

## Subject Description Form

<b>Subject Code</b>	APSS407														
<b>Subject Title</b>	Chinese Family and Culture														
<b>Credit Value</b>	3														
<b>Level</b>	4														
<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>1. Seminar Presentation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Individual Assignments</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Quiz</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	20 %	--	2. Individual Assignments	30 %	--	3. Quiz	50 %	--
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<b>Objectives</b>	<p>This subject aims to enable students to:</p> <ol style="list-style-type: none"> <li>1. understand the basic elements of Chinese culture;</li> <li>2. critically examine the impact of modernization on Chinese culture in general and the Chinese family in particular.</li> </ol>														
<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>a. understand the basic elements of Chinese culture and their impacts on family structure and relationships;</li> <li>b. reflect on the changes and development of Chinese family and culture in different modern Chinese societies (Taiwan, Hong Kong, rural and urban mainland China);</li> <li>c. critically examine the impact of modernization on Chinese family and culture.</li> </ol>														
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Basic elements of Chinese family and culture <ul style="list-style-type: none"> <li>• Confucianism and the Relational Concept of Self</li> <li>• Self, Family, and Society (<i>renqing, mianzi, and guanxi</i>)</li> <li>• Chinese familism and patrilineal Culture</li> </ul> </li> <li>2. Traditional Chinese family <ul style="list-style-type: none"> <li>• Traditional Chinese family structures and relationships</li> <li>• Fei Xiao Tong's concept of differential association (差序格局)</li> </ul> </li> </ol>														

	<ul style="list-style-type: none"> <li>• Rural economy, rural society and family as an economic unit</li> </ul> <p>3. Family and culture in socialist China</p> <ul style="list-style-type: none"> <li>• The socialist state – social engineering of traditions</li> <li>• Rural reform – collectivization, individuals, collectives and families</li> <li>• Urban reform - state-owned enterprises</li> </ul> <p>4. Population policy</p> <ul style="list-style-type: none"> <li>• The origin of the one-child policy and subsequent changes</li> <li>• The urban-rural differences</li> <li>• Parent-child relationship and child rearing practices under the one-child policy</li> </ul> <p>5. Culture in reform China – consumption, the internet era and market principles</p> <ul style="list-style-type: none"> <li>• self-identity, consumerism and individualism under marketisation</li> <li>• interpersonal relationship and <i>guanxi</i> in market economy</li> </ul> <p>6. Rural family under market reform</p> <ul style="list-style-type: none"> <li>• feminization of agricultural labour ?</li> <li>• those who stay behind in rural China - elderlies, women and children</li> </ul> <p>7. Choices , individual freedom and traditional culture</p> <ul style="list-style-type: none"> <li>• Extra-marital relations</li> <li>• Homosexuality</li> <li>• Late marriage and remaining single</li> </ul>
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<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>Lectures, seminars and AV materials will be used to engage students’ interest in the subject, critical discussion of major issues and relating these issues to the institutional, policy and developmental context of China.</p>
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<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<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: 10%;">% 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%;"></th> <th style="width: 5%;"></th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>1. Seminar Presentation</td> <td style="text-align: center;">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>2. Individual Assignment</td> <td style="text-align: center;">30 %</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. Quiz</td> <td style="text-align: center;">50 %</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 style="text-align: center;"><b>100 %</b></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 aim at assessing (1) students’ understanding of the basic concepts and theories in Chinese family and culture, (2) critical thinking on the impact of socialist engineering and market reform on Chinese family.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Seminar Presentation	20 %	✓	✓	✓				2. Individual Assignment	30 %	✓	✓	✓				3. Quiz	50 %	✓	✓	✓				<b>Total</b>	<b>100 %</b>						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Seminar	14 Hrs.
	Other student study effort:	
	▪ Self-study	46 Hrs.
	▪ Writing assignment and preparation of seminar presentation	46 Hrs.
	Total student study effort	134 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Davis, D., &amp; Harrell, S. (Eds.). (1993). <i>Chinese families in the post-Mao-era</i>. Calif.: University of California Press.</p> <p>Slote, W. &amp; DeVos, G. (Eds.). (1999). <i>Confucianism and the family</i>. New York: SUNY.</p> <p>Whyte, M.K. (Ed.). (2003). <i>China's revolutions and intergenerational relations</i>. Ann Arbor, Mich.: Center for Chinese Studies, the University of Michigan.</p> <p>Zang, X.-W. (2007). <i>Children of the cultural revolution: family life and political behavior in Mao's China</i>. Boulder, Colo.: Westview Press.</p> <p>陳其南（1990）。<i>家族與社會</i>。台北：聯經出版社。</p> <p>喬建（主編）（1991）。<i>中國家庭及其變遷</i>。香港：中文大學出版社。</p> <p><u>Supplementary</u></p> <p>Giskin, H., &amp; Walsh, B.S. (2001). <i>An introduction to Chinese culture through the family</i>. New York: SUNY.</p> <p>Hansen, M.H., &amp; Svarverud, R. (Eds.). (2010). <i>iChina: the rise of the individual in modern Chinese society</i>. Copenhagen, Denmark: NIAS Press.</p> <p>Hsu, L.K. F. (1948). <i>Under the ancestors' shadow: Chinese culture and personality</i>. New York: Columbia University Press.</p> <p>Munro, D.J. (Ed.). (1985). <i>Individualism and holism: Studies in confucian and</i></p>	

	<p><i>taoist values</i>. Michigan: The University of Michigan Press.</p> <p>Stockman, N. (2000). <i>Understanding Chinese society</i>. London: Polity Press.</p> <p>Watson, R., &amp; Ebrey, P. (1991). <i>Marriage and inequality in Chinese society</i>. Berkeley: University of California Press.</p> <p>Yan, Y. X. (2009). <i>The individualisation of Chinese society</i>. Oxford, New York: Berg.</p> <p>Yang, M.M.-H. (1994). <i>Gifts, favors, and banquets: The art of social relationships in China</i>. Ithaca, N.Y.: Cornell University Press.</p> <p>余英時（1992）。中國文化與現代變遷。台北：三民書店。</p> <p>金耀基（1992）。中國社會與文化。香港：牛津大學出版社。</p> <p>費孝通（1984）[1947]。鄉土中國。香港：三聯書店。</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.