

The Hong Kong Polytechnic University

Subject Description Form

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

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|--|--|-------------------------|-----------------------|------------------|
| Subject Code | APSS292 | | | |
| Subject Title | Chinese Politics | | | |
| Credit Value | 3 | | | |
| Level | 2 | | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | | |
| Assessment Methods | 100% | Continuous Assessment | Individual Assessment | Group Assessment |
| | | 1. Term Paper | 60 % | -- |
| | | 2. Seminar presentation | 20 % | -- |
| | | 3. Participation | 20 % | -- |
| Objectives | <p>The subject aims to:</p> <ol style="list-style-type: none"> enable students to understand key political events in revolutionary China; allow students to assess the political and social impacts of China's post-Mao reform. | | | |
| Intended Learning Outcomes (Note 1) | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> identify and re-examine the validity of key social science concepts in the Chinese context; articulate critically the vital issues in social and political transformation in China. | | | |
| Subject Synopsis/ Indicative Syllabus (Note 2) | <ol style="list-style-type: none"> Introduction: China in the World System Competing Political Visions before 1949 The Chinese Road to Socialism The Reform and The June 4th Movement (1989) Rural Problems: <i>san nong</i> (三農問題) and rural sustainability Migrant Workers, Flexible Accumulation, and Politics of Resistance The State and Urban Workers Protests Middle-Class and Democracy Politics of Ethnicity | | | |
| Teaching/Learning | This subject offers a combination of lectures and seminars designed for fostering high-level teacher-student interaction. Students are encouraged to develop their | | | |

| Methodology (Note 3) | own research project proposals and present their findings in seminar discussion and share their views in a student-centred learning setting. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--|--|--|----------|-----------------------------------|-------------|--|--|--|--|--|--|-----------|---|--|--|--|--|---------------|---------|-----------|---|--|--|--|--|-------------------------|---------|-----------------------------|---|--|--|--|--|------------------------------------|------|--|---|--|--|--|--|-------|---------|-------------------------------|--|--|--|--|--|--|---------|----------------------------|--|--|--|--|--|--|----------|
| Assessment Methods in Alignment with Intended Learning Outcomes (Note 4) | <table border="1"> <thead> <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></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Term Paper</td> <td>60 %</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Seminar presentation</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Class and seminar 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></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>All three assessment methods require students to demonstrate their knowledge in the subject, critical thinking, problem-solving and communication (verbal and oral) skills.</p> <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 the “Term Paper” (standard of passing) if he/she is to pass the subject. | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | | | | | 1. Term Paper | 60 % | ✓ | ✓ | | | | | 2. Seminar presentation | 20 % | ✓ | ✓ | | | | | 3. Class and seminar participation | 20 % | ✓ | ✓ | | | | | Total | 100 % | | | | | | | | | | | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Term Paper | 60 % | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Seminar presentation | 20 % | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Class and seminar participation | 20 % | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <table border="1"> <tr> <td colspan="7">Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td colspan="5"></td> <td></td> <td>27 Hrs.</td> </tr> <tr> <td>▪ Seminar</td> <td colspan="5"></td> <td></td> <td>12 Hrs.</td> </tr> <tr> <td colspan="7">Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Preparation for Seminar presentation</td> <td colspan="5"></td> <td></td> <td>30 Hrs.</td> </tr> <tr> <td>▪ Self reading for term paper</td> <td colspan="5"></td> <td></td> <td>50 Hrs.</td> </tr> <tr> <td colspan="7">Total student study effort</td> <td>119 Hrs.</td> </tr> </table> | | | | | | | Class contact: | | | | | | | | ▪ Lecture | | | | | | | 27 Hrs. | ▪ Seminar | | | | | | | 12 Hrs. | Other student study effort: | | | | | | | | ▪ Preparation for Seminar presentation | | | | | | | 30 Hrs. | ▪ Self reading for term paper | | | | | | | 50 Hrs. | Total student study effort | | | | | | | 119 Hrs. |
| Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ▪ Seminar | | | | | | | 12 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Preparation for Seminar presentation | | | | | | | 30 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Self reading for term paper | | | | | | | 50 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Reading List and References | <p><u>Essential</u></p> <p>Karl, R. (2010). <i>Mao Zedong and China in the Twentieth Century</i>. Duke University Press.</p> <p>Lau, K.C.P. & Hunag, P. (Eds.). (2003). <i>China reflected</i>. Hong Kong: Asian Regional Exchange for New Alternatives.</p> <p>Mackerras, C. (2003). <i>China’s ethnic minorities and globalization</i>. London: Routledge-Curzon.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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- 周志強 (2009 年 12 月 11 日) 。「蝸居」與大型資本的兩種面孔」。東方早報。
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- 曹征路 (2004) 。那兒。當代，5 。

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| | <p>賀雪峰（2007）。新農村建設與中國道路。Retrieved from http://www.snzg.cn/article/show.php?itemid-6202/page-1.html</p> <p>郭若平（2003）。新民主主義理論的學理探源——對中國社會性質問題論戰有益成果的吸收。中共黨史研究，4，50-56。</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.