | <div>Hong Kong Version</div> <table><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><tr><td>1. Quiz</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>2. Essay</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>3. Attendance and Participation</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 colspan="6"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div> <div><div>1. Quiz (30%)</div><div>The quiz will assess students’ competence in understanding and applying concepts learned in the course.</div><div>2. Essay (50%)</div><div>The term paper will enable students to integrate major concepts to indicate the level of knowledge and competence gained in the study.</div><div>3. Attendance and participation (20%)</div><div>Attendance is required. The subject teacher will invite students to respond by sharing ideas of the key texts, personal experiences and social observations. Active participation through peer learning is encouraged.</div></div> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |  |  |  | a | b | c | d | e |  | 1. Quiz | 30% | ✓ | ✓ | ✓ | ✓ |  |  | 2. Essay | 50% | ✓ | ✓ | ✓ | ✓ |  |  | 3. Attendance and Participation | 20% | ✓ | ✓ | ✓ | ✓ |  |  | Total | 100% |  |  |  |  |  |  |
| Specific assessment methods/tasks  | % weighting   |                                   |             | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |   |  |  |  |   |   |   |   |   |  |         |     |   |   |   |   |  |  |          |     |   |   |   |   |  |  |                                 |     |   |   |   |   |  |  |       |      |  |  |  |  |  |  |
|  |   | a                                 | b           | c  | d | e |  |  |  |   |   |   |   |   |  |         |     |   |   |   |   |  |  |          |     |   |   |   |   |  |  |                                 |     |   |   |   |   |  |  |       |      |  |  |  |  |  |  |
| 1. Quiz  | 30%   | ✓                                 | ✓           | ✓  | ✓ |   |  |  |  |   |   |   |   |   |  |         |     |   |   |   |   |  |  |          |     |   |   |   |   |  |  |                                 |     |   |   |   |   |  |  |       |      |  |  |  |  |  |  |
| 2. Essay   | 50%   | ✓                                 | ✓           | ✓  | ✓ |   |  |  |  |   |   |   |   |   |  |         |     |   |   |   |   |  |  |          |     |   |   |   |   |  |  |                                 |     |   |   |   |   |  |  |       |      |  |  |  |  |  |  |
| 3. Attendance and Participation  | 20%   | ✓                                 | ✓           | ✓  | ✓ |   |  |  |  |   |   |   |   |   |  |         |     |   |   |   |   |  |  |          |     |   |   |   |   |  |  |                                 |     |   |   |   |   |  |  |       |      |  |  |  |  |  |  |
| Total  | 100%  |                                   |             |  |   |   |  |  |  |   |   |   |   |   |  |         |     |   |   |   |   |  |  |          |     |   |   |   |   |  |  |                                 |     |   |   |   |   |  |  |       |      |  |  |  |  |  |  |

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| <b>Assessment Methods in Alignment with Intended Learning Outcomes</b><br><br>(Note 4)  | <b>Chinese Mainland Version</b>                |                                  |             |  |   |          |   |
|   | Specific assessment methods/tasks              |                                  | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) |   |          |   |
|   |  |                                  |             | a  | b | c        | d |
|   | 1.   | Group presentation               | 30%         | ✓  | ✓ | ✓        | ✓ |
|   | 2.   | In-class Quiz                    | 50%         | ✓  | ✓ | ✓        | ✓ |
|   | 3.   | Class Participation & Discussion | 20%         | ✓  | ✓ | ✓        | ✓ |
|   | Total  |                                  | 100%        |  |   |          |   |
| Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:<br><br>Apart from attending lectures, students will be arranged to visit migrant NGOs, community organizations, markets, and green farms, etc. in Chinese Mainland. Attendance at each lecture and site visit is compulsory.<br><br>At the end of the class, students are required to do a group presentation to report your observations, thoughts, and reflections during the site visits.<br><br>One in-class quiz will be also used to test students’ understanding of the theories and concepts of globalization, and the developmental problems of Chinese societies. In the quiz, students are required to write an essay on selected topics.<br><br>Students are required to read before lectures and critically analyze contemporary trends and events in Hong Kong and Chinese Mainland. They are also required to discuss and debate on the selected topics related to the subject.<br><br>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. |  |                                  |             |  |   |          |   |
| <b>Student Study Effort Expected (Hong Kong version)</b>  | Class contact: (Hong Kong version)             |                                  |             |  |   |          |   |
|   | ▪ Lectures                                     |                                  |             |  |   | 39 Hrs.  |   |
|   | Other student study effort:                    |                                  |             |  |   |          |   |
|   | ▪ Self-study before lectures                   |                                  |             |  |   | 28 Hrs.  |   |
|   | ▪ Preparation for term quiz/group presentation |                                  |             |  |   | 42 Hrs.  |   |
|   | Total student study effort                     |                                  |             |  |   | 109 Hrs. |   |

