

Subject Description Form

Subject Code	APSS5204														
Subject Title	Social Policy and Social Development in China														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Presentation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Research Paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class participation	10%	0%	2. Presentation	30%	0%	3. Research Paper	60%	0%
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<ul style="list-style-type: none"> ▪ 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 components (standard of passing) if he/she is to pass the subject. 															
Objectives															
<ol style="list-style-type: none"> 1. To acquire understanding of the context and processes of social policy and social development in the context of the Chinese Mainland; 2. To examine major social policy initiatives developed to respond to the social consequences of recent political and economic reforms, including social policies pertaining to education, health, housing, and other welfare arenas; 3. To examine social services in the Chinese Mainland, their underlying philosophy, issues, and dynamics relating to their implementation. 															
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Basic competence and knowledge of the field of study Students will be able to acknowledge confidently the state of art in relations to how social policy responds to and impacts on social development in the Chinese Mainland. b. Effective Communication Students will be able to communicate professionally issues pertaining to social 														

	<p>policy and their impacts on people and communities in the Chinese Mainland.</p> <p>c. Independent critical thinking Students will be able to demonstrate independent critical thinking in assessing the connections between responsible social policy and development options in the Chinese Mainland.</p> <p>d. Ethical and Social Understanding Students will be able to identify the critical ethical dilemmas and criteria for policy making and social development in the Chinese Mainland.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Part I Social Development & Social Issues in Contemporary China</p> <ol style="list-style-type: none"> 1. Understanding contemporary China 2. Economic growth & social development 3. Poverty and poverty-reduction under economic transition 4. Migration and issues pertaining to the migrant population 5. The evolution and reform of household registration system <p>Part II Overview of China’s Social Welfare System</p> <ol style="list-style-type: none"> 1. Defining factors of social policy in China 2. Overview of China’s social welfare system 3. Social welfare policy and policy analysis framework <p>Part III Social Policy in Specific Areas</p> <ol style="list-style-type: none"> 1. Social Security Policy (e.g., Pension system for the elderly, minimum living standard guarantee scheme/basic allowance scheme, etc.) 2. Education Policy (e.g., Issues of quality and inequality, education for vulnerable groups of children, etc.) 3. Health Policy (e.g., Basic medical insurance schemes for urban and rural residents, new healthcare reform, etc.) 4. Housing Policy (e.g., Reforms of housing policy, housing security system, etc.)
<p>Teaching/Learning Methodology</p>	<p>Students will expect to engage in interactive lectures to familiarize themselves with the common frameworks for understanding the changing social policy setting and the progress of social development in Chinese Mainland. Discussion on selected topics in social policy will be held regularly during lecture time, and students should be prepared to share with class their thoughts and perspectives. Class discussion and preparation for the final paper and presentation will require students to gather and analyze evidence and apply the knowledge they have learned from class to real world policy analysis, thus fostering their critical thinking and analytical skills.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	1. Class participation	10%	✓	✓	✓	✓
	2. Presentation	30%	✓	✓	✓	✓
	3. Research paper	60%	✓	✓	✓	✓
Total	100%					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The research paper will allow students to integrate the basic concepts and theoretical frameworks they learn in the subject to demonstrate their knowledge and competence they have achieved through their own research. As well it will allow them to indicate the proficiency of their communication skills, including how to put their ideas together coherently and creatively, exercising critical thinking, displaying insights and making appropriate judgment, and clarifying complex policy and development issues.</p> <p>Their presentation and participation will give them an additional opportunity to display their learning outcomes as described above. However, this will further allow them to make evident their competence in an interactive group setting.</p> <p><u>Class participation/discussion on a weekly basis will assist students in understanding course concepts, exercising public speaking and critical thinking skills, and ultimately prepare for their final papers by engaging in a dialogue with other students.</u></p>						
Student Study Effort Expected	Class contact:					
	▪ Lecture		39 Hrs.			
	Other student study effort:					
	▪ Self-directed Study		39 Hrs.			
	▪ Preparation of Presentation		15 Hrs.			
	▪ Preparation of Research Paper		25 Hrs.			
	Total student study effort		118 Hrs.			
Medium of Instruction	English					
Medium of	English					

