### The Hong Kong Polytechnic University

**Subject Description Form**

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

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS1B15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Global China</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td><strong>GUR Requirements Intended to Fulfill</strong></td>
<td>This subject intends to fulfill the following requirement(s):</td>
</tr>
<tr>
<td></td>
<td>☐ Healthy Lifestyle</td>
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<td></td>
<td>☐ Freshman Seminar</td>
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<td></td>
<td>☐ Languages and Communication Requirement (LCR)</td>
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<td></td>
<td>☐ Leadership and Intra-Personal Development</td>
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<td></td>
<td>☐ Service-Learning</td>
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<td></td>
<td>☑ Cluster-Area Requirement (CAR)</td>
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<td></td>
<td>☐ Human Nature, Relations and Development</td>
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<td></td>
<td>☑ Community, Organization and Globalization</td>
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<td></td>
<td>☐ History, Cultures and World Views</td>
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<td></td>
<td>☐ Science, Technology and Environment</td>
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<tr>
<td></td>
<td>☑ China-Study Requirement</td>
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<tr>
<td></td>
<td>☑ Yes or ☐ No</td>
</tr>
<tr>
<td></td>
<td>☐ Writing and Reading Requirements</td>
</tr>
<tr>
<td></td>
<td>☐ English or ☐ Chinese</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/Exclusion</td>
<td>NIL</td>
</tr>
</tbody>
</table>

### Assessment Methods

<table>
<thead>
<tr>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-class Assessment Activities</td>
<td>40%</td>
<td>--</td>
</tr>
<tr>
<td>2. Term Paper</td>
<td>40%</td>
<td>--</td>
</tr>
<tr>
<td>3. Class Participation and Discussion</td>
<td>20%</td>
<td>--</td>
</tr>
</tbody>
</table>

- 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
| Objectives | 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 | Upon completion of the subject, students will be able to:  
(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. |

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

**Literacy**
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.

**Higher order thinking**
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.

**Life-long learning**
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.

| Subject Synopsis/Indicative Syllabus | 1. Introduction to globalization: Theories and Concepts  
2. China’s global links in the earlier periods  
3. China’s reform and 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” investment policy |
|---|---|

(Note 1) |

(Note 2)
9. Ethnic minorities and globalization
10. Searching for an alternative: a new developmental model

### Teaching/Learning Methodology

**Hong Kong version**

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. In-class discussions may be arranged for individual lectures in which students are invited to make short presentations on selected topics. The aim is to foster an interactive learning environment.

**Chinese Mainland version**

The subject is delivered in Chinese Mainland by interactive lectures and seminars 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.

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 Chinese Mainland.

<table>
<thead>
<tr>
<th>Assessment Methods in Alignment with Intended Learning Outcomes</th>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. In-class Assessment Activities</td>
<td>40%</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>2. Term Paper</td>
<td>40%</td>
<td>✓ ✓ ✓ ✓</td>
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<td></td>
<td>3. Class Participation and Discussion</td>
<td>20%</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

1. **In-class assessment activities**

In-class assessment activities will be used to test students’ understanding of the theories and concepts of globalization, and the developmental problems of Chinese societies. Depending on the actual class size, the selected assessment activities will be carried out in the following format:

Quiz: The quiz will assess students’ competence in understanding and applying theories and concepts learned in lectures. It will consist of multiple choice questions and essay questions. There is one term-end quiz.

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OR

Group presentation: The small group project opens up space for student control of learning processes and collaborative approaches to knowledge. The group oral presentation is primarily based on a review of selected readings and reflections of a chosen topic. Each member of the same group will receive the same grade, which carries 40% of your individual final grade. The oral presentation will be held towards the end of the term.

2. **Term paper**

The term paper will enable students to integrate major concepts, theories and paradigms learnt in the subject to indicate the level of knowledge and competence gained in the field of study. It is due at the end of the semester.

3. **Class participation and discussion**

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. During class, students will discuss with their fellow classmates on various questions concerning globalization in China and present their reflections, in order to better evaluate issues and challenges in global cities.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lecture</td>
<td>39 Hrs.</td>
</tr>
</tbody>
</table>

Other student study effort:

| - Self-study before lectures  | 28 Hrs.                 |
| - Preparation for term quiz   | 42 Hrs.                 |

Total student study effort  109 Hrs.

<table>
<thead>
<tr>
<th>Medium of Instruction</th>
<th>English</th>
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<table>
<thead>
<tr>
<th>Medium of Assessment</th>
<th>English</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Books:</th>
</tr>
</thead>
</table>


Perry, Elizabeth J., ed. 2014. “Growing Pains in a Rising China.” Daedalus (Journal of the American Academy of Arts & Sciences), Special Issue 143(2).


**Articles:**


**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.