

# 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>	APSS1B17														
<b>Subject Title</b>	Contemporary Chinese Society and Popular Culture														
<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>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</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="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> <b>China-Study Requirement</b></p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>The following students are not allowed to take this subject :</p> <p>All APSS Students</p>														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and Participation</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Book Review Essay or Essay</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>Explanation of the assessment methods:</p> <ol style="list-style-type: none"> <li>1. The grade is calculated according to the percentage assigned;</li> <li>2. The completion and submission of all component assignments are required for passing the subject;</li> <li>3. Students must attend the assessments (standard of passing: D or above) if he/she is to pass the subject.</li> </ol>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance and Participation	25%	--	2. Quiz	25%	--	3. Book Review Essay or Essay	50%	--
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Attendance and Participation	25%	--													
2. Quiz	25%	--													
3. Book Review Essay or Essay	50%	--													
<b>Objectives</b>	<p>Since the reform implemented in 1978, the People's Republic of China has seen a growth of popular culture. Although in recent years control of the Communist Party has gradually increased, new forms of cultural expressions continued to</p>														

	<p>emerge and grow with more frequent interactions with Hong Kong and Taiwan in popular music, cinema, TV shows, popular novels, lifestyle magazines, and the Internet, while its leisure activities such as shopping, traveling, dining continue to expand, influencing Chinese culture and society more than ever before in the Greater China region. After completing this course, students will have gained an appreciation of various forms of popular Chinese culture, and be able to discuss their importance to contemporary Chinese society.</p>
<p><b>Intended Learning Outcomes</b> (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>outline the emergence and rapid development of popular culture in the PRC since 1978;</li> <li>explain the socio-cultural embedding of different forms of popular culture in Greater China region;</li> <li>critically analyze some of the changes in Chinese society caused by the rise of new forms of popular culture;</li> <li>evaluate the significant role of popular culture in transforming socio-political spheres in Greater China;</li> <li>assess claims made about popular culture phenomena in the media.</li> </ol> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and life-long learning</p> <ol style="list-style-type: none"> <li>Literacy: (a)-(e) require the reading and understanding of multiple source texts.</li> <li>Higher order thinking: (c) – (e) require the critical evaluation and comparison of different lines of arguments.</li> <li>Life-long learning: (e) requires a critical evaluation of the assumptions (HK) students have made about their own identity as Chinese and about the life of ordinary people in the People's Republic of China and Greater China region.</li> </ol>
<p><b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)</p>	<ol style="list-style-type: none"> <li>Overview over the emergence of popular culture in China since 1978;</li> <li>Chinese popular music, concerts, links to Taiwan and HK;</li> <li>Cinema, its directors, stories, and stars in Greater China;</li> <li>The emergence of superstars and fandom in Greater China;</li> <li>Popular TV shows: reality shows, stars, celebrities and social changes;</li> <li>The new face of literature and novels;</li> <li>The changing advertising and imagination in China;</li> <li>The Internet as entertainment, subversive space, and trendsetter;</li> <li>Mobile phones, Weibo, WeChat and other social media in Greater China;</li> <li>Changing consumption culture and emerging lifestyle: food, shopping, tourism and fashion</li> <li>Gender, sexuality and new expressions of self;</li> <li>Growing up in Greater China: Outlooks of young people</li> </ol>
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>This course will be delivered by lectures, complemented by in-class learning activities. The lectures will introduce the major themes in a broad form and employ examples and case studies to provide students with a better understanding of cultural changes in society in Greater China as they are today. Through a combination of various teaching methods such as the screening of audio-visual materials, the discussion of newspaper clippings and academic</p>

	<p>articles and observation, an environment will be created that makes students aware of and leads them to examine their preconceived notions of life in the People's Republic of China and in the Greater China region. In addition, students are strongly encouraged to engage in discussions and participate in various activities such as virtual field trips, library research, interactive discussions, to realize maximum learning outcomes.</p> <p>Students will be required to read and review either (1) the designated book <i>Popular Culture: Introductory Perspectives</i> (3<sup>rd</sup> Edition) by Marcel Danesi; or (2) the designated sets of readings to write an English piece of 2,500 words.</p> <p>The assigned readings (approximately 100,000 words in total) are fundamental for undertaking the in-class activities and writing assignment. Students are required to fulfil the required ER and EW component of the course.</p> <p>To acquire the appropriate reading and writing skills, students will be required to participate in instructional activities organized by ELC staff, in consultation with the instructor of the course.</p>						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<p>Specific assessment methods/tasks</p>	<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed (Please tick as appropriate)</p>				
			<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	<p>e</p>
<p>1. Attendance and Participation</p>		<p>25%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>2. Quiz</p>		<p>25%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3. Book Review or Essay</p>		<p>50%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Total</p>		<p>100%</p>					
<p>In this course, students will be required to attend lectures and participate in class discussion and activities. They will be required to apply the knowledge gained from the course, as well as their own reading to reflect on their learning on specific topics covered by this course.</p> <p>The in-class and/or online assessment activities will assess students' ability to understand the major concepts they learnt from the readings and the lectures. The formats include quiz, learning activities, or group presentations. The appropriate arrangement will be made in accordance with the actual class size.</p> <p>The book review essay or essay (2,500 words in English) will be broader in scope and require students not only to summarize the main ideas of the book or the assigned readings, but also to assess and interpret what students have gained from reading the required text. They are also expected to reflect on the continuous transformation of popular culture in the Greater China region.</p>							
<p><b>Student Study Effort Required</b></p>	<p>Class contact:</p>						
<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>			<p style="text-align: right;">39 Hrs.</p>				
<p>Other student study effort:</p>							

