

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	CHC131P
Subject Title	Major Trends in Chinese History 中國歷史概論
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject surveys developments of the Chinese civilization, broadly defined, from its advent to the modern and contemporary eras. Attention is given particularly to trends have currency in the twentieth century, such as state formation, ethnic composition, urbanisation, political ideologies, interaction with the outside world, etc. This subject provides a firm foundation for further investigation into specific periods in and aspects of Chinese history and culture.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) describe major trends that are relevant throughout China's evolution through the ages; b) identify major figures, institutions, movements, geographical areas in Chinese history; c) analyse aspect(s) of Chinese history that has relevance to contemporary China and/or other Chinese-speaking communities; d) investigate one or more dimensions in Chinese history
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. What is/was "China"? 2. The Chinese state 3. Confucian worldviews 4. Literary traditions 5. Religiosities and devotions 6. Family, clan and local society 7. Gender relations 8. Reconciling with the environment 9. Science and technology 10. Urban life 11. Ethnicities 12. Movements of people Engagement with the outside world

<p>Teaching/Learning Methodology (Note 3)</p>	<p>This subject adopts a thematic approach to the study of Chinese history. Students are assumed to have known or encouraged to acquaint themselves promptly with the dynastic timeline of Chinese history. Lectures are designed to provide broad surveys of salient trends through the ages. Assignments provide opportunities for students to develop interests in particular aspects of China's evolution.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="507 472 1374 1003"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Class presentation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term paper</td> <td>50%</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> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quiz is designed to ascertain students' ability in identifying and describing trends and strands of Chinese civilization as presented in lectures and readings.</p> <p>The class presentation invites students to work in groups and, after deliberations, provide critical reflections on major scholarly works on general Chinese history and tease out authors' biases and pieties.</p> <p>The term paper, which students write individually, ask them to construct a critical examination of certain dimensions of Chinese history.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Quiz	25%	✓	✓			2. Class presentation	25%	✓	✓	✓	✓	3. Term paper	50%	✓	✓	✓	✓	Total	100 %												
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<p>Reading List and References</p>	<p>(Arranged alphabetically based on Hanyu pinyin.)</p> <p>范文瀾，《中國通史簡篇》（全兩篇）（北京：商務印書館，2010） or other versions of the same title</p> <p>費正清，《費正清中國史》（長春：吉林出版，2015） or other versions of the same title</p> <p>甘懷真，《中國通史》（台北：三民書局，2005）</p> <p>葛兆光，《何為中國？疆域、民族、文化與歷史》（香港：牛津大學出版社，2014）</p> <p>宮崎市定，《宮崎市定中國史》（杭州：浙江人民出版社，2015）</p> <p>韓森，《開放的帝國：1600年前的中國歷史》（北京：社會科學文獻出版社，2016）</p> <p>呂思勉，《呂著中國通史》（台北：五南圖書出版，2019） or other versions of the same title</p> <p>彭慕蘭，《大分流：現代世界經濟的形成，中國與歐洲為何走上不同道路？》（新北：衛城出版，2019）</p> <p>錢穆，《國史大綱》（台北：台灣商務印書館，2017） or other versions of the same title</p> <p>史景遷，《大汗之國：西方眼中的中國》（台北：台灣商務印書館，2018）</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 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