

Subject Description Form

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| Subject Code | CC306 / CC306P |
| Subject Title | Politics and Military Affairs in Imperial China 中國帝制時代的政治與軍事 |
| Credit Value | 3 |
| Level | 3 |
| Pre-requisite / Co-requisite/ Exclusion | Exclusion for CC306: CC306P / CC202 Exclusion for CC306P: CC306 / CC202 |
| Objectives | The subject aims to introduce students to political and military history of imperial China, stretching from the third century BC to the seventeenth century AD. Topics will cover the power structures, political institutions, political philosophies, diplomacy, as well as the military strategies, military institutions and perceptions of war in traditional China. It also aims at interpreting the inter-relationship between politics and military affairs from various perspectives. The continuity and change of Chinese politics and military affairs from past to present will also be examined. |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) understand the roots of political and military institutions of Modern China; b) have a critical understanding of the political philosophies and perceptions of war in traditional China; c) comprehend the difficulties in applying theories into practices in politics and military; and d) understand the formation of Chineseness as a national identity. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1) From Feudal China to Imperial China.: The Political Philosophies Behind 2) Emperor System : Its Strength and Its Weakness 3) Bureaucracy: Civilian and Military Affairs 4) Central Government and Local Government 5) Coups, Rebellions and Revolutions 6) Grand Strategies in Pre-Qin Period: Sun Zi and Others 7) From Chariots to Horsemen 8) From Arrows to Cannons 9) China as a Sea power in pre-modern China |
| Teaching/Learning Methodology | In addition to reading materials, the lectures make good use of videos of historical documental on selected events about politics and wars in |

