

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	APSS342														
<b>Subject Title</b>	Contemporary Chinese Society														
<b>Credit Value</b>	3														
<b>Level</b>	3														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<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>Participation in round table discussion</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Term End Quiz</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>The grade is calculated according to the percentage assigned.</p> <p>Students must pass all the components stated above if they are to be considered as passing the subjects.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	Participation in round table discussion	--	25%	Term Paper	50%	--	Term End Quiz	25%	--
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<b>Objectives</b>	<p>The subject aims to enable students to get acquainted with the development of Modern China in respect to her social and political ups and downs in the 20<sup>th</sup> century, and to assess the impact of such on the normative foundation of contemporary Chinese on the one hand, and to comprehend those factors that may foster or constrain the future development of the People's Republic of China on the other.</p>														
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>1. grasp the socio-political development of Modern China since the turn of the last century and its impact on the formation of People's Republic of China;</li> <li>2. gain an overview of the social and political issues in the course of modernization of Communist China between 1949 and 1978; and</li> <li>3. come to terms with the dilemmas and potentials of social, political and cultural changes of Mainland China since the Post-Mao era as set against the above two contextual backgrounds.</li> </ol>														

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>(Note 2)</p>	<p><u>China in Retrospect</u></p> <ul style="list-style-type: none"> <li>- Socio-political factors leading to the emergence of PRC</li> <li>- Causes and consequences of various movements in 1950s and 1960s</li> <li>- The impact of the Cultural revolution on the development of the country</li> </ul> <p><u>China in Reform</u></p> <ul style="list-style-type: none"> <li>- Political and Social dilemmas of the reform era</li> <li>- Economic and cultural clashes since China's re-opening</li> </ul> <p><u>China in Future</u></p> <ul style="list-style-type: none"> <li>- Understanding the changes of cultural values and social norms of contemporary Chinese lives</li> <li>- Exploring the political relationship between PRC and Taiwan</li> <li>- China entering the global and digital world: its impact on the socio-cultural side of the society</li> </ul>																																																					
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>In addition to the delivery of lectures, local TV documentaries on related topics, as well as Chinese films, will be frequently used as supplementary teaching / learning materials. Online news is a must in supporting ad-hoc discussions of topics related to the curriculum. The students will be assessed by the way how they prepare and participate in the round-table discussion (such as accuracy of grasping core themes of reference materials, logic of argument, on-spot participation). In addition, each of them will be individually assessed by assignments in the form of term-end paper and quiz.</p>																																																					
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="443 1126 1473 1603"> <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>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>Participation in round table discussion</td> <td>25 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Term paper</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Term End Quiz</td> <td>25 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The subject is intended to bring the students to close examination of the contemporary socio-cultural and socio-political contents of China set against its historical backdrop, and so discussion among students on the one hand, and space for selecting interested topic for long essay discussion on the other, could facilitate better learning outcomes. The 'round-table discussion' and 'term paper topic' are being selected by students, and term end quiz is an open-book assessment: the whole logic behind is not of memorizing terms and events, but going behind facts and views to generate one's stand on</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		Participation in round table discussion	25 %	✓	✓	✓				Term paper	50 %	✓	✓	✓				Term End Quiz	25 %	✓	✓	✓				Total	100 %						
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	understanding contemporary Chinese society.	
<b>Student Study Effort Required</b>	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	9 Hrs.
	Other student study effort:	
	▪ Preparation for round-table discussion	30 Hrs.
	▪ Quiz preparation and term paper writing	60 Hrs.
	Total student study effort	126 Hrs.
<b>Medium of Instruction</b>	Chinese	
<b>Medium of Assessment</b>	Chinese / English	
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Gries, P.H., &amp; Rosen, S. (Eds.). (2010). <i>Chinese politics: State, society and the market</i>. London: Routledge.</p> <p>Yang, G. (2009). <i>The power of the internet in China: Citizen activism online</i>. New York: Columbia University Press.</p> <p>余英時 (2015) 。中國與民主。香港：天窗出版社。</p> <p>錢理群 (2012) 。毛澤東時代和後毛澤東時代 1949-2009：另一種歷史書寫上、下編。台北：誠品。</p> <p>費孝通 (1991) 。鄉土中國。香港：三聯書店。</p> <p><u>Supplementary</u></p> <p>Chu, Wai-chi et.al. (eds.). (2012) <i>Mobile Communication and Greater China</i>. London: Routledge.</p> <p>Clark, Paul (2012). <i>Youth Culture in China: From Red Guards to Netizens</i>. Cambridge: Cambridge University Press.</p> <p>Law, P.-L., &amp; Chu, W.-C. (2008). <i>Knowledge, technology and policy</i>, [located from PolyU library elinks] 21(2 &amp; 3) [special issue on ICTs and Migrant Workers of China].</p> <p>Perry, E. J., &amp; Selden, M. (Eds.). (2010). <i>Chinese society: Change, conflict and resistance</i>. (3<sup>rd</sup> ed.). London: Routledge.</p>	

	<p>MacFrequhar, Roderick (2012)。文化大革命的起源：1-3 冊。香港：新世紀出版社。</p> <p>王友琴(2004)。文革受難者：1966-1976。香港：開放雜誌出版社。</p> <p>文崇一、蕭新煌(主編)(1991)。中國人觀念與行為。台北：巨流出版社。</p> <p>汪暉、余國良(編)(1998)。全球關係中的中國處境。香港：中文大學出版社。</p> <p>范疇(2014)與中國無關：就台灣論台灣，釋放無限可能。台北：八旗文化。</p> <p>余英時(2007)。知識人與中國文化的價值。台北：時報出版社。</p> <p>許烺光(1993)。中國人與美國人。台北：巨流。</p> <p>趙紫陽(2009)。改革歷程。香港：新世紀出版社。</p> <p>劉青峰(編)(1996)。文化大革命：史實與研究。香港：香港中文大學出版社。</p> <p>蕭延中(編)(1989)。晚年毛澤東。北京：春秋出版社。</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.