

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CC1M38P
Subject Title	Introductory History of China 中國歷史概要
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	N/A
Objectives	<p>This course will provide a general overview of the evolution of Chinese history and culture from ancient times to the twenty-first century. As an introductory course, it will combine the chronological and thematic approaches in presenting Chinese history and culture to the students.</p> <p>Students will have a chance to study the major changes in Chinese history and the diverse aspects of Chinese culture. The entire history of China is divided into seven major periods, and for each period, three major themes will be closely examined. The subject will also cover China's interactions with other parts of Asia and the world..</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) understand the important changes in Chinese history and the major characteristics of Chinese culture. (b) identify the diverse perspectives on Chinese history and culture. (c) reflect on a variety of historical topics and events from different perspectives. (d) develop a strong interest in Chinese history and culture. (e) enhance their reading and writing skills in Chinese and/or English.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>Note: We will give individual instructors some freedom in finalizing the reading assignments for his or her class. In general, students taking the EMI version will not be assigned Chinese language reading materials since usually there are students in EMI classes who are not able to read Chinese. For the PMI version, instructors may consider assigning some English language articles or book chapters since all of our students are supposed to be able to read English language course materials.</p>

Week 1. Introduction: Paleolithic to Neolithic cultures

- Early Inhabitants and Their Cultures
- Evolution of Agriculture and Rise of Complex Societies

Readings:

1. 任繼周, “中國史前時代歷史分期及其農業特徵”
2. 朱乃誠, “蘇秉琦晚年考古學研究探索的啟示”
3. Liu, Li, Chen, Xingcan, Wright, Henry, et al. “Rise and fall of complex societies in the Yiluo region, North China: The spatial and temporal changes”

Weeks 2-3. “Three Dynasties”

- From prehistory to history
- Bronze Age & Feudal system
- Hundred Schools of Thought

Readings:

1. 劉一曼, 《殷墟考古與甲骨學研究》, 第一章
2. 張蔭麟, 《中國史綱》, 第四、六章
3. Chang, Kwang-chih, Sarah Allan, & Peter J Ucko, eds. *The formation of Chinese civilization : an archaeological perspective*, chapters 5&6
4. WM. Theodore De Bary & Irene Bloom, eds. *Sources of Chinese Tradition*, Vol. One: sections on Confucius, Mencius, Legalism & Mozi

Weeks 4-5. Early Empires: Qin & Han

- Reunification, Centralization and Standardization
- Relations with neighbouring groups & territorial expansion
- Overland silk Road and cultural exchange

Readings:

1. 邢義田, 《天下一家——皇帝、官僚與社會》, 第一、三、五章
2. 林梅村, 《絲綢之路考古十五講》, 第一、五、七講
3. Di Cosmo, Nicola. *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*, Part II, III
4. Hansen, Valerie. *The Silk Road: A New History*, Chapter 3,5,6

Weeks 6-7. Age of divisions and invasions

- Rise of Buddhism and Daoism
- Ethnic relations: Conflicts and Assimilation
- Grottoes: Art, Religion and Cultural heritage

Readings:

1. 周偉洲, “魏晉南北朝時期北方民族與民族關係研究”

2. 李剛, “論南朝道教與儒佛並存互動的關係”。《整合 轉型 升華—道教史論集之一》
3. Harold Tanner, *China: A History*, Vol. 1, “The age of warriors and Buddhists : the Three Kingdoms, Western Jin, and the period of North-South division”
4. Neville Agnew, Marcia Reed & Tevvy Ball, eds. *Cave Temples of Dunhuang: Buddhist Art on China's Silk Road*, chapters 1-3.

Weeks 8-9. Middle Age: Tang & Song

- Tang cosmopolitanism & Song brilliance
- From Buddhism to Neo-Confucianism
- Maritime Silk Route: Voyage and Commodity

Readings:

1. 傅樂成, 〈唐型文化與宋型文化〉, 收入傅樂成, 《漢唐史論集》, 台北: 聯經出版事業公司, 1977。
2. 陳植鏗, 《北宋文化史述論》, 第四章
3. Chaffee, John W. *The Thorny Gates of Learning in Sung China: a Social History of Examination*, Cambridge: Cambridge University Press, 1985, chapter 7.
4. Valerie Hansen, *The Silk Road: A New History*, Oxford: Oxford University Press, 2012, introduction.

