

# 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>	APSS1BN17									
<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>  <input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b>  <input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b>  <input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b>  <input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b>  <input type="checkbox"/> <b>Service-Learning</b>  <input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b>              <input type="checkbox"/> Human Nature, Relations and Development [CAR A]              <input type="checkbox"/> Science, Technology and Environment [CAR D]              <input type="checkbox"/> Chinese History and Culture [CAR M]              <input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]  <input checked="" type="checkbox"/> <b>China-Study Requirement</b>              <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No  <input checked="" type="checkbox"/> <b>Writing and Reading Requirements</b>              <input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese       </p>									
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>APSS students are <b>not</b> allowed to take this subject.</p> <p>Subject Exclusion : APSS1B17 / APSS1B17M / APSS1BN17M</p>									
<b>Assessment Methods</b>	<table border="1"> <tr> <td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr> <tr> <td>Continuous Assessment</td><td>50%</td><td></td></tr> <tr> <td>Review Essay</td><td>50%</td><td></td></tr> </table> <ul style="list-style-type: none"> <li>The grade is calculated according to the percentage assigned;</li> <li>The completion and submission of all component assignments are required for passing the subject; and</li> </ul>	100% Continuous Assessment	Individual Assessment	Group Assessment	Continuous Assessment	50%		Review Essay	50%	
100% Continuous Assessment	Individual Assessment	Group Assessment								
Continuous Assessment	50%									
Review Essay	50%									

	<ul style="list-style-type: none"> <li>• Student must pass all component(s) if he/she is to pass the subject.</li> </ul>
<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 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.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) outline the emergence and rapid development of popular culture in the PRC since 1978;</li> <li>(b) explain the socio-cultural embedding of different forms of popular culture in Greater China region;</li> <li>(c) critically analyze some of the changes in Chinese society caused by the rise of new forms of popular culture;</li> <li>(d) evaluate the significant role of popular culture in transforming socio-political spheres in Greater China;</li> <li>(e) assess claims made about popular culture phenomena in the media.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<p>Background Context</p> <ol style="list-style-type: none"> <li>1. Overview over the emergence of popular culture in China since 1978</li> </ol> <p>Selected Core Themes (The following list is for indicative purposes, with varying depth in discussions.)</p> <ol style="list-style-type: none"> <li>2. Chinese popular music, concerts, links to Taiwan and HK;</li> <li>3. Cinema, its directors, stories, and stars in Greater China;</li> <li>4. The emergence of superstars and fandom in Greater China;</li> <li>5. Popular TV shows: reality shows, stars, celebrities and social changes;</li> <li>6. The new face of literature and novels;</li> <li>7. The changing advertising and imagination in China;</li> <li>8. The Internet as entertainment, subversive space, and trendsetter;</li> <li>9. Mobile phones, Weibo, WeChat and other social media in Greater China;</li> <li>10. Changing consumption culture and emerging lifestyle: food, shopping, tourism and fashion</li> <li>11. Gender, sexuality and new expressions of self;</li> <li>12. Growing up in Greater China: Outlooks of young people;</li> </ol>

	Concluding Session						
<b>Teaching/Learning Methodology</b>  (Note 3)	<p>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.</p> <p>Students will be required to read and review the designated book <i>Popular Culture: Introductory Perspectives</i> (3<sup>rd</sup> Edition) by Marcel Danesi or a set of assigned academic readings to fulfil the required ER and EW component of the course.</p> <p>To acquire the appropriate English reading and writing skills, students will have academic training and assistance in fulfilling the assessment components. These activities will be organized and conducted by English Language Center staff in consultation with the instructor of the course.</p>						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Continuous Assessment	50%	√	√	√	√	√
	2. Review Essay [40% to be assessed by Subject Teacher and 10% to be assessed by ELC]	50%	√	√	√	√	√
	Total	100%					
	<p>In this course, students will be required to attend lectures and participate in class discussion and activities. They will 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 ongoing assessment activities will assess students’ ability to understand the major concepts they learnt from the readings and</p>						

	<p>the lectures. The formats include, for example, quizzes, small group activities, reflective short writings on the suggested readings, and/or posing and answering questions online or in class. The appropriate arrangement will be made in accordance with the actual class size.</p> <p>The review essay will be broader in scope and require students not only to summarize the main ideas of the book, or the set of assigned academic readings, but also to assess and interpret what students have gained from reading the required text. They are also expected to reflect on the transformation of popular culture in the Greater China region.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-study	45 Hrs.
	▪ Assignment	28 Hrs.
	Total student study effort	112 Hrs.
<b>English Reading (ER) and English Writing (EW)</b>	<p>Students will read the book <i>Popular Culture: Introductory Perspectives</i> (3rd Edition) by Marcel Danesi or a set of academic readings, and write a 1,500 - 2,500-word review essay on it to meet the course's ER and EW requirements.</p> <p>In writing the review essay, students are expected to use ideas from the lectures and/or recommended articles to assess the merits and limitations of the book.</p> <p>In the case of referencing the set of academic readings, students will answer the question set forth by the course instructor while formulating their analytical essay.</p>	
<b>Additional Readings</b>	<p>Suggested References:</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>Chan, J., Selden, M. &amp; Pun, N. (2020). <i>Dying for an iPhone: Apple, Foxconn and the Lives of China's Workers</i>. Chicago, IL: Haymarket Books and London: Pluto Press.</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>deLisle, J., Goldstein, A. and Yang, G.B. (Eds.). (2016). <i>The Internet, Social Media, and a Changing China</i>. Philadelphia, PA: University of Pennsylvania Press.</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>Gerth, K. (2010). <i>As China Goes, So Goes the World: How Chinese Consumers are Transforming Everything</i>. New York: Hill &amp; Wang.</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, S.Y. (2014). <i>Popular Media, Social Emotion and Public Discourse in Contemporary China</i>. New York: Routledge.</p> <p>Latham, K. (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>Pan, J. (2022). Controlling China’s digital ecosystem: Observations on Chinese social media. <i>China Leadership Monitor</i>, Issue 72. <a href="https://www.prclleader.org/pan">https://www.prclleader.org/pan</a></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>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: Oxford University Press.</p> <p>Sima, Y. &amp; 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: Marshall Cavendish.</p> <p>Song, G. &amp; Lee, T.K. (2012). “New man” and “new lad” with Chinese characteristics? Cosmopolitanism, cultural</p>
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	<p>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>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> <p>Zhou, X. G. (2020). Social media and governance in China. Pp. 128–48 in <i>Fateful Decisions: Choices That Will Shape China's Future</i>, edited by Fingar T. and Oi, J.C. Stanford, CA: Stanford University Press.</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.