

## 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>	CHC1M43
<b>Subject Title</b>	Discovering Chinese History in Hong Kong 從香港發現中國歷史
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: Discovering Chinese History in Hong Kong (Chinese version and English version without ER and EW requirements)
<b>Objectives</b>	Hong Kong has played a crucial role in shaping modern Chinese history for example - Dr Sun Yat-sen, the father of modern China, developed his revolutionary ideologies as a direct result of his secondary and university education in Hong Kong. Studying history through local communities can spark a passion for the subject, enhance the ability to observe and analyze, and also strengthen community ties. This course explores Chinese history through the antiquities, monuments, and historical events of different periods in Hong Kong to understand its significance and role. By examining a range of historical artifacts and sites in Hong Kong, such as archaeological relics, the Han Tomb, Treasures from Sacred Hill, Kam Tin tree house, inscriptions in the New Territories, and the Sun Yat-sen historical trail, students can gain a concrete and practical understanding of the major historical events in China and their impact during different periods. The goal of this course is to provide a unique approach for students to learn about the history of China and Hong Kong through a distinctive lens, which can broaden their perspectives and deepen their understanding.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  (a) Understand the history of Hong Kong from prehistory to modern period. (b) Identify the major historical events in Chinese history. (c) Examine the historical relationship between China and Hong Kong, with a focus on the role played by Hong Kong. (d) Develop the ability to understand history more deeply and think critically from multi-perspective, through examining antiquities, monuments and historical documents. (e) Fulfil English Reading and Writing Requirements.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1.Introduction 2.Pre-historic Hong Kong and Chinese Civilization 3.Hong Kong's Role in Early & Mid Imperial China: Han-Tombs & Tuen Mun

4.Spotlight on Tianxia: The Last Southern Song Emperors & Sacred Hill  
 5.The Turmoil caused by Ming-Qing Transition & Coastal Evacuation Order: Walled Villages & Tree House  
 6.The Magistrates of Qing’s San On Country: Uncovering local history through Inscriptions and documents  
 7.The Opium War: The Opening of Hong Kong & China  
 8.The 1911 Revolution: Hong Kong’s crucial role in the Birth of Modern China  
 9.Hong Kong’s impact on the 1920s Labour Movement in China  
 10.Hong Kong’s Vital Role in the Sino-Japanese War (1937-1945)

**Teaching/Learning Methodology**

(Note 3)

The course will consist of lectures that provide the theoretical and conceptual framework for analyzing the subject matter, as well as tutorials that facilitate in-depth discussions of selected topics from the readings. Students will work in teams to give oral presentations on assigned topics, allowing them to reflect on what they have learned. To assess their understanding of the subject matter, students will take a final quiz. Additionally, a term paper will be required, which will solidify their knowledge and foster independent thinking and writing skills. The course will also include a variety of activities, such as field visits, to provide a multifaceted learning experience for students. Optional field trips with relevant topics will be organized during the semester to provide students with a better understanding of the subject matter.

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Presentation & Discussion	30	✓	✓	✓	✓	ER
2. Quiz	30	✓	✓	✓	✓	ER
3. Final Paper (EW requirement*)	40(10*)	✓	✓	✓	✓	EW
Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

For the tutorial sessions, the class will be given readings on designated topics. Students will work in groups to analyze and summarize the viewpoints and arguments presented, and then deliver an oral presentation. Other students in the class will be encouraged to engage in a discussion based on the materials and presentation, thereby enhancing their critical thinking and comprehensive understanding of this subject.

The quiz will include both factual and interpretive questions that challenge students to construct arguments related to ILOs (a) to (d).

