

## Subject Description Form

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

<b>Subject Code</b>	APSS365											
<b>Subject Title</b>	Streetlife and Popular Culture in Contemporary China											
<b>Credit Value</b>	3											
<b>Level</b>	3											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil											
<b>Assessment Methods</b>	<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.Oral Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>2.Project Report</td> <td style="text-align: center;">60 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1.Oral Presentation	--	40%	2.Project Report	60 %	--
100% Continuous Assessment	Individual Assessment	Group Assessment										
1.Oral Presentation	--	40%										
2.Project Report	60 %	--										
<b>Objectives</b>	This subject aims at bringing about a vivid picture of everyday life of China in both the rural and urban setting. From such exposition, students are hoped to have more understanding on the social experimentation that the country has undergone in the last three decades, and learn about the limitations and potentials of the country.											
<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>1. appreciate the use of general sociological concepts to understand social phenomena;</li> <li>2. come to terms with the rapid societal development of Mainland China since her reopening in late 1970s;</li> <li>3. be able to examine the consequences of various social and street life phenomena in both the rural and urban setting of contemporary China.</li> </ol>											
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. A Centralized Government with a Runaway Market</li> <li>3. Inequalities: The Rural-Urban Difference</li> <li>4. Consumption: Advertising, Shopping, Materialist Culture</li> <li>5. Consumption: Media revolution – TV, Cinema, and the new Superstars</li> <li>6. Consumption: Sex, and Drugs, and Free-for-All</li> <li>7. State and People: Mass Events, and Grass-roots power</li> </ol>											

	8. Communication: Internet, Mobile Phones, and Internet Bars																										
	9. Conclusion																										
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	In this subject, different teaching materials such as films, videos, photograph, newspapers and magazines will be used to help students to understand the street life culture of contemporary China. A reflective teaching and learning approach will be adopted to stimulate the dialogue between teacher and students to discuss the street life culture and its implication on the transitioning China.																										
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1.Oral Presentation</td> <td>40 %</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2.Written Report</td> <td>60 %</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In their oral presentation, students will have to apply theories and discourses from class and from their readings to specific situations and contexts in contemporary China to explain their development since 1978.</p> <p>In the written report, students will be asked to work with source materials (interviews) to compare and contrast the life experience of different groups of Chinese people in today's China, and to relate them to the general development of contemporary China and its culture.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1.Oral Presentation	40 %	√	√	√	2.Written Report	60 %	√	√	√	Total	100 %			
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																									
		a	b	c																							
1.Oral Presentation	40 %	√	√	√																							
2.Written Report	60 %	√	√	√																							
Total	100 %																										
<b>Student Study Effort Required</b>	Class contact:																										
	▪ Lecture			28 Hrs.																							
	▪ Seminar			14 Hrs.																							
	Other student study effort:																										
	▪ Weekly reading and class preparation			28 Hrs.																							
	▪ Presentation preparation			14 Hrs.																							
	▪ Written assignment			28 Hrs.																							
	Total student study effort		112 Hrs.																								

<p><b>Reading List and References</b></p>	<p>Alon, I., ed. (2003). Chinese culture, organizational behavior, and international business management. Westport: Praeger.</p> <p>Barmé, G. (1999). In the red: on contemporary Chinese culture. New York: Columbia University Press.</p> <p>Bo Yang. (1992). The ugly Chinaman and the crisis of Chinese culture. North Sydney: Allen &amp; Unwin.</p> <p>Davis, E. L., ed. (2005). Encyclopedia of contemporary Chinese culture. London, New York: Routledge.</p> <p>Giskin, H. and B. Walsh, eds. (2001). An Introduction to Chinese Culture through the Family. Albany, NY: State University of New York Press.</p> <p>Jing Luo. (2004). Over a Cup of Tea: An Introduction to Chinese Life and Culture. Lanham, Md.: University Press of America.</p> <p>Lee-Wong, S. M. (2000). Politeness and face in Chinese culture. Frankfurt am Main: Peter Lang.</p> <p>Louie, K. ed. (2008). The Cambridge companion to modern Chinese culture. Cambridge: Cambridge University Press.</p> <p>Morton, W. S. and C. M. Lewis. (2005). China: Its History and Culture. 4th ed. New York: McGraw-Hill.</p> <p>Ng, T. P. (2007). Chinese Culture, western culture: Why must we learn from each other? New York: iUniverse.</p>
---	---

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.