

## Subject Description Form

<b>Subject Code</b>	CC305 / CC305P
<b>Subject Title</b>	Modern Chinese History and Culture 中國近代歷史與文化
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion for CC305: CC305P / CC210 Exclusion for CC305P: CC305 / CC210
<b>Objectives</b>	The history of modern China can be seen as a continuing series of socio-political-cultural campaigns that undermined Chinese culture from its appearance to its innermost code. Rescuing the country from subjugation, and the nation from genocide became the main thrusts of the salvation movements that underlined almost all significant historical events and gradually weakened and unraveled China's established orders and institutions. By the application of the salvation thread as its theoretical framework, this subject aims at exploring the origins, processes, and consequences of major historical events in modern China, such as the First and the Second Opium Wars, the Taiping and the Boxer Rebellions, the Tongzhi Restoration, the Self-strengthening Campaign, the Sino-Japanese War in 1894-5, the Hundred Days Reforms in 1898 and the collapse of the thousand-years- dynasty system in 1911.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) map all crucial moments in the transitional period and have a comprehensive picture of socio-political-cultural history of modern China as well as the decision-making process in the Chinese government;</li> <li>b) comprehend the root of national humiliations and the rampancy of Chinese nationalism;</li> <li>c) reflect the strong as well as the weak points of the Chinese and the Western cultures with the comparative perspectives and acquire a better understand of cultural interactions between China and the West;</li> <li>d) reflect upon Chinese national identity; and</li> <li>e) enlarge their global outlook and examine Chinese matters from both regional and international perspectives.</li> </ul>

<b>Subject Synopsis/ Indicative Syllabus</b>	<p>(1) Introduction and Qing China on the Eve of the</p> <p>(2) Encounters with Imperialism</p> <p>(3) Rebellions and Reforms in the Late Qing</p> <p>(4) Revolution and a Troubled Republic</p> <p>(5) New Culture and the Rise of Mass Politics</p> <p>(6) The Nationalist Revolution</p> <p>(7) Interparty Rivalries and War with Japan</p> <p>(8) Civil War and the Birth of the People’s Republic</p> <p>(9) Maoist China</p> <p>(10) “Reform and Opening Up”: the PRC after Mao</p> <p>(11) Nationalist Taiwan</p>																																								
<b>Teaching/Learning Methodology</b>	<p>Lectures will provide the theoretical framework to analyze the subject’s contents, while tutorials will serve as a platform for in-depth discussions of selected topics from the readings. A compulsory field visit introduces students to the importance of archival documents in historical studies. Students in teams will be required to give oral presentations on assigned readings which will allow them to reflect on what they have learned. A final quiz will test students’ grasp of their knowledge of the content of the subject. And finally, a term paper will solidify the intended learning outcomes while facilitating independent thinking and writing.</p>																																								
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="488 1395 1417 1890"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Class presentation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Paper</td> <td>50%</td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quiz is designed to assess students’ attainments in the intended learning outcomes (a), (b) and (c). It assesses their knowledge of the political and ideological movements that shaped twentieth-century China.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	Quiz	25%	✓	✓	✓			Class presentation	25%	✓	✓	✓	✓	✓	Paper	50%				✓	✓	Total	100%					
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Class presentation	25%	✓	✓	✓	✓	✓																																			
Paper	50%				✓	✓																																			
Total	100%																																								

	<p>Class presentation allows students to engage research outputs of professional historians and contemplate how events that took place in China since the mid-nineteenth century could be understood under regional, national and international contexts. It contributes to ILO (a) to (e).</p> <p>The term paper is designed to assess the students in the intended learning outcomes (d) and (e) that require their ability to enlarge their global outlook and examine Chinese matters from both regional and international perspectives.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures and quiz</li> </ul>	24 Hrs.
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>	6 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Readings and preparation for class presentations</li> </ul>	55 Hrs.
	<ul style="list-style-type: none"> <li>▪ Field Visit (Dr. Sun Yat-sen Museum)</li> </ul>	3 Hrs.
	<ul style="list-style-type: none"> <li>▪ Term paper</li> </ul>	32 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References*</b>	<ol style="list-style-type: none"> <li>1. 史景遷著，溫洽溢譯，《追尋現代中國》，中、下冊。台北：時報文化出版公司，2001。</li> <li>2. 徐中約著，計秋楓、鄭會欣譯，《中國近代史》，下冊。香港：中文大學，2002。</li> <li>3. 張玉法，《中國現代史》。台北：東華書局，民國 66 年初版，2001 增訂版。</li> <li>4. 張玉法，《中華民國史稿》。台北：聯經出版公司，1998。</li> <li>5. 陳永發，《中國共產革命七十年》。台北：聯經出版公司，1998。</li> <li>6. 郭廷以，《近代中國史綱》。台北：曉園出版有限公司，1994。</li> <li>7. 費正清、麥克法夸爾主編；王建朗等譯，《劍橋中華人民共和國史:1949-1982》。北京：中國社會科學出版社，1998。</li> <li>8. 費正清著；劉尊棋譯，《偉大的中國革命 1800-1985》。北京：世界知識出版社，2001。</li> <li>9. 費正清編、楊品泉等譯，《劍橋中華民國史，1912-1949》。北京：中國社會科學出版社，1993。</li> <li>10. 黃仁宇，《中國大歷史》。北京：三聯，1997。</li> <li>11. 張玉法，《中國近代現代史》。臺北：東華書局，1992。</li> <li>12. Chow Tse-tsung. <i>The May Fourth Movement: Intellectual Revolution in Modern China, 1915-1924</i>. Cambridge, Mass.:</li> </ol>	

Harvard University Press, 1963.

13. Fairbank, John K. *The Cambridge History of China*. New York: Cambridge University Press, 1978. vol.12-13)
14. Fairbank, John King. *The Great Chinese Revolution, 1800-1985*. New York: Harper & Row Co., 1986. ( Reading Requirement: pp.165-368)
15. Hsü, Immanuel Chung-yueh, *The Rise of Modern China*. New York: Oxford University Press, 1990.
16. MacFarquhar, Roderick and John K. Fairbank. *The Cambridge History of China*. New York: Cambridge University Press, 1978. vol. 14-15.
17. Spence, Jonathan D. *The Search for Modern China*. New York: W.W. Norton, 1999.

\*The list above is purely for reference. Prescribed readings will be announced in the first meeting of the subject. As an English-medium subject in Chinese history, proficiency in Chinese will be an advantage but is by no means expected of students.