

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	APSS 360														
Subject Title	Social Problems and Social Issues in Contemporary China														
Credit Value	3														
Level	3														
Pre-requisite / Co-requisite/ Exclusion	Nil														
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>1. Seminar Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40 %</td> </tr> <tr> <td>2. Seminar Participation</td> <td style="text-align: center;">10 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Term Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation	--	40 %	2. Seminar Participation	10 %	--	3. Term Paper	50%	--
	100% Continuous Assessment	Individual Assessment	Group Assessment												
	1. Seminar Presentation	--	40 %												
	2. Seminar Participation	10 %	--												
	3. Term Paper	50%	--												
The grade is calculated according to the percentage assigned.															
Students must pass all the components stated above if they are to be considered as passing the subjects.															
Objectives	To enable students to acquire sociological perspectives and concepts for understanding social issues and problems in the Chinese society and to develop a good understanding on the major social problems and social issues confronting contemporary Chinese society.														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) acquire sociological perspectives and frameworks for understanding and analyzing social issues and problems b) apply perspectives and frameworks acquired in this subject to analyze major social problems confronting the contemporary Chinese society c) have a heightened awareness on the ethical dimension of different 														

	approaches to social problem resolution							
Subject Synopsis/ Indicative Syllabus	<p>1) Introduction</p> <ul style="list-style-type: none"> - what is a social problem? Definition and characteristics - perspectives on studying social problems <p>2) Historical Context of Contemporary China</p> <ul style="list-style-type: none"> - what is happening happen in Contemporary China? - what are the major social and political forces? <p>3) Selected social scenarios in Contemporary China</p> <ul style="list-style-type: none"> - Poverty - Corruption - Migrant laborers - Youth culture - ICT revolution - Dissident voices <p>4) Conclusion</p>							
Teaching/Learning Methodology	<p>In addition to the delivery of lectures, local TV documentaries on related topics will be as well as Chinese films are heavily used as supplementary teaching / learning materials. Newspaper clipping is also 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 present a chosen seminar topic (such as accuracy of grasping core themes of reference materials, logic of argument, clarity of presentation), as well as their participation in the discussions led by other members of the same seminar group. This assessment is group-based. In addition, each of them will be individually assessed by assignments in the form of term-end paper and participation in the seminars.</p>							
Assessment Methods in Alignment with Intended Learning Outcomes								
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	
	1.Term Paper	50%	✓	✓	✓			
2. Seminar Presentation	40%	✓	✓	✓				

	3.Participation	10%	✓	✓	✓			
	Total	100%						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminar Presentation and Participation:</p> <p>Students have to present in groups their critical views on selected issues to demonstrate how much they have understood the social problems and social issues in contemporary China. They are expected to use case materials to illustrate how they can apply the theories and concepts they have learned in lectures and generate critical discussions. This exercise will show how well they have learned and how effective they are as communicators.</p> <p>Written Report:</p> <p>Students will write a group report of about 3000 words based on their group presentation and the feedback they have received from tutors and classmates. In this exercise, students can demonstrate their competence in written communication, logical thinking, critical ability and problem-solving capacity.</p>							
Student Study Effort Expected	Class contact:							
	▪ Lectures		27 Hrs.					
	▪ Seminars		9 Hrs.					
	Other student study effort:							
	▪ Presentation preparation		30 Hrs.					
	▪ Reading assignments and paper writing		60 Hrs.					
	Total student study effort		126 Hrs.					
Medium of Instructions	English supplemented with Chinese							
Medium of Assessment	English							
Reading List and	<u>Essential</u>							

<p>References</p>	<p>Rubington, E. & M.S. Weinberg (2011). <i>The study of Social Problems: Seven Perspectives</i>. 7th ed. Oxford: Oxford University Press.</p> <p>Clark, Paul (2012). <i>Youth Culture in China: From Red Guards to Netizens</i>. Cambridge: Cambridge University Press.</p> <p>Schiere, Richard (2010). <i>China's Development Challenges: Economic Vulnerability and Public Sector Reform</i>. London: Routledge.</p> <p>費孝通（1991）。鄉土中國。香港：三聯書店。</p> <p>莫里斯·邁斯納（杜蒲譯）（2005）毛澤東的中國及其後。香港：中文大學出版社。</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>Herold, D.K., & Marolt, P. (Eds.). (2011). <i>Online society in China: Creating, celebrating, and instrumentalising the online carnival</i>. London: Routledge.</p> <p>Murphy, R. (2002). <i>How migrant labor is changing rural China</i>. Cambridge: Cambridge University Press.</p> <p>Stafford, Charles (ed.) (2013). <i>Ordinary Ethics in China</i>. London: Bloomsbury.</p> <p>Stoltz, P. et.al. (Eds.). (2010). <i>Gender Equality, Citizenship and Human Rights: Controversies and Challenges in China and the Nordic Countries</i>. London: Routledge.</p> <p>許烺光（1993）。中國人與美國人。台北：巨流。</p> <p>唐米樂〈Tom Miller〉（2014）十億民工進城來。台北：麥田。</p>
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