	<ul style="list-style-type: none"> <li>▪ Self-study</li> <li>▪ Assignment</li> </ul>	42 Hrs.
		28 Hrs.
	Total student study effort	112 Hrs.
<b>English Reading</b>	Students will have to read the book <i>Popular Culture: Introductory Perspectives</i> (3rd Edition) by Marcel Danesi (Lanham, MD: Rowman & Littlefield Publishers), or a set of assigned readings.	
<b>Additional Readings</b>	<p>Suggested readings, for a few examples, are listed below; new articles are to be assigned in due course.</p> <p>Berg, D. (2011). A new spectacle in China’s mediasphere: A cultural reading of a web-based reality show from Shanghai, <i>The China Quarterly</i>, 205: 133–151.</p> <p>Chow, Y.F. &amp; de Kloet, J. (2010). Blowing in the China wind: Engagements with Chineseness in Hong Kong’s Zhongguofeng music videos, <i>Visual Anthropology</i>, 24:1-2, 59-76, DOI: 10.1080/08949468.2011.525492</p> <p>Gao, L. (2016). The emergence of the Human Flesh Search Engine and political protest in China: exploring the Internet and online collective action. <i>Media, Culture &amp; Society</i>, 38(3): 349– 364. DOI: 10.1177/0163443715610493</p> <p>Gao, Y. (2016). Fiction as reality: Chinese youths watching American television. <i>Poetics</i>: 1–13.  <a href="http://dx.doi.org/10.1016/j.poetic.2015.08.005">http://dx.doi.org/10.1016/j.poetic.2015.08.005</a></p> <p>Khoo, O. (2014). Wong Kawaii: Pop culture China and the films of Wong Kar-wai. <i>The Journal of Popular Culture</i>, 47(4): 727-741.</p> <p>Kong, Shuyu (2014). <i>Popular media, social emotion and public discourse in contemporary China</i>. New York: Routledge.</p> <p>Latham, Kevin, ed. 2020. <i>Routledge Handbook of Chinese Culture and Society</i>. London: Routledge.</p> <p>Lin, C-Y (2014). The evolution of Taipei’s music industry: Cluster and network dynamics in the innovation practices of the music industry, <i>Urban Studies Journal</i>, 51(2) 335–354. DOI: 10.1177/0042098013489745</p> <p>Lu, Y. (2016). The malling of the movies: Film exhibition reforms, multiplexes, and film consumption in the new millennium in urban China, <i>Journal of Chinese Cinemas</i>, 10:3, 205-227, DOI: 10.1080/17508061.2016.1163883</p> <p>Qu, S. (2014). Examining youth performances on the Chinese internet through the lenses of generational and structural frameworks, <i>Media Asia</i>, 41(2): 133-142, DOI: 10.1080/01296612.2014.11690009</p> <p>Song, G. &amp; Lee, T.K. (2012). “New man” and “new lad” with Chinese characteristics? Cosmopolitanism, cultural hybridity and men's lifestyle magazines in China, <i>Asian Studies Review</i>, 36:3, 345-367.  <a href="http://dx.doi.org/10.1080/10357823.2012.711808">http://dx.doi.org/10.1080/10357823.2012.711808</a></p> <p>Tong, J. (2015). The formation of an agonistic public sphere: Emotions, the Internet and news media in China. <i>China Information</i>, 29(3): 333–351. DOI: 10.1177/0920203X15602863</p>	

	<p>Tse, M.S.C. &amp; Gong, M.Z. (2012). Online communities and commercialization of Chinese internet literature, <i>Journal of Internet Commerce</i>, 11:2, 100-116, DOI: 10.1080/15332861.2012.689563</p> <p>Scotton, J. F., &amp; Hachten, W. A. (Eds.). (2010). <i>New media for a new China</i>. Chichester and Malden: Wiley-Blackwell.</p> <p>Shirk, S. L. (Ed.). (2011). <i>Changing media, changing China</i>. Oxford and New York: Oxford University Press.</p> <p>Sima, Y. and Pugsley, P.C. (2010). The rise of a ‘me culture’ in postsocialist China. Youth, individualism and identity creation in the Blogosphere. <i>The International Communication Gazette</i>, 1748-0485; 72(3): 287–306; DOI: 10.1177/1748048509356952</p> <p>So, S., &amp; Westland, J. C. (2010). <i>Red Wired: China's Internet Revolution</i>. London and Singapore: Marshall Cavendish.</p> <p>Wang, J. (2010). <i>Locating China: Space, place and popular culture</i>. New York: Routledge.</p> <p>Zhang, M. (2012). A Chinese beauty story: how college women in China negotiate beauty, body image, and mass media, <i>Chinese Journal of Communication</i>, 5:4, 437-454, DOI: 10.1080/17544750.2012.723387</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.