

# The Hong Kong Polytechnic University

## Subject Description Form

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

<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> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></p> <p><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input checked="" type="checkbox"/> <b>China-Study Requirement</b></p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>		
<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>Assessment Methods</b>	100% Continuous Assessment	Individual Assessment	Group Assessment
	In-class Assessment Activities	40%	
	Term Paper	40%	
	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>  <i>(Note 1)</i>	<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>  <i>(Note 2)</i>	<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>- New technologies and media in China</li> <li>- Youth, social class and education</li> <li>- Families and intimacy in Chinese Society</li> <li>- Global migration</li> <li>- China and global sustainable development</li> </ul> </li> <li>5. Searching for an alternative developmental model</li> </ol>
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<p><u>Hong Kong version</u> 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 in order to enhance discussion and critical thinking. In-class discussions are designed to foster an interactive learning environment.</p> <p><u>Chinese Mainland version</u> 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).</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	<b>Hong Kong Version</b>							
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	
	1. In-class Assessment Activities	40%	✓	✓	✓	✓		
	2. Term Paper	40%	✓	✓	✓	✓		
3. Attendance and Participation	20%	✓	✓	✓	✓			
<b>Total</b>	<b>100%</b>							
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>1. In-class assessment activities (40%)</b>  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:</p> <p>Quiz: The quiz will assess students' competence in understanding and applying theories and concepts learned in lectures. It will consist of multiple-choice questions.</p> <p><i>OR</i></p> <p>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 <i>same</i> grade.</p> <p><b>2. Term paper (40%)</b>  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.</p> <p><b>3. Attendance and participation (20%)</b>  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. Follow-up questions from students are welcome for further clarifications and in-depth discussions.</p>								

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<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%					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</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>						
<b>Student Study Effort Expected (Hong Kong version)</b>	Class contact: (Hong Kong version)					
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>					39 Hrs.
	Other student study effort:					
	<ul style="list-style-type: none"> <li>▪ Self-study before lectures</li> </ul>					28 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for term quiz/group presentation</li> </ul>					42 Hrs.
	Total student study effort					109 Hrs.

<b>Student Study Effort Required</b>  <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. 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. 28 Hrs. 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>Davis, Deborah S., ed. 2000. <i>The Consumer Revolution in Urban China</i>. Berkeley: University of California Press.</p> <p>Davis, Deborah. S. and Feng Wang, eds. 2009. <i>Creating Wealth and Poverty in Postsocialist China</i>. Stanford, CA: Stanford University Press.</p> <p>Davis, Deborah S. and Sara L. Friedman, eds. 2014. <i>Wives, Husbands, and Lovers: Marriage and Sexuality in Hong Kong, Taiwan, and Urban China</i>. Stanford, CA: Stanford University 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>Fingar, Thomas and Jean C. Oi, eds. 2020. <i>Fateful Decisions: Choices that Will Shape China's Future</i>. Stanford, CA: Stanford University Press.</p> <p>Franceschini, Ivan and Nicholas Loubere. 2022. <i>Global China as Method</i>. Cambridge: Cambridge University Press.</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>Gallagher, Mary E. 2005. <i>Contagious Capitalism: Globalization and the Politics of Labor in China</i>. Princeton, NJ: Princeton University Press.</p> <p>Gallagher, Mary E. 2017. <i>Authoritarian Legality in China: Law, Workers, and the State</i>. New York: Cambridge University Press.</p> <p>Hoo, Boon Tian, ed. 2017. <i>Chinese Foreign Policy under Xi</i>. Abingdon, Oxon: Routledge.</p> <p>Hung, Ho-fung. 2016. <i>The China Boom: Why China will not Rule the World</i>. New York: Columbia University Press.</p> <p>Hung, Ho-fung. 2022. <i>Clash of Empires: From "Chimerica" to the "New Cold War"</i>. New York: 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>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</i></p>	

	<p><i>Threatens International Peace</i>. New Haven, CT: Yale University Press.</p> <p>Lanteigne, Marc. 2013. <i>Chinese Foreign Policy: An Introduction</i>. London: Routledge.</p> <p>Lee, Ching Kwan. 2018. <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> <p>Mills, C. Wright. 2000. <i>The Sociological Imagination</i>. Oxford: Oxford University Press.</p> <p>Mittelman, J. H. 2000. <i>The Globalization Syndrome: Transformation and Resistance</i>. Princeton, NJ: Princeton University Press.</p> <p>Naughton, Barry. 2018. <i>The Chinese Economy: Transitions and Growth</i>. 2<sup>nd</sup> edition. Cambridge, MA: The MIT Press.</p> <p>Naughton, Barry and Kellee S. Tsai, eds. 2015. <i>State Capitalism, Institutional Adaptation, and the Chinese Miracle</i>. New York: Cambridge University Press.</p> <p>Otis, Eileen M. 2012. <i>Markets and Bodies: Women, Service Work, and the Making of Inequality in China</i>. Stanford, CA: Stanford University Press.</p> <p>Perry, Elizabeth J. and Mark Selden, eds. 2010. <i>Chinese Society: Change, Conflict and Resistance</i>. 3<sup>rd</sup> Edition. London: Routledge.</p> <p>Ritzer, George. 2019. <i>The McDonaldization of Society: Into the Digital Age</i>. Thousand Oaks, CA: SAGE.</p> <p>Rofel, Lisa. 2007. <i>Desiring China: Experiments in Neoliberalism, Sexuality, and Public Culture</i>. Durham, NC: Duke University Press.</p> <p>Santos, Goncalo and Stevan Harrell. 2017. <i>Transforming Patriarchy: Chinese Families in the Twenty-First Century</i>. Seattle, WA: University of Washington Press.</p> <p>Shambaugh, David. 2013. <i>China Goes Global: The Partial Power</i>. Oxford: Oxford University Press.</p> <p>So, Alvin Y. and Yin-wah Chu. 2016. <i>The Global Rise of China</i>. Cambridge, UK: Polity Press.</p> <p>Solinger, Dorothy, ed. 2019. <i>Polarized Cities: Portraits of Rich and Poor in Urban China</i>. Lanham, MD: Rowman and Littlefield.</p> <p>Sun, Wanning and Ling Yang, eds. 2020. <i>Love Stories in China: The Politics of Intimacy in the Twenty-First Century</i>. Abingdon, Oxon: Routledge.</p> <p>Wang, Hui. 2003. <i>China's New Order: Society, Politics, and Economy in Transition</i>. Edited by Theodore Hutters. Translated by Theodore Hutters and Rebecca Karl. Cambridge, MA: Harvard University Press.</p> <p>Wang, Huiyao and Lu Miao, eds. 2019. <i>Handbook on China and Globalization</i>. Cheltenham, UK: Edward Elgar.</p> <p>Wu, Weiping and Mark Frazier, eds. 2018. <i>The SAGE Handbook on Contemporary China</i>. Thousand Oaks, CA: SAGE.</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.