

# The Hong Kong Polytechnic University

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Remarks</b>	1) This subject requires students to travel to Beijing in summer term for around 8 days from 18 to 25 June 2017 tentatively to attend classes and conduct field visits. 2) Despite the financial support from the University, students are required to pay HKD\$1,500 to cover part of the expenses. 3) Students are expected to deliver services in Putonghua effectively, hence elementary level of Putonghua is expected before enrolling the subject.														
<b>Subject Code</b>	APSS1C19N														
<b>Subject Title</b>	Transformation of Chinese Society: Revolution and Reform														
<b>Credit Value</b>	3														
<b>Level</b>	1														
<b>GUR Requirements Intended to Fulfill</b>	This subject intends to fulfill the following requirement(s) :  <input type="checkbox"/> <b>Healthy Lifestyle</b> <input type="checkbox"/> <b>Freshman Seminar</b> <input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b> <input type="checkbox"/> <b>Leadership and Intra-Personal Development</b> <input type="checkbox"/> <b>Service-Learning</b> <input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b> <input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalization <input checked="" type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment <input checked="" type="checkbox"/> <b>China-Study Requirement</b> <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No <input type="checkbox"/> <b>Writing and Reading Requirements</b> <input type="checkbox"/> English or <input type="checkbox"/> Chinese														
<b>Pre-requisite / Co-requisite / Exclusion</b>	The following students are not allowed to take this subject: All APSS students														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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. Quiz</td> <td>40%</td> <td>--</td> </tr> <tr> <td>2. Field report</td> <td>40%</td> <td>--</td> </tr> <tr> <td>3. Class participation</td> <td>20%</td> <td>--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Quiz	40%	--	2. Field report	40%	--	3. Class participation	20%	--
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<b>Objectives</b>	This course aims to provide students with a foundational knowledge of social transformation of China since the early 20 <sup>th</sup> 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.																																																				
<b>Intended Learning Outcomes</b> <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.																																																				
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. The May Fourth Movement and the Enlightenment</li> <li>2. Chinese Society before 1949: the city, the countryside, and the West</li> <li>3. Understanding Chinese Revolution</li> <li>4. China in the Mao-Era: Rural Livelihood</li> <li>5. China in the Mao-Era: Urban Livelihood</li> <li>6. Debating Socialism</li> <li>7. The Post-Mao Reform: Rural Reform</li> <li>8. The Post-Mao Reform: Urban Reform</li> <li>9. Economic Miracle and Social Inequality</li> <li>10. Debating the Reform and Rethinking Socialism</li> </ol>																																																				
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Tutorials will require students to make presentations and provide questions for discussion. The instructor will encourage students to have sociological and ethnographic imagination when discussing issues embedded in different contexts.</li> </ol>																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 15%;">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;">e</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>40%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Field report</td> <td>40%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Class participation</td> <td>20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>A quiz will be used to test students’ understanding of the theories and concepts related to China’s social transformation and the global context.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Quiz	40%	✓	✓	✓				2. Field report	40%	✓	✓	✓				3. Class participation	20%	✓	✓	✓				<b>Total</b>	<b>100%</b>						
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	<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 will visit relevant museums and important historical sites in Beijing and will be required to submit a field report in Chinese for their chosen topics.</p> <p>In class discussions, students are required to discuss with their fellow classmates on various questions concerning China's social transformation in order to better evaluate issues and challenges.</p>	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	12 Hrs.
	Other student study effort:	
	▪ Self-study before lectures	13 Hrs.
	▪ Preparation for field report	26 Hrs.
	▪ Preparation for term quiz	26 Hrs.
Total student study effort	104 Hrs.	
<b>Medium of Instruction</b>	Putonghua	
<b>Medium of Assessment</b>	Chinese	
<b>Reading List and References</b>	<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。</p> <p><b>References:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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]</li> <li>Meisner, Maurice. 1990. <i>Mao's China and After: A History of the People's Republic</i>. New York: the Free Press.</li> <li>Fei Hsiao-tung. 1953. <i>China's Gentry</i> (中國紳士). University of Chicago Press. (Chinese edition available)</li> <li>Fei Hsiao-tung. 1991. 《鄉土中國》. 香港：三聯書店(香港)有限公司</li> <li>Entwisle, Barbara and Gail E. Henderson, eds. 2000. <i>Re-Drawing Boundaries: Work, Households, and Gender in China</i>. Berkeley: UC Press.</li> <li>Gao, Mobo CF. 1999. <i>Gao Village: A Portrait of Rural Life in Modern China</i>. University of Hawaii Press.</li> <li>Gray, Jack. 1990. <i>Rebellions and Revolutions: China from the 1800s to</i></li> </ol>	

	<p>1980s. Oxford University Press.</p> <p>9. Pillion, 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.