

Subject Description Form

Subject Code	APSS357														
Subject Title	Social Development in China														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Minimum Pass Grade	D														
Assessment Methods	<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>Paper</td> <td style="text-align: center;">60%</td> <td></td> </tr> <tr> <td>Seminar presentation and participation</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td>Seminar report</td> <td style="text-align: center;">10%</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	Paper	60%		Seminar presentation and participation	30%		Seminar report	10%	
100% Continuous Assessment	Individual Assessment	Group Assessment													
Paper	60%														
Seminar presentation and participation	30%														
Seminar report	10%														
Objectives	a. To introduce different perspectives in understanding social development and their relevancy in China's context. b. To analyze significant development issues in China.														
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. build up their ability in China study through a student-oriented project. b. critically examine the dilemmas and potentials for the development of contemporary China.														
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	1. Definition of Social Development and the Discourses of Development 2. Theoretical Debates in social development: economism, Post-Marxism, post-colonialism and post-modernism 3. Economic development versus social development: the experience in China 4. Development strategies and policies in China <ul style="list-style-type: none"> ◆ The Changes of national and regional development strategies ◆ Development of western regions: its dilemmas and potentials ◆ East meets west: opportunities or threats 5. Understanding social development indicators in China 6. Rural development after the economic reform <ul style="list-style-type: none"> ◆ Rural changes after 1978 ◆ Social development in rural China: problems and prospect 7. Understanding globalization and its impact on China's social development.														

	8. Struggle for a sustainable development in China: a case study on the Pearl River Delta						
Teaching/Learning Methodology <i>(Note 3)</i>	Problem-based learning (PBL) approach will be introduced in the subject. A specific development issue will be chosen by the students and they are encouraged to explore how the Mainland Chinese government and people react to it.						
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	Paper	60	✓	✓			
	Seminar presentation and participation	30	✓	✓			
	Seminar report	10	✓	✓			
	Total	100					
	In both the seminar presentation and the term project, students will need to exercise and demonstrate their ability in achieving a) and b) of the expected learning outcome.						
Student Study Effort Required	Class contact:						
	▪ Lecture						22 Hrs.
	▪ Seminar						20 Hrs.
	Other student study effort:						
	▪ Self reading						30 Hrs.
	▪ Project preparation						50 Hrs.
	Total student study effort						122 Hrs.
Medium of Instruction	English supplemented with Chinese						
Medium of Assessment	English						
Reading List and References	<u>Essential</u>						
	Mok, K.H.	Social and Political Development in Post-reform	Macmillan				2000

China				
	Ru, X. et al.	The China Society Yearbook (2006): China's Social Development, Analysis and Forecast	Brill	2007
	Peet R. and Hartwick E. (eds.)	Theories of Development: Contentions, Arguments, Alternatives	Guilford Press	2009
	馬洪等編	中國發展研究:國務院發展研究中心研究報告選	中國發展出版社	2001
	Supplementary			
	Cristobal Kay (ed.)	Globalisation, Competitiveness, and Human Security	Frank Cass	1997
	Midgley, J	Social Development	Sage Publication	1995
	Grillo R.D. and Stirrat R.L.	Discourses of Development	Berg	1997
	北京大學中國持續發展研究中心	可持續發展之路	北京大學出版社	1995
	胡鞍鋼	中國發展前景	浙江人民出版社	1999
	國家統計局編	中國發展報告	中國統計出版社	1993 起

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.