

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	APSS1CN19P														
Subject Title	Transformation of Chinese Society: Revolution and Reform 中國社會之變/辯：革命與改革														
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. Exclusion : APSS1C19N / APSS1C19P / APSS1CN19P														
Assessment Methods	<table border="1"> <thead> <tr> <th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> </thead> <tbody> <tr> <td>Two Quizzes (for CR requirement)</td><td>30%</td><td>0%</td></tr> <tr> <td>Class participation</td><td>10%</td><td>0%</td></tr> <tr> <td>Review essay</td><td>60%</td><td>0%</td></tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	Two Quizzes (for CR requirement)	30%	0%	Class participation	10%	0%	Review essay	60%	0%
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	- 50% to be assessed by APSS - 10% to be assessed by CLC (for CW requirement)		
	• 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	This course aims to provide students with a foundational knowledge of social transformation of China since the early 20th Century. Students will learn about how major social relations –relations between China and the world, between the countryside and the city, between men and women, between intellectuals and peasants, etc.--have been reconstructed in each import period of modern China. They will learn to evaluate social transformation from the perspectives of rural and urban livelihoods. In the process, they will gain critical understanding of “national conditions” that both enables and constrains China’s development in the global context.		
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) have an enhanced foundational knowledge about Chinese social and political transformation. (b) critically evaluate national conditions of China’s transformation. (c) connect China’s transformation with the changing global context. (d) have an experience in organizing and writing a coherent book report or essay in Chinese.		
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	1. The May Fourth Movement and the Enlightenment 2. Chinese Society before 1949: the city, the countryside, and the West 3. Understanding Chinese Revolution 4. China in the Mao-Era: Rural Livelihood 5. China in the Mao-Era: Urban Livelihood 6. The Post-Mao Reform: Rural Reform 7. The Post-Mao Reform: Urban Reform 8. Economic Miracle and Social Inequality 9. Technology, Research, and Education and Chinese Society 10. China in the World 11. Debating the Reform and Rethinking Socialism		

Teaching/Learning Methodology (Note 3)	1. Context Creation: The instructor will use a variety of teaching materials (short films, song lyrics, ethnographies, and social science works) to create historical-social context for learning. 2. Problem Posing and Problem Solving: Once students are placed in a specific historical-social context, they will be encouraged to pose their own questions and propose solutions. The instructor and students will then examine how questions and solutions have been actually posed and played out in history and why. This has been used before and proves to be an effective way to animate students’ interest. 3. Students will be required to engage in class discussion. The instructor will encourage students to have sociological and ethnographic imagination when discussing issues embedded in different contexts. 4. As part of the reading requirements for subjects with a “CR” designation, students are required to read the assigned book in addition to other readings covered in lectures. They are required to participate in instructional and assessment activities organized by CLC to acquire the appropriate reading skills and to demonstrate their understanding of the extensive text. 5. As part of the writing requirements for subjects with a “CW” designation, students are required to write a review essay of 2,000 – 3,000 words in Chinese on no less than two pieces of reading materials chosen from a list provided by the instructor. They are also required to attend the tutorials organized by CLC to acquire the appropriate writing skills.																																														
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th></th><th></th></tr><tr><td>1. Two Quizzes (for CR requirement)</td><td>30% (15% for each quiz)</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. Class participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>3. Review essay - 50% to be assessed by APSS - 10% to be assessed by CLC (for CR & CW requirement)</td><td>60%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Two Quizzes (for CR requirement)	30% (15% for each quiz)	✓	✓	✓				2. Class participation	10%	✓	✓	✓				3. Review essay - 50% to be assessed by APSS - 10% to be assessed by CLC (for CR & CW requirement)	60%	✓	✓	✓	✓			Total	100 %						
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	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Two term quizzes would be used to test students' understanding of the theories and concepts of related to China's social transformation and the global context. Students are required to read before lectures and critically analyze conditions and dynamics of social changes. They are also required to discuss and debate on the selected topics related to the subject. Students are required to write a review essay of 2000—3,000 words on a book that they can choose from a list provided by the instructor. 10% of the subject will be assessed by CLC. Students are required to discuss with their fellow classmates in class on various questions concerning China's social transformation in order to better evaluate issues and challenges.	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-study before lectures	28 Hrs.
	▪ Preparation for essay and quiz	42 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	Reading List To Meet CR Requirement: 陈旭麓. 2006 《近代中国社会的新陈代谢》。上海：上海社会科学院出版社。[selections] 徐中约. 2002 《中国近代史》。香港：香港中文大学出版社。[selections] 多位作者. 2009 《中华人民共和国史》(十卷本)。香港：香港中文大学出版社。[selections] References: - There are many sets of books on the general history of China since the 20th century. I only list two of them here for your reference. - The Cambridge History of China. Volumes 10-15; 2009 《中华人民共和国专题史稿》。成都：四川人民出版社。 - Meisner, Maurice. 1989. 《李大钊與中國馬克思主義的起源》，北京：中共黨史出版社。	

	3. 杨奎松. 2009. 《中华人民共和国建国史研究》. 南昌: 江西人民出版社。 4. Fei Hsiao-tung. 1991. 《鄉土中國》. 香港: 三聯書店(香港)有限公司。 5. 石川祯浩. 2006. 《中国共产党成立史》. 北京: 中国社会科学出版社。 6. Gao, Mobo. 2008. <i>The battle for China's past: Mao and the Cultural Revolution</i>. London: Pluto Press. 7. 周锡瑞. 2021. 《意外的聖地: 陝甘革命的起源》. 香港: 香港中文大學出版社。Or its English version. 8. 陈翰笙, & 孟庆延. (2021). 现代中国的土地问题: 陈翰笙土地制度研究文集 (孟庆延, Ed.; 第 1 版. ed.). 商务印书馆. 9. Rofel, Lisa. 1999. <i>Other modernities: gendered yearnings in China after socialism</i>. Berkeley: University of California Press. 10. Steinmüller, Hans. 2013. <i>Communities of Complicity: Everyday Ethics in Rural China</i>. New York: Berghahn. 11. Perry, Elizabeth J. 2001. 《上海罢工》. 南京: 江苏人民出版社. 12. 賀蕭, 2017, 《記憶的性別》, 北京: 人民出版社。 13. 夏冰青, 2021. 《依码为梦: 中国互联网从业者生产实践调查》, 上海: 上海社会科学院出版社。 14. Ang, Yuen Yuen. 2016. <i>How China Escaped the Poverty Trap</i>. Ithaca: Cornell University Press. 15. Lei, Ya-Wen. 2023. <i>The Gilded Cage: Technology, Development, and State Capitalism in China</i>. Princeton: Princeton University Press.

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.