

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Chinese History) Bachelor of Education (Honours) (History)
Programme QF Level	: 5
Course Title	: China: Reform and Revolution from Late Qing to 1949
Course Code	: HIS2008
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English*
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

*The course will be taught mainly in English while Chinese may also be used subject to specific classroom learning and teaching needs.

1. Course Synopsis

This course aims at distinguishing major reforms in modern China. Structured chronologically, it will first introduce major events since the Opium War to the establishment of the People's Republic of China, and then engage in historical analysis of the transition from imperial China to a modern nation. Topics to be selected include political and military history, social and economic changes, and major development in the intellectual and cultural spheres. In addition, by exposing the students to a variety of sources, including literary works, journalistic writings, and photos to memoirs, this course will also teach students the crafts of critically analyzing different perspectives and theories regarding the transformation of modern Chinese history.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate the major political developments from the late Qing to the formation of the PRC;
- CILO₂ Apply primary sources and secondary sources for analyzing historical events;
- CILO₃ Comment on different reforms and revolutions that shows an understanding of transformation of modern China; and
- CILO₄ Synthesize the knowledge of critical reading and apply such knowledge to their projects.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● Periodization and the start of “modern China.”	CILO ₁	Lecture, and film viewing.
● Modern China and its significance.	CILO _{1,2}	Lecture and group discussion.
● Late Qing crises and reforms.	CILO _{2,3}	Lecture, readings (literary texts and articles), group discussion.
● Taiwan under the late Qing rule.	CILO _{2,3}	Lecture, readings and group discussion.
● The 1911 Revolution.	CILO _{2,3}	Lecture and group discussion.
● The May Fourth Movement and its repercussions oversea.	CILO _{2,3}	Lecture, readings (literary texts and articles), group discussion.
● The Northern Expedition and the “Golden Decade” of the Nationalist government.	CILO _{2,3}	Lecture and group discussion.
● The Communist Revolution.	CILO _{2,3}	Lecture, readings (literary texts and articles), group discussion.

<ul style="list-style-type: none"> The implications of reforms and revolutions in the light of China's transformation into a modern nation. 	<i>CILO</i> _{1,3,4} (<i>etc.</i>)	Lecture and group discussion.
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4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Group Presentation: Students work in groups (3-4 students per group, depending on the size of the class) to analyze primary texts and lead class discussions	20%	<i>CILO</i> _{1,2}
(b) Research Paper (900-1200 words per person): Students are required to write a research paper by using both primary and secondary sources	30%	<i>CILO</i> _{1,2,3}
(c) Examination	50%	<i>CILO</i> _{1,2,3,4} (<i>etc.</i>)

5. Required Text(s)

Hsü, I. C. Y. (1990). *The Rise of Modern China*. New York: Oxford University Press. New York.

6. Recommended Readings

Hsü, I. C. Y. (1990). *The Rise of Modern China*. New York: Oxford University Press. New York.

Bailey, P. J. (2001). *China in the Twentieth Century* (2nd Edition). Oxford; Malden, Mass.: Blackwell Publishers.

Elleman, B. A. & Paine, S. C. M. (2010). *Modern China: Continuity and Change 1644 to Present*. Upper Saddle River, N.J.: Prentice Hall.

Fairbank, J. K. (Ed.). (1978). *The Cambridge History of China*. Cambridge; New York: Cambridge University Press, vol. 12, Republican China, 1912-1949.

Fairbank, J. K., & Goldman, M. (1998). *China: A New History*. Cambridge, Massachusetts: Belknap Press of Harvard University Press.

Gray, Jack. (2002). *Rebellions and Revolutions: China from the 1800s to 2000*. Oxford University Press.

Moise, E. E. (1994). *Modern China: A History*. London: Longman.

Murray, A. Rubinstein, ed. (2007). *Taiwan: A New History*, Armonk: M.E. Sharpe.

Rowe, William. (2009). *China's Last Empire: the Great Qing*. Cambridge, Massachusetts: Belknap Press of Harvard University Press.

Spence, J. D. (1999). *The Search for Modern China*. New York: Norton.

Wang, G. W. (1999). *China: Two Decades of Reform and Change*. Singapore: Singapore University Press: River Edge, N.J.: World Scientific.

Wasserstrom, J. N. (2003). *Twentieth Century China: New Approach*. London; New York: Routledge.

陳永發 (1998)：《中國共產革命七十年》(共兩冊)，台北，聯經出版事業公司。

郭廷以 (1986)：《近代中國史綱》(共兩冊)，香港，香港中文大學出版社。

張玉法 (2001)：《中國現代史略》，台北，台灣東華書局股份有限公司。

7. Related Web Resources

Harvard China Review Home Page:

<http://www.harvardchina.org/index.html>

中國社會科學院 (Chinese Academy of Social Sciences):

<http://www.cssn.cn/>

中央研究院近代史研究所:

<http://www.mh.sinica.edu.tw/>

8. Related Journals

Chinese Studies in History

Modern China

《近代中國》

《近代史研究》

《近代史研究集刊》

《國史館館刊》

《民國檔案》

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

27 August 2018