Weeks 10-11. Late Imperial China: Ming & Qing

- Capitalism and consumption Culture
- Conquest dynasties, Sinification and ethnic policy
- “The Chinese World Order”

Readings:

1. 科大衛著, 陳春生譯, “中國的資本主義萌芽”;
2. 葉高樹, 《清代前期的文化政策》, 第一章、第五章;
3. Ho, Ping-ti. "The Significance of the Ch'ing Period in Chinese History";
4. John K. Fairbank, ed. *The Chinese World Order: Traditional China's Foreign Relations*, “A preliminary framework” & “The early treaty system in the Chinese world order”

Week 12-13. Modern era

- The fall of imperial China
- War, Revolution and Modernization
- China's Re-emergence

Readings:

1. 孫中山, 《三民主義》, 節選
2. 蔣介石, 《中國之命運》, 6-8 章; 結論
3. 毛澤東, “新民主主義論”; “論人民民主專政”
4. 鄧小平, “建設中國特色的社會主義”;

	<p>“在武昌、深圳、珠海、上海等地的談話要點”</p> <p>5. Peter Zarrow, <i>China in War & Revolution</i>, chapter 13;</p> <p>6. Chu Yun-han, “Sources of Regime Legitimacy and the Debate over the Chinese Model”</p>																																								
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>The subject teacher will provide a general survey of Chinese history and culture by adopting a combination of the chronological and thematic approaches. A variety of primary and secondary sources such as documents, pictures, literary works, and movies, will be analysed in order to illustrate the major changes in Chinese history and diverse aspects of Chinese culture. Discussion and other activities will be held to enhance the students’ comprehension of the course content.</p> <p>Students are expected to participate actively in class discussions and complete assignments in a timely manner. Assignments include weekly readings, oral presentation, quiz and term paper. Class discussions and the weekly assignments will help students learn how to analyse written texts and other course materials, including classical works, historical documents, pictures and academic works. The term paper, which is the most important assignment of this subject, will give students an opportunity to practice and enhance their abilities in identifying topics, forming arguments, collecting and digesting primary and secondary source material, and presenting ideas in a coherent and concise manner.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="565 1094 1365 1591"> <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>1. Oral Presentation</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Final Paper</td> <td>40</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. Oral Presentation (30%): This will assess the students’ overall grasp of relevant knowledge and skills. Specifically, it will evaluate the student’s ability to collect, analyse, and present written texts and other source materials. In order to prepare the presentation, students will need to read multiple sources related to their topics and discuss with group members.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Oral Presentation	30	√	√	√	√		2. Quiz	30	√	√	√	√	√	3. Final Paper	40	√	√	√	√	√	Total	100 %					
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3. Final Paper	40	√	√	√	√	√																																			
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	<p>2. Quiz (30%): This will assess the students' comprehension of weekly reading assignments and their ability to reflect on the different topics covered in the assigned readings, lectures and tutorials.</p> <p>3. Final paper (40%): This will assess the students' ability to collect and analyze source materials, their writing skills as well as their creativity.</p> <p>The minimum length of the final paper is 1500-2500 words for English, and 2000-3000 words for Chinese characters. For grading, 10 out of the 40 points will be assigned to the Writing Requirement assignment, and this portion of the assessment will be entrusted to CLC/ELC colleagues. Students must obtain a D or above on the Writing Requirement assignment to pass the subject.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures 	26 Hrs.
	<ul style="list-style-type: none"> ▪ Tutorials 	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Readings 	42 Hrs.
	<ul style="list-style-type: none"> ▪ Written Report 	36 Hrs.
	<ul style="list-style-type: none"> ▪ Group presentation 	12 Hrs
	Total student study effort	129 Hrs.
Reading List and References	<ul style="list-style-type: none"> ● Chinese Reading List (For Chinese Reading Requirement) <ol style="list-style-type: none"> 1. 任繼周，〈中國史前時代歷史分期及其農業特徵〉，《中國農史》，1（2011）：3-14。 2. 張蔭麟，《中國史綱》，北京：中國和平出版社，2014，第二章及第六章，頁24-54；114-149。 3. 邢義田，〈中國皇帝制度的建立與發展〉，收入邢義田，《秦漢史論稿》，台北：三民，2019，頁39-77。 4. 周偉洲，〈魏晉南北朝時期北方民族與民族關係研究（上中下）〉，《北方民族大學學報（哲學社會科學版）》，6（2015）：5-14；1（2016）：5-12；2（2016）：5-11。 5. 傅樂成，〈唐型文化與宋型文化〉，收入傅樂成，《漢唐史論集》，台北：聯經出版事業公司，1977，頁339-382。 6. 葉高樹，《清朝前期的文化政策》，台灣：稻鄉，2002，第一章，頁17-52。 	

7. 孫中山，〈三民主義與中國前途〉，收入《孫中山選集》，香港：中華書局，1974，頁73-81。

8. 鄧小平，〈建設有中國特色的社會主義〉，收入《鄧小平文選》，香港：三聯書店，1996，頁263-268。

● English Reading List

1. Liu, Li, Chen, Xingcan, Wright, Henry, et al. "Rise and fall of complex societies in the Yiluo region, North China: The spatial and temporal changes", *Quaternary International*, 521(2019.6):4-15.

