

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	APSS1B17													
Subject Title	Contemporary Chinese Society and Popular Culture													
Credit Value	3													
Level	1													
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>													
Pre-requisite / Co-requisite/ Exclusion	<p>The following students are not allowed to take this subject :</p> <p>All APSS Students</p>													
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance/Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Term-end Quiz</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Book Review</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>Explanation of the assessment methods:</p> <ol style="list-style-type: none"> 1. The grade is calculated according to the percentage assigned; 2. The completion and submission of all component assignments are required for passing the subject; 3. Students must attend the assessments (standard of passing: D or above) if he/she is to pass the subject. 		100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance/Participation	10%	--	2. Term-end Quiz	30%	--	3. Book Review	60%	--
100% Continuous Assessment	Individual Assessment	Group Assessment												
1. Attendance/Participation	10%	--												
2. Term-end Quiz	30%	--												
3. Book Review	60%	--												
Objectives	<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</p>													

	<p>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, dining 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>
<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (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. <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and life-long learning</p> <ul style="list-style-type: none"> 1. Literacy: (a)-(e) require the reading and understanding of multiple source texts. 2. Higher order thinking: (c) – (e) require the critical evaluation and comparison of different lines of arguments. 3. Life-long learning: (e) requires a critical evaluation of the assumptions (HK) students have made about their own identity as Chinese and about the life of ordinary people in the People's Republic of China and Greater China region.
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<ul style="list-style-type: none"> 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;

<p>Teaching/Learning Methodology (Note 3)</p>	<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> (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.</p>																																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="443 898 1465 1317"> <thead> <tr> <th data-bbox="443 898 852 1081" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="857 898 1007 1081" rowspan="2">% weighting</th> <th colspan="5" data-bbox="1011 898 1465 1021">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1011 1028 1098 1081">a</th> <th data-bbox="1102 1028 1189 1081">b</th> <th data-bbox="1193 1028 1279 1081">c</th> <th data-bbox="1284 1028 1370 1081">d</th> <th data-bbox="1375 1028 1465 1081">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 1088 852 1140">1. Attendance/Participation</td> <td data-bbox="857 1088 1007 1140">10%</td> <td data-bbox="1011 1088 1098 1140">✓</td> <td data-bbox="1102 1088 1189 1140">✓</td> <td data-bbox="1193 1088 1279 1140">✓</td> <td data-bbox="1284 1088 1370 1140">✓</td> <td data-bbox="1375 1088 1465 1140">✓</td> </tr> <tr> <td data-bbox="443 1146 852 1198">2. Term-end Quiz</td> <td data-bbox="857 1146 1007 1198">30%</td> <td data-bbox="1011 1146 1098 1198">✓</td> <td data-bbox="1102 1146 1189 1198">✓</td> <td data-bbox="1193 1146 1279 1198">✓</td> <td data-bbox="1284 1146 1370 1198">✓</td> <td data-bbox="1375 1146 1465 1198">✓</td> </tr> <tr> <td data-bbox="443 1205 852 1256">3. Book Review</td> <td data-bbox="857 1205 1007 1256">60%</td> <td data-bbox="1011 1205 1098 1256">✓</td> <td data-bbox="1102 1205 1189 1256">✓</td> <td data-bbox="1193 1205 1279 1256">✓</td> <td data-bbox="1284 1205 1370 1256">✓</td> <td data-bbox="1375 1205 1465 1256">✓</td> </tr> <tr> <td data-bbox="443 1263 852 1317">Total</td> <td data-bbox="857 1263 1007 1317">100%</td> <td colspan="5" data-bbox="1011 1263 1465 1317"></td> </tr> </tbody> </table> <p data-bbox="443 1330 1476 1476">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.</p> <p data-bbox="443 1536 1476 1753">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.</p> <p data-bbox="443 1814 1476 1995">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.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Attendance/Participation	10%	✓	✓	✓	✓	✓	2. Term-end Quiz	30%	✓	✓	✓	✓	✓	3. Book Review	60%	✓	✓	✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c	d	e																																							
1. Attendance/Participation	10%	✓	✓	✓	✓	✓																																							
2. Term-end Quiz	30%	✓	✓	✓	✓	✓																																							
3. Book Review	60%	✓	✓	✓	✓	✓																																							
Total	100%																																												
<p>Student Study</p>	<p>Class contact:</p>																																												

Effort Required	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-study	42 Hrs.
	▪ Assignment	28 Hrs.
	Total student study effort	112 Hrs.
English Reading	<p>Students will have to read the book <i>Popular Culture: Introductory Perspectives</i> (3rd Edition) by Marcel Danesi and write a 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.</p> <p>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.</p> <p>Danesi, M. (2015) <i>Popular Culture: Introductory Perspectives</i> (3rd Edition). Lanham, Maryland: Rowman & Littlefield Publishers. [342 pages]</p>	
Additional Readings	<p>Students are expected to read the following articles during the teaching period.</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>Chow, Y.F. & 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>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 & 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. http://dx.doi.org/10.1016/j.poetic.2015.08.005</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, Shuyu (2014). <i>Popular media, social emotion and public discourse in contemporary China</i>. New York: 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>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>Song, G. & Lee, T.K. (2012). "New man" and "new lad" with Chinese</p>	

	<p>characteristics? Cosmopolitanism, cultural hybridity and men's lifestyle magazines in China, <i>Asian Studies Review</i>, 36:3, 345-367. http://dx.doi.org/10.1080/10357823.2012.711808</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. & 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>Scotton, J. F., & 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 and New York: Oxford University Press.</p> <p>Sima, Y. and 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., & Westland, J. C. (2010). <i>Red Wired: China's Internet Revolution</i>. London and Singapore: Marshall Cavendish.</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>
--	---

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.