

### Subject Description 科目簡介

<b>Subject Code</b> 科目編號	CHC5115
<b>Subject Title</b> 科目名稱	Modern China's Intra-Asian Political and Cultural Relations 近代中國與亞洲鄰國的政治及文化關係
<b>Credit Value</b> 學分	3
<b>Level</b> 程度	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b> 科目宗旨	<p>This subject surveys the interactions between China and other Asian societies – independent states, colonies and puppet states – in the modern period. Material is discussed taking into account both thematic diversity and chronological order. We explore the ways in which political activists, intellectuals and state actors have engaged “Asia” as a transnational concept, constructed cultural identities, and understood and even remade the international order in which they operated. Taking as its departure point the multiple and contested meanings of Asia, this subject encourages students to critically examine the historical evolution of power relations in the region and beyond. They will also have the opportunity to assess the promises and challenges of intra-Asian integration and reconciliation in the present century.</p> <p>本科講題兼顧主題多元及時間順序，介紹近代中國與亞洲各地（獨立國家、殖民地和傀儡政權）的互動，探討政治人物、知識份子及政府組織如何思辨「亞洲」這個跨國概念，從而確立文化身份認同和詮釋、改變身處的國際秩序。本科以「亞洲」多元且時而衝突的意義為出發點，引導學員認識地區內外權力關係的歷史變化，進而思索二十一世紀區域融合和解的挑戰和可能。</p>
<b>Intended Learning Outcomes</b> 學習成果	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"><li>a) understand the contested and shifting meanings of “Asia” and “China”;</li><li>b) critically examine the motivations and power structures that</li></ul>

	<p>inform different imaginations of regional unity;</p> <p>c) read theoretically informed scholarly texts that complement historical research;</p> <p>d) conduct independent research based on their own interests.</p> <p>學期結束時，同學可有以下成果：</p> <p>a) 瞭解「亞洲」和「中國」意涵的複雜性和浮動性；</p> <p>b) 掌握各種跨地域想像背後的動機和權力關係；</p> <p>c) 研讀理論性較強的論述性文獻以助鑽研歷史問題；</p> <p>d) 根據自己的興趣，獨立進行研究。</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>科目摘要/ 教學大綱陳述</p>	<p>(1) What is/was “Asia”?</p> <p>(2) Tributary system: regional order under Pax Sinica</p> <p>(3) Western imperialist intrusion and the rise of the nation-state system</p> <p>(4) Leaving and re-entering Asia: the rise of Japan and pan-Asianism</p> <p>(5) The Asian connections of the Chinese revolution</p> <p>(6) Sino-Japanese relations</p> <p>(7) The orphan of Asia?: Taiwanese intellectuals’ cultural identity during the colonial period</p> <p>(8) “Dreamland of the kingly way”: Manchukuo and the Greater East Asia Co-prosperity Sphere</p> <p>(9) Sino-India interactions</p> <p>(10) Bamboo curtain: alliances and divisions among Asian societies under the Cold War</p> <p>(11) America’s Asia: from “Asia-Pacific” to “Indo-Pacific”</p> <p>(12) War memories and history education</p> <p>(13) Japanophilia and hallyu: popular culture</p> <p>(1) 何謂「亞洲」？</p> <p>(2) 朝貢體系：中華世界的區域秩序</p> <p>(3) 西方帝國主義的入侵及民族國家體系的興起</p> <p>(4) 脫亞與入亞：日本的興起及大亞洲主義</p> <p>(5) 中國革命的亞洲連結</p> <p>(6) 中日關係</p> <p>(7) 亞細亞的孤兒？：殖民地時期台灣知識份子的身份認同</p> <p>(8) 「王道樂土」：滿州國及大東亞共榮圈</p> <p>(9) 中國與印度的聯繫</p> <p>(10) 竹幕：冷戰體系下亞洲的分裂與聯合</p> <p>(11) 美國的亞洲：從「亞太」到「印太」</p>

