

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	APSS1C19P
Subject Title	Transformation of Chinese Society: Revolution and Reform
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	The following students are not allowed to take this subject : All APSS Students
Objectives	This course aims to provide students with a foundational knowledge of social transformation of China since the early 20 th 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 (Note 1)	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 (Note 2)	<ol style="list-style-type: none"> 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. Debating Socialism 7. The Post-Mao Reform: Rural Reform 8. The Post-Mao Reform: Urban Reform 9. Economic Miracle and Social Inequality 10. 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, 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 CBS 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 3,000 words in Chinese on a book chosen from a list provided by the instructor. They are also required to attend the tutorials organized by CBS to acquire the appropriate writing skills.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Two Quizzes (for CR requirement)	50% (25% for each quiz)	✓	✓	✓			
2. Class participation	10%	✓	✓	✓			
3. Review essay - 30% to be assessed by APSS - 10% to be assessed by CBS (for CW requirement)	40%	✓	✓	✓			
Total	100 %						

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.

	<p>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.</p> <p>Students are required to write a review essay of 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 CBS.</p> <p>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.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	▪	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	<p>Reading List To Meet CR Requirement :</p> <p>莫里斯·邁斯納 (Maurice Meisner). 2005. 《毛澤東的中國及其後：中華人民共和國史》。香港：中文大學出版社。[selections, 250 pp.]</p> <p>References:</p> <ol style="list-style-type: none"> 1. Andreas, Joel. 2009. <i>Rise of the red engineers: the Cultural Revolution and the origins of China's new class</i>. Stanford: Stanford University Press. 2. Dirlik, Arif and Maurice Meisner, eds. 1989. <i>Marxism and the Chinese Experience: Issues of Socialism in a Third World Socialist Society</i>. M. E. Sharpe. [selected chapters] 3. Meisner, Maurice. 1990. <i>Mao's China and After: A History of the People's Republic</i>. New York: the Free Press. 4. Fei Hsiao-tung. 1953. <i>China's Gentry</i> (中國紳士). University of Chicago Press. (Chinese edition available) 5. Fei Hsiao-tung. 1991. 《鄉土中國》. 香港：三聯書店(香港)有限公司 6. Entwisle, Barbara and Gail E. Henderson, eds. 2000. <i>Re-Drawing Boundaries: Work, Households, and Gender in China</i>. Berkeley: UC Press. 	

	<p>7. Gao, Mobo CF. 1999. <i>Gao Village: A Portrait of Rural Life in Modern China</i>. University of Hawaii Press.</p> <p>8. Gray, Jack. 1990. <i>Rebellions and Revolutions: China from the 1800s to 1980s</i>. Oxford University Press.</p> <p>9. Philion, Stephen. 2009. <i>Workers' democracy in China's transition from state socialism</i>. New York: Routledge.</p> <p>10. Rofel, Lisa. 1999. <i>Other modernities : gendered yearnings in China after socialism</i>. Berkeley: University of California Press.</p> <p>11. Wang, Chaohua. 2003. <i>One China, Many Paths</i>. London: Verso (Chinese edition available). [selected chapters]</p> <p>12. Weston, Timothy B. and Lionel M. Jensen, eds. 2000. <i>China Beyond the Headlines</i>. Rowman and Littlefield Publishers. [selected chapters]</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.