

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	APSS1CN19N														
Subject Title	Transformation of Chinese Society: Revolution and Reform														
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"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input checked="" type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	Subject Exclusion : APSS1C19P, APSS1CN19P and APSS1C19N														
Assessment Methods	<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>Quiz</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Field Report</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Class Participation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">0%</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 			100% Continuous Assessment	Individual Assessment	Group Assessment	Quiz	30 %	0%	Field Report	50 %	0%	Class Participation	20 %	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
Quiz	30 %	0%													
Field Report	50 %	0%													
Class Participation	20 %	0%													

	<ul style="list-style-type: none"> • Student must pass all component(s) if he/she is to pass the subject.
Objectives	<p>This course aims to provide students with a foundational knowledge of social transformation of China since the early 20th Century. Students will learn about how major social relations –relations between China and the world, between the countryside and the city, between men and women, between intellectuals and peasants, etc.--have been reconstructed in each import period of modern China. They will learn to evaluate social transformation from the perspectives of rural and urban livelihoods. In the process, they will gain critical understanding of “national conditions” that both enables and constrains China’s development in the global context.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> have an enhanced foundational knowledge about Chinese social and political transformation. critically evaluate national conditions of China’s transformation; connect China’s transformation with the changing global context; have an experience in organizing and writing a coherent book report or essay in Chinese.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> The May Fourth Movement and the Enlightenment Chinese Society before 1949: the city, the countryside, and the West Understanding Chinese Revolution China in the Mao-Era: Rural Livelihood China in the Mao-Era: Urban Livelihood The Post-Mao Reform: Rural Reform The Post-Mao Reform: Urban Reform Economic Miracle and Social Inequality Education and Chinese Society Debating the Reform and Rethinking Socialism
Teaching/Learning Methodology <i>(Note 3)</i>	<ol style="list-style-type: none"> Context Creation: The instructor will use a variety of teaching materials (short films, song lyrics, ethnographies, and social science works) to create historical-social context for learning. Field learning is also adopted as an essential method to enhance students’ understanding, discussion and critical thinking. Problem Posing and Problem Solving: Once students are placed in a specific historical-social context, they will be encouraged to pose their own questions and propose solutions. The instructor and students will then examine how questions and solutions have been actually posed and played out in history and why. This has been used before and proves to be an effective way to animate students’ interest. Tutorials will require students to make presentations and provide questions for discussion. The instructor will encourage

	students to have sociological and ethnographic imagination when discussing issues embedded in different contexts.						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	
	1. Quiz	30%	✓	✓	✓		
	2. Field report	50%	✓	✓	✓	✓	
	3. Class participation	20%	✓	✓	✓		
	Total	100 %					
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>A term quiz will be used to test students’ understanding of the theories and concepts related to China’s social transformation and the global context.</p> <p>Students are required to read before lectures and critically analyze conditions and dynamics of social changes. They are also required to discuss and debate on the selected topics related to the subject.</p> <p>Students will participate in field visits to important historical sites and relevant museums in mainland China (specific visit(s) to be arranged) and will be required to submit a field report (around 2000 words) in Chinese for their chosen topics.</p> <p>In class discussions, students are required to discuss with their fellow classmates on various questions concerning China’s social transformation in order to better evaluate issues and challenges.</p>						
<p>Student Study Effort Expected</p>	Class contact:						
	▪ Lecture						30 Hrs.
	▪ Field visits						9 Hrs.
	Other student study effort:						
	▪ Self-study before lectures						14 Hrs.
	▪ Preparing for field report						28 Hrs.
	▪ Preparing for term quiz						28 Hrs.
	Total student study effort						109 Hrs.

**Reading List and
References**

莫里斯·邁斯納 (Maurice Meisner). 2005. 《毛澤東的中國及其後：中華人民共和國史》。香港：中文大學出版社。
[selections]

References:

Meisner, Maurice. 1989. 《李大釗與中國馬克思主義的起源》，北京：中共黨史出版社。

Meisner, Maurice. 1990. *Mao's China and After: A History of the People's Republic*. New York: the Free Press.

Fei Hsiao-tung. 1953. *China's Gentry* (中國紳士). University of Chicago Press. (Chinese edition available)

Fei Hsiao-tung. 1991. 《鄉土中國》。香港：三聯書店(香港)有限公司

Gao, Mobo. 1999. *Gao Village: A Portrait of Rural Life in Modern China*. University of Hawaii Press.

Gao, Mobo. 2008. *The battle for China's past: Mao and the Cultural Revolution*. London: Pluto Press.

Selden, Mark. 2002. *China in revolution: The Yanan way revisited*. 北京：社会科学文献出版社。

陈翰笙, & 孟庆延. (2021). 现代中国的土地问题：陈翰笙土地制度研究文集 (孟庆延, Ed.; 第 1 版. ed.). 商务印书馆.

Rofel, Lisa. 1999. *Other modernities: gendered yearnings in China after socialism*. Berkeley: University of California Press.

Wang, Chaohua. 2003. *One China, Many Paths*. London: Verso (Chinese edition available). [selected chapters]

Perry, Elizabeth J. 2001. 《上海罢工》。南京：江苏人民出版社。

賀蕭，2017，《記憶的性別》，北京：人民出版社。

梁晨、李中清。「無聲的革命：北京大學與蘇州大學學生社會來源研究（1952-2002）」。*《中國社會科學》* 2012 年第 1 期，98-118.

Han, Dongping, 1999, The *Hukou* System and China's Rural Development, *Journal of Developing Areas*, 33(3),355-378.

	Zhong, X., Wang, Z., & Di, B. (2001). <i>Some of us : Chinese women growing up in the Mao era</i> (X. Zhong, Z. Wang, & B. Di, Eds.). Rutgers University Press.
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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.