

# 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>	APSS1BN29													
<b>Subject Title</b>	Chinese Megacities in an Age of Globalisation													
<b>Credit Value</b>	3													
<b>Level</b>	1													
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</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="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-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="padding-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="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>													
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Subject Exclusion : APSS1B29													
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Assessment components</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Attendance and participation</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>Quiz</td> <td style="text-align: center;">40%</td> <td></td> </tr> <tr> <td>Essay</td> <td style="text-align: center;">40%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned.</li> </ul>		Assessment components	Individual Assessment	Group Assessment	Attendance and participation	20%		Quiz	40%		Essay	40%	
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	<ul style="list-style-type: none"> <li>The completion of all component assignments are required for passing the subject.</li> </ul>
<b>Objectives</b>	<p>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 and alternative 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.</p>
<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>familiarize with the dynamics and processes of rural and urban development in contemporary China against the backdrop of globalization.</li> <li>identify current political, economic, social, and cultural issues in the globalizing Chinese megacities.</li> <li>evaluate the opportunities and challenges brought by globalization and urban development.</li> <li>analyze and envision the roles of emerging Chinese megacities in the world by examining current policy initiatives and grassroots efforts.</li> </ol> <ol style="list-style-type: none"> <li>Literacy: (a)–(d) – Students will be required to read and reflect on academic texts from multiple sources regarding the dynamics and processes of globalization and urbanization particularly in the context of contemporary China.</li> <li>Higher order thinking: (c)+(d) – Students will abstract key ideas and concepts from specific texts and lectures materials, and will apply them in analyzing the social issues and developmental dilemmas in complex settings of globalizing Chinese megacities.</li> <li>Life-long learning: (c) – Students will be guided to assess and compare the opportunities and challenges brought by on-going globalization and urbanization. (d) – Students will be encouraged to consider their roles as critical and responsible global citizens and urban dwellers.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>Introduction</li> <li>Rural China</li> <li>Urbanization, migration and the rise of megacities</li> <li>Global market and urban growth</li> <li>Housing</li> <li>Work and employment</li> <li>Neoliberalism, free trade zones and Chinese urban dreams</li> <li>Environment in globalizing China</li> <li>Urban Citizenship</li> </ol>

	10. Sustainability and development 11. Conclusion																																							
<b>Teaching/Learning Methodology</b>  (Note 3)	<p>This course comprises lectures and in-class activities in three-hour sessions. The lectures will introduce key ideas and concepts based on multiple sources of readings regarding the dynamic processes of globalization and urbanization. The lectures will employ real-world, contemporary examples to provide students with a better understanding of the urban life in globalizing Chinese megacities.</p> <p>The teaching and learning materials will include screenings of video clips, news and interviews. An interaction and participatory environment will nurture students to work together to apply and discuss concepts that they learn from lectures and assigned readings.</p> <p>To acquire academic reading and writing skills, students will be required to complete a quiz and an individual essay based on the required readings.</p>																																							
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	<table border="1"> <thead> <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> </thead> <tbody> <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> </tbody> </table> <p><i>Attendance and participation (20%).</i> Attendance of every lecture is required. Students' effort in initiating discussions and joining educational activities will help each other to learn better and more.</p> <p><i>Quiz (40%).</i> A multiple-choice quiz is designed to assess students' basic understanding of the assigned readings.</p> <p><i>Essay (40%).</i> This is an individual paper. Students are expected to demonstrate their overall learning by synthesizing the selected sets of references to write an essay.</p> <p>The completion of <i>all</i> three components is required to pass the subject.</p>						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 %				
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<b>Student Study Effort Expected</b>	Class contact:																																							
	▪ Lecture / In-Class Group Work					39 Hrs.																																		
	Other student study effort:																																							

	<ul style="list-style-type: none"> <li>▪ Self-Study</li> </ul>	41 Hrs.
	<ul style="list-style-type: none"> <li>▪ Assignment Preparation</li> </ul>	30 Hrs.
	Total student study effort	110 Hrs.
<b>Reading List and References</b>	<p>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, Hawaii: University of Hawaii Press.</p> <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>Chan, Kam Wing. 1994. <i>Cities with Invisible Walls: Reinterpreting Urbanization in Post-1949 China</i>. Oxford: Oxford University Press.</p> <p>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.</p> <p>Davis, Deborah S., ed. 2000. <i>The Consumer Revolution in Urban China</i>. Berkeley: University of California Press.</p> <p>Elfström, Manfred. 2021. <i>Workers and Change in China: Resistance, Repression, Responsiveness</i>. Cambridge: Cambridge University Press.</p> <p>Evans, Harriet. 2020. <i>Beijing from Below: Stories of Marginal Lives in the Capital's Center</i>. Durham: Duke University Press.</p> <p>Fingar, Thomas and Jean C. Oi, eds. 2020. <i>Fateful Decisions: Choices that Will Shape China's Future</i>. Stanford: Stanford University Press.</p> <p>Hsing, You-tien. 2010. <i>The Great Urban Transformation: Politics of Land and Property in China</i>. New York: Oxford 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>Jaros, Kyle A. 2019. <i>China's Urban Champions: The Politics of Spatial Development</i>. Princeton, NJ: Princeton University Press.</p> <p>Ling, Minhua. 2019. <i>The Inconvenient Generation: Migrant Youth Coming of Age on Shanghai's Edge</i>. Stanford, CA: Stanford 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>Murphy, Rachel. 2020. <i>The Children of China's Great Migration</i>. Cambridge: Cambridge University Press.</p> <p>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.</p>	

	<p>Perry, Elizabeth J. and Mark Selden, eds. 2010. <i>Chinese Society: Change, Conflict and Resistance</i>. 3rd Edition. London: Routledge.</p> <p>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.</p> <p>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.</p> <p>Sassen, Saskia. 2002. <i>The Global City: New York, London, Tokyo</i>. Revised Edition. Princeton: Princeton University Press.</p> <p>Smith, Nick R. 2021. <i>The End of the Village: Planning the Urbanization of Rural China</i>. Minneapolis, MN: University of Minnesota 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>Tang, Beibei. 2023. <i>Governing Neighborhoods in Urban China: Changing State-Society Relations</i>. Ithaca, NY: Cornell University Press.</p> <p>Wallace, Jeremy L. 2014. <i>Cities and Stability: Urbanization, Redistribution, and Regime Survival in China</i>. New York: Oxford University Press.</p> <p>Wu, Weiping and Mark Frazier, eds. 2018. <i>The SAGE Handbook on Contemporary China</i>. Thousand Oaks, CA: SAGE.</p> <p>Wu, Weiping and Qin Gao, eds. 2023. <i>China Urbanizing: Impacts and Transitions</i>. Philadelphia, PA: University of Pennsylvania Press.</p> <p>Yep, Ray, June Wang and Thomas Johnson, eds. 2019. <i>Handbook on Urban Development in China</i>. Cheltenham, UK: Edward Elgar Publishing.</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.