

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	CHC1M43P
<b>Subject Title</b>	Discovering Chinese History in Hong Kong 從香港發現中國歷史
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: Discovering Chinese History in Hong Kong (English version both with and without ER and EW requirements)
<b>Objectives</b>	Hong Kong has played a crucial role in shaping modern Chinese history for example - Dr Sun Yat-sen, the father of modern China, developed his revolutionary ideologies as a direct result of his secondary and university education in Hong Kong. Studying history through local communities can spark a passion for the subject, enhance the ability to observe and analyze, and also strengthen community ties. This course explores Chinese history through the antiquities, monuments, and historical events of different periods in Hong Kong to understand its significance and role. By examining a range of historical artifacts and sites in Hong Kong, such as archaeological relics, the Han Tomb, Treasures from Sacred Hill, Kam Tin tree house, inscriptions in the New Territories, and the Sun Yat-sen historical trail, students can gain a concrete and practical understanding of the major historical events in China and their impact during different periods. The goal of this course is to provide a unique approach for students to learn about the history of China and Hong Kong through a distinctive lens, which can broaden their perspectives and deepen their understanding.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  (a) Understand the history of Hong Kong from prehistory to modern period. (b) Identify the major historical events in Chinese history. (c) Examine the historical relationship between China and Hong Kong, with a focus on the role played by Hong Kong. (d) Develop the ability to understand history more deeply and think critically from multi-perspective, through examining antiquities, monuments and historical documents. (e) Fulfil Chinese Reading and Writing Requirements.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1.Introduction 2.Pre-historic Hong Kong and Chinese Civilization 3.Hong Kong's Role in Early & Mid Imperial China: Han-Tombs & Tuen Mun

4.Spotlight on Tianxia: The Last Southern Song Emperors & Sacred Hill  
 5.The Turmoil caused by Ming-Qing Transition & Coastal Evacuation Order: Walled Villages & Tree House  
 6.The Magistrates of Qing’s San On Country: Uncovering local history through Inscriptions and documents  
 7.The Opium War: The Opening of Hong Kong & China  
 8.The 1911 Revolution: Hong Kong’s crucial role in the Birth of Modern China  
 9.Hong Kong’s impact on the 1920s Labour Movement in China  
 10.Hong Kong’s Vital Role in the Sino-Japanese War (1937-1945)

**Teaching/Learning Methodology**

*(Note 3)*

The course will consist of lectures that provide the theoretical and conceptual framework for analyzing the subject matter, as well as tutorials that facilitate in-depth discussions of selected topics from the readings. Students will work in teams to give oral presentations on assigned topics, allowing them to reflect on what they have learned. To assess their understanding of the subject matter, students will take a final quiz. Additionally, a term paper will be required, which will solidify their knowledge and foster independent thinking and writing skills. The course will also include a variety of activities, such as field visits, to provide a multifaceted learning experience for students. Optional field trips with relevant topics will be organized during the semester to provide students with a better understanding of the subject matter.

**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. Presentation & Discussion	30	✓	✓	✓	✓	CR
2. Quiz	30	✓	✓	✓	✓	CR
3. Final Paper (CW requirement)*	40 (10)*	✓	✓	✓	✓	CW
Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

For the tutorial sessions, the class will be given readings on designated topics. Students will work in groups to analyze and summarize the viewpoints and arguments presented, and then deliver an oral presentation. Other students in the class will be encouraged to engage in a discussion based on the materials and presentation, thereby enhancing their critical thinking and comprehensive understanding of this subject.

The quiz will include both factual and interpretive questions that challenge students to construct arguments related to ILOs (a) to (d).