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| <b>Student Study Effort Required</b><br><br><b>(Chinese mainland version)</b> | Class contact: (Chinese Mainland version)   |                               |
|   | <ul style="list-style-type: none"> <li>▪ Lectures</li> <li>▪ Field visits</li> </ul>  | 30 Hrs.<br>9 Hrs.             |
|   | <ul style="list-style-type: none"> <li>▪ Self-study before lectures</li> <li>▪ Preparation for field report (group work)</li> <li>▪ Preparation for term quiz</li> </ul>  | 14 Hrs.<br>28 Hrs.<br>28 Hrs. |
|   | Total student study effort  | 109 Hrs.                      |
|   |   |                               |
| <b>Reading List and References</b>  | <p>Chan, Jenny, Mark Selden and Pun Ngai. 2020. <i>Dying for an iPhone: Apple, Foxconn and the Lives of China's Workers</i>. Chicago, IL: Haymarket Books and London: Pluto Press.</p> <p>Dittmer, Lowell, ed. 2021. <i>China's Political Economy in the Xi Jinping Epoch: Domestic and Global Dimensions</i>. Singapore: World Scientific Publishing.</p> <p>Doshi, Rush. 2021. <i>The Long Game: China's Grand Strategy to Displace American Order</i>. Oxford: Oxford University Press.</p> <p>Franceschini, Ivan and Nicholas Loubere. 2022. <i>Global China as Method</i>. Cambridge, MA: Cambridge University Press.</p> <p>Franceschini, Ivan and Christian Sorace, eds. 2022. <i>Proletarian China: A Century of Chinese Labour</i>. London: Verso Books.</p> <p>Friedman, Eli, Kevin Lin, Rosa Liu and Ashley Smith. 2024. <i>China in Global Capitalism: Building International Solidarity Against Imperial Rivalry</i>. Chicago, IL: Haymarket Books.</p> <p>Harvey, David. 2003. <i>The New Imperialism</i>. Oxford: Oxford University Press.</p> <p>Hung, Ho-fung. 2022. <i>Clash of Empires: From "Chimerica" to the "New Cold War."</i> Cambridge, MA: Cambridge 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, NC: Duke University Press.</p> <p>Karl, Rebecca E. 2020. <i>China's Revolutions in the Modern World: A Brief Interpretive History</i>. New York: Verso.</p> <p>Kimball, Emilie, Rush Doshi, Ryan Hass and Tarun Chhabra, eds. 2021. <i>Global China: Assessing China's Growing Role in the World</i>. Washington, D.C.: Brookings Institution Press.</p> <p>Klein, Matthew C. and Michael Pettis. 2020. <i>Trade Wars Are Class Wars: How Rising Inequality Distorts the Global Economy and Threatens International Peace</i>. New Haven, CT: Yale University Press.</p> <p>Lee, Ching Kwan. 2017. <i>The Specter of Global China: Politics, Labor, and Foreign Investment in Africa</i>. Chicago, IL: University of Chicago Press.</p> <p>Lee, Ching Kwan. 2022. <i>Hong Kong: Global China's Restive Frontier</i>. Cambridge: Cambridge University 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> |                               |

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|  | <p>Naughton, Barry. 2018. <i>The Chinese Economy: Transitions and Growth</i>. 2<sup>nd</sup> edition. Cambridge, MA: The MIT Press.</p> <p>Pearson, Margaret M., Meg Rithmire and Kellee Tsai. 2023. <i>The State and Capitalism in China</i>. Cambridge, MA: Cambridge University Press.</p> <p>Repnikova, Maria. 2022. <i>Chinese Soft Power</i>. Cambridge, MA: Cambridge University Press.</p> <p>Rosen, Stanley and Daniel C. Lynch, eds. 2024. <i>Chinese Politics: The Xi Jinping Difference</i>. 2<sup>nd</sup> edition. Abington, Oxon: Routledge.</p> <p>Saich, Tony. 2021. <i>From Rebel to Ruler: One Hundred Years of the Chinese Communist Party</i>. Cambridge, MA: The Belknap Press of Harvard University Press.</p> <p>Schatz, Edward and Rachel Silvey, eds. 2025. <i>Seeing China's Belt and Road</i>. Oxford: Oxford University Press.</p> <p>Schneider, Florian, ed. 2021. <i>Global Perspectives on China's Belt and Road Initiative: Asserting Agency through Regional Connectivity</i>. Amsterdam, the Netherlands: Amsterdam University Press.</p> <p>Winter, Tim. 2019. <i>Geocultural Power: China's Quest to Revive the Silk Roads for the Twenty-First Century</i>. Chicago: University of Chicago Press.</p> <p>Winter, Tim. 2022. <i>The Silk Road: Connecting Histories and Futures</i>. Oxford: Oxford University Press.</p> <p>Wu, Jieh-min. 2022. <i>Rival Partners: How Taiwanese Entrepreneurs and Guangdong Officials Forged the China Development Model</i>. Extended Edition. Cambridge, MA: Harvard 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.