

## 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>	CHC1CN32P
<b>Subject Title</b>	Publications and Books in Modern China 近代中國的出版與書籍
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion: CC1C32P and CC1CN32P
<b>Objectives</b>	<p>Modern printing technology could produce many copies of a book in a very short period of time and disseminate widely in the society. Publication of Books or print media has been recognized as a force of change in history and culture, and even be called the social and cultural history of communication by print.</p> <p>The main focus of this course is about the emergence and development of modern print media taking the forms of book, newspaper and magazine in modern China spanned across the late Qing Dynasty to the aftermath of the Anti-Japanese War.</p> <p>It intends to introduce students to the drastic evolution of book forms and formats from traditional to modern western style under the wave of western influences in the 19<sup>th</sup> Century, the rise of modern publishing houses and independent bookstores, the craftsmanship of book bindings, the development of newspapers and magazines, the textbooks and school libraries, book culture and reading, the interplay between reading and knowledge reception and adaptation, and etc.</p>
<b>Intended Learning Outcomes (Note 1)</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. chart the development and changes of printing culture, pattern of book production and consumption in modern China;</li> <li>b. comprehend the interplay between cultural trend, the varieties of art and literature and publication, book binding and design;</li> <li>c. think and reflect why and how books and print media could be a force of change in history and culture, and as material objects for analytical social stratification and literacy level;</li> <li>d. examine the “communications circuit” of book and its cultural implications.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus (Note 2)</b>	<ol style="list-style-type: none"> <li>1. Woodblock printing, publication and book markets before the mid-nineteenth century</li> <li>2. “Communications circuit” running from the author to the publisher, the printer, the shipper, the bookseller and the reader</li> </ol>

	<ol style="list-style-type: none"> <li>3. The incoming of western printing technology: Protestant missionaries and Chinese translations of western and Japanese literatures</li> <li>4. The up-growth and trend of late Qing novels and the issuance of literary magazines</li> <li>5. Imaging future: themes and publications on current social-politics pre &amp; post 1911 Revolution</li> <li>6. Chinese newspapers and metropolitan tabloids</li> <li>7. Modern bookstores and publishers at Shanghai, Peking and Tientsin</li> <li>8. Periodicals for or against the May Fourth New Culture Movement: <i>La Jeunesse, The Renaissance, Cultural Heritage</i>, etc.</li> <li>9. School libraries and the “<i>Collections of All</i>” of the Commercial Press</li> <li>10. Publishing industry after the January 28th Battle of Shanghai and the age of magazines</li> <li>11. The art of book binding, editing, cover design and printing paper</li> <li>12. Rare book and fine editions: book collectors, book collections and book auctions</li> <li>13. Conclusion &amp; Reflection: knowledge transmission and reception; why and how books and print media become a force of change in history and culture and material symbols of literacy</li> </ol>
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<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The learning activities for students of this course include lectures, tutorials, assigned readings and discussions, oral presentations, individual term paper and etc.</p> <p>Lectures will use visual images and actual specimens, model for analyzing and required readings to reinforce the subject contents, such as the way books come into being and spread through the society.</p> <p>Students will be required to do oral presentations on team basis of an assigned or group designed topic in tutorials and an individual term paper evolved from discussion with the instructor or chosen from the assigned themes of the subject content that both may reflect what they have learnt in class and improve the skills of organized writing.</p> <p>If resources allow, guest lecture on hand-made book and binding technique demonstration will be organized for students to appreciate the art and craft of traditional Chinese book stitching as well as western half bound leather book binding.</p>
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<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <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. Quizzes</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Tutorial Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Class Participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. 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 colspan="6"></td> </tr> </tbody> </table> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participation in discussion during lectures and tutorial sessions allows the</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Quizzes	30%	√	√	√	√			2. Tutorial Presentation	20%	√	√	√	√			3. Class Participation	10%	√	√	√	√			3. Term Paper	40%	√	√	√	√			Total	100 %						
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	<p>instructor to gauge student's efforts in learning. Group oral participation on a topic from the angles of ILO (a) to (d) should be expressed by interactive means, for instance, Power Point. Students will learn to work as a team in collecting reference resources, in-depth reading, discussion, and through analysis and synthesis of various perspectives and interpretations of the research topic. Each group member should present solely on his/her part. Marking is based on the content and the fluency of presentation, group cooperation and individual performance in interacting with classmates and in leading discussions.</p> <p>2. The purposes of the quizzes on factual and interpretative questions evolved from lecture notes and assigned readings are to help students revise what they have learnt in class. It may require some factual recall and articulation of opinions on the part of the students on all the ILOs.</p> <p>3. The individual term paper is a writing assignment which may further develop from the assigned themes of the subject content or on a topic in consultation with the instructor, making it an apt assessment of ILO (a) to (d) as well. The term paper aims to let student develop certain extent of knowledge on a theme of the subject content and reflect what they have learnt by utilizing primary and secondary sources to write a clear logical essay form paper with proper citation and bibliography and in well structure with fluent written language.</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>▪ Readings</li> </ul>	39 Hrs.
	<ul style="list-style-type: none"> <li>▪ Writing</li> </ul>	39 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 汪家熔，《中國出版通史·清代卷下》。北京，中國書籍出版社，2008。</li> <li>2. 王余光、吳永貴，《中國出版通史·民國卷》。北京，中國書籍出版社，2008。</li> <li>3. 張靜廬輯注，《中國近代出版史料》初編。北京，中華書局，1957。</li> <li>4. 張秀民著、韓琦增訂，《中國印刷史》。杭州，浙江古籍出版社，2006。</li> <li>5. 錢存訓，《中國書籍、紙墨及印刷史論文集》。香港，香港中文大學出版社，1992。</li> <li>6. 韓琦、米蓋拉(Michela Bussotti)編，《中國和歐洲：印刷術與書籍史》。北京：商務印書館，2008。</li> <li>7. 張仲民，《清末民初的閱讀文化與接受政治》。北京，社會科學文獻出版社，2016。</li> <li>8. 阿英，《晚清小說史》。北京，人民文學出版社，1980。</li> <li>9. 戈公振，《中國報業史》。臺北，學生書店，1964。</li> <li>10. 武田雅哉、林久之著，李重民譯，《中國科學幻想文學史》（上冊、下冊）。杭州，浙江大學出版社，2017。</li> </ol>	