	(12) 戰爭記憶與歷史教育 (13) 哈日與韓流：流行文化																						
<b>Teaching/Learning Methodology</b>  教學方式	<div><div><div>(1) This course consists of lectures, student oral presentations and class discussion.</div><div>(2) Students should complete the assigned readings and participate in online discussion before coming to class meetings.</div><div>(3) Beginning on week four, students will be divided in groups and asked to deliver oral presentations on the readings assigned for the week. Presentations are to focus on the readings’ core concerns, structures of argumentation, methodologies and contributions to the field. The audience should engage the presenters with questions.</div><div>(4) For the final essay, each student chooses a topic of his or her own interest under the subject teacher’s guidance and write a research paper or extended review essay of approximately 8,000 characters.</div></div><div><div>(1) 本科結合老師講授、學生口頭報告及課堂討論。</div><div>(2) 學員需在上課前閱畢指定的文獻及研究論著，並參與網上討論。</div><div>(3) 由第四週開始，學員需分組就各週指定的研究論著進行口頭報告，交代文章的核心問題、論說鋪陳、研究方法及結論貢獻。其他同學亦需就報告內容提出問題，以促進交流討論。</div><div>(4) 學員在科目講師指導下選擇感興趣的題目，進行專題研究或研究綜述，寫成約八千字的學期論文。</div></div></div>																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  考核方式  (與學習成果相呼應)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">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></th><th></th></tr><tr><td>1. Class participation and online discussion  課堂參與及網上討論</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Class participation and online discussion  課堂參與及網上討論	10%	✓	✓	✓			
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																			
		a	b	c	d																		
1. Class participation and online discussion  課堂參與及網上討論	10%	✓	✓	✓																			

	2. Oral presentation on readings 口頭閱讀報告	20%	✓	✓	✓			
	3. Final essay 學期論文	70%	✓	✓	✓	✓		
	Total	100 %						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessment tasks (1) and (2) are conducive to active engagement of ideas, arguments and historical processes, which form the crux of ILOs (a) and (b). They also allow students to achieve ILO (c) by developing the habit and sharpening the skill of reading theoretical informed scholarship in connection with historical issues. Assessment task (3), which gives students maximum flexibility in developing their research agenda under expert guidance, is designed for achieving ILO (d). It furthers the other three ILOs by honing students’ propensity for critical thinking and reading with a focus on the themes and problems that lend coherence to the subject.</p> <p>評核方法（1）及（2）要求學員深入理解思潮、觀點、歷史發展進程，配合預期學習成果(a)和(b)。該兩類評核方法同時有助學員養成利用理論性較強的研究文獻思辨歷史問題的習慣技巧，取得預期學習成果(c)。評核方法（3）賦予學員最大彈性，在專業指導下發展其研究旨趣，以期達預期學習成果(d)。它更配合另外三項預期學習成果要求學員聚焦貫穿本科的主題及問題完善其批判思維及閱讀能力。</p>							
<b>Student Study Effort Required</b> 學生學習時數	Class contact:							
	▪ Lecture 講課		39 Hrs.					
	Other student study effort:							
	▪ Completion of reading assignments 文獻閱讀		26 Hrs.					
	▪ Online discussion 網上討論		13 Hrs.					
	▪ Preparation for oral presentations		10 Hrs.					

