

Subject Description Form

Subject Code	APSS5204														
Subject Title	Social Policy and Social Development in China														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar Report</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar Participation & Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Research Paper</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Report	10%	0%	2. Seminar Participation & Presentation	0%	30%	3. Research Paper	60%	0%
	100% Continuous Assessment	Individual Assessment	Group Assessment												
	1. Seminar Report	10%	0%												
	2. Seminar Participation & Presentation	0%	30%												
	3. Research Paper	60%	0%												
<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 all components (standard of passing) if he/she is to pass the subject. 															
Objectives															
<ol style="list-style-type: none"> 1. To acquire understanding of the context and processes of social policy and social development in the context of the Chinese Mainland; 2. To examine major social policy initiatives developed to respond to the social consequences of recent political and economic reforms, including social policies pertaining to labour, education and welfare arenas; 3. To examine social services in the Chinese Mainland, their underlying philosophy, issues, and dynamics relating to their implementation. 															
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Basic competence and knowledge of the field of study Students will enable students to acknowledge confidently the state of art in relations to how social policy impacts on social development in Chinese Mainland. b. Effective Communication 														

	<p>Students will be able to communicate professionally issues pertaining to social policy issues and their effects for people and communities in Chinese Mainland.</p> <p>c. Independent critical thinking Students will be able to demonstrate independent critical thinking in assessing the connections between responsible social policy and development options in Chinese Mainland.</p> <p>d. Ethical and Social Understanding Students will be able to identify the critical ethical dilemmas and criteria for policy making and social development in Chinese Mainland.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Social Development of Chinese Mainland after 1979 <ul style="list-style-type: none"> - Open-door Policy in 1978 and its impacts - Socio-economic Development in Contemporary China - The ideology of ‘small government, big society’. 2. Major Policy Initiatives in Social Policies <ul style="list-style-type: none"> - ‘Socialization of social welfare’ (福利社會化) - Administrative reforms: separation of politics and administration - Professionalization of social welfare - Position classification of social work in various administrative systems - Harmonious society (和諧社會) 3. Development of non-government organizations (NGOs) in China <ul style="list-style-type: none"> - Social Organization Ordinance (1978; 1998) (社團條例) - Civil Non-enterprise Organization Ordinance (1998) (民辦非企業單位條例) - Charity Foundation Ordinance (2004) (基金會條例) - Roles and Functions of NGOs in social development and social services - Dynamic between Government and Non-government Organization 4. Selected social policies in China <ul style="list-style-type: none"> - Social security system (社會救助政策) - Education system and social exclusion (教育制度與社會排斥) - Community-base services for the offenders (社區矯正政策) - Community development and harmonious society (社區建設與和諧社會) - Others 5. Issues and Future Development <ul style="list-style-type: none"> - Diversity of socio-economic development among different provinces - Diversity of social services between cities and villages - Development of civil society
<p>Teaching/Learning Methodology</p>	<p>Students will expect to engage in interactive lectures to familiarize themselves with the common frameworks for understanding the changing social policy setting and the progress of social development in Chinese Mainland. In seminars group project activities will enable students to put their knowledge and skills to test when preparing group projects and presentations.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	1. Seminar participation and presentation	30%	✓	✓	✓	✓
	2. Seminar report	10%	✓	✓	✓	✓
	3. Research paper	60%	✓	✓	✓	✓
	Total	100%				
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The research paper will allow students to integrate the basic concepts and theoretical frameworks they learn in the subject to demonstrate their knowledge and competence they have achieved through their own research. As well it will allow them to indicate the proficiency of their communication skills, including how to put their ideas together coherently and creatively, exercising critical thinking, displaying insights and making appropriate judgment, and clarifying complex policy and development issues.</p> <p>Their seminar presentation and participation will give them an additional opportunity to display their learning outcomes as described above. However this will further allow them to make evident their competence as a team player and their performance in an interactive group setting.</p> <p>The short paper will also enable students to show off their ability and capability in presenting their ideas in a succinct form, requiring them to be creative, concise, logical and professional in communicating and organizing their ideas and knowledge as well as making good judgments in selecting the best way for delivering what they have learned.</p>						
Student Study Effort Expected	Class contact:					
	▪ Lecture		39 Hrs.			
	Other student study effort:					
	▪ Self-directed Study		39 Hrs.			
	▪ Preparation of Short Paper		10 Hrs.			
	▪ Preparation of Presentation		10 Hrs.			
	▪ Preparation of Research Paper		20 Hrs.			
	Total student study effort		118 Hrs.			