Assessment	
Reading List and References	<p><u>Essential</u></p> <p>Chan, Chak Kwan; Ngok, King Lun and Phillips, David (2008) <i>Social Policy in China: development and well-being</i>. Bristol: Policy Press.</p> <p>Fingar, Thomas & Oi, Jean c. (2020). <i>Fateful Decisions: Choices that will Shape China's Future</i>. Stanford, CA: Stanford University Press.</p> <p>Mok, Ka-Ho (2000) <i>Social and Political Development in Post-reform China</i>. Basingstoke: Macmillan.</p> <p>Mok, K.H.& Lau, M.K.W. (Eds.) (2014). <i>Managing social change and social policy in greater China: welfare regimes in transition</i>. New York, NY: Routledge.</p> <p>Lin Yi (2008) <i>Cultural Exclusion in China: state education, social mobility and cultural difference</i>. New York: Routledge.</p> <p>Urio, Paolo. (2010). <i>Reconciling state, market and society in China: the long march toward prosperity</i>. New York, NY: Routledge.</p> <p>Vogel, Ezra. (2013). <i>Deng Xiaoping and the Transformation of China</i>. Cambridge, MA: Harvard University Press.</p> <p>Zhang, Jianjun (2008) <i>Marketization and Democracy in China</i>. New York: Routledge.</p> <p><u>Supplementary</u></p> <p>Alcock, Pete; Erskine, Angus and May, Margaret (ed.) (1998) <i>The Student's Companion to Social Policy</i>. U.K.: Blackwell, Reprint.</p> <p>Chen, Lanyan (2008) <i>Gender and Chinese Development: towards an equitable society</i>. London: Routledge.</p> <p>Chow, N & Xu, Y. (2001). <i>Socialist welfare in a market economy: Social security reforms in Guangzhou, China</i>. Aldershot: Ashgate.</p> <p>Dorn, J. A. (Ed.) (1998). <i>China in the new millennium: Market reforms and social development</i>. Washington, D.C.: Cato Institute.</p> <p>Finer, C. J. (2003). <i>Social policy reform in China: Views from home and abroad</i>. Burlington, VT: Ashgate.</p> <p>Gamer, R. (1999). <i>Understanding Contemporary China (2nd ed.)</i>. London: Lynne Rienner Publishers, Inc.</p> <p>Guo Sujian and Guo Baogang (eds) (2008) <i>China in Search of a Harmonious Society</i>. Lanham: Lexington Books.</p> <p>Hall, Seren T. and Lewis, Megan W. (eds) (2008) <i>Education in China: 21st century issues and challenges</i>. New York: Nova Sciences.</p>

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- Lee, J., Midgley, J., & Zhu, Y. (Eds.) (2014). *Social policy and change in East Asia*. Maryland: Lexington Books.
- Li, P., Chen, G., & Zhang, J. (2016). *Blue book of China's society*. Social Science Academic Press.
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- Ma, Qiusha (2006) *Non-governmental Organizations in Contemporary China: paving the way to a civil society?* London: Routledge.
- Midgley, J. & Tang, K. L. (2008). *Social security, the economy and development*. New York, NY: Palgrave Macmillan.
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- Perry, E. & Mark, S. (eds.) (2003). *Chinese society: Change, conflict and resistance* (2nd ed.). London: Routledge.
- Schwartz, J. & Shieh, S. (2009). *State and society responses to social welfare needs in China: Serving the people*. New York, NY: Routledge.
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- Wong, Linda & Flynn, Norman (2001) *The Market in Chinese Social Policy*. New York: Palgrave
- 王卓祺、鄧廣良、魏雁濱編 (2007) *兩岸三地社會政策：理論與實務*。香港：香港中文大學。
- 周永新著，侯文若譯 (1989) *中國社會社障制度與管理*。四川：四川科學技術出版社。

金耀基等著(1982) *中國現代化的歷程*。台北：時報文化出版公司。

孙立平（2005）。*现代化与社会转型*。北京：北京大学出版社。

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刘创楚，杨庆堃（2001）。*中国社会：从不变到巨变*。香港：中文大学出版社。

厲以宁(編) (2000)。 *區域發展新思路：中國社會發展不平衡對現代進程的影響與對策*。北京：經濟日報出版社。

胡鞍鋼、鄒平(2000)。 *社會與發展：中國社會發展地區差距研究*。中國科學院可持續發展研究中心。杭州：浙江人民出版社。

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