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	APSS1BN17
Subject Title	Contemporary Chinese Society and Popular Culture
Credit Value	3
Level	1

GUR Requirements Intended to Fulfill	This subject intends to fulfill the following requirement(s) :
	
	 ☐ **Healthy Lifestyle**
	 ☐ **AI and Data Analytics (AIDA)**
	 ☐ **Innovation and Entrepreneurship (IE)**
	 ☐ **Languages and Communication Requirement (LCR)**
	 ☐ **Leadership Education and Development (LEAD)**
	 ☐ **Service-Learning**
	 ☒ **Cluster-Area Requirement (CAR)**
	     ☐ Human Nature, Relations and Development [CAR A]
	     ☐ Science, Technology and Environment [CAR D]
	     ☐ Chinese History and Culture [CAR M]
	     ☒ Cultures, Organizations, Societies and Globalization [CAR N]
	 ☒ **China-Study Requirement**
	     ☒ Yes or ☐ No
	 ☒ **Writing and Reading Requirements**
	     ☒ English or ☐ Chinese

Pre-requisite / Co-requisite/ Exclusion	APSS students are not allowed to take this subject. Subject Exclusion : APSS1B17 / APSS1B17M / APSS1BN17M
Assessment Methods	

100% Continuous Assessment	Individual Assessment	Group Assessment
Attendance	10%	
In-class and online assessment activities	30%	
Book Review Essay	60%	

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

	• Student must pass all component(s) if he/she is to pass the subject.
Objectives	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 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, dinning 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.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) outline the emergence and rapid development of popular culture in the PRC since 1978; (b) explain the socio-cultural embedding of different forms of popular culture in Greater China region; (c) critically analyze some of the changes in Chinese society caused by the rise of new forms of popular culture; (d) evaluate the significant role of popular culture in transforming socio-political spheres in Greater China; (e) assess claims made about popular culture phenomena in the media.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Overview over the emergence of popular culture in China since 1978; 2. Chinese popular music, concerts, links to Taiwan and HK; 3. Cinema, its directors, stories, and stars in Greater China; 4. The emergence of superstars and fandom in Greater China; 5. Popular TV shows: reality shows, stars, celebrities and social changes; 6. The new face of literature and novels; 7. The changing advertising and imagination in China; 8. The Internet as entertainment, subversive space, and trendsetter; 9. Mobile phones, Weibo, WeChat and other social media in Greater China; 10. Changing consumption culture and emerging lifestyle: food, shopping, tourism and fashion 11. Gender, sexuality and new expressions of self; 12. Growing up in Greater China: Outlooks of young people;

Teaching/Learning Methodology	This course will be delivered by lectures. 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 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. Students will be required to read and review the designated book *Popular Culture: Introductory Perspectives* (3rd Edition) by Marcel Danesi to fulfil the required ER and EW component of the course. To acquire the appropriate reading and writing skills, students will be required to participate in instructional activities (e.g. on-line lecture, small-group tutorials) which will provide students with in-depth training/assistance in fulfilling the assessment components. These activities will be organized and conducted by ELC staff, in consultation with the instructor of the course.

(Note 3)

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. Attendance	10%	√	√	√	√	√
2. In-class and online assessment activities [30% "ER" requirement to be assessed by Subject Teacher]	30%	√	√	√	√	√
3. Book Review Essay [50% "EW" requirement to be assessed by Subject Teacher and 10% to be assessed by ELC]	60%	√	√	√	√	√
Total	100%					

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 own learning on specific topics covered by this course.

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, for example, a mid-term quiz (instead of a term-end quiz), small group presentations, reflective short writings on the suggested readings, posing and answering questions online. The appropriate arrangement will be made in accordance with the actual class size.

The book review essay will be broader in scope and require students not only to summarize the main ideas of the book 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.

Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-study	45 Hrs.
	▪ Assignment	28 Hrs.
	Total student study effort	112 Hrs.
English Reading (ER) and English Writing (EW)	Students will have to read the book Popular Culture: Introductory Perspectives (3rd Edition) by Marcel Danesi and write a 1,500 - 2,500-word review essay on it to meet the course's ER and EW requirements. In writing the book review essay, students are expected to use ideas from articles on the additional reading list to help them to assess the merits and limitations of the book. The book for the book review essay is available in the Pao Yue-kong library, both as a hard copy as well as an e-book. Danesi, M. (2015) Popular Culture: Introductory Perspectives (3rd Edition). Lanham, Maryland: Rowman & Littlefield Publishers. [342 pages]	
Additional Readings	Students are expected to read the following articles during the teaching period. Berg, D. (2011). A new spectacle in China's mediasphere: A cultural reading of a web-based reality show from Shanghai, *The China Quarterly*, 205: 133–151. Chow, Y.F. & de Kloet, J. (2010). Blowing in the China wind: Engagements with Chineseness in Hong Kong's	

Zhongguofeng music videos, *Visual Anthropology*, 24:1-2, 59-76, DOI: 10.1080/08949468.2011.525492

Gao, L. (2016). The emergence of the Human Flesh Search Engine and political protest in China: exploring the Internet and online collective action. Media, Culture & Society, 38(3): 349– 364. DOI: 10.1177/0163443715610493

Gao, Y. (2016). Fiction as reality: Chinese youths watching American television. Poetics: 1–13. http://dx.doi.org/10.1016/j.poetic.2015.08.005

Khoo, O. (2014). Wong Kawaii: Pop culture China and the films of Wong Kar-wai. *The Journal of Popular Culture*, 47(4): 727-741.

Kong, Shuyu (2014). *Popular media, social emotion and public discourse in contemporary China*. New York: Routledge.

Lin, C-Y (2014). The evolution of Taipei's music industry: Cluster and network dynamics in the innovation practices of the music industry, *Urban Studies Journal*, 51(2) 335–354. DOI: 10.1177/0042098013489745

Lu, Y. (2016). The malling of the movies: Film exhibition reforms, multiplexes, and film consumption in the new millennium in urban China, *Journal of Chinese Cinemas*, 10:3, 205-227, DOI: 10.1080/17508061.2016.1163883

Qu, S. (2014). Examining youth performances on the Chinese internet through the lenses of generational and structural frameworks, *Media Asia*, 41(2): 133-142, DOI: 10.1080/01296612.2014.11690009

Song, G. & Lee, T.K. (2012). "New man" and "new lad" with Chinese characteristics? Cosmopolitanism, cultural hybridity and men's lifestyle magazines in China, *Asian Studies Review*, 36:3, 345-367. http://dx.doi.org/10.1080/10357823.2012.711808

Tong, J. (2015). The formation of an agonistic public sphere: Emotions, the Internet and news media in China. *China Information*, 29(3): 333–351. DOI: 10.1177/0920203X15602863

Tse, M.S.C. & Gong, M.Z. (2012). Online communities and commercialization of Chinese internet literature*, Journal of Internet Commerce*, 11:2, 100-116, DOI: 10.1080/15332861.2012.689563

Scotton, J. F., & Hachten, W. A. (Eds.). (2010). *New media for a new China*. Chichester and Malden: Wiley-Blackwell.

Shirk, S. L. (Ed.). (2011). *Changing media, changing China*. Oxford and New York: Oxford University Press.

Sima, Y. and Pugsley, P.C. (2010). The rise of a 'me culture' in postsocialist China. Youth, individualism and identity creation in the Blogosphere. *The International Communication Gazette*, 1748-0485; 72(3): 287–306; DOI: 10.1177/1748048509356952

So, S., & Westland, J. C. (2010). *Red Wired: China's Internet Revolution*. London and Singapore: Marshall Cavendish.

	Wang, J. (2010). *Locating China: Space, place and popular culture*. New York: Routledge.
	Zhang, M. (2012). A Chinese beauty story: how college women in China negotiate beauty, body image, and mass media, *Chinese Journal of Communication*, 5:4, 437-454, DOI: 10.1080/17544750.2012.723387

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.