Medium of Instruction	English
Medium of Assessment	English
Reading List and References	<p><u>Essential</u></p> <p>Chan, Chak Kwan; Ngok, King Lun and Phillips, David (2008) <i>Social Policy in China: development and well-being</i>. Bristol: Policy Press.</p> <p>Ru Xin et al. (2007) <i>The China Society Yearbook (2006): China's social development; analysis and forecast</i>. Leiden: Brill.</p> <p>Mok, Ka-Ho (2000) <i>Social and Political Development in Post-reform China</i>. Basingstoke: Macmillan.</p> <p>Zhang, Jianjun (2008) <i>Marketization and Democracy in China</i>. New York: Routledge.</p> <p>Lin Yi (2008) <i>Cultural Exclusion in China: state education, social mobility and cultural difference</i>. New York: Routledge.</p> <p>Guo Sujian and Guo Baogang (eds) (2008) <i>China in Search of a Harmonious Society</i>. Lanham: Lexington Books.</p> <p>Chen, Lanyan (2008) <i>Gender and Chinese Development: towards an equitable society</i>. London: Routledge.</p> <p>Hall, Seren T. and Lewis, Megan W. (eds) (2008) <i>Education in China: 21st century issues and challenges</i>. New York: Nova Sciences.</p> <p>Lu, Yiyi (2009) <i>Non-governmental Organizations in China: the rise of dependent autonomy</i>. Abington: Routledge.</p> <p><u>Supplementary</u></p> <p>Alcock, Pete; Erskine, Angus and May, Margaret (ed.) (1998) <i>The Student's Companion to Social Policy</i>. U.K.: Blackwell, Reprint</p> <p>Hussain, Athar (1993) <i>Reform of the Chinese Social Security System</i>. London: LSE</p> <p>Ikels, Charlotte (1996) <i>The Return of the God of Wealth: The Transition to a Market Economy in Urban China</i>. Stanford, Calif: Stanford University Press</p> <p>Kallgren, Joyce K (1992) <i>Strategies for Support of the Rural Elderly in China: A Research and Policy Agenda</i>. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, University of Hong Kong</p> <p>Lee, Ming-kwan (2000) <i>Chinese Occupational Welfare in Market Transition</i>. Basingstoke: Macmillan; New York: St. Martin's</p>

	<p>Leung, Joe C.B. (1995) <i>Authority and Benevolence: Social Welfare in China</i>. Hong Kong: Chinese University Press</p> <p>Ma, Qiusa (2006) <i>Non-governmental Organizations in Contemporary China: paving the way to a civil society?</i> London: Routledge.</p> <p>Wong, Christine, Christopher Heady & W.T. Woo (1995) <i>Fiscal Management and Economic Reform in the People's Republic of China</i>. Oxford: Oxford University Press</p> <p>Wong, Linda & Flynn, Norman (2001) <i>The Market in Chinese Social Policy</i>. New York: Palgrave</p> <p>王卓祺、鄧廣良、魏雁濱編 (2007) <i>兩岸三地社會政策：理論與實務</i>。香港：香港中文大學。</p> <p>周永新著，侯文若譯 (1989) <i>中國社會社障制度與管理</i>。四川：四川科學技術出版社。</p> <p>金耀基等著(1982) <i>中國現代化的歷程</i>。台北：時報文化出版公司。</p> <p>孫立平、楊善華著(1993) <i>《改革以來中國大陸的變遷》</i>，中國現代化學術研討會專題論文。台北：促進中國現代化學術研究基金會。</p> <p>詹火生、楊瑩 (1993) <i>中國大陸社會安全制度</i>。台北：五南圖書出版公司。</p>
--	--