

**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>	CHC419P
<b>Subject Title</b>	Revolutions in Twentieth-century China and Asia 二十世紀中國與亞洲的革命
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	Through comparing and contrasting the major revolutions taking place in China and Asia in the twentieth century, this course intends to help students understand the causes, processes and consequences of revolutions as a tool for making social-political changes in the past century and a factor for shaping the present and future of China and Asia.
<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 the causes of revolutions in twentieth century China and Asia;</li> <li>b) Examine the roles played by the leaders, the various social groups, as well as external forces in the revolutions;</li> <li>c) Compare and contrast the visions and strategies adopted by the leaders of the various revolutions;</li> <li>d) Analyze the interactions between traditions and revolutions.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: Rebellion, Reform, and Revolution</li> <li>2. Imperialism and Modernizing Reforms: Japan VS the Rest of Asia</li> <li>3. The First Wave: Nationalism as a Response to Imperialism</li> <li>4. The Use of Violence: Why and How?</li> <li>5. The Second Wave: the Spread of Communism in Asia</li> <li>6. Tradition and Revolution: Confucianism, Buddhism, Islam, Hinduism, Nationalism and Communism</li> <li>7. The Revolutionary Vanguard: the Intellectuals</li> <li>8. The Peasants and Revolution</li> <li>9. Charisma and Revolution: Sun Yat-sen, Mao Zedong, Gandhi, Ho Chi-minh, Kim Il-sung, Sukarno</li> <li>10. Revolution and modernization</li> <li>11. Revolution and Ethnicity</li> </ol>

	<p>12. The Survival of National Communism: China, Vietnam and North Korea</p> <p>13. Goodbye Revolution?</p>																																																						
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<ol style="list-style-type: none"> <li>1. The subject teacher will deliver weekly lectures that will cover the 13 major topics listed above;</li> <li>2. Students will be required to complete weekly reading assignments. If the MOI is English and there are students in the class that are not able to read Chinese, then only English language materials will be assigned; if the MOI is Chinese, then both Chinese language and English language materials will be assigned;</li> <li>3. Discussion and other activities will be held to enhance students' comprehension of the course content. Students are expected to participate actively in class discussions;</li> <li>4. In addition to weekly readings, assignments for students also include oral presentation, quiz, and term paper. The various assignments will help students learn how to analyse written texts and other course materials. The term paper is the most important assignment for this subject, and it will give students an opportunity to practice and enhance their abilities in identifying topics, collecting and digesting primary and secondary source materials, forming arguments, and presenting ideas in a coherent and concise manner.</li> </ol>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="536 1115 1393 1753"> <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></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. Oral Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Quizzes</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>4. Term 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> <ol style="list-style-type: none"> <li>1. In-class assessment (10%): This will assess the students' performance in tutorials as well as in lecture sessions. Students will be reminded that they are expected to participate actively in class discussions;</li> <li>2. Oral Presentation (20%): This will assess the students' overall grasp of relevant concepts, theories, methods and</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assessment	10%	√	√	√	√			2. Oral Presentation	20%	√	√	√	√			3. Quizzes	30%	√	√	√	√			4. Term Paper	40%	√	√	√	√			Total	100 %						
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	<p>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 are expected to read multiple sources related to their topics and discuss with group members;</p> <p>3. 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>4. Term paper (40%): This will assess the students' ability to collect and analyze source materials and to form arguments, their writing skills as well as their creativity.</p> <p>The minimum length of the term paper is 1500-2500 words for English, and 2000-3000 words for Chinese characters.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	42 Hrs.
	<ul style="list-style-type: none"> <li>▪ Writing</li> </ul>	36 Hrs.
	<ul style="list-style-type: none"> <li>▪ Group Presentation</li> </ul>	12 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p>中文著作:</p> <p>陳翰笙, 《解放前的地主與農民: 華南農村危機研究》。中國社會科學出版社, 1984。</p> <p>陳平, 《我方的歷史》。Media Masters, 2004。</p> <p>陳永發, 《中國共產革命七十年》。台北: 聯經, 2001。</p> <p>《告別革命: 李澤厚劉再復對話錄》。香港: 天地圖書, 2011。</p> <p>《共產國際有關中國革命的文獻資料》(中國社會科學院近代史研究所 編譯)。北京: 中國社會科學出版社, 1981。</p> <p>《海陸豐革命史料》。廣州: 廣州人民出版社, 1986。</p> <p>黃文歡, 《滄海一粟: 黃文歡革命回憶錄》。解放軍出版社, 1987。</p> <p>黃錚, 《胡志明與中國》。解放軍出版社, 1987。</p> <p>蔣永敬, 《孫中山與辛亥革命》。台北: 商務, 2011。</p>	

