

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	Doing Research in China
Course Code:	POL5706
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	nil
Precursors: <i>(Course Code and Title)</i>	nil
Equivalent Courses: <i>(Course Code and Title)</i>	nil
Exclusive Courses: <i>(Course Code and Title)</i>	nil

Part II Course Details

1. Abstract

This course aims to introduce to students the major research methods of social sciences, in the context of China. In particular, students will appreciate the challenges and promises of China research, the circumstances upon which these arise, and the coping strategies adopted by researchers active in the field. The course will also enhance students' knowledge on the major research methods of social science, qualitative and quantitative, in the context of China research in particular. Researchers (faculties and doctoral candidates working on China) will be invited to discuss their actual research experience with students.

2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Design their own research effectively.	30%	√	√	√
2.	Evaluate critically the research designs of others.	20%	√	√	
3.	Learn various methods, assess the appropriateness of different methods for different research questions, and the standards by which each method should be evaluated.	10%		√	
4.	Identify the major dimensions of challenges in China research and assess the coping strategies in different circumstances.	20%	√	√	
5.	Develop hands-on skills and a good intellectual foundation for conducting research in China	20%		√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

TLA	Brief Description	CILO No.					Hours (if applicable)
		1	2	3	4	5	
1.	Weekly in-class seminars (part lectures, part instructor-led interactive discussion sessions)	√	√	√	√		3 hours per lecture
2.	Guided reading (students are required to complete reading of assigned materials according to the seminar schedule before each seminar)	√	√	√	√		3 hours (outside lecture hours)
3.	In-class tests (students are to take two tests during the semester to assess their understandings of the uses for different research methods)		√	√	√		1 to 2 hours for each in-class test
4.	Sharing and discussion with active researchers' actual research experience (in class and part of the seminars)			√	√	√	
5.	Students work in small groups to develop a research design proposal – concepts, rationale, data, execution plan; and a self-appraisal: estimates of difficulties, possible coping strategies (out-of-class) Students' progress will be guided closely during the weekly seminars	√			√	√	2 hours or more for each group assignment (outside lecture hours)
6.	End-of-term Workshop in which students present their research design proposal and self-appraisal, and respond to appraisals and comments by other groups of students; guided discussion by instructor		√		√	√	3 hours for the last week

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Assignment	x	x	x		x	30%	Different components of proposal delivered over the semester.
Activities		x		x	x	40%	Practicing quantitative and qualitative research methods learnt and in lectures; and writing a reflexive report, such as tour visit to University Research Center at CUHK for archival studies; fieldnotes practice for participatory observation; in-class debate, role and presentation on questionnaire design and interview; on campus survey and interview practice, transcription, and reflexive reports.
Final research proposal			x	x	x	30%	
						100%	

5. Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Assignment	Be able to design a research project using the theories and methods learned from the class.	Good understanding of different component and stages of research design. Well demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Fair understanding of different component and stages of research design. Fairly demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Some understanding of different component and stages of research design. Some demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Obviously limited understanding of different component and stages of research design. Limited demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Poor understanding of different component and stages of research design. Poorly demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.
Activities	Understand how to use survey and interview research methods. What kind of questions is suitable for the methods? Understand the advantages and disadvantages of each method	Good design of questionnaire/interview questions. Well incorporate knowledge learnt class. Good reflections on each method after the practice.	Fair design of questionnaire/interview questions. Fairly incorporate knowledge learnt class. Good reflections on each method after the practice.	Started to design of questionnaire/interview questions. Some incorporate knowledge learnt class. Good reflections on each method after the practice.	Obviously limitations in design of questionnaire/interview questions. Limited incorporate knowledge learnt class. Good reflections on each method after the practice.	Poor design of questionnaire/interview questions. Poorly incorporate knowledge learnt class. Good reflections on each method after the practice.
Final research proposal	Research design with effective methodologies for research questions, integrating qualitative and quantitative methods.	Good grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Well demonstrated capacity in developing a scientific and feasible research proposal as well as carrying out the study. Clear and effective communication of the findings to a broader audience.	Fair grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Fairly demonstrated capacity in developing a scientific and feasible research proposal as well as carrying out the study. Fair communication of the findings to a broader audience.	Some grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Some demonstrated capacity in developing a scientific and feasible research proposal as well as carrying out the study. Some communication of the findings to a broader audience.	Obviously limited knowledge of both the quantitative and qualitative methods for data collection and analysis. Limited demonstrated capacity in developing a scientific and feasible research proposal as well as carrying out the study. Limited communication of the findings to a broader audience.	Sparse knowledge of both the quantitative and qualitative methods for data collection and analysis. Little demonstrated capacity in developing a scientific and feasible research proposal as well as carrying out the study. Little communication of the findings to a broader audience.

Part III Other Information

1. Keyword Syllabus

Research, science and social science inquiry; China studies – state of the field; the China research ‘field’ – characteristics, challenges and resources; qualitative and quantitative studies and methods in use in China studies; the usual ‘textbook advice’ and presentation of research outputs and conclusions; the ‘actual’ research process; coping strategies; evolving research design; exploratory study; ethical issues; researcher’s role and methods; what research is and what defines a contribution.

2. Reading List

2.1 Compulsory Readings

1.	Earl Babbie (2013) <i>The Basics of Social Research</i> , (Belmont: Wadsworth)
2.	Maria Heimer and Stig Thøgerson (2006) <i>Doing Fieldwork in China</i> , Honolulu: University of Hawaii Press.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Davis, Deborah, <i>The Consumer Revolution in Urban China</i> , University of California Press, 1999.
2.	Fairbank, John King and Merle Goldman, <i>China: A New History</i> , Harvard University Press, 1998.
3.	Gladney, Dru, <i>Ethnic Identity in China: The Making of a Muslim Minority Nationality</i> , Wadsworth Publishing, 1997.
4.	Lampton, David M., <i>The Making of China’s Foreign and Security Policy in the Era of Reform: 1978-2000</i> , Stanford University 2001.
5.	Madsen, Richard, <i>China’s Catholics: Tragedy and Hope in a Emerging Civil Society</i> , University of California, 1998.
6.	Moore, Thomas, <i>China in the World Market</i> , Cambridge University Press, 2002.
7.	Unger, Jonathan, <i>The Transformation of Rural China</i> , M. E. Sharpe, 2002.
8.	Yang, Dali, <i>Remaking the Chinese Leviathan</i> , Stanford University Press, 2006.
9.	Thun, E. <i>Changing Lanes in China: foreign direct investment, local governments and auto sector development</i> : Cambridge University Press, 2006.
10.	Wang, Hongying, <i>Weak State, Strong Networks: The Institutional Dynamics of Foreign Direct Investment in China</i> , Oxford University Press, 2001