

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	APSS1BN29		
Subject Title	Chinese Megacities in an Age of Globalisation		
Credit Value	3		
Level	1		
GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) : ☐ Healthy Lifestyle ☐ AI and Data Analytics (AIDA) ☐ Innovation and Entrepreneurship (IE) ☐ Languages and Communication Requirement (LCR) ☐ Leadership Education and Development (LEAD) ☐ Service-Learning ☒ Cluster-Area Requirement (CAR) ☐ Human Nature, Relations and Development [CAR A] ☐ Science, Technology and Environment [CAR D] ☐ Chinese History and Culture [CAR M] ☒ Cultures, Organizations, Societies and Globalization [CAR N] ☒ China-Study Requirement ☒ Yes or ☐ No ☐ Writing and Reading Requirements ☐ English or ☐ Chinese		
Pre-requisite / Co-requisite/ Exclusion	Subject Exclusion : APSS1B29		
Assessment Methods	Assessment components	Individual Assessment	Group Assessment
	Attendance and participation	20%	
	Quiz	40%	
	Essay	40%	
	- The grade is calculated according to the percentage assigned. - The completion of all component assignments is required for passing the subject.		

Objectives	This course adopts an interdisciplinary approach to analyze Chinese urbanization since the 1970s to the present. We will explore the processes of rural transformation, urban development, social inequality, gender disparity, labor migration, urban culture and lifestyle, and visions of sustainable growth. The government has worthy objectives of delivering a substantial increase in the population's living standards, and yet the outcomes of economic and socio-spatial changes have been uneven. Our goal is to evaluate the emerging opportunities and limitations facing Chinese people to meet the challenges of globalization in contemporary China.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: - familiarize with the dynamics and processes of rural and urban development in China amid globalization. - identify political, economic, social, and cultural issues in Chinese megacities. - evaluate the opportunities and challenges brought by urban development. - analyze and envision the roles of emerging Chinese megacities in the world by examining current policy initiatives and grassroots efforts. - Literacy: (a)–(d) – Students will read and reflect on academic texts from multiple sources regarding the dynamics and processes of globalization and urbanization in the context of contemporary China. - Higher order thinking: (c)+(d) – Students will draw ideas from lectures and suggested readings, and will apply them in analyzing the social issues and developmental dilemmas in Chinese megacities. - Life-long learning: (c)+(d) – Students will assess the opportunities and challenges brought by globalization and urbanization, and consider their roles as global citizens to build a better society.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	- Introduction - Rural China - Urbanization, migration and the rise of megacities - Global market and urban growth - Housing - Urban leisure culture - Work and employment - Free trade zones and Chinese urban dreams - Environmental governance - Guangdong-Hong Kong-Macao Greater Bay Area - State–society relations, sustainability and development - Conclusion

Teaching/Learning Methodology (Note 3)	This course comprises lectures and in-class activities in a three-hour session. The lectures will introduce key ideas and concepts based on multiple sources of readings regarding the processes of globalization and urbanization. The teaching materials include academic texts and video excerpts. An interactive and participatory environment will nurture students to support each other to learn actively. To acquire academic reading and writing skills, students are required to complete a quiz and an individual essay based on the required readings.																																							
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>1. Attendance and participation</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Quiz</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Essay</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="4"></td></tr></table> Attendance and participation (20%): Attendance in class is required. Students’ effort in initiating discussions and joining educational activities will help each other to learn better. Quiz (40%): A multiple-choice quiz is designed to assess students’ basic understanding of the assigned readings. Essay (40%): This is an individual paper. Students are expected to demonstrate their overall learning by synthesizing the suggested readings to write an essay. The completion of <i>all</i> three components is required to pass the subject.						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Attendance and participation	20%	✓	✓	✓	✓	2. Quiz	40%	✓	✓	✓	✓	3. Essay	40%	✓	✓	✓	✓	Total	100 %				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																						
		a	b	c	d																																			
1. Attendance and participation	20%	✓	✓	✓	✓																																			
2. Quiz	40%	✓	✓	✓	✓																																			
3. Essay	40%	✓	✓	✓	✓																																			
Total	100 %																																							
Student Study Effort Expected	Class contact: <table><tr><td>▪ Lecture / In-Class Group Work</td><td>39 Hrs.</td></tr><tr><td colspan="2">Other student study effort:</td></tr><tr><td>▪ Self-Study</td><td>41 Hrs.</td></tr><tr><td>▪ Assignment Preparation</td><td>30 Hrs.</td></tr><tr><td>Total student study effort</td><td>110 Hrs.</td></tr></table>					▪ Lecture / In-Class Group Work	39 Hrs.	Other student study effort:		▪ Self-Study	41 Hrs.	▪ Assignment Preparation	30 Hrs.	Total student study effort	110 Hrs.																									
▪ Lecture / In-Class Group Work	39 Hrs.																																							
Other student study effort:																																								
▪ Self-Study	41 Hrs.																																							
▪ Assignment Preparation	30 Hrs.																																							
Total student study effort	110 Hrs.																																							
Reading List and References	Al, Stefan, ed. 2014. <i>Villages in the City: A Guide to South China’s Informal Settlements</i> . Hong Kong: Hong Kong University Press and Honolulu: University of Hawaii Press.																																							

