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	This subject intends to fulfill the following requirement(s) : ☐ **Healthy Lifestyle** ☐ **Freshman Seminar** ☐ **Languages and Communication Requirement (LCR)** ☐ **Leadership and Intra-Personal Development** ☐ **Service-Learning** ☒ **Cluster-Area Requirement (CAR)** 　　☐ Human Nature, Relations and Development 　　☒ Community, Organization and Globalization 　　☐ History, Cultures and World Views 　　☐ Science, Technology and Environment ☒ **China-Study Requirement** 　　☒ Yes or ☐ No ☐ **Writing and Reading Requirements** 　　☐ English or ☐ Chinese
Pre-requisite / Co-requisite/ Exclusion	The following students are not allowed to take this subject: All APSS Students

Assessment Methods			
	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Attendance and participation	20%	
	2. Quiz	40%	
	3. Individual Essay	40%	

- 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.

Objectives	Since the reform implemented in 1978, China's popular culture has undergone dramatic changes over the past four decades. This course aims to examine the cultural, economic and socio-political transformation in the contemporary era. Although the governance of

	the party-state has increased, new forms of individual and collective expressions continued to emerge and grow with more frequent interactions with Asian and Western societies. We will study pop songs, movies, TV shows, social media and the Internet to illuminate the evolving state-society relationships. Major analytical approaches of globalization, digitalization, class and gender will be introduced to examine the dynamism of contemporary Chinese society.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) outline the emergence and rapid development of popular culture in China since 1978; (b) explain the socio-cultural embeddedness of different forms of popular culture in the Greater China region; (c) critically analyze some of the changes in Chinese society caused by the rise of new forms 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. Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and life-long learning 1. Literacy: (a)-(e) require the reading and understanding of multiple source texts. 2. Higher order thinking: (c)-(e) require the critical evaluation and comparison of different lines of arguments. 3. Life-long learning: (e) requires a critical evaluation of the assumptions students have made about their own identity as Chinese and about the life of ordinary people in the People's Republic of China and the Greater China region.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Overview over the emergence of popular culture in China since 1978; 2. Chinese popular music, concerts, links to Taiwan and HK; 3. Cinema, its directors, stories, and stars in Greater China; 4. The emergence of superstars and fandom in Greater China; 5. Popular TV shows: reality shows, stars, celebrities and social changes; 6. The new face of literature and novels; 7. The changing advertising and imagination in China; 8. The Internet as entertainment, subversive space, and trendsetter; 9. Mobile phones, Weibo, WeChat and other social media in Greater China; 10. Changing consumption culture and emerging lifestyle: food, shopping, tourism and fashion 11. Gender, sexuality and new expressions of self; 12. Growing up in Greater China: Outlooks of young people

Teaching/Learning Methodology *(Note 3)*	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 group discussions, we will rethink the ways of life in the context of contemporary China. Students are encouraged to actively participate in various activities to enhance peer learning.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

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 %					

Students are required to attend lectures and participate in discussions (20%). This is to facilitate sharing of insights (through polls, Q&A, and break-out groups).

A quiz (40%) serves to consolidate students' learning by revising course readings. Students will have a better understanding of the key concepts.

An essay (40%) is a 1,500-word analytical piece of individual writing based on the suggested references.

Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Self-study	41 Hrs.
	▪ Assignment	30 Hrs.
	Total student study effort	110 Hrs.

Reading List and References	Berry, C., Lu X.Y. and L. Rofel, eds. (2010). *The New Chinese Documentary Film Movement: For the Public Record*. Hong Kong: Hong Kong University Press. Chan, J., M. Selden and Pun N. (2020). *Dying for an iPhone: Apple, Foxconn and the Lives of China's Workers*. Chicago, IL: Haymarket Books and London: Pluto Press. Danesi, M. (2015). *Popular Culture: Introductory Perspectives*. 3rd Edition. Lanham, MD: Rowman & Littlefield. Fuchs, C. (2014). *Digital Labour and Karl Marx*. New York: Routledge.

	Gilmartin, C.K., G. Hershatter, L. Rofel and T. White, eds. (1994). *Engendering China: Women, Culture, and the State*. Cambridge, MA: Harvard University Press.
	Hamilton, G.G. and C.S. Kao. (2018). *Making Money: How Taiwanese Industrialists Embraced the Global Economy*. Stanford, CA: Stanford University Press.
	Kong, Shuyu. (2014). *Popular Media, Social Emotion and Public Discourse in Contemporary China*. New York: Routledge.
	Latham, Kevin, ed. 2020. *Routledge Handbook of Chinese Culture and Society*. London: Routledge.
	McGregor, R. (2011). *The Party: The Secret World of China's Communist Rulers*. London: Penguin Books.
	Scotton, J. F., and Hachten, W. A, eds. (2010). *New Media for a New China*. Chichester and Malden: Wiley-Blackwell.
	Shirk, S. L., ed. (2011). *Changing Media, Changing China*. Oxford and New York: Oxford University Press.
	Solinger, D. J., ed. (2019). *Polarized Cities: Portraits of Rich and Poor in Urban China*. Lanham, MD: Rowman and Littlefield.
	Sorace, C., I. Franceschini and N. Loubere, eds. (2019). *Afterlives of Chinese Communism: Political Concepts from Mao to Xi*. Canberra: Australian National University Press and London: Verso.
	Sun, W. and L. Yang, eds. (2020). *Love Stories in China: The Politics of Intimacy in the Twenty-First Century*. Abingdon, Oxon: Routledge.
	Wang, J. (2010). *Locating China: Space, Place and Popular Culture*. New York: Routledge.
	Willis, P. (2020). *Being Modern in China*. Cambridge, UK: Polity Press.

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.