

# 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>	APSS 360														
<b>Subject Title</b>	Social Problems and Social Issues 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; margin-bottom: 10px;"> <tr> <td style="width: 33%;">100% Continuous Assessment</td><td style="width: 33%;">Individual Assessment</td><td style="width: 33%;">Group Assessment</td></tr> <tr> <td>1. Seminar Presentation and Report</td><td style="text-align: center;">10%</td><td style="text-align: center;">30 %</td></tr> <tr> <td>2. Attendance and Participation</td><td style="text-align: center;">20 %</td><td style="text-align: center;">--</td></tr> <tr> <td>3. Term Paper</td><td style="text-align: center;">40%</td><td style="text-align: center;">--</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> <li>▪ Student must pass all components if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation and Report	10%	30 %	2. Attendance and Participation	20 %	--	3. Term Paper	40%	--
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<b>Objectives</b>	To enable students to acquire sociological perspectives and concepts for understanding social issues and problems in the Chinese society and to develop a good understanding of the major social problems and social issues confronting contemporary Chinese society.														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a) acquire sociological perspectives and frameworks for understanding and analyzing social issues and problems</li> <li>b) enrich understanding of the causes, conditions and consequences of major social problems confronting contemporary China.</li> <li>c) apply perspectives and frameworks acquired in this subject to analyze social problems in the contemporary Chinese society and beyond.</li> </ul>														

<b>Subject Synopsis/ Indicative Syllabus</b>	<div>1) <b>Introduction</b></div> <div><ul style="list-style-type: none"><li>- Perspectives on studying social problems</li><li>- Identifying major issues in contemporary society</li></ul></div> <div>2) <b>Critical Reflection on selected major social issues in contemporary China</b></div> <div><ul style="list-style-type: none"><li>- The era of great migration</li><li>- Rural development and sustainability</li><li>- Educational inequalities and social reproduction</li><li>- Environmental crisis and governance</li><li>- Housing issues and social exclusion</li><li>- Poverty and economic development</li><li>- Challenges in an aging society</li><li>- Gender and employment</li><li>- Labor rights and ‘Platform’ economy</li><li>- The grassroots empowerment</li></ul></div> <div>3) <b>Concluding reflections on social development in China</b></div>																																														
<b>Teaching/Learning Methodology</b>	<p>In addition to the delivery of lectures, documentaries, films, and book talks on related topics will be used as supplementary teaching / learning materials. Reference to current affairs is encouraged in supporting discussions of topics related to the curriculum. For seminars, students will be assessed by the way they prepare and present a chosen seminar topic (such as accuracy of grasping core themes of reference materials, logic of argument, clarity of presentation), as well as their submission of a group report. In addition, students will be individually assessed by assignments in the form of a term paper and participation in the seminars.</p>																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<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>e</th><th></th></tr><tr><td>1. Term Paper</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. Seminar Presentation and Report</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>3. Attendance and Participation</td><td>20%</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	e		1. Term Paper	40%	✓	✓	✓				2. Seminar Presentation and Report	40%	✓	✓	✓				3. Attendance and Participation	20%	✓	✓	✓				Total	100%						
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Total	100%																																														

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Term Paper:</b></p> <p>The term paper will enable students to integrate major concepts, theories and paradigms learnt in the subject to indicate the level of knowledge and competence gained in the field of study. It should be 3,000-3,500 words in length.</p> <p><b>Seminar Presentation and Report:</b></p> <p>Students have to present in groups their critical views on selected topics on social problems and social issues in contemporary China. They are expected to use current empirical materials to illustrate how they can apply theories and concepts learned in lectures to generate critical discussions. This exercise will show how well they have learned and how effective they are as communicators.</p> <p>Following the presentation, students are required to submit a report based on their presentation and the feedback received. In this exercise, students can demonstrate their competence in written communication, logical thinking, critical ability and problem-solving capacity.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars	12 Hrs.
	Other student study effort:	
	▪ Presentation preparation	30 Hrs.
	▪ Reading assignments and paper writing	60 Hrs.
	Total student study effort	126 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <p>Jacka, T., Kipnis, A. B. &amp; Sargeson, S. (2013). <i>Contemporary China: Society and Social Change</i>. New York: Cambridge University Press.</p> <p>Murphy, Rachel. (2002). <i>How Migrant Labor Is Changing Rural China</i>. Cambridge University Press.</p>	

	<p>Woronov, T. (2015). <i>Class Work: Vocational Schools and China's Urban Youth</i> (pp. viii–viii). Stanford University Press.</p> <p>Poon, Alice. (2011). <i>Land and the Ruling Class in Hong Kong</i>. Singapore: Enrich Professional Pub.</p> <p>Rosenblat, Alex. (2018). <i>Uberland: How Algorithms Are Rewriting the Rules of Work</i>. California: University of California Press.</p> <p>Cheung, F. M., &amp; Holroyd, E. (2009). <i>Mainstreaming Gender in Hong Kong Society</i>. Chinese University Press.</p> <p>Hochschild, A. R., &amp; Machung, A. (1990). <i>The Second Shift</i>. Avon Books.</p> <p>蘇熠慧. (2022). 打造“科學母職”：中國現代化進程與家政工主體塑造. Hong Kong Polytechnic University Press.</p> <p>Forrest, R., &amp; Xian, S. (2018). Accommodating discontent: Youth, conflict and the housing question in Hong Kong. <i>Housing Studies</i>, 33(1), 1–17.</p> <p>Yan, H. &amp; Chen, Y. (2013). Debating the rural cooperative movement in China, the past and the present. <i>The Journal of Peasant Studies</i>, 40(6), 955–981.</p> <p><b>Supplementary</b></p> <p>Harvey, D. (2005). <i>A Brief History of Neoliberalism</i>. Oxford University Press.</p> <p>Chen, X. (2012). <i>Social Protest and Contentious Authoritarianism in China</i>. Cambridge: Cambridge University Press.</p> <p>Kennett, PA., &amp; Mizuuchi, T. (2010). Homelessness, housing insecurity and social exclusion in China, Hong Kong, and Japan. <i>City, Culture and Society</i>, 1(3), 111 - 118.</p> <p>Li, M., Tan, Chris K. K. &amp; Yang, Y. (2019). Shehui Ren: Cultural production and rural youths' use of the Kuaishou video-sharing app in Eastern China. <i>Information, Communication &amp; Society</i>, 23(10), 1499-1514.</p> <p>Ling, M. (2017). Returning to No Home: Educational Remigration and Displacement in Rural China. <i>Anthropological Quarterly</i>, 90(3), 715-742.</p> <p>Guo, X. (2001). Land expropriation and rural conflicts in China. <i>The China Quarterly</i>, 166, 422-439.</p> <p>King, G., Pan, J., &amp; Roberts, M. E. (2013). How censorship in China allows government criticism but silences collective expression. <i>American political science Review</i>, 107(2), 326-343.</p> <p>Oi, J. C. (1999). <i>Rural China Takes Off: Institutional Foundations of Economic Reform</i>. University of California Press.</p>
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	Shi, T. (2001). Cultural values and political trust: A comparison of the People's Republic of China and Taiwan. <i>Comparative politics</i> , 401-419.
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