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>APSS1C19P</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Transformation of Chinese Society: Revolution and Reform</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
</tbody>
</table>

**GUR Requirements Intended to Fulfill**

- Healthy Lifestyle
- Freshman Seminar
- Languages and Communication Requirement (LCR)
- Leadership and Intra-Personal Development
- Service-Learning
- Cluster-Area Requirement (CAR)
  - Human Nature, Relations and Development
  - Community, Organization and Globalization
  - History, Cultures and World Views
  - Science, Technology and Environment
- China-Study Requirement
  - Yes or No
- Writing and Reading Requirements
  - English or Chinese

**Pre-requisite / Co-requisite / Exclusion**

The following students are not allowed to take this subject:

- All APSS students

**Assessment Methods**

<table>
<thead>
<tr>
<th></th>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two Quizzes (for CR requirement)</td>
<td>50% (25% for each quiz)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Class Participation</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 3. Review essay
  - 30% to be assessed by APSS
  - 10% to be assessed by CBS
  (for CW requirement) | 40%                        |                       |                  |

- The grade is calculated according to the percentage assigned;
- The completion and submission of all component assignments are required
Objectives

This course aims to provide students with a foundational knowledge of social transformation of China since the early 20th Century. Students will learn about how major social relations—relations between China and the world, between the countryside and the city, between men and women, between intellectuals and peasants, etc.—have been reconstructed in each important period of modern China. They will learn to evaluate social transformation from the perspectives of rural and urban livelihoods. In the process, they will gain critical understanding of “national conditions” that both enables and constrains China’s development in the global context.

Intended Learning Outcomes

Upon completion of the subject, students will be able to:

(a) have an enhanced foundational knowledge about Chinese social and political transformation.

(b) critically evaluate national conditions of China’s transformation;

(c) connect China’s transformation with the changing global context.

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

(a) Literacy:
This course aims to build a foundation for students to understand the historical trajectories of China’s transformation. In this Chinese reading and writing intensive subject, students are required to read the assigned reading materials before attending lectures and write a review essay of 3,000 words at the term end. There will be at least one required reading, and some optional readings assigned for each lecture. The quiz will assess student’s understanding of those reading materials, as well as lecture content.

(b) High-order thinking:
In the context of modern Chinese history, students will learn some key concepts, such as nationalism, ideology, the world system, class, ideology, gender, and mobility, as tools to perform their own social analysis. By using different analytical perspectives and theories, students will be exposed to a variety of problems concerning the social transformation of Chinese society. The processes of teaching and learning will emphasize “critical thinking”: different viewpoints and multiple perspectives will be introduced and critically compared. Students will be exposed to changing conditions and dynamics that shape China’s social transformation. Students will be required to critically evaluate key events that mark the turns in social transformation. They would be encouraged to draw on the past and present social transformation as useful lessons; students will be encouraged to envision new possibilities on the basis of understanding real conditions of Chinese society and the global context.

(c) Skills for life-long learning:
Students will learn to look beyond the headlines in their search for understanding of contemporary issues. This learning will enable them to better understand their individual, professional, and national challenges in the changing world.
Subject Synopsis/Indicative Syllabus
(Note 2)

1. The May Fourth Movement and the Enlightenment
2. Chinese Society before 1949: the city, the countryside, and the West
3. Understanding Chinese Revolution
4. China in the Mao-Era: Rural Livelihood
5. China in the Mao-Era: Urban Livelihood
6. Debating Socialism
7. The Post-Mao Reform: Rural Reform
8. The Post-Mao Reform: Urban Reform
9. Economic Miracle and Social Inequality
10. Debating the Reform and Rethinking Socialism

Teaching/Learning Methodology
(Note 3)

1. Context Creation: The instructor will use a variety of teaching materials (short films, ethnographies, and social science works) to create historical-social context for learning.
2. Problem Posing and Problem Solving: Once students are placed in a specific historical-social context, they will be encouraged to pose their own questions and propose solutions. The instructor and students will then examine how questions and solutions have been actually posed and played out in history and why. This has been used before and proves to be an effective way to animate students’ interest.
3. Students will be required to engage in class discussion. The instructor will encourage students to have sociological and ethnographic imagination when discussing issues embedded in different contexts.
4. As part of the reading requirements for subjects with a “CR” designation, students are required to read the assigned book in addition to other readings covered in lectures. They are required to participate in instructional and assessment activities organized by CBS to acquire the appropriate reading skills and to demonstrate their understanding of the extensive text.
5. As part of the writing requirements for subjects with a “CW” designation, students are required to write a review essay of 3,000 words in Chinese on a book chosen from a list provided by the instructor. They are also required to attend the tutorials organized by CBS to acquire the appropriate writing skills.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

<table>
<thead>
<tr>
<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>1. Two Quizzes (for CR requirement)</td>
<td>50% (25% for each quiz)</td>
<td>a b c d e</td>
</tr>
<tr>
<td>2. Class participation</td>
<td>10%</td>
<td>✔ ✔ ✔</td>
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<tr>
<td>3. Review essay - 30% to be assessed by APSS - 10% to be assessed by CBS (for CW requirement)</td>
<td>40%</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
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</tbody>
</table>

Two term quizzes would be used to test students’ understanding of the theories and
Students are required to read before lectures and critically analyze conditions and dynamics of social changes. They are also required to discuss and debate on the selected topics related to the subject.

Students are required to write a review essay of 3,000 words on a book that they can choose from a list provided by the instructor. 10% of the subject will be assessed by CBS.

Students are required to discuss with their fellow classmates in class on various questions concerning China’s social transformation in order to better evaluate issues and challenges.

**Student Study Effort Expected**

<table>
<thead>
<tr>
<th>Class contact:</th>
<th>39 Hrs.</th>
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</thead>
<tbody>
<tr>
<td>Lecture/tutorial</td>
<td>39 Hrs.</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td>109 Hrs.</td>
</tr>
<tr>
<td>Self-study before lectures</td>
<td>28 Hrs.</td>
</tr>
<tr>
<td>Preparation for essay and quiz</td>
<td>42 Hrs.</td>
</tr>
</tbody>
</table>

**Medium of Instruction**

Putonghua supplemented with English

**Medium of Assessment**

Chinese

**Reading List and References**

**Reading List To Meet CR Requirement**:

莫里斯.邁斯納 (Maurice Meisner). 2005. 《毛澤東的中國及其後：中華人民共和國史》。香港 : 中文大學出版社。[selections, 250 pp.]

**References**:


5. Fei Hsiao-tung. 1991. 《鄉土中國》. 香港 : 三聯書店(香港)有限公司


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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.