| | <p>imperial China. Students are required to make presentations on assigned topics. Consultations are provided by the instructor to help the students understand the subject matter in general, and prepare their presentations in particular. Students are also required to read the assigned readings. Field studies to museums, historical sites will be organized, on an optional basis.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1" data-bbox="475 439 1425 1077"> <thead> <tr> <th data-bbox="475 439 778 674" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="778 439 975 674" rowspan="2">% weighting</th> <th colspan="4" data-bbox="975 439 1425 595">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="975 595 1086 674">a</th> <th data-bbox="1086 595 1198 674">b</th> <th data-bbox="1198 595 1310 674">c</th> <th data-bbox="1310 595 1425 674">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="475 674 778 752">1. In-class discussion</td> <td data-bbox="778 674 975 752">20%</td> <td data-bbox="975 674 1086 752">✓</td> <td data-bbox="1086 674 1198 752">✓</td> <td data-bbox="1198 674 1310 752">✓</td> <td data-bbox="1310 674 1425 752"></td> </tr> <tr> <td data-bbox="475 752 778 864">2. Group Presentation</td> <td data-bbox="778 752 975 864">20%</td> <td data-bbox="975 752 1086 864">✓</td> <td data-bbox="1086 752 1198 864">✓</td> <td data-bbox="1198 752 1310 864">✓</td> <td data-bbox="1310 752 1425 864">✓</td> </tr> <tr> <td data-bbox="475 864 778 999">3. Three Written Reports</td> <td data-bbox="778 864 975 999">60% (20% each)</td> <td data-bbox="975 864 1086 999">✓</td> <td data-bbox="1086 864 1198 999">✓</td> <td data-bbox="1198 864 1310 999">✓</td> <td data-bbox="1310 864 1425 999">✓</td> </tr> <tr> <td data-bbox="475 999 778 1077">Total</td> <td data-bbox="778 999 975 1077">100%</td> <td colspan="4" data-bbox="975 999 1425 1077"></td> </tr> </tbody> </table> <p data-bbox="475 1133 1425 1211">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="475 1234 1425 1693">First, the in-class discussion and group presentation are designed to encourage the students to complete assigned readings before the meeting and to actively participate in discussion, so as to evaluate their understanding of main concepts and arguments of the reading materials. These two tasks also provide students opportunities to express their critical views on the topics and to hone their skills of presentation and debate.; Second, the three written reports are designed to assess the students' depth of knowledge of what they are assigned to read in the course and their capabilities in analyzing the sources critically and creatively. The writing tasks also demand students to grasp the skill of presenting their comments of historical sources with a logical flow of ideas and in a cohesive manner.</p> | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | a | b | c | d | 1. In-class discussion | 20% | ✓ | ✓ | ✓ | | 2. Group Presentation | 20% | ✓ | ✓ | ✓ | ✓ | 3. Three Written Reports | 60% (20% each) | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. In-class discussion | 20% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Group Presentation | 20% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Three Written Reports | 60% (20% each) | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Lectures | | | | | 26 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Tutorials | | | | | 13 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> ▪ Readings | 40 Hrs. |
| | <ul style="list-style-type: none"> ▪ Writings | 30 Hrs. |
| | <ul style="list-style-type: none"> ▪ Field visits | 10 Hrs |
| | Total student study effort | 119 Hrs. |
| Reading List and References | <ol style="list-style-type: none"> 1. Mote, Frederic W. <i>Imperial China 900-1800</i>, Cambridge, Mass.: Harvard University Press, 1999. 2. di Cosmo, Nicola, (ed.), <i>Military Culture in Imperial China</i>, Cambridge, Mass: Harvard University Press, 2009. 3. Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge University Press, 2010. 4. Standen, Naomi ed., <i>Demystifying China: New Understandings of Chinese History</i>. Rowman & Littlefield, 2013. 5. Keightley, David. "What Did Make the 'Chinese'?—Some Geographical Perspective." <i>Education About Asia</i> 9.2 (Fall 2004): 17-23. 6. Chang Kwang-chih. "The Rise of Kings and the Formation of City-States," in <i>The Formation of Chinese Civilization: An Archaeological Perspective</i>, ed. Sarah Allan. New Haven and London: Yale University Press, 2005, pp. 125-139. 7. Yates, Robin D. S. "Early China," in <i>War and Society in the Ancient and Medieval Worlds: Asia, the Mediterranean, Europe, and Mesoamerica</i>. Edited by Kurt Raaflaub and Nathan Rosenstein. Cambridge, Mass.: Center for Hellenic Studies, Trustees for Harvard University, pp.7-45. 8. Goldin, Paul R. "Steppe Nomads as A Philosophical Problem in Classical China" in Paula L. W. Sabloff ed., <i>Mapping Mongolia: Situating Mongolia in the World from Geologic Time to the Present</i>. University of Pennsylvania Museum of Archaeology and Anthropology, 2011, pp. 220-246. 9. Loewe, Michael. "The failure of the Confucian ethic in Later Han times," in <i>Divination, Mythology and Monarchy in Han China</i>. Cambridge: Cambridge University Press, 1994, pp. 249-266. 10. Skaff, Jonathan Karam. "Tang Military Culture and Its Inner Asian Influences," in Nicola Di Cosmo ed., <i>Military Culture in Imperial China</i>. Harvard University Press, 2011, pp. 165-191. 11. Hartwell, Robert. "Demographic, Political, and Social Transformations of China, 750-1550." <i>Harvard Journal of Asiatic Studies</i> 42.2 (1982): 365-442. | |

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| | <p>12. Wang Gungwu. "The Rhetoric of a Lesser Empire: Early Sung Relations with Its Neighbors," in Morris Rossabi ed., <i>China among Equals: The Middle Kingdom and Its Neighbors, 10th-14th Centuries</i>. University of California Press, 1983, pp. 47-65.</p> <p>13. Dardess, John W. "Did the Mongols Matter? Territory, Power, and the Intelligentsia in China from the Northern Song to the Early Ming," in <i>The Song-Yuan-Ming Transition in Chinese History</i>. Harvard University Asia Center, 2003, pp. 111-134.</p> <p>14. Mote, Frederick W. "The T'u-mu Incident of 1449," in Frank a. Kierman, Jr. and John King Fairbank eds., <i>Chinese Ways in Warfare</i>. Cambridge, Mass.: Harvard University Press, 1974, pp. 243-272.</p> |
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