

The Hong Kong Polytechnic University

Subject Description Form

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

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| Subject Code | CHC1CM04P |
| Subject Title | Contemporary Chinese History and Culture 當代中國歷史與文化 |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/ Co-requisite/ Exclusion | Exclusion subjects: CC1C04, CC1C04P, CC1CM04, CC1CM04P and CC201 |
| Objectives | <p>The important role China is playing in the international scene makes it almost imperative that students have an informed understanding of its contemporary history and culture. This subject pinpoints the origins, development and consequences of important historical events in the last century to help students make sense of the tumults that China has been going through. The course begins with accounts of the social-politico-cultural crises at the end of the Qing dynasty, where, with increasing contact with the Western powers, China underwent a period of self-examination, during which its traditional institutions and values were critically scrutinized and questioned. The rallying cry of democracy and science in the beginning of the twentieth century was followed by more sober reevaluation of Chinese culture. The subject will then proceed to consider the struggles and cooperation between the Chinese Nationalist Party (Guomindang /GMD) and the Chinese Communist Party (CCP), the revolutions these parties led during the war-ridden years in the first half of the twentieth century, the CCP's subsequent control of the Mainland, and policies carried out by the CCP. This subject will include substantial reading and writing assignments for the fulfillment of the Chinese Reading and Writing Requirements in Chinese session.</p> |
| Intended Learning Outcomes <i>(Note 1)</i> | <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) obtain a comparative perspective on the GMD and the CCP revolutions with regard to the interactions and mutual-penetrations of their ideologies and organizations, as well as the personalities of their leaders; (b) master the following key concepts as tools to understand contemporary China: power structure, political institution, social mobility, class struggle, ideological indoctrination, mass media manipulation, public criticism and humiliation, interdependence of ideology; (c) gain insight on the every-day life of ordinary people in contemporary China in terms of their hardship and happiness, desperation and hope, as well as submissiveness and passive resistance; |

| | <p>(d) compare the similarities and differences in the political systems of mainland China, Taiwan and Hong Kong as well as those of totalitarian and democratic states in general;</p> <p>(e) fulfill Reading and Writing Requirements. Students who take this subject in Putonghua will be able to fulfill Chinese Reading and Writing Requirements;</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p> | <ol style="list-style-type: none"> 1. The collapse of the dynastic system and the establishment of the constitutional republic; 2. Warlords and warlordism; 3. The quest for modernity; 4. The legacy of the May Fourth Movement and the birth of the Chinese Communist Party/CCP; 5. The co-operation and break of the Guomindang/GMD and the CCP; 6. The Sino-Japanese War; 7. The Civil War and the Communist victory; 8. The socio-economic-political revolutions of the People’s Republic of China; 9. The Anti-Rightist Campaign; 10. The origins of the Great Leap Forward; 11. The causes and consequences of the Sino-Soviet split; 12. The Great Proletariat Cultural Revolution; 13. The economic opening in the PRC and the political democratization in Taiwan; 14. The “Chinese Model” in Third World perspective | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Teaching/Learning Methodology <i>(Note 3)</i></p> | <p>Lectures will provide the theoretical frame to analyze the subject’s contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students in teams will be required to give oral presentations on assigned topics which will allow them to reflect on what they learn. A mid-term and a final quiz will test students’ grasp of their knowledge of the content of the subject. A term paper (2,000-3,000 Chinese characters) will solidify students knowledge of the subject while facilitate their independence in thinking and writing.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> <th rowspan="2"></th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;">e</th> </tr> </thead> <tbody> <tr> <td>1. Final Quiz</td> <td>30%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td>CR</td> <td></td> </tr> <tr> <td>2. Term Paper</td> <td>40%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td>CW</td> <td></td> </tr> <tr> <td>3. Oral Presentation</td> <td>20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td>CR</td> <td></td> </tr> <tr> <td>4. Attendance and participation</td> <td>10%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td>CR</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> <td></td> <td></td> </tr> </tbody> </table> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | 1. Final Quiz | 30% | ✓ | ✓ | ✓ | ✓ | CR | | 2. Term Paper | 40% | ✓ | ✓ | ✓ | ✓ | CW | | 3. Oral Presentation | 20% | ✓ | ✓ | ✓ | ✓ | CR | | 4. Attendance and participation | 10% | ✓ | ✓ | ✓ | ✓ | CR | | Total | 100 % | | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Final Quiz | 30% | ✓ | ✓ | ✓ | ✓ | CR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Term Paper | 40% | ✓ | ✓ | ✓ | ✓ | CW | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Oral Presentation | 20% | ✓ | ✓ | ✓ | ✓ | CR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Attendance and participation | 10% | ✓ | ✓ | ✓ | ✓ | CR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Student Study Effort Expected | Class contact: | |
| | ▪ Lectures | 26Hrs. |
| | ▪ Tutorials | 13Hrs. |
| | Other student study effort: | |
| | ▪ Readings | 48Hrs. |
| | ▪ Written report | 33Hrs |
| | Total student study effort | 120Hrs. |
| Reading List and References | <p>Major Readings: *</p> <p>James Hevia, "Beijing 1860: Loot, Prize, and a Solemn Act of Retribution," <i>English Lessons: The Pedagogy of Imperialism in Nineteenth-Century China</i> (Hong Kong: Hong Kong University Press, 2003), 74-118. [中譯本：何偉亞，〈北京，1860年：劫掠、將賞金和神聖的報復〉，載氏著，《英國的課業——19世紀中國的帝國主義教程》（北京：社會科學文獻出版社，2013），頁63-102。]</p> <p>Thomas Reilly, "The Taiping Challenge to Empire," <i>The Taiping Heavenly Kingdom: Rebellion and the Blasphemy of Empire</i> (Seattle: University of Washington Press, 2004), 78-116. [中譯本：托馬斯·H·賴利，〈太平運動對帝國的挑戰〉，載氏著，《上帝與皇帝之爭——太平天國的宗教與政治》（上海：上海人民出版社，2011），頁78-115。]</p> <p>Peter Zarrow, "1911: History and Historiography," <i>China in War and Revolution</i> (London: Routledge, 2005), 30-52. [中譯本：沙培德，〈1911年：歷史與歷史敘述〉，載氏著，《戰爭與革命交織的近代中國》（北京：中國人民大學出版社，2016），頁35-62。]</p> <p>Lydia Liu, "Translating National Character: Lu Xun and Arthur Smith," <i>Translingual Practice: Literature, National Culture, and Translated Modernity: China, 1900-1937</i> (Stanford: Stanford University Press, 1995), 45-76. [中譯本：劉禾，〈國民性理論質疑〉，載氏著，《跨語際實踐——文學，民族文化與被翻介的現代性（中國，1900~1937）》（北京：生活·讀書·新知三聯書店，2002），頁75-108。]</p> <p>Wen-hsin Yeh, "The Clock and the Compound," <i>Shanghai Splendor: Economic Sentiments and the Making of Modern China, 1843-1949</i> (Berkeley: University of California Press, 2007), 79-100. [中譯本：葉文心，〈時鐘與院落：上海中國銀行的權威結構分析〉，載董明編，《走出區域研究——西方中國近代史論集粹》（北京：社會科學文獻出版社，2013），頁265-90。]</p> <p>Rebecca Karl, "Establishing Revolutionary Bases: From Jinggangshan to Yan'an, 1928-1935" and "Yan'an, the War of Resistance against Japan, and Civil War, 1935-1949," <i>Mao Zedong and China in the Twentieth-Century World: A Concise History</i> (Durham: Duke University Press, 2010), 35-72. [中譯本：瑞貝卡·卡爾，〈建立革</p> | |

