

## 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>	CHC232
<b>Subject Title</b>	China and the World
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>Cultural exchanges are inevitable in the global era, where people with different cultural backgrounds come together every day. Yet, for their frequent occurrences that at times give rise to mutual understanding and respect, such exchanges are also rife with mishaps, resulting in tension and even conflicts. This subject will study a diversity of materials, including memoirs, diaries, travelogues, and literary works to gain an understanding of the nature and process of such contacts, and to analyze critically the cultural assumptions that shape the encounters between China and the rest of the world, including the underlying colonial, religious, commercial, intellectual, and political drives. The course will also provide a historical overview of the cultural exchanges between China and the rest of the world since the fourteenth century. Students will develop a culturally sensitive attitude in the process and apply what they learn from the subject to similar cross-cultural situations that they experience or witness in their lives.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) possess a fundamental knowledge of the history of cultural interactions between China and the rest of the world, especially since the 14<sup>th</sup> century,</li> <li>b) discuss in an informed way the possibilities and pitfalls of cross-cultural communications,</li> <li>c) analyze with historical insights the success and failure China's interactions with the rest of the world,</li> <li>d) exercise cultural sensitivity in their dealings with people with different cultural backgrounds, and</li> <li>e) understand the concept of hybridity that characterizes all cultures in the world today.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<ol style="list-style-type: none"> <li>1. Introduction: Image, Imagination and Representation: China and the world.</li> <li>2. Commerce and Trade: The Silk Road.</li> <li>3. Travels: The Mongol Rule and Marco Polo.</li> <li>4. Exploration: Admiral Zheng He.</li> <li>5. Religion: Matteo Ricci and Xi Xue Dong Jian (西學東漸), or the Coming of Western Ideas to the East.</li> <li>6. Nationalism: Ideas of Modern China under Western Influence.</li> <li>7. Education: New schools and new destinations.</li> <li>8. Cities: Shanghai and Hong Kong as examples.</li> <li>9. Immigration: Chinatowns and Chinese Diaspora.</li> <li>10. Technology and globalization: vernacular industrialism.</li> </ol>																																																						
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>This subject will be taught in a combination of lectures and student-led discussions. Students will need to take a mid-term quiz and make oral presentations in groups on assigned topics. The final paper is a written response to one of the books in the reference. When working on the assignments, students need to bring to bear the key concepts that they learn from the subject and their own research findings. Consultations can be provided to help students prepare their presentations and final papers.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" data-bbox="536 1200 1390 1787"> <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. In-class assessment</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Mid-term quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Oral presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Final paper</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></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>The attendance and mid-term quiz are designed to encourage students to participate in class discussions and to acquire factual knowledge of the subject. Building upon them, the oral presentation and final paper allow students to use knowledge of facts to do deep factual explanations and make a case for the global interconnectedness of the matter under discussion.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. In-class assessment	10%	✓	✓	✓	✓	✓		2. Mid-term quiz	20%	✓	✓	✓	✓	✓		3. Oral presentation	30%	✓	✓	✓	✓	✓		4. Final paper	40%	✓	✓	✓	✓	✓		Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	38 Hrs.
	▪ writing	35 Hrs.
