

# The Hong Kong Polytechnic University

## Subject Description Form

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

<b>Subject Code</b>	CC2HN27P
<b>Subject Title</b>	Imperialism and its Discontents: East Asia 帝國主義及其在東亞引起的不滿
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course explores imperialism as a globalizing set of political, social and cultural relations from the late nineteenth century to the present day with a focus on China and its East Asian neighbours. It demonstrates that imperialism was and remains a complex phenomenon, expressing itself through not only military violence and economic domination but also knowledge, law, and everyday encounters. A variety of primary sources will be exploited to examine the economic, cultural and institutional dimensions of imperial expansion into and within East Asia, to assess strategies adopted by China and societies like Hong Kong, Taiwan, Korea and Japan to interrogate Euro-American hegemony, and to consider the relevancy of empire as a concept in the twenty-first century.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>(a) understand how the modern world has been shaped by empire-building and anti-imperialist activism;</li> <li>(b) appreciate the multi-faceted and entangled manifestations of imperialism and anti-imperialist resistance;</li> <li>(c) assess the effectiveness of archival, fictional and visual sources in the construction of arguments and narratives;</li> <li>(d) reflect critically on Hong Kong and China's experiences under imperialist governance;</li> <li>(e) fulfill reading and writing requirements as well as the China-Study Requirement.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: What is/was imperialism?</li> <li>2. Empire-building (1): Imperialism as civilizing project</li> <li>3. Empire-building (2): Imperialism and law</li> <li>4. Experiences of Empires (1): Colonial encounters</li> <li>5. Experiences of Empires (2): China under imperialism</li> <li>6. Experiences of Empires (3): Popular reactions to empire in Japan</li> <li>7. Resistance (1): Nationalist agitations</li> <li>8. Resistance (2): Socialism and internationalism</li> </ol>

	<p>9. Resistance (3): The dilemmas of pan-Asianism</p> <p>10. The End of Empires? (1): Demise of European empires in Asia</p> <p>11. The End of Empires? (2): South Korea and Taiwan under US dominance</p> <p>12. The End of Empires? (3): The persistence of empire in Hong Kong</p> <p>13. Conclusion: Will China become an empire?</p>																																														
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>Lectures are organized thematically to cover a broad temporal scope. This arrangement is optimal for attaining ILOs (a) and (b). In view of ILO (d), materials on China and Hong Kong will feature prominently throughout the course. Tutorials invite students to examine closely primary documents – textual and visual – in order to reach ILO (c).</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="553 642 1433 1125"> <thead> <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>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Midterm test</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Oral presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Take-home final examination</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>To satisfy the Chinese Reading Requirement, students have to demonstrate familiarity with the item marked (CR) in Reading List and References. The total length of readings assigned is 201 pages.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The midterm test involves factual and interpretative questions that require students to construct arguments pertaining to ILOs (a) to (d). Some questions will be based on readings materials that fall under ILO (e).</p> <p>Oral presentation, to take place during tutorials, addresses ILO (a) and (b) by providing an opportunity for students to explain to their tutor and peers how readings assigned for individual weeks contribute to their understanding of imperialism and anti-imperialism. It also encourages students to read carefully academic writings to not only mine information but engage their arguments.</p> <p>The take-home final examination challenges students to tackle more complicated questions and complete a piece of 2000- 3000 Chinese character expository writing. Aside from speaking to ILO (e), the examination tests student attainments in ILOs (a) to (d).</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						A	b	c	d	e		1. Midterm test	40%	✓	✓	✓	✓	✓		2. Oral presentation	20%	✓	✓		✓			3. Take-home final examination	40%	✓	✓	✓	✓	✓		Total	100 %						
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<p><b>Student Study</b></p>	<p>Class contact:</p>																																														

<b>Effort Expected</b>	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	50 Hrs.
	▪ Discussion	15 Hrs.
	▪ Research and writing	20 Hrs.
	Total student study effort	124 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 胡繩，《帝國主義與中國政治》。北京：人民出版社，1978。(English translation: Hu Sheng, <i>Imperialism and Chinese Politics</i>. Beijing: Foreign Languages Press, 1985.)</li> <li>2. 孫中山著，黃彥編注，《三民主義》。廣州：廣東人民出版社，2007。(English translation: Sun Yat-sen, <i>San Min Chu I = Three Principles of the People</i>. Frank W. Price trans. Taipei: China Pub. Co., n.d.)</li> <li>3. <b>(CR)</b> 汪暉，《亞洲視野：中國歷史的敘述》。香港：牛津大學出版社，2010，頁 1-60。(English translation: Wang Hui, <i>The Politics of Imaging Asia</i>. Theodore Hutners ed. Cambridge, Mass.: Harvard University Press, 2011.)</li> <li>4. <b>(CR)</b> 陳光興，《去帝國－亞洲作為方法》。台北：行人出版社，2006，頁 249-333。(English version: Chen Kuan-hsin. <i>Asia as Method: Toward Deimperialization</i>. Durham, N.C.: Duke University Press, 2010.)</li> <li>5. 白樂晴 (Paik Nak-chung)、陳光興 (Chen Kuan-hsin) 編，《白樂晴：分斷體制·民族文學》(Bai Leqing: fenduan tizhi, minzu wenxue) Paik Nak-chung: <i>The Division System, National Literatures</i>。台北：聯經出版事業股份有限公司，2010。</li> <li>6. <b>(CR)</b> 魯迅，《阿 Q 正傳》。台北：洪範書店，1996，頁 1-56。(English translation: Lu Xun. “The True Story of Ah Q.” In <i>Lu Xun: Selected Works</i>, vol. 1, 102-155. Yang Xianyi and Gladys Yang eds. Beijing: Foreign Languages Press, 1980.)</li> <li>7. Bickers, Robert and R. G. Tiedemann, eds. <i>The Boxers, China, and the World</i>. Lanham, Md.: Rowman &amp; Littlefield, 2007, pp. 43-64.</li> <li>8. Goodman, Bryna and David S. G. Goodman. <i>Twentieth-century Colonialism and China: Localities, the Everyday, and the World</i>. London: Routledge, 2012, pp. 81-91, 197-211.</li> <li>9. Gordon, Andrew. <i>A Modern History of Japan: From Tokugawa</i></li> </ol>	

	<p><i>Times to the Present</i>. New York: Oxford University Press, 2003.          (中譯本：安德魯•戈登著，李朝津譯，《二十世紀日本：從德川時代到現代》。香港：中文大學出版社，2006。)</p> <p>10. Lenin, Vladimir I. <i>Imperialism, the Highest Stage of Capitalism: A Popular Outline</i>. New York: International Publishers, 1939.          (中譯本：列寧著，王唯真譯，《帝國主義：資本主義底最高階段》。上海：生活書店，1939。)</p> <p>11. Liu, Lydia H. <i>The Clash of Empires: The Invention of China in Modern World Making</i>. Cambridge, Mass.: Harvard University Press, 2004. (中譯本：劉禾著，楊立華等譯，《帝國的話語政治：從近代中西衝突看現代世界秩序的形成》。北京：三聯書店，2009。)</p> <p>12. Prasad, Vijay. <i>The Darker Nations: A People's History of the Third World</i>. New York: New Press, 2007, pp. 3-50, 203-258.</p> <p>13. Said, Edward W. <i>Orientalism</i>. London: Penguin Books, 1985, pp. 1-49. (中譯本：愛德華•薩依德著，王志弘等譯，《東方主義》。台北縣：立緒文化事業有限公司，1999。)</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.