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| | <p>命根據地，從井岡山到陝北（1927-1935年）及〈延安，抗日戰爭與解放戰爭（1935-1949年）〉，載氏著，《毛澤東傳》（長沙：湖南人民出版社，2013），頁60-129。]</p> <p>Elizabeth Perry, “Masters of the Country? Shanghai Workers in the Early People’s Republic,” in <i>Dilemmas of Victory: The Early Years of the People’s Republic of China</i> (Cambridge, Mass.: Harvard University Press, 2007), 59-79. [中譯本：裴宜理，〈國家的主人？人民共和國早期的上海工人〉，載周傑榮、畢克偉編，《《勝利的困境——中華人民共和國的最初歲月》（香港：中文大學出版社，2011），頁63-82。]</p> <p>Wang Hui, “From People's War to the War of International Alliance (1949-53): The War to Resist U.S. Aggression and Aid Korea from the Perspective of Twentieth-Century Chinese History,” <i>China’s Twentieth Century: Revolution, Retreat and the Road to Equality</i> (London: Verso, 2016), 100-152. [中文原文：汪暉，〈二十世紀中國歷史視野下的抗美援朝戰爭〉，載氏著，《短二十世紀——中國革命與政治的邏輯》（香港：牛津大學出版社，2015），頁111-59。]</p> <p>Mobo Gao, “The Cultural Revolution,” <i>Gao Village: Rural Life in Modern China</i> (Honolulu: University of Hawai’i Press, 1999), 142-70. [中譯本：高默波，〈文化大革命〉，載氏著，《高家村——共和國默農生活素描》（香港：中文大學出版社，2011），頁135-60。]</p> <p>Joel Andreas, “Triumph of the Red Engineers,” <i>Rise of the Red Engineers: The Cultural Revolution and the Origins of China’s New Class</i> (Stanford: Stanford University Press, 2009), 233-47. [中譯本：安舟，〈紅色工程師們的勝利〉，載氏著，《紅色工程師的翻起——清華大學與中國技術官僚階級的起源》（香港：中文大學出版社，2017），頁235-49。]</p> <p>Recommended Readings:*</p> <p>Jonathan Spence, <i>The Search for Modern China</i> (New York: W. W. Norton, 2013). [中譯本：史景遷，《追尋現代中國》（台北：時報文化出版，2001）。]</p> <p>*All readings are available in both English and Chinese, in translation or in their originals. When the subject is offered in Putonghua, the major readings will help students fulfill the CW/CR requirement.</p> |
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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.