

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	CHC2CN08P
Subject Title	Mutual Impressions of China and the West 中西文化互攝
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: CC224, CC2C08, CC315, CC2C08P and CC2CN08P
Objectives	<p>Cross-cultural contact is an inevitable feature of the global era, especially in cosmopolitan centres such as Hong Kong, where people with different cultural backgrounds come together every day. Yet, for its frequent occurrences that at times give rise to mutual understanding and respect, such contact is also rife with mishaps, resulting in tension and even conflicts. This subject will shed light on the nature of such contact through the study of records of some of the impressions that Chinese and westerners have had on each other since the mid-nineteenth century, such as travelogues, diaries, memoirs and imaginative literary works. In addition, students will analyze critically the cultural assumptions that shape the encounters between China and the West, including the underlying colonial, religious, commercial, intellectual and political drives. 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. This subject will include substantial reading and writing assignments for the fulfillment of the Chinese Reading and Writing Requirements in Chinese session.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) describe the history of cultural interactions between China and the West, especially in the last 150 years; (b) discuss in an informed way the possibilities and pitfalls of cross-cultural communications; (c) analyze with historical insights the success and failure China's interactions with other countries; (d) exercise cultural sensitivity in their dealings with people with a different cultural background; (e) explain the concept of hybridity that characterizes all cultures in the world today; (f) fulfill the Chinese Reading and Writing Requirements in Chinese session.

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. A History of Cross-Cultural Contact Between China and the West 2. Pre-19th Century Contact 3. The Quest for Modernity 4. The Mission of the Diplomats 5. Intellectuals at Exile 6. Innocent (Students) Abroad 7. The White Man’s Burden 8. Colonialism and Its Trail-blazers 9. The Land of the Heathens 10. The World’s Biggest Market 11. The Case of Hong Kong 12. Orientalism and Occidentalism 																																																						
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The basic content knowledge of the subject will be taught in a combination of lectures and tutorials. Students will be asked to submit written responses to the readings. The final assignment is a book review, where students have to bring to bear all the key concepts that they learn from the subject to the discussion of the book. Early in the semester, the teacher will also help students to design a small project that will enable them to reflect on the cross-cultural interactions they experience in their lives.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="533 1128 1390 1821"> <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>f</th> </tr> </thead> <tbody> <tr> <td>1. Final quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>CR</td> </tr> <tr> <td>2. Oral presentation and report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CR</td> </tr> <tr> <td>3. Final paper (2000-3000 words)</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CW</td> </tr> <tr> <td>4. Participation and discussion</td> <td>10%</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>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>CR: students have to demonstrate understanding of the items chosen for CR in Final quiz and Short Writing Assignments.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Final quiz	20%	✓	✓	✓			CR	2. Oral presentation and report	30%	✓	✓	✓	✓	✓	CR	3. Final paper (2000-3000 words)	40%	✓	✓	✓	✓	✓	CW	4. Participation and discussion	10%	✓		✓				Total	100 %						
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Student Study Effort Expected	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.
Reading List and References	<p>*Major Readings</p> <ol style="list-style-type: none"> 1. 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。 2. 李喜所。 1987。《近代中國的留學生》。北京：人民出版社。 *3. 周宁。 <<2000年中国看西方>>。北京市：团结出版社，1999 4. 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。 *5. 容闈，石寬譯注。2003。《容闈自傳：我在中國和美國的生活》。上海：百家出版。 6. 徐振保。1996。《中外文化交流記趣》。上海：復旦大學出版社。 7. (CR) 梁元生。2008。<<邊緣與之間>> 香港：三聯書店(香港)有限公司，2008。(Reading Requirement: pp. 1-244) 8. Arkush, R. David and Leo O. Lee. 1989. <i>Land without ghosts : Chinese impressions of America from the mid-nineteenth century to the present</i>, Berkeley : University of California Press. (Reading Requirement: pp. 1-250) 9. Buck, Pearl S. 1931. <i>The Good Earth</i>, Shanghai: Far Eastern Book. (中譯本：《大地》賽珍珠著。臺北：遠景出版社，1978) *10. Carroll, John. 2007. <i>Edges of Empires: Chinese elites and British colonials in Hong Kong</i>. Hong Kong: Hong Kong University Press. 11. Chen, Xiaomei. 2002. <i>Occidentalism : a theory of counter-discourse in post-Mao China</i>, Lanham, Md.: Rowman & Littlefield. *12. Coates, Austin. 1975. <i>Myself a mandarin</i>. Hong Kong: Heinemann Educational Books. 13. <i>Edward Said on orientalism</i> [videorecording]. 2002 Media Education Foundation ; executive producer & director, Sut Jhally ; producer & editor, Sanjay Talreja. Northampton, MA : Media Education Foundation. 14. Hessler, Peter. 2006. <i>Oracle Bones: A Journey between China's past and present</i>. New York: Harper Collins. (中譯本：《甲骨 	

	<p>文：流離時空裡的新生中國》彼得·海斯勒著；盧秋瑩譯。臺北市：久周出版文化事業有限公司，2007。）</p> <p>15. Macfie, A.L. 2000. <i>Orientalism : a reader</i>. New York : New York University Press, 2000.</p> <p>16. Roper, Hugh Trevor. 1977. <i>Hermit of Peking: the hidden life of Sir Edmund Backhouse</i>. New York: Knopf, 1977. (中譯本：《北京的隱士：巴克斯爵士的隱蔽生活》休·特雷費-羅珀著；胡濱，吳乃華譯。濟南：齊魯書社，1986.)</p> <p>*17. Smith, Arthur H. 1984. <i>Chinese characteristics</i>. New York, Chicago [etc.]: Fleming H. Revell Company, 1984. (中譯本：<中國人的性格> 亞瑟·亨·史密斯著；[譯者樂愛國，張華玉] 香港：三聯書店(香港)有限公司，2000.)</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