

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	APSS1B15														
Subject Title	Global China														
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"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</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"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	NIL														
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>1. Two Quizzes</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Book Report</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Class Participation and Discussion</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ▪ The grade is calculated according to the percentage assigned; ▪ The completion and submission of all component assignments are required for passing the subject; ▪ Student must pass the Book Report(s) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Two Quizzes	40%	--	2. Book Report	40%	--	3. Class Participation and Discussion	20%	--
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Objectives	<ol style="list-style-type: none"> 1. Understand the process of globalization in Hong Kong and Mainland China; 2. Develop a new understanding of Hong Kong and Chinese societies in a global context; 3. Explore a sustainable development that can move beyond market economy and planned economy.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) Enhance their understanding of the theories and concepts of globalization; (b) Identify the major developmental stages in China and analyze how they are related to processes of globalization (c) Explore the relationship between global processes and local development in Hong Kong and Mainland China cities; (d) Critically evaluate the benefits and problems related to globalization in China. <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>
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction to Globalization: Theories and Concepts 2. China’s global links in the earlier periods 3. China’s reform and her integration into the world system 4. New Stratifications in Chinese Society 5. China’s Farmers and Globalization 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

<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>The subject is delivered by interactive lectures in which basic concepts, and arguments related to subject syllabus will be covered. Films, documentary and television shows will be used in order to enhance discussion and critical thinking.</p> <p>Students will join small group discussion in each lecture. They have to make short presentation on discussed topics. The aim is to foster an interactive learning environment.</p>																																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="443 533 1473 1081"> <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. Two Quizzes</td> <td>40% (20% for each quiz)</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Book Report</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 colspan="6"></td> </tr> </tbody> </table> <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. Two Quizzes	40% (20% for each quiz)	✓	✓	✓	✓			2. Book Report	40%	✓	✓	✓	✓			3. Class Participation and Discussion	20%	✓	✓	✓	✓			Total	100%								
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<p>Medium of Instruction</p>	<p>English</p>																																																							

Medium of Assessment	English
Reading List and References	<p>Books:</p> <p>Davis, D. S. and W. Feng, eds (2009) <i>Creating Wealth and Poverty in Postsocialist China</i>. California: Stanford University Press.</p> <p>Mittelman, J. H., 2000. <i>The Globalization Syndrome: transformation and resistance</i>. Princeton: Princeton University Press.</p> <p>Yan. Hairong. 2008. <i>New masters, new servants</i>. Durham: Duke University Press.</p> <p>潘毅 (2007) 《中國女工》, 香港: 明報出版社。</p> <p>潘毅 卢晖临 (2010) 《大工地》, 北京: 北京大学出版社。</p> <p>Articles:</p> <p>Cartier, C., 2002. “Transnational Urbanism in the Reform-era Chinese City: Landscapes from Shenzhen”, <i>Urban studies</i>, 39(9):1513-1532.</p> <p>Pun N. and K. M. Lee, 2002. “Locating Globalization: The Changing Role of the City-state in Post-handover Hong Kong”, <i>China Review</i>, 2(1):1-28.</p> <p>Pun N. and K. M. Wu, 2004. “Lived Citizenship and Lower Class Women in Hong Kong: A Global City without its People”, in <i>Remaking Citizenship in Hong Kong</i>, edited by S. M. Ku and N. Pun, London: Routledge. pp. 139-154.</p> <p>Pun, N. and H. L. Lu, 2010. “Unfinished Proletarianization: Self, Anger and Class Action of the Second Generation of Peasant-Workers in Reform China”, <i>Modern China</i>. (forthcoming, 1-22).</p> <p>So, A., 2003. “Cross-border families in Hong Kong”, <i>Critical Asian Studies</i>, 35(4):515-534.</p> <p>Wei, Y. D. and C. K. Leung, 2005. “Development Zones, Foreign Investment and Global City Formation in Shanghai”, 36, 1:16-40.</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.