2. Chang, Kwang-chih; Sarah Allan; Peter J Ucko eds. *The Formation of Chinese Civilization: An Archaeological Perspective*, New Haven: Yale University Press, 2005, chapters 6, pp.141-202.

3. Hansen, Valerie. *The Silk Road: A New History*, New York: Oxford University Press, 2012, Chapter 5, 114-166.

4. Tanner, Harold Miles. *China: A History*, Indianapolis: Hackett Pub. Co, 2009, Chapter 5, pp.135-166.

5. Chaffee, John W. *The Thorny Gates of Learning in Sung China: A Social History of Examination*, Cambridge: Cambridge University Press, 1995, chapter 7, pp.157-181.

6. Ho Ping-ti, "The Significance of the Ch'ing Period in Chinese History", *The Journal of Asian Studies*, Vol.26(1967.2): 189-195.

7. Zarrow, Peter Gue, *China in War and Revolution*, London; New York: Routledge, 2005, chapter 13, pp.248-270.

8. Chu Yun-han, "Sources of Regime Legitimacy and the Debate over the Chinese Model", *The China Review*, Vol.13(2013): 1-42.

● Supplementary readings in Chinese

1. 張光直，《考古學專題六講》。北京：三聯，2013。

2. 錢穆：《國史大綱》。臺北：台灣商務，1995年。

3. 呂思勉，《呂著中國通史》。廈門：鷺江，2014。

4. 翦伯讚，《中國史十五講》。北京：中華書局，2011。

5. 田余慶、戴逸、彭明：《中國歷史》。北京：中國大百科全書出版社，2010年。

6. 張玉法：《中華民國史稿》。臺北：聯經出版事業公司，2001年。

7. 香港中文大學當代中國文化研究中心：《中華人民共和國史（1949-1981）》。香港：香港中文大學出版，2008年。

8. 陳旭麓，《中國近代史十五講》。北京：中華書局，2008。

9. 葛兆光：《古代中國的歷史、思想與宗教》。北京：北京師範大學出版社，2006年。

10. 葛劍雄：《普天之下：統一分裂與中國政治》。長春：吉林教育出版社，1989年。

11. 項隆元：《中國物質文明史》。杭州：浙江大學出版社，2008年。

	<p>12. 許倬雲：《萬古江河：中國歷史文化的轉折與開展》。香港：中華書局（香港）有限公司，2006年。</p> <p>13. 吳國璋：《傳統與生活：中國歷史文化研究新論》。南京：東南大學出版社，2007年。</p> <p>14. 方震華：《權力結構與文化認同：唐宋之際的文武關係》。北京：社會科學文獻出版社，2019年。</p> <p>15. 宋念申：《發現東亞：現代東亞如何形成？全球視野下的關鍵大歷史》。新北：聯經出版事業公司，2019年。</p> <p>● Supplementary Readings in English</p> <p>1. Gideon Shelach-Lavi, <i>The Archaeology of Early China: From Prehistory to the Han Dynasty</i>. Cambridge University Press, 2015.</p> <p>2. Anderson, Dale. <i>Ancient China</i>, Chicago: Illinois: Raintree, 2005.</p> <p>3. Chinese Civilisation Centre. <i>China: Five Thousand Years of History and Civilization</i>, Hong Kong: City University of Hong Kong Press, 2007.</p> <p>4. Ng, On-cho and Q. Edward Wang. <i>Mirroring the Past: The Writing and Use of History in Imperial China</i>, Honolulu: University of Hawai'i Press, 2005.</p> <p>5. Harold Tanner, <i>China: A History</i>. Two volumes. Cambridge, MA: Hackett, 2010.</p> <p>6. Hansen, Valerie. <i>The Open Empire: A History of China to 1600</i>, New York and London: W.W. Norton & Company, 2000.</p> <p>7. Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge and New York: Cambridge University Press, 1996.</p> <p>8. Robinson, David M. <i>Martial Spectacles of the Ming Court</i>, Cambridge, Massachusetts: Harvard University Asia Center, 2013.</p> <p>9. Brook, Timothy. <i>The Chinese State in Ming Society</i>, London; New York: Routledge Curzon, 2005.</p> <p>10. Waley-Cohen, Joanna. <i>The Culture of War in China: Empire and the military under the Qing Dynasty</i>, London: I.B. Tauris, 2006.</p> <p>11. Zurndorfer, Harriet T., ed. <i>Chinese Women in the Imperial Past: New Perspectives</i>, Leiden; Boston: Brill, 1999.</p> <p>12. Spence, Jonathan D. <i>The Search for modern China</i>, New York: Norton, 1990, pp.269-402.</p> <p>13. Holcombe, Charles. <i>A History of East Asia: From the Origins of Civilization to the Twenty-First Century</i>, Cambridge: Cambridge University Press, 2010.</p>
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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.

(Form AR 140) 8.2020