

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	APSS 1B28P
Subject Title	Ageing China
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	The following students are not allowed to take this subject: All APSS Students
Objectives	China shares the situation of population ageing with other countries like Japan. This course aims to provide students with a broader understanding of population ageing in China and equip them some skills of elderly service. It introduces various theoretical perspectives of ageing including medical and biological model, disengagement theory, successful ageing, productive ageing and active ageing. In this course, we will also introduce different practices model of elderly service and offer them opportunity to field visit of elderly services in different organizations in China (e.g. Shenzhen).
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p><u>Intended Learning Outcomes</u></p> <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Understand the phenomena of ageing in China through Chinese and English reading. b. Analyze the ageing situation by employing different theoretical perspective of ageing through writing term paper in Chinese. c. Identify different practice model for elderly service via Chinese reading, video watching and out-class teaching and learning. <ol style="list-style-type: none"> 1. Literacy: (a) – Students will be required to read census data and academic texts from demographic yearbook, video, academic books and journal articles regarding the ageing in the context of China. Reading assignment (2000-3000 characters) will be required for each lecture. 2. Higher order thinking: (b) – Students will learn key theories and concepts from specific texts and lectures materials, and will apply them in analyzing the issues of ageing. 3. Life-long learning: (c) – Students will learn to serve the elder through different field visit of elderly services in China (e.g. Shenzhen). Students will be encouraged to apply the knowledge to serve their grandparents and old people in Chinese communities.

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Course Introduction 2. Understanding Population Ageing in China 3. Critical Issues in Ageing China I (e.g. Chinese culture on elderly, stereotype and ageism) 4. Critical Issue in Ageing China II (e.g. empty-nest elderly and loneliness, intergenerational relationship, retirement issue, caregiving) 5. Out-class Learning Activities I 6. Social Policy and Social Care for Ageing China 7. Ageing in Different Theoretical Perspectives 8. Active Ageing with Chinese Characteristics 9. Healthy Ageing in China 10. Out-class Learning Activities II 11. Approaches in Understanding Aged People 12. Approaches in Making Elderly Friendly Communities 13. Course Wrap-Up
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>This course will be delivered by lectures and out-class learning, facilitated by group work and class activities. It introduces various theoretical perspectives of ageing including medical and biological model, disengagement theory, successful ageing, productive ageing and active ageing.</p> <p>Students will participate in in-class activities and group discussion. Using a combination of various learning materials such as screenings of video clips, documentaries, clippings of news coverage, academic texts, and other visual materials, interactive environments will be created in which students will work together to apply and discuss ideas and concepts that they learn from lectures and assigned readings. To acquire reading and writing skills, students will be required to complete one group presentation and one individual term paper based on required readings and field observation to reflect on the topics covered in this course.</p>

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	
Class Participation	10%	√	√	√	
Group Presentation	30%	√	√	√	
Quiz [for CR requirement]	10%	√	√	√	
Individual Term Paper [for CW requirement : 40% to be assessed by APSS & 10% to be assessed by CBS]	50%	√	√	√	
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

In this course, students will be required to participate in in-class activities, complete one group presentation, and compose one individual academic paper.

Students are required to actively participate in class discussion. The in-class activities will facilitate students to comprehend and apply key concepts and ideas. To meet the “CR” (Chinese Reading) requirement, students are required to read the selected chapters (approximately 100,000 words or 200 pages) from the prescribed texts. To meet the “CW” (Chinese Writing) requirement, students will be required to submit an individual term paper (3000 characters) to reflect on the topic of ageing based on the secondary data, field visit and direct observation.

In the middle of the semester, the fieldwork will be taken place in Shenzhen of China and three agency options will be offered for them to choose. Then, the 100 students will be divided into three groups for the field visit. In the field visit, students are required to work together to perform collaborative tasks with the use of various learning materials. Based on the fieldwork observation, students are required to do group presentation.

The completion and submission of all component assignments is required in order to pass the subject.

Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture / In-Class Group Work/Out-class Learning 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Self-Study 	26 Hrs.
	<ul style="list-style-type: none"> ▪ Assignment Preparation 	40 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	<p><u>Required Reading (selected chapters):</u></p> <p>Walker, A. & Aspalter, C. (eds) (2015) <i>Active Ageing in Asia</i>, Routledge, New York. (Chapter 1, 2 and 3, page 1-56 and Chapter 7, page 112-131)</p> <p>梅陳玉嬋、齊鈺、徐永德（2009）《老年社會工作》，上海：上海人民出版社。（All Chapters, 258頁）</p> <p><u>Other Readings:</u></p> <p>Bai, X. (2014) Images of Ageing in Society: a Literature Review, <i>Journal of Population Ageing</i>, 7 (3), 231-253.</p> <p>Bai, X., Lai, D., & Guo, A. (2016) Ageism and Depression: Perceptions of Older People as a Burden in China, <i>Journal of Social Issues</i>, 72 (1), 26-46.</p> <p>Baars, J. (2012) <i>Ageing and the Art of Living</i>, The Johns Hopkins University Press, Baltimore.</p> <p>Baars, J., Dohmen, J., Grenier, A., & Phillipson, C. (Eds.). (2013) <i>Ageing, Meaning and Social Structure: Connecting Critical and Humanistic Gerontology</i>, Policy Press, Bristol.</p> <p>Bass, S., Caro, F. and Chen, Y. (eds) (1993) <i>Achieving a Productive Ageing Society</i>, Westport, CT, Greenwood.</p> <p>Biggs, S., & Powell, J.L. (2001) A Foucauldian analysis of old age and the power of social welfare. <i>Journal of Ageing & Social Policy</i>, 12(2), 93–112.</p> <p>Bronfenbrenner U, Ceci S.J. (1994). "Nature-nurture reconceptualized in developmental perspective: a bioecological model". <i>Psychological Review</i>. 101 (4): 568–586.</p>	

