

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 | APSS1B17M | | | | | | | | | | | | | | |
|--|--|------------------|--|----------------------------|-----------------------|------------------|---------------------------------|-----|--|---------|-----|--|---------------------|-----|--|
| Subject Title | Contemporary Chinese Society and Popular Culture | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 1 | | | | | | | | | | | | | | |
| GUR Requirements Intended to Fulfill | <p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p> | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | <p>The following students are not allowed to take this subject:</p> <p>All APSS Students</p> | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 40%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and participation</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>2. Quiz</td> <td style="text-align: center;">40%</td> <td></td> </tr> <tr> <td>3. Individual Essay</td> <td style="text-align: center;">40%</td> <td></td> </tr> </tbody> </table> <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 component(s) if he/she is to pass the subject. | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Attendance and participation | 20% | | 2. Quiz | 40% | | 3. Individual Essay | 40% | |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Attendance and participation | 20% | | | | | | | | | | | | | | |
| 2. Quiz | 40% | | | | | | | | | | | | | | |
| 3. Individual Essay | 40% | | | | | | | | | | | | | | |
| Objectives | <p>China's popular culture has undergone dramatic changes over the past four decades. This course aims to examine the evolving state-society relationships through songs, movies, TV dramas, the Internet, and other</p> | | | | | | | | | | | | | | |

| | cultural expressions. Key analytical lens such as class and gender are introduced to examine the political economy of contemporary Chinese society. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Intended Learning Outcomes <i>(Note 1)</i> | Upon completion of the subject, students will be able to: (a) outline the emergence and rapid development of popular culture in the PRC since 1978; (b) explain the socio-cultural embedding of different forms of popular culture in Greater China region; (c) analyze the changes in Chinese society in relation to the rise of popular culture; (d) evaluate the significant role of popular culture in transforming socio-political spheres in Greater China; (e) assess claims made about popular culture phenomena in the media. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | 1. Introduction: culture and society in contemporary China 2. The Chinese dream 3. Gender, love and family 4. Music and songs 5. Popular TV shows and social impacts 6. Class distinctions and social lives 7. Advertising and social imagination in China 8. The Internet and connectivity 9. Consumption and gender 10. Consumption and social class 11. Religion, individual expressions, and social institutions 12. The state-society relationships 13. Conclusion: synthesis and reflections of the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching/Learning Methodology <i>(Note 3)</i> | The lectures will provide students with an overall understanding of the important socio-cultural and political changes in globalizing China. Through a combination of teaching methods such as the screening of audio-visual materials, analysis of academic texts, and discussion of newspaper articles, we will rethink the ways of life in the context of contemporary China. Students are encouraged to participate in various activities to enhance peer learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i> | <table border="1"> <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></th> </tr> </thead> <tbody> <tr> <td>1. Attendance and participation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Individual 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> | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | | 1. Attendance and participation | 20% | √ | √ | √ | √ | √ | | 2. Quiz | 40% | √ | √ | √ | √ | √ | | 3. Individual 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Attendance and participation | 20% | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Quiz | 40% | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Individual Essay | 40% | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Students are required to attend lectures and participate in discussions. This is to increase interactions and sharing of insights (through polls, Q&A, and break-out groups).</p> <p>A quiz serves to consolidate students' learning by revising course readings. Students will have a better understanding of the key concepts.</p> <p>An essay is a 1,500-word analytical piece of individual writing based on the suggested references.</p> | |
| Student Study Effort Expected | Class contact: | |
| | <ul style="list-style-type: none"> ▪ Lecture | 39 Hrs. |
| | Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Self-study | 45 Hrs. |
| | <ul style="list-style-type: none"> ▪ Assignment | 26 Hrs. |
| | Total student study effort | 110 Hrs. |
| Reading List and References | <p>Background references</p> <p>Berry, C., Lu X.Y. and L. Rofel, eds. (2010). <i>The New Chinese Documentary Film Movement: For the Public Record</i>. Hong Kong: Hong Kong University Press.</p> <p>Chan, J., M. Selden and Pun N. (2020). <i>Dying for an iPhone: Apple, Foxconn and the Lives of China's Workers</i>. Chicago, IL: Haymarket Books and London: Pluto Press.</p> <p>Danesi, M. (2015). <i>Popular Culture: Introductory Perspectives</i>. 3rd Edition. Lanham, MD: Rowman & Littlefield.</p> <p>Fuchs, C. (2014). <i>Digital Labour and Karl Marx</i>. New York: Routledge.</p> <p>Gao, L. (2016). "The emergence of the Human Flesh Search Engine and political protest in China: exploring the Internet and online collective action." <i>Media, Culture & Society</i>, 38(3): 349– 364.</p> <p>Gilmartin, C.K., G. Hershatter, L. Rofel and T. White, eds. (1994). <i>Engendering China: Women, Culture, and the State</i>. Cambridge, Massachusetts: Harvard University Press.</p> <p>Hamilton, G.G. and C.S. Kao. (2018). <i>Making Money: How Taiwanese Industrialists Embraced the Global Economy</i>. Stanford, CA: Stanford University Press.</p> <p>Kong, Shuyu (2014). <i>Popular Media, Social Emotion and Public Discourse in Contemporary China</i>. New York: Routledge.</p> <p>Lin, C-Y. (2014). "The evolution of Taipei's music industry: Cluster and network dynamics in the innovation practices of the music industry." <i>Urban Studies Journal</i> 51(2): 335–354.</p> <p>Lu, Y. (2016). "The malling of the movies: Film exhibition reforms, multiplexes, and film consumption in the new millennium in urban China." <i>Journal of Chinese Cinemas</i> 10(3): 205-27.</p> <p>McGregor, R. (2011). <i>The Party: The Secret World of China's Communist Rulers</i>. London: Penguin Books.</p> <p>Qu, S. (2014). "Examining youth performances on the Chinese internet</p> | |

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| | <p>through the lenses of generational and structural frameworks.” <i>Media Asia</i> 41(2): 133-42.</p> <p>Scotton, J. F., & Hachten, W. A. (Eds.). (2010). <i>New Media for a New China</i>. Chichester and Malden: Wiley-Blackwell.</p> <p>Shirk, S. L. (Ed.). (2011). <i>Changing Media, Changing China</i>. Oxford and New York: Oxford University Press.</p> <p>Solinger, D. J., ed. (2019). <i>Polarized Cities: Portraits of Rich and Poor in Urban China</i>. Lanham, MD: Rowman and Littlefield.</p> <p>Sorace, C., I. Franceschini and N. Loubere, eds. (2019). <i>Afterlives of Chinese Communism: Political Concepts from Mao to Xi</i>. Canberra: Australian National University Press and London: Verso.</p> <p>Sun, W. and L. Yang, eds. (2020). <i>Love Stories in China: The Politics of Intimacy in the Twenty-First Century</i>. Abingdon, Oxon: Routledge.</p> <p>Tong, J. (2015). “The formation of an agonistic public sphere: Emotions, the Internet and news media in China.” <i>China Information</i> 29(3): 333–51.</p> <p>Wang, J. (2010). <i>Locating China: Space, Place and Popular Culture</i>. New York: Routledge.</p> <p>Willis, P. (2020). <i>Being Modern in China</i>. Cambridge, UK: Polity Press.</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.