

**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>	FH2CN01
<b>Subject Title</b>	A Glimpse of Contemporary Livelihood Issues in China 當代中國民生掠影
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil.
<b>Objectives</b>	At once the world's oldest surviving civilization, and a rising global leader, China as a nation is confronting unprecedented opportunities and challenges in the course of human development. A decent knowledge of contemporary China is therefore important for the general good of the globalizing world of today. The subject guides students to this knowledge by exploring key issues affecting the livelihood of the Chinese people. Topics to be discussed include China's international relations, recent history and government, environmental issues, gender issues, ethnic issues, urbanization and rural reforms, religion and popular culture among others. Latest scholarships will be drawn up to reveal the facts and contemplate their implication.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: A. have a basic understanding of key issues confronting China and its people in the unfolding of inter-cultural and international dialogues; B. identify challenges, conflicts, problems, benefits and drawbacks brought by the rapid development in the livelihood of the Chinese people; C. Inquire critically the socio-political context of Chinese modernization; D. distinguish the methodologies and perspectives in the disciplines of history, sociology, cultural studies, gender studies, religion, philanthropy etc.; E. develop library and web-based research skills relevant to Chinese studies; F. meet the English reading and writing requirement;
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	(Please note that the topics reconceived and the sequence of presentation rearranged.)  1. The History of Contemporary China (1949-present) 2. Ethnic minorities and the disputes 3. Urban-Rural contrasts 4. Environment

	5. Public health and social security system 6. Education 7. Religion 8. Popular Culture 9. Gender and Age 10. The New Rich 11. Youth culture 12. Public entertainment 13. Conclusion																																																														
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	The course comprises two 50-minute lectures and one 50-minute tutorial each week. Pre-class readings will be supplemented by the use of pictorials, audio and video materials in the lectures. Students are also required to watch media items for tutorial discussion. At the beginning of the semester students will be assigned a thematic issue to be studied for oral presentations in the tutorials. Students are required to prepare the final essay with research element.																																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="536 792 1410 1480"> <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>f</th> </tr> </thead> <tbody> <tr> <td>1. Final quiz</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Class discussion</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Oral Tutorial Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Draft 1 and 2 of the Final Essay</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>5. Final Essay</td> <td>40%</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 data-bbox="536 1518 1326 1585">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="536 1592 1434 2045" style="list-style-type: none"> <li>1. The final quiz, including multiple choice questions and simple answer questions, will help gauge students' mastering of the key concepts and major issues covered in the lectures and required readings.</li> <li>2. The class discussion helps students to develop communicative skills as well as to gauge the concepts and analytical tools in studying livelihood issues in contemporary China.</li> <li>3. The oral presentation can inform the teacher the progress students have made in their general grasp of the subject and their skill in writing and oral communication.</li> <li>4. The draft 1 and draft 2 of the final essay, which will be marked by ELC, help students to develop their research skills and understanding of the essay, whereas fulfilling their English reading and writing requirement of the course.</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Final quiz	20%	√	√	√	√			2. Class discussion	10%	√	√	√	√	√	√	3. Oral Tutorial Presentation	20%	√	√	√	√	√	√	4. Draft 1 and 2 of the Final Essay	10%	√	√	√	√	√	√	5. Final Essay	40%	√	√	√	√	√	√	Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																											
		a	b	c	d	e	f																																																								
1. Final quiz	20%	√	√	√	√																																																										
2. Class discussion	10%	√	√	√	√	√	√																																																								
3. Oral Tutorial Presentation	20%	√	√	√	√	√	√																																																								
4. Draft 1 and 2 of the Final Essay	10%	√	√	√	√	√	√																																																								
5. Final Essay	40%	√	√	√	√	√	√																																																								
Total	100 %																																																														

	5. The final essay, 1500-2500 words in English, can help assess the students' overall in-depth understanding of the subject.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	12 Hrs.
	Other student study effort:	
	▪ Pre-class reading	48 Hrs.
	▪ Report and essay writing	36 Hrs.
	Total student study effort	122 Hrs.
<b>Reading List and References</b>	<p><b>Intended textbook:</b> Brown, Kerry. <i>Contemporary China</i>. Basingstoke: Palgrave MacMillan, 2013. 216 pages in total. (ER)</p> <p><b>Suggested readings:</b> Bray, David. <i>Social Space and Governance in Urban China: the Danwei System from Origin to Reforms</i>. Stanford: Stanford University Press, 2005. (ER) Brownell, Susan and Jeffrey N. Wasserstrom eds. <i>Chinese Femininities, Chinese Masculinities: A Reader</i>. Berkeley: University of California Press, c2002. (ER) Gladney, Dru C. <i>Ethnic Identity in China: the Making of a Muslim Minority Nationality</i>. Fort Worth, Tex. : Harcourt Brace College Publishers, c1998. (ER) Goodman, David S.G eds. <i>The New Rich in China</i>. London, New York: Routledge, 2008. (ER) Goodman, David S.G. <i>China's Campaign to "Open Up the West": National, Provincial and Local Perspectives</i>. Cambridge: Cambridge University Press, c2004. (ER) Goodman, David S.G. <i>China's Peasants and Workers Changing Class Identities</i>. Cheltenham, Northampton, Mass.: Edward Elgar, c2012. (ER) Lu Tonglin. <i>Gender and Sexuality in Twentieth Century Chinese Literature and Society</i>. Albany: State University of New York Press, c1983. (ER) Leibold, James and Chen Yangbin eds. <i>Minority Education in China Balancing Unity and Diversity in an Era of Critical Pluralism</i>. Hong Kong: Hong Kong University Press, 2014. (ER) Spence, Jonathan. <i>The Search for Modern China</i>. New York: W.W.Norton &amp; Co. , 1990. (ER) Sun Wanning. <i>Leaving China: Media, Immigration and Transnational Imagination</i>. Lanham, Md.; Oxford: Rowan &amp; Littlefield, c2002. (ER) Sun Wanning. <b><i>Maid in China: media, morality, and the cultural politics of boundaries</i></b>. London; New York: Routledge, 2009. (ER) Suryadinata, Leo eds. <i>Migration, Indigenization, and Interaction: Chinese Overseas and Globalization</i>. Singapore: World Scientific, 2011. (ER) Vogel, Ezra. <i>Deng Xiaoping and the Transformation of China</i>. Cambridge, Mass., London: Belken, 2011. (ER)</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020