	<p>Additionally, some questions will be based on readings related to ILO (e).</p> <p>Students are required to submit a final paper of 2000- 3000 words with detailed footnotes and references to fulfill the coursework requirement. Students may choose to submit the final paper in the form of a field report or article on a particular topic that reflects their comprehensive training in ILOs (a) to (d) and demonstrates their ability to apply that knowledge.</p> <p>The Final Paper will serve as the writing requirement, and will be assessed as part of the overall performance evaluation for the subject. To pass the subject, students must achieve a grade of D or above on the Writing Requirement assignment to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	40 Hrs.
	▪ Discussion	15 Hrs.
	▪ Writing	25 Hrs.
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<p>Required readings:</p> <p>(CR) 王賡武, 《香港史新編 (增訂版)》。香港: 三聯書店, 2017。頁 3-41,43-65,67-144。</p> <p>(CR) 蕭國健, 《香港古代史新編》。香港: 中華書局, 2019。頁 46-141。</p> <p>(CR) 李金強, 《一生難忘: 孫中山在香港的求學與革命》, 香港: 孫中山紀念館, 2008。頁 78-165。</p> <p>(CR) 蔡榮芳, 《香港人之香港史 1841-1945》。香港: 牛津大學, 2004。頁 83-119,121-172。</p> <p>(CR) 王正華, 《抗戰前期香港與中國軍火物資的轉運 (民國二十六年至三十年)》, 載《港澳與近代中國學術研討會論文集》。台北: 國史館, 2000, 頁 393-439。</p> <p>Reference list:</p> <ol style="list-style-type: none"> <li>1. 王賡武, 《香港史新編 (增訂版)》。香港: 三聯書店, 2017。</li> <li>2. 蔡榮芳, 《香港人之香港史 1841-1945》。香港: 牛津大學, 2004。</li> <li>3. John M. Carroll (高馬可) 著, 林立偉譯: 《香港簡史—從殖民地至特別行政區》。香港: 中華書局, 2013。</li> <li>4. John M. Carroll (高馬可) 著, 林立偉譯: 《帝國夾縫中的香港: 華人精英與英國殖民者》。香港: 香港大學出版社, 2021。</li> <li>5. Patrick H. Hase (夏思義) 著, 林立偉譯: 《被遺忘的六日戰爭: 1899年新界鄉民與英軍之戰》。香港: 中華書局,</li> </ol>	

	<p>2014。</p> <ol style="list-style-type: none"> <li>6. 徐中約著，計秋楓等譯，《中國近代史》。香港：中文大學出版社，2002。</li> <li>7. 蕭國健，《鑑古尋根：香港歷史與古蹟尋蹤》。香港：三聯書店，2021。</li> <li>8. 蕭國健，《清初遷海前後香港之社會變遷》（台北：台灣商務印書館，1986。</li> <li>9. 劉智鵬、劉蜀永，《方志中的古代香港：《新安縣志》香港史料選》。香港：三聯書店，2020。</li> <li>10. 李金強，《一生難忘：孫中山在香港的求學與革命》，香港：孫中山紀念館，2008。</li> <li>11. 丁新豹，《香江有幸埋忠骨：長眠香港與辛亥革命有關的人物（增訂版）》。香港：三聯書店，2012。</li> <li>12. 梁基永，《道從此入：清代翰林與香港》。香港：中華書局，2022。</li> <li>13. 鄭智文，《重光之路：日據香港與太平洋戰爭》。香港：天地圖書，2015。</li> <li>14. 鄭智文、蔡耀倫，《東方堡壘：香港軍事史, 1840-1970》。香港：中華書局，2018。</li> <li>15. 蔡耀倫、鄭智文，《孤獨前哨：太平洋戰爭中的香港戰役》。香港：天地，2013。</li> <li>16. 陳學然，《五四在香港—殖民情境、民族主義及本土意識》，香港：中華書局，2014。</li> <li>17. 莫世祥，《中共革命在香港 1920-1949》。香港：中華書局，2022。</li> <li>18. 陳永發，《中國共產革命七十年》。台北：聯經出版公司，1998。</li> <li>19. 麥志坤著，林立偉譯，《冷戰與香港——英美關係 1949—1957》。香港：中華書局，2018。</li> </ol>
--	---

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020