	口頭報告準備	
	Completion of final essay 學期論文書寫	32 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b> <b>參考書目</b>	<ol style="list-style-type: none"> <li>1. 孫歌 (Sun Ge), 〈亞洲意味著什麼?〉 (Yazhou yiwei zhe shenme?) “What does Asia mean?”, 《台灣社會研究季刊》, 期 33, 1999 年 3 月, 頁 1-64。</li> <li>2. 汪暉 (Wang Hui), 《亞洲視野：中國歷史的敘述》 (Yazhou shiye: Zhongguo lishi xushu) <i>Perspectives of Asia: Narratives of Chinese history</i>。香港：牛津大學出版社，2010。</li> <li>3. 陳光興 (Chen Kuan-hsin), 《去帝國－亞洲作為方法》 (Qu diguo - Yazhou zuowei fangfa) <i>Towards De-imperialization: Asia as Method</i>。台北：行人出版社，2006。</li> <li>4. 濱下武志 (Hamashita Takeshi) 著，朱蔭貴 (Zhu Yingui)、歐陽菲 (Ouyang Fei) 譯，《近代中國的國際契機：朝貢貿易體系與近代亞洲經濟圈》 (Jindai Zhongguo de guoji qiji: chaogong maoyi tixi yu jindai Yazhou jingji quan) <i>China-Centered World Order in Modern Times: Tribute Trade System and Modern Asia</i>。北京：中國社會科學出版社，1999。</li> <li>5. 葛兆光 (Ge Zhaoguang), 《宅茲中國：重建有關「中國」的歷史論述》 (Zhaizi Zhongguo: chongjian youguan “Zhongguo” de lishi lunshu) <i>Living in China: Reconstructing Historical Narratives on “China”</i>。北京：中華書局，2011。</li> <li>6. 劉禾 (Lydia H. Liu) 著，楊立華 (Yang Lihua) 等譯，《帝國的話語政治：從近代中西衝突看現代世界秩序的形成》 (Diguo de huayu zhengzhi: cong jindai Zhong-Xi chongtu kan xiandai shijie zhixu de xingcheng) <i>The Clash of Empires: The Invention of China in Modern World Making</i>。北京：三聯書店，2009。</li> <li>7. 子安宣邦 (Koyasu Nobukuni) 著，趙京華 (Zhao Jinghua) 譯，《東亞論：日本現代思想批判》 (Dongya lun: Riben xiandai sixiang pipan) <i>East Asia Theory: Criticism on Japanese Modern Thoughts</i>。長春：吉林人民出版社，2011。</li> <li>8. 福澤諭吉 (Fukuzawa Yukichi) 著，北京編譯社 (Beijing Compilation and Translation Office) 譯，《文明論概略》 (Wenming lun gailue) <i>An Outline of a Theory of Civilization</i>。北京：商務印書館，1982。</li> <li>9. 卡爾·瑞貝卡 (Rebecca E. Karl) 著，高瑾 (Gao Jin) 等譯，《世界大舞台：十九，二十世紀之交中國的民族主義》</li> </ol>	