蔣永敬, 《孫中山與胡志明》。台北: 商務, 2011。

李廷江, 《辛亥革命與亞洲》。社會科學文獻出版社, 2015。

毛澤東, 《毛澤東選集》, 1-5 卷

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王任叔, 《印度尼西亞近代史》。北京大學出版社, 1995。

溫銳, 謝建社. 《中央蘇區土地革命研究》。天津: 南開大學出版社, 1991。

楊奎松, 《中間地帶的革命: 國際大背景下看中共成功之道》, 山西人民出版社, 2010。

杨昭全, (韩)李辅温, 《朝鮮義勇軍抗日戰史》。黑龍江人民出版社, 1995。

章開沅, 《辛亥革命史》, 東方出版中心, 2010。

張志樂, 《阿里郎之歌: 中国革命中的一个朝鲜共产党人》。新華出版社, 1993。

《中國共產黨與少數民族人民的解放鬥爭》, 北京: 中共黨史出版社, 1999。

《中國少數民族革命史: 1840-1949》, 南寧: 廣西民族出版社, 2000。

#### English Language Readings and References

Lucien Bianco, *Origins of the Chinese Revolution, 1915-1949*. Muriel Bell, trans. Stanford University Press, 1971.

David Chandler, *Brother Number One: A Political Biography Of Pol Pot*. Routledge, 1999.

Chen Yung-fa, *Making Revolution, The Communist Movement in Eastern and Central China, 1937-1945*. Center for Chinese studies, UC-Berkeley, 1986.

Cheng Chu yuan, ed. *Sun Yat-sen's Doctrine in the Modern World*. Westview Press, 1989.

Bruce Cumings, *Korea's Place in the Sun: A Modern History*. W.W. Norton: 2005.

James DeFronzo, *Revolutions and Revolutionary Movements*. Routledge, 2021. 6<sup>th</sup> edition.

William Duiker, *Ho Chi-minh*. New York: Hyperion, 2000.

John King Fairbank, *The Great Chinese Revolution, 1800-1985*. New York: Harper and Row, 1987.

Melvyn Goldstein, *A Tibetan Revolutionary: The Political Life and Times of Bapa Phüntso Wangye*. University of California Press, 2006.

	<p>William Hinton, <i>Fanshen: A Documentary of Revolution in a Chinese Village</i>. Monthly Review Press, 2008.</p> <p>Khan Huynh Kim, <i>Vietnamese Communism, 1925-1945</i>. Cornell University Press, 1982.</p> <p>John D. Legge, <i>Sukarno: A Political Biography</i>. Editions Didier Millet, 2012. 3<sup>rd</sup> edition.</p> <p>Collin Mackerras &amp; Nick Knight, eds. <i>Marxism in Asia</i>. New York: St. Martins, 1985.</p> <p>David Marr, <i>Vietnam: State, War, and Revolution</i>. University of California Press, 2013.</p> <p>Maurice Meisner, <i>Li Ta-Chao and the Origins of Chinese Marxism</i>. Atheneum, 1974. 3<sup>rd</sup> edition.</p> <p>Nguyen Thi Dinh and Mai Elliot, <i>No other Road to Take: The Memoirs of Mrs. Nguyen Thi Dinh</i>. Southeast Asia Program Publications, 1976.</p> <p>Elizabeth Perry, <i>Rebels and Revolutionaries in North China, 1845-1945</i>. Stanford University Press, 1980.</p> <p>Samuel Popkin, <i>The Rational Peasant: The Political Economy of Rural Society in Vietnam</i>. University of California Press, 1979.</p> <p>James Scott, <i>The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia</i>. Yale University Press, 1977.</p> <p>Edgar Snow, <i>Red Star over China: The Classic Account of the Birth of Chinese Communism</i>. Grove Press, 1994.</p> <p>Suh Dae-sook, <i>Kim Il-sung</i>. Columbia University Press, 1995.</p> <p>Eric Wolf. <i>Peasant Wars of Twentieth Century</i>. New York: Harper &amp; Row, 1969.</p> <p>Alexander Woodside, <i>Community and Revolution in Modern Vietnam</i>. Houghton Mifflin School, 1976.</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