	Chan, Jenny, Mark Selden and Pun Ngai. 2020. <i>Dying for an iPhone: Apple, Foxconn and the Lives of China's Workers</i>. Chicago: Haymarket Books and London: Pluto Press. Chan, Kam Wing. 1994. <i>Cities with Invisible Walls: Reinterpreting Urbanization in Post-1949 China</i>. Oxford: Oxford University Press. Chen, Nancy N., Constance D. Clark, Suzanne Z. Gottschang and Lyn Jeffery, eds. 2001. <i>China Urban: Ethnographies of Contemporary Culture</i>. Durham: Duke University Press. Davis, Deborah S., ed. 2000. <i>The Consumer Revolution in Urban China</i>. Berkeley: University of California Press. Elfström, Manfred. 2021. <i>Workers and Change in China: Resistance, Repression, Responsiveness</i>. Cambridge: Cambridge University Press. Evans, Harriet. 2020. <i>Beijing from Below: Stories of Marginal Lives in the Capital's Center</i>. Durham: Duke University Press. Fei, Xiaotong, Gary G. Hamilton (Translator) and Wang Zheng (Translator). 1992. <i>From the Soil: The Foundations of Chinese Society</i>. Berkeley: University of California Press. Fingar, Thomas and Jean C. Oi, eds. 2020. <i>Fateful Decisions: Choices that Will Shape China's Future</i>. Stanford: Stanford University Press. Hillman, Ben and Fengyuan Ji, eds. 2026. <i>The Communist Party of China: Understanding the Durability of the World's Most Powerful Political Organization</i>. Cambridge: Cambridge University Press. Hsing, You-tien. 2010. <i>The Great Urban Transformation: Politics of Land and Property in China</i>. New York: Oxford University Press. Jaros, Kyle A. 2019. <i>China's Urban Champions: The Politics of Spatial Development</i>. Princeton: Princeton University Press. Lei, Ya-Wen. 2023. <i>The Gilded Cage: Technology, Development, and State Capitalism in China</i>. Princeton: Princeton University Press. Meisner, Maurice. 1999. <i>Mao's China and After: A History of the People's Republic</i>. 3rd Edition. New York: The Free Press. Murphy, Rachel. 2020. <i>The Children of China's Great Migration</i>. Cambridge: Cambridge University Press. O'Donnell, Mary Ann, Winnie Wong and Jonathan Bach. 2017. <i>Learning from Shenzhen: China's Post-Mao Experiment from Special Zone to Model City</i>. Chicago: The Chicago University Press. Perry, Elizabeth J. and Mark Selden, eds. 2010. <i>Chinese Society: Change, Conflict and Resistance</i>. 3rd Edition. London: Routledge.
--	---

	Ren, Xuefei. 2020. <i>Governing the Urban in China and India: Land Grabs, Slum Clearance, and the War on Air Pollution</i>. Princeton: Princeton University Press. Rozelle, Scott and Natalie Hell. 2020. <i>Invisible China: How the Urban-Rural Divide Threatens China's Rise</i>. Chicago: The University of Chicago Press. Sassen, Saskia. 2002. <i>The Global City: New York, London, Tokyo</i>. Revised Edition. Princeton: Princeton University Press. Solinger, Dorothy, ed. 2019. <i>Polarized Cities: Portraits of Rich and Poor in Urban China</i>. Lanham: Rowman and Littlefield. Tang, Beibei. 2023. <i>Governing Neighborhoods in Urban China: Changing State-Society Relations</i>. Ithaca: Cornell University Press. Wallace, Jeremy L. 2014. <i>Cities and Stability: Urbanization, Redistribution, and Regime Survival in China</i>. New York: Oxford University Press. Wu, Fulong and Fangzhu Zhang. 2025. <i>Governing Urban Development in China: Critical Urban Studies</i>. New York: Routledge. Wu, Weiping and Mark Frazier, eds. 2018. <i>The SAGE Handbook on Contemporary China</i>. Thousand Oaks: SAGE. Wu, Weiping and Qin Gao, eds. 2023. <i>China Urbanizing: Impacts and Transitions</i>. Philadelphia: University of Pennsylvania Press. Yep, Ray, June Wang and Thomas Johnson, eds. 2019. <i>Handbook on Urban Development in China</i>. Cheltenham: Edward Elgar Publishing.
--	---

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.