

## Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	APSS2910											
<b>Subject Title</b>	Contemporary Chinese Society and Popular Culture											
<b>Credit Value</b>	2											
<b>Level</b>	2											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusions for 1) Understanding Chinese Society (APSS284) & 2) Contemporary Chinese Society (APSS342)											
<b>Minimum Pass Grade</b>	D											
<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.Presentation</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2.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.Presentation	50 %	--	2.Quiz	50 %	--
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<b>Objectives</b>	<p>This course aims to help students understand complex and diverse social issues of contemporary China particularly after Deng Xiaoping's economic reforms via the lens of popular culture. Does popular culture serve as a venue for common people to express their views? How do we evaluate popular culture and the political, historical, and social conditions that enable its production?</p> <p>The content of this course is divided into several phases. We review the relationship between culture and politics through the well-known Yan'an era and its deep impact on cultural production in the People's Republic, particularly in the period of the Cultural Revolution. The "scar literature" and the 1990s mass culture were born in a drastically different social and economic transformation. We will take time to investigate popular culture in the context of social stratification of society in the reform era. What role does popular culture play in social transformation? What values does it embody? Is popular culture capable of critique and challenging the dominant social value system?</p>											
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of this subject, students are able to:</p> <ol style="list-style-type: none"> <li>1. comprehend a broad overview of a range of social issues of contemporary Chinese society after the implementation of the opening-up policy;</li> <li>2. articulate the new social and cultural faces brought about by the rapid economic reform; and</li> <li>3. draw together their understanding of socio-cultural changes and to form concepts and frameworks to critically examine the important emerging issues in contemporary China.</li> </ol>											
<b>Subject Synopsis/</b>	1: How do we view mass/popular culture? Does it have to do with politics? 怎麼看大眾文化？大眾文化與政治相關嗎？											

<p><b>Indicative Syllabus</b></p> <p>(Note 2)</p>	<p>2: War, Revolution, Culture: National culture and its politics 戰爭、革命、文化：文藝的民族性與政治性</p> <p>3: Cultural Revolution: Qunzhong Culture 文化大革命：文革中的群眾文化</p> <p>4: The 1980s “Thought Liberation”: Scar Literature, “Death Song of River” and the 1989 Social Movement “思想解放”的八十年代：“傷痕文學”、《河殤》及 1989 年社會運動</p> <p>5. The 1990s: Further Marketization and the Birth of “Mass Culture” 市場深化的九十年代：“大眾文化”的誕生</p> <p>6. Mass Culture and Mass Media 大眾文化與大眾媒體</p> <p>7. Mass Culture and Class 大眾文化與社會階級</p> <p>8. How Big is the Mass in “Mass Culture”? “大眾文化”是大眾還是小眾？</p> <p>9: Internet and Parody: Deconstructing the Mainstream? 互聯網與惡搞：顛覆正統？解構主流？</p>																																												
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>The class will combine lectures and seminars. Different teaching materials such as contemporary Chinese movies, photograph, newspapers and magazines will be used to engage students’ interest in the subject. A reflective teaching and learning approach will be adopted to stimulate the dialogue between teacher and students to discuss the important emerging issues and its implication on the transitioning China. Seminars are conducted in groups. Students are expected to pay their effort to organize presentations and small group discussions in seminars on assigned topics.</p>																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="443 1099 1471 1509"> <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.Presentation and Written Report</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.Quiz</td> <td>50 %</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>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminars are essential to develop students’ analytical ability, verbal communication skills and ability to work as a team. In their group presentation, students will have a chance elaborate their arguments through powerpoints, to deepen their analysis, and to organize the material in a systematic and logical manner.</p> <p>Students’ knowledge of the subject in terms of its broadness will also be assessed by means of a quiz.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1.Presentation and Written Report	50 %	✓	✓	✓				2.Quiz	50 %	✓	✓	✓				Total	100 %						
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	Other student study effort:	
	▪ Pre-reading	40 Hrs.
	▪ Preparation for seminar presentation & written paper	40 Hrs.
	Total student study effort	80 Hrs.
<b>Medium of Instruction</b>	English / Chinese	
<b>Medium of Assessment</b>	English / Chinese	
<b>Reading List and References</b>	<p><b><u>Essential Reading</u></b></p> <p>Dutton, M., (1998). <i>Streetlife China</i>. Cambridge: Cambridge University Press.</p> <p>Latham, K., - (2007). <i>Pop culture China! : media, arts, and lifestyle / Kevin Latham</i>. Santa Barbara, Calif. :, ABC-CLIO.</p> <p>Marchetti, G. (2006). <i>From Tian'anmen to Times Square : transnational China and the Chinese diaspora on global screens, 1989-1997 / Gina Marchetti</i>. Philadelphia :, Temple University Press.</p> <p>Storey, J., - (2010). <i>Cultural studies and the study of popular culture / John Storey</i>. Edinburgh :, Edinburgh University Press.</p> <p>孔誥烽。2006。《中國的崛起》。香港: 進一步媒体。</p> <p>李照興著。2008。《潮爆中國》。香港: 天窗出版。</p> <p>馬傑偉。2006。《酒吧工廠: 南中國城市文化研究》。南京: 江蘇人民出版社。</p> <p>謝鐵群。2008。《流光如夢: 大眾文化熱潮三十年》。桂林: 廣西師範大學出版社。</p> <p>趙勇。2010。《大眾媒介與文化變遷: 中國當代媒介文化的散點透視》。北京市: 北京大學出版社。</p>	

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.