	<p>Chan, C.M.A., & Liang, J.S.E. (2013) Active ageing: Policy framework and Applications to Promote Older Adult Participation in Hong Kong, <i>Ageing International</i>, 38(1), 28–42.</p> <p>Klein, H. (1994). Ageing in place: Adjusting to later life changes. <i>Journal of Social Behavior and Personality</i>, 9, 153-68.</p> <p>Kwok, Jackie Y. C. & <u>Ku, Hok Bun</u> (2016) “Elderly people as ‘apocalyptic demography’? A study of the life stories of older people in Hong Kong born in the 1930s” <i>Journal of Ageing Studies</i>. 36, 1-9.</p> <p>Powell, J.L., & Hendricks, J. (2009). The Sociological Construction of Ageing: Lessons for Theorizing, <i>International Journal of Sociology and Social Policy</i>, 29(1/2), 84–94.</p> <p>Peace, S., Kellaher, L. and Holland, C (2006) <i>Environment and Identity in Later Life</i>. Buckingham: Open University Press.</p> <p>Phillipson, C. (2011) ‘Developing Age-Friendly Communities: New Approaches to Growing Old in Urban Communities’. In Settersten, R. and Angel, J.L. (Eds) <i>Handbook of the Sociology of Ageing</i>. New York: Springer.</p> <p>Walker, A. (1993) <i>Age and Attitudes</i>, Brussels, EC.</p> <p>Walker, A. (1994) <i>Work and Income in the Third Age: An EU Perspective</i>, The Geneva Papers on Risk and Insurance, 19 (73), 397-407.</p> <p>Wang, F., & Mason, A. (2007) Population Ageing in China: Challenges, Opportunities, and Institution. In Zhao, Z. & Guo, F. (ed) <i>Transition and Challenge: China's Population at the Beginning of the 21st Century</i>. Oxford: Oxford Scholarship Online.</p> <p>Wang, N. (2013) The Era of Post Population Bonus: The Challenge and Opportunity of China. <i>Social Science</i>. 12, 82-92.</p> <p>World Health Organization (2007) <i>Global Age Friendly Cities: A Guide</i>. Geneva: WHO Press.</p> <p>郭恩慈、古學斌（2015）《香港路、誰人創：1930年代出生的年長人士生命故事研究》，香港：尚賢文庫。</p> <p>李宗華、李偉峰、張榮（2009）「老年人社區照顧的本土化實踐及反思，」《甘肅社會科學》，第四期，頁34-37。</p> <p>李立春（2009）「人口老齡化問題及其對策研究，」《理論觀察》，第一期，頁82-84。</p> <p>於寧（2013）「‘後人口紅利時代’ 中國的挑戰與機遇——基於老齡化經濟影響的視角」《社會科學》，第十二期，頁82-92。</p>
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	<p>郭熙保、李通屏、袁蓓（2013）「人口老齡化對中國經濟的持久性影響及其對策建議」，《經濟理論與經濟管理》，第二期，頁43-50。</p> <p>易勇、風少杭（2005）「老年歧視與老年社會工作」，《中國老年學雜誌》，第四期，頁471-473。</p> <p>李志宏（2013）「人口老齡化對我國經濟社會發展的正面效應分析」，《老齡科學研》，第七期，頁3-12。</p> <p>竇影（2016）「以需求為本：老年人長期照護與社會工作介入」，《知與行》，第六期，頁114-118。</p> <p>包福存、邱雲慧（2010）「老年社會工作研究綜述」，《重慶文理學院學報（社會科學版）》，第七期，頁147-149。</p> <p>付曉萍（2008）「小組工作方法在老年服務中的應用」，《濟南職業學院學報》，第六期，頁36-38。</p> <p>林典（2008）「老年社會工作在養老機構中的應用探討」，《社會工作》，第十二期，頁41-43。</p> <p>劉昱君（2013）「對老年社會工作介入農村留守老人生活照料的分析」，《理論觀》，第十一期，頁54-56。</p> <p>洪業應（2008）「淺析農村空巢老人的養老機制：社會工作的視角」，《社會工作》，第七期，頁17-18。</p> <p>龐飛（2012）「西部農村老年社會工作的實踐探討」，《社會工作》，第六期，頁43-45。</p> <p>許曉輝（2010）「老年社會工作在農村居家養老中應用的現狀」，《中國老年學雜誌》，第十一期，頁65-68。</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.