

Subject Offering Department	Department of Chinese Culture	
Subject Code	CC1C04P	
Subject Title	Contemporary Chinese History and Culture 當代中國歷史與文化	
Cluster Area	History, Culture and World Views	
GUR Requirements Intended to Fulfil	China Study Chinese Reading and Writing;	
Credit Value	3	
Level	1	
Instructor		
Medium of Instruction	Putonghua	
Student Study Effort Required	Class contact:	
	▪ Lectures	26Hrs.
	▪ Tutorials	13Hrs.
	▪	
	Other student study effort:	
	▪ Readings	48Hrs.
	▪ Written report	33Hrs
	Total student study effort	120Hrs.
Pre-requisite and/or Exclusion(s)	Exclusion subjects for CC1C04: CC1C04P and CC201 Exclusion subjects for CC1C04P: CC1C04 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, the GMD's move to Taiwan, and the latest developments of these two regions in the wake of a huge economic openness in the Mainland and democratization in Taiwan. The situation of Hong Kong will also be studied in a comparative light. 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	<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; (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; (e) fulfill Reading and Writing Requirements. Students who take this subject in Chinese will be able to fulfill Chinese Reading and Writing Requirements; 																																								
Subject Synopsis/ Indicative Syllabus	<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 																																								
Teaching/Learning Methodology	<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 will solidify students knowledge of the subject while facilitate their independence in thinking and writing.</p>																																								
Assessment Method	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">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> </tr> <tr> <th style="width: 10%;">a</th> <th style="width: 10%;">b</th> <th style="width: 10%;">c</th> <th style="width: 10%;">d</th> <th style="width: 10%;">e</th> </tr> </thead> <tbody> <tr> <td>1. Midterm and final Quizzes</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 style="text-align: center;">CR</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 style="text-align: center;">CW</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 style="text-align: center;">CR</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">100 %</td> <td colspan="5"></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. Midterm and final Quizzes	40%	✓	✓	✓	✓	CR	2. Term Paper	40%	✓	✓	✓	✓	CW	3. Oral Presentation	20%	✓	✓	✓	✓	CR	Total	100 %					
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<p>Reading List and Reference</p>	<p>Major Readings (CR)</p> <p>章永樂，〈「揖美追歐舊邦新造」：民初憲政歷程中的歐美模式與本土政治實踐〉，收入王紹光編，《理想政治秩序：中西古今的探求》（北京：生活·讀書·新知三聯書店，2012），頁 241-290。</p> <p>張灝，〈重訪五四：論五四思想的兩歧性〉，收入氏著，《幽暗意識與民主傳統》（北京：新星出版社，2006），頁 200-226。</p> <p>申曉雲，〈從「憲政」到「黨治」：孫中山「再造民國」思想轉換透視〉，收入麥勁生、李金強編，《共和維新：辛亥革命百年紀念論文集》（香港：香港城市大學出版社，2013），頁 89-103。</p> <p>林郁沁，〈道德訓誡與媒體效應：施劍翹案與三〇年代中國都市大眾文化〉，收入梅家玲編，《文化啟蒙與知識生產：跨領域的視野》（台北：麥田出版，2006），頁 213-229。</p> <p>瑞貝卡·卡爾著，龔格格譯，《毛澤東傳》（長沙：湖南人民出版社，2013），頁 76-129。</p> <p>汪暉，〈二十世紀中國歷史視野下的抗美援朝戰爭〉，收入氏著，《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 111-159。</p> <p>高默波著，章少泉、喻鋒平等譯，《高家村：共和國農村生活素描》（香港：中文大學出版社，2013），頁 135-160。</p> <p>莫里斯·邁斯納著，杜蒲譯，《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，2005），頁 451-479。</p> <p>瞿宛文，〈經濟發展的啟動：1949 如何改變了台灣的歷史〉，收入思想編輯委員會編，《一九四九：交替與再生》（台北：聯經出版事業公司，2009），頁 61-88。</p> <p>Recommended Readings</p> <p>史景遷，《追尋現代中國》（台北：時報文化出版企業股份有限公司，2001）中、下冊</p>