	<p>Additionally, some questions will be based on readings related to ILO (e).</p> <p>Students are required to submit a final paper of 1500- 2000 words with detailed footnotes and references to fulfill the coursework requirement. Students may choose to submit the final paper in the form of a field report or article on a particular topic that reflects their comprehensive training in ILOs (a) to (d) and demonstrates their ability to apply that knowledge.</p> <p>The Final Paper will serve as the writing requirement, and will be assessed as part of the overall performance evaluation for the subject. To pass the subject, students must achieve a grade of D or above on the Writing Requirement assignment to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	40 Hrs.
	▪ Discussion	15 Hrs.
	▪ Writing	25 Hrs
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<p>Required Readings:</p> <p>(ER)John M. Carroll, <i>A Concise History of Hong Kong</i> (Hong Kong: Hong Kong University Press, 2007), pp.14-152.</p> <p>(ER)Patrick H. Hase, <i>Forgotten Heroes: San On County and its Magistrates in the Late Ming and Early Qing</i> (Hong Kong: City University of Hong Kong Press, 2017), pp.1-108.</p> <p>(ER)Ng Lun, Ngai-ha, “The Making of a Revolutionary—Hong Kong in the Shaping of Sun Yat-sen’s Early Political Thought,” <i>The Journal of the Institute of Chinese Studies of the Chinese University of Hong Kong</i>, Vol XVI (1985), pp.111-129.</p> <p>Reference list:</p> <ol style="list-style-type: none"> <li>1. Elizabeth Sinn, <i>Pacific Crossing: California Gold, Chinese Migration, and the Making of Hong Kong</i> (Hong Kong: Hong Kong University Press, 2013)</li> <li>2. Immanuel C. Y. Hsu, <i>The Rise of Modern China</i> (New York: Oxford University Press, 1996)</li> <li>3. John M. Carroll, <i>Edge of Empires: Chinese Elites and British Colonials in Hong Kong</i> (Hong Kong: Hong Kong University Press, 2007)</li> <li>4. Lee Pui-tak ed., <i>Colonial Hong Kong and Modern China: Interaction and Reintegration</i> (Hong Kong: Hong Kong University Press, 2005)</li> <li>5. Mark Chi-kwan, <i>Hong Kong and the Cold War: Anglo-American Relations 1949-1957</i> (New York: Oxford University Press, 2004)</li> <li>6. Patrick H. Hase, Elizabeth Sinn ed., <i>Beyond the Metropolis : Villages in Hong Kong</i> (Hong Kong: Joint Publishing H.K. Co. Ltd, 1995)</li> </ol>	

	<ol style="list-style-type: none"> <li>7. Patrick H. Hase, <i>Custom, Land and Livelihood in Rural South China: The Traditional Land Law of Hong Kong's New Territories, 1750-1950</i> (Hong Kong: Hong Kong University Press, 2013)</li> <li>8. Patrick H. Hase, <i>The Six-Day War of 1899: Hong Kong in the Age of Imperialism</i> (Hong Kong: Hong Kong University Press, 2008)</li> <li>9. Philip Snow, <i>The Fall of Hong Kong: Britain, China and the Japanese Occupation</i> (Haven: Yale University Press, 2003)</li> <li>10. Steve Tsang, <i>A Modern History of Hong Kong</i> (London: I.B. Tauris, 2004)</li> <li>11. Chan Ming K., Lo Shiu Hing, <i>Historical Dictionary of the Hong Kong SAR and the Macao SAR</i> (Lanham, Md. : Scarecrow Press, 2006)</li> <li>12. Chan Ming K. ed., <i>Precarious Balance: Hong Kong Between China and Britain, 1842-1992</i> (New York: Routledge, 1994)</li> <li>13. Ng, Yuk-lun, Peter., <i>New Peace County : a Chinese gazetteer of the Hong Kong region</i> (Hong Kong: Hong Kong University Press, 1983)</li> <li>14. David Faure, <i>The Structure of Chinese Rural Society: Lineage and Villiage in the Eastern New Territories, Hong Kong</i> (Hong Kong: Oxford University Press, 1986)</li> <li>15. Kwong Chi Man &amp; Tsoi Yiu Lun, <i>Eastern Fortress : a Military History of Hong Kong, 1840-1970</i> (Hong Kong: Hong Kong University Press, 2014)</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.

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