	<ol style="list-style-type: none"> <li>11. 平心編，《全國總書目》。《民國叢書》第三編，上海，上海書店，1936。</li> <li>12. 朱聯保編撰、曹予庭校訂，《近現代上海出版印象記》。上海，學林出版社，1993。</li> <li>13. 松見弘道著、黃宗忠等譯，《中國圖書與中國圖書館》。北京，書目文獻出版社，1995。</li> <li>14. 邱陵，《書籍裝幀藝術簡史》。哈爾濱，黑龍江人民出版社，1984。</li> <li>15. 上海魯迅紀念館等編，《魯迅與書籍裝幀》。上海，上海人民美術出版社，1981。</li> <li>16. 李家駒，《商務印書館與近代知識文化的傳播》。香港，香港中文大學出版社，2007。</li> <li>17. 俞筱堯、劉彥捷編，《陸費逵與中華書局》。北京，中華書局，2002。</li> <li>18. 《生活書店史稿》編委會編，《生活書店史稿》。北京，生活書店出版有限公司，2013。</li> <li>19. 中國報業協會，《中國集報精品》。北京，人民日報出版社，2012。</li> <li>20. 姜德明主編，《現代書話叢書》。北京，北京出版社，1996。</li> <li>21. 金觀濤、劉青峰，《觀念史研究，中國現代重要政治術語的形成》。香港，香港中文大學當代中國文化研究中心，2008。</li> <li>22. Britton, Roswell S., <i>The Chinese Periodical Press 1800-1912</i>. Taipei: Cheng-wen Publishing Company, 1966.</li> <li>23. Brokaw, Cynthia J. &amp; Chow Kai-Wing (eds.), <i>Printing and Book Culture in the Late Imperial China</i>. Berkeley: University of California Press, 2005.</li> <li>24. Burke, Peter, <i>A Social History of Knowledge: from Gutenberg to Diderot</i>. Cambridge: Polity Press, 2000.</li> <li>25. Febvre, Lucien &amp; Henry-Jean Martin, translated by David Gerard, edited by Geoffrey Nowell-Smith &amp; David Wootton, <i>The Coming of the Book: The Impact of Printing, 1450-1800</i>. London: NLB; Atlantic Highlands: Humanities Press, 1976.</li> <li>26. Hung, Chang-tai, <i>Going to the People: Chinese Intellectuals and Folk Literature, 1918-1937</i>. Cambridge, MA: Harvard University Press, 1985.</li> <li>27. Lin Yu-tang, <i>A History of the Press and Public Opinion in China</i>. Shanghai: Published for China Institute of Pacific Relations by Kelly &amp; Walsh, 1936.</li> <li>28. Reed, Christopher A., <i>Gutenberg in Shanghai: Chinese Print Capitalism, 1876-1937</i>. Hong Kong: Hong Kong University Press, 1989.</li> </ol>
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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.