

Subject Description Form

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

Subject Code	APSS284														
Subject Title	Understanding Chinese Society														
Credit Value	2														
Level	2														
Pre-requisite / Co-requisite/ Exclusion	Exclusion for Students of Offering Department														
Minimum Pass Grade	D														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1.Seminar Presentation and Discussion</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25 %</td> </tr> <tr> <td>2.Seminar Participation</td> <td style="text-align: center;">25 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3.Short Essay on Professional Reflection</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1.Seminar Presentation and Discussion	--	25 %	2.Seminar Participation	25 %	--	3.Short Essay on Professional Reflection	50 %	--
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1.Seminar Presentation and Discussion	--	25 %													
2.Seminar Participation	25 %	--													
3.Short Essay on Professional Reflection	50 %	--													
Objectives	<ol style="list-style-type: none"> 1. To introduce key sociological concepts (e.g. family, culture, religion, socialization, social institution, class, social stratification, power, ideology, social control, modernization, industrialization, marketization, urbanization, etc.) for understanding Chinese society in light of our daily life experience; 2. To help students learn more about key social aspects of Chinese society including family and marriage, culture change, political system, rural and urban development, economic mode of production, as well as other social/institutional development; 3. To facilitate students to understand the similarities and differences between social structure in different Chinese societies; 4. To facilitate students to relate their understanding on Chinese culture and society with their respective areas of professional practice. 														
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Appreciate the basic elements of Chinese society; b. Have a broad and realistic understanding of Chinese society which will facilitate their study and work in future; c. Enhance the students' understanding on the transformation of Chinese culture and society in light of a global era; d. Broaden the horizons of students beyond their professional contexts by facilitating them to experience the linkage among the historical, cultural, economic and political aspects of a society in transition. 														

<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<ol style="list-style-type: none"> 1. Introduction: Approaches to understanding and studying Chinese society 2. Chinese Culture and Social Relationships <ul style="list-style-type: none"> - Family, kinship and lineage - Religion, Confucianism, and belief systems - <i>Renqing, guanxi</i> & Chinese social relationship 3. Economic Reform and Marketization <ul style="list-style-type: none"> - Social life under the collective economy in socialist China - Social life after the introduction of economic reform and marketization - Social stratification, the reemergence of the new middle class, and changing social relationships after the economic reform 4. Urbanization and Modernization <ul style="list-style-type: none"> - Forces accelerating urbanization in contemporary China - Issues associated with rapid urbanization and modernization - Social consequences of urbanization - Emerging social problems in cities and strategies developed to cope with such problems 5. Rural Development <ul style="list-style-type: none"> - Differences and tensions between cities and the countryside in China - Rural-urban migration and its social consequences - Rural poverty eradication strategies and their social impact - Strategies to develop the new Socialist village - Environment and sustainable development 6. Mass Media and Consumption <ul style="list-style-type: none"> - Revitalization of the commodity market - Mass media and consumption - Social impact of mass media and consumption 7. Popular Culture and Cyber Culture <ul style="list-style-type: none"> - Street-life and popular culture in contemporary China - Cyber culture in contemporary China - Impact of popular culture and cyber culture on social relationships and Chinese values 8. The Future of Chinese Society <ul style="list-style-type: none"> - Globalization and its impact on Chinese society - Seeking sustainable development and social harmony amidst rapid social change and tensions
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>The approach will be comprised of lectures and small group seminars. Local and Inland TV documentaries as well as films surrounding various issues of contemporary China will be employed to enhance students' interest in depicting the Chinese social and cultural changes. During seminars, students will be instructed to make use of the AV materials to <i>lead</i> discussions on the social and cultural changes of China. Besides leading in one of the seminars, students are expected to participate in the <i>comment and critique</i> part in other sessions when one is not the leader. It is through this seminar series and the writing of an individual essay that, hopefully, the leadership and communication skills as well as an inquiring and reflective attitude of the students could be geared up.</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	d	e
	1.Seminar Presentation and Discussion	25 %	√	√	√	√	
	2.Seminar Participation	25 %	√	√	√	√	
	3.Short Essay on Professional Reflection	50 %	√	√	√	√	
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminars are essential to develop students' analytical ability, verbal communication skills and ability to work as a team. In their group presentation, students will have a chance elaborate their arguments through powerpoints, to deepen their analysis, and to organize the material in a systematic and logical manner.</p> <p>Students' knowledge of the subject in terms of its broadness will also be assessed by means of a quiz.</p>							
Student Study Effort Required	Class contact:						
	▪ Lecture		20 Hrs.				
	▪ Seminar		8 Hrs.				
	Other student study effort:						
	▪ Pre-reading		40 Hrs.				
	▪ Preparation for seminar presentation & written paper		40 Hrs.				
	Total student study effort		108 Hrs.				
Medium of Instruction	English						
Medium of Assessment	English						
Reading List and References	<p><u>Essential</u></p> <p>費孝通 《鄉土中國》 香港：三聯書店 1984</p> <p>金耀基 《中國社會與文化》 香港：牛津大學出版社 1992</p> <p>張麗佳、馬龍 《說吧，中國》 香港：牛津大學出版社 1999</p> <p>Stockman, Norman <i>Understanding Chinese society</i> Cambridge ; Malden, Mass. :</p>						

	<p>Polity Press 2000</p> <p>Gamer, Robert E. <i>Understanding Contemporary China</i> London: Lynne Rienner Publisher. 2003</p> <p><u>Supplementary</u></p> <p>金耀基《中國的現代轉向》香港：牛津大學出版社 2004</p> <p>文崇一、蕭新煌（主編）《中國人：觀念與行為》台北：巨流出版社 1988</p> <p>阮新邦、羅沛霖、賀玉英《婚姻、性別與性：一個當代中國農村的考察》新澤西：八方文化，修訂版 2003</p> <p>Starr, John Bryan <i>Understanding China: A Guide to China's Economy, History and Political Culture</i> New York: Hill and Wang, revised and updated edition 2001</p> <p>Wang, Chaohua (Ed.) <i>One China, Many Paths</i> London & New York: Verso 2003</p> <p>Giskin Howard and Bettye S. Walsh <i>An Introduction to Chinese Culture through the Family</i> New York: Sunny Press 2001</p> <p>Gold, Thomas et.al. (Eds.) <i>Social Connections in China: Institutions, Culture and the Changing Nature of Guanxi</i> Cambridge: Cambridge University Press 2002</p> <p>Brook, Timothy et.al. (Eds.) <i>Civil Society in China</i> Armonk and London: M.E. Sharpe 1997</p> <p>Hui, Wang <i>China's New Order: Society, Politics and Economy in Transition</i> Cambridge [Mass.]: Harvard University Press 2003</p> <p>Link, Perry et.al. (Eds.) <i>Popular China: Unofficial Culture in a Globalizing Society</i> Lanham: Rowman & Littlefield 2002</p> <p>Law, Pui-lam et.al. (Eds.) <i>New Technologies in Global Societies</i> New Jersey: World Scientific 2006</p> <p>Pun, Ngai <i>Made in China: Women Factory Workers in a Global Workplace</i> Durham and London: Duke University Press 2005</p> <p>Peter Ho et al (eds) <i>Rural development in transitional China : the new agriculture</i> London: F. Cass 2004</p> <p>Liu, Xin <i>In One's Own Shadow: An Ethnographic Account of the Condition of Post-reform Rural China</i> Berkeley: University of California Press 2000</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

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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.