	<p>(Shijie da wutai: shijiu, ershi shiji zhi jiao Zhongguo de minzu zhuyi) <i>Staging the World: Chinese Nationalism at the Turn of the Twentieth Century</i>. 北京：生活·讀書·新知三聯書店，2008。</p> <p>10. 戴季陶 (Dai Jitao), 《日本論》 (Ribēn lun) <i>On Japan</i>. 上海：民智書局，1928。</p> <p>11. 荊子馨 (Leo T. S. Ching) 著，鄭力軒 (Zheng Lixuan) 譯，〈成為「日本人」：殖民地台灣與認同政治〉 (Chengwei Ribēn rén: Zhimindi Taiwan yu rentong zhengzhi) <i>Becoming “Japanese” : Colonial Taiwan and the Politics of Identity Formation</i>. 台北：麥田出版，2006。</p> <p>12. 林志宏 (Lin Chih-hung), 〈王道樂土－清遺民的情感抵制和參與「滿州國」〉 (Wangdao letu - Qing yimin de qinggan dizhi he canyu “Manzhouguo”) “Dreamland of the kingly way: emotional resistance and the participation of Qing loyalists in Manchukuo”, 《新史學》，卷 18 期 3，2007 年 9 月，頁 45-101。</p> <p>13. 譚雲山 (Tan Yunshan), 《印度周遊記》 (Yindu zhouyou ji) <i>India Travelogue</i>. 南京：新亞細亞學會，1933。</p> <p>14. 柳書琴 (Liu Shu-chin), 〈反現代與反殖民論述的演繹：王白淵的泰戈爾論與甘地論〉 (Fan xiandai yu fan zhimin lunshu de yanyi: Wang Baiyuan de Taige’ r lun yu Gandi lun) “The deduction of counter-modernization and anti-colonialism discourses: R. Tagore’ s discourses and M. K. Gandhi’ s discourses of Wang Bai-Yuan”, 《成大歷史學報》，號 28，2004 年 6 月，頁 137-168。</p> <p>15. 竹內好 (Takeuchi Yoshimi) 著，孫歌 (Sun Ge) 編，李冬木 (Li Dongmu)、趙京華 (Zhao Jinghua)、孫歌 (Sun Ge) 譯，〈近代的超克〉 (Jindai de chaoke) <i>Overcoming Modernity</i>. 北京：生活·讀書·新知三聯書店，2005。</p> <p>16. 林泉忠 (Chuan-Tiong John Lim), 〈「祖國」的弔詭－「現代衝擊」下沖繩身份的「脫中入日」現象〉 (“Zuguo” de diaogui - “xiandai chongji” xia Chongsheng shenfen de “tuo Zhong ru Ri” xianxiang) “Paradox of motherland: the metamorphosis of identity recognition under the ‘modern impact’ in Okinawa”, 《中國大陸研究》，卷 50 期 1，2007 年 3 月，頁 47-67。</p> <p>17. 《東亞三國的近現代史》共同編寫委員會 (Committee on the Compilation and Writing of <i>Modern and Contemporary History of the Three Countries in East Asia</i>), 《東亞三國的近現代史》 (Dongya sanguo de jinxindai shi) <i>Modern and Contemporary History of the Three Countries in East Asia</i>. 北京：社會科學文獻出版社，2005。</p>
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18. 吳詠梅 (Wu Yongmei)、王向華 (Wong Heung Wah)、谷川建司 (Tanikawa Takeshi) 編著,《越境的日本流行文化》(Yuejing de Riben liuxing wenhua) *Transnational Japanese Pop Culture East Asia*。濟南:山東人民出版社,2010。
  19. Arrighi, Giovanni, Po-keung Hui, Ho-fung Hung and Mark Selden. "Historical Capitalism, East and West," in Arrighi, Giovanni, Hamashita, Takeshi and Selden, Mark. eds., *The Resurgence of East Asia: 500, 150, 50 Year Perspectives*. London: RoutledgeCurzon, 2003, pp.259-333.
  20. Chua Beng Huat. "Conceptualizing an East Asian Popular Culture," in Chen, Kuan-hsing and Chua Beng Huat. eds., *The Inter-Asia Cultural Studies Reader*. London: Routledge, 2007, pp.115-139.
  21. Cumings, Bruce. *Parallax Visions: Making Sense of American-East Asian Relations at the End of the Century*. Durham, N.C.: Duke University Press, 1999.
  22. Duara, Prasenjit. *Sovereignty and Authenticity: Manchukuo and the East Asian Modern*. Lanham, Md.: Rowman & Littlefield, 2003.
  23. Fogel, Joshua A. *Politics and Sinology: The Case of Naito Konan (1866-1934)*. Cambridge, Mass.: Council on East Asian Studies, Harvard University, 1984.
  24. Kenley, David L. *New Culture in a New World: The May Fourth Movement and the Chinese Diaspora in Singapore*. London: Routledge, 2003.
  25. Mosca, Matthew W. *From Frontier Policy to Foreign Policy: The Question of India and the Transformation of Geopolitics in Qing China*. Stanford: Stanford University Press, 2013.
  26. Okakura Tenshin. *The Ideals of the East: With Special Reference to the Art of Japan*. London: Murray, 1903.
  27. Peng Hsiao-yen. "Colonialism and the Predicament of Identity: Liu Na'ou and Yang Kui as Men of the World," in Liao Ping-hui and Wang, David Der-wei. eds., *Taiwan Under Japanese Colonial Rule, 1895-1945: History, Culture, Memory*. New York: Columbia University Press, 2006, pp.210-247.
  28. Wallerstein, Immanuel. *World-Systems Analysis: An Introduction*. Durham, N.C.: Duke University Press, 2004
  29. Yang, Daqing. "The Challenges of the Nanjing Massacre: Reflections on Historical Inquiry," in Fogel, Joshua A. ed., *The Nanjing Massacre in History and Historiography*. Berkeley: University of California Press, 2000, pp.133-179.
- (Titles, or excerpts thereof, in Chinese or in Chinese translation are required readings for all students.)

<b>Medium of Instruction</b> 授課語言	Chinese (Putonghua) 中文 (普通話)
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