	▪ Discussions/activities	8 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p>*Main Readings</p> <ul style="list-style-type: none"> <li>• Bernard L., "Other People's History", <i>The American Scholar</i>, Vo. 59, No.3 (Summer 1990). 397-405</li> <li>• Bickers, Robert A. and Jeffrey N. Wasserstrom (1995) "Shanghai's 'Dogs and Chinese Not Admitted' Sign: Legend, History and Contemporary Symbol," <i>The China Quarterly</i>, no. 142 (June): 444-66.</li> <li>• *Carroll, John. <i>Edge of Empires: Chinese Elites and British Colonials in Hong Kong</i>. Hong Kong: Hong Kong University Press, 2007, pp.16-36.</li> <li>• *Dreyer, Edward L. <i>Zheng He : China and the Oceans in the Early Ming Dynasty, 1405-1433</i>. The Library of World Biography. New York ; London: Pearson Longman, 2007.</li> <li>• Gregory, J. (2003). <i>The West and China Since 1500</i>. New York: Palgrave Macmillan. Palgrave Macmillan, 2003. 153-203.</li> <li>• Hall, Stuart. "Encoding, Decoding", in Simon During Ed. <i>The Cultural Studies Reader</i>. London: Routledge, 1993. 90-103.</li> <li>• *Hsia, R. P.-c. and H. 2010. <i>A Jesuit in the Forbidden City : Matteo Ricci, 1552-1610</i>. Oxford, Oxford University Press.</li> <li>• Guillen-Nuñez, César. "The Portrait of Matteo Ricci." <i>Journal of Jesuit Studies</i> 1, no. 3 (2014): 443-64.</li> <li>• Lee, Haiyan (2009) "The Ruins of Yuanmingyuan: Or how to enjoy a national wound," <i>Modern China</i>, vol. 35, no. 2: 155-90.</li> <li>• *Lee, Leo Ou-fan. (1999). "Shanghai Modern: Reflections on Urban Culture in China in the 1930s". <i>Public Culture</i>, 11(1), 75-107.</li> <li>• Liu, Xinru. <i>The Silk Road: Overland Trade and Cultural Interactions in Eurasia</i>. Washington, DC: American Historical Association, 1998.</li> </ul>	

	<ul style="list-style-type: none"> <li>• *Lean, E. (2020). <i>Vernacular Industrialism in China: Local Innovation and Translated Technologies in the Making of a Cosmetics Empire, 1900–1940</i>. New York, NY, Columbia University Press.</li> <li>• *Lovell, J. (2019). <i>Maoism: A Global History</i>. New York, Knopf.</li> <li>• *Marco Polo, <i>The Travels of Marco Polo</i>, tr. Ronald Latham. Middlesex: Penguin PB, 1958.83-133</li> <li>• Mungello, D.E. <i>The Great Encounter of China and the West, 1500-1800</i>. Rowman &amp; Littlefield, 2009. 1-10.</li> <li>• Said, Edward W. <i>Orientalism</i>. New York: Pantheon Books, 1978.</li> <li>• *Spence, Jonathan. <i>The Chan’s Great Continent: China in Western Minds</i>. New York: Norton, 1998. 1 - 19.</li> <li>• Wiest, Jean Paul. “Matteo Ricci: pioneer of Chinese-Western dialogue and cultural exchanges”. <i>International Bulletin of Missionary Research</i>, Jan, 2012, Vol.36(1), p.17-20</li> <li>• Wong, K. Scott (1995) “Chinatown: Conflicting Images, Contested Terrains,” <i>MELUS</i>, vol. 20, no. 1 (Spring): 3-15.</li> <li>• Ang, I. (2001). <i>On Not Speaking Chinese: Living Between Asia and the West</i>. London; New York, Routledge.</li> <li>• *Sun Yat-sen, “Three People’s Principles,” in William Theodore de Bary, Wing-tsit Chan, and Chester Tan, eds., <i>Sources of Chinese Tradition</i>, Vol. 2 (New York: Columbia University Press, 1960), pp. 105-117. (For Chinese version, see 孫中山: 〈三民主義與中國民族之前途〉, 見胡漢民編《總理全集》下冊, 頁71-81.</li>   <li>• 安宇, 周棉主編。 2000。《留學生與中外文化交流》。南京: 南京大學出版社。</li> <li>• 李喜所。1987。《近代中國的留學生》。北京: 人民出版社。</li> <li>• 周宁, 《2000年中国看西方》。北京市: 团结出版社, 1999</li> <li>• 郭嵩燾等, 王立誠編校。1998。《郭嵩燾等使西記六種》。香港: 三聯書店(香港)有限公司。</li> <li>• 梁元生, 2008。《邊緣與之間》香港: 三聯書店(香港)有限公司, 2008。</li> <li>• 庞士谦, 《埃及九年》北京: 华文出版社, 2017。</li> </ul>
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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