

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Undergraduate Programmes

Programme QF Level : 5

Course Title : History of Modern China

Course Code : SSC2038

Department : Social Sciences

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction: Chinese

Course Level : 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course studies the historical developments of modern China during the period from 1840 to the end of 20th century, with a focus on the political, economic and social changes brought on by the sino-western contacts in the modern times.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate a comprehensive and systematic understanding of the historical developments of modern China;
- CILO₂ critically analyze the driving forces leading to changes of modern China;
- CILO₃ examine the major theories and arguments of various prominent historians' explanation of the modern historical developments; and
- CILO₄ explain and evaluate the importance of modern Chinese history in the national education.

3. Content, CILOS and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Introduction: various explanation of the historical developments in modern China, the new directions of modern history research;	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, and group activities
b. Driving forces of changes in modern times;	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, and group activities
c. Sino-foreign relations and modern Chinese history;	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, video analysis, and group discussion
d. Political analysis of modern China;	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, video analysis, and group discussion

e. Social analysis of modern China;	<i>CILO</i> _{1,2,3,4}	<ul style="list-style-type: none"> Lecture, reading and analysis of teaching materials, video analysis , and group discussion
f. Cultural analysis of modern China; and	<i>CILO</i> _{1,2,3,4}	<ul style="list-style-type: none"> Lecture, reading and analysis of teaching materials, and group activities
g. Economic analysis of modern China.	<i>CILO</i> _{1,2,3,4}	<ul style="list-style-type: none"> Lecture, reading and analysis of teaching materials, video analysis , and group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Mid-term assignment: Each student is expected to critically examine one assigned reading and submit a written report.	30%	<i>CILO</i> _{1,2,3,4}
b. Group presentation: A group of 3 - 4 students will conduct a research project analyzing a selected topic on the historical developments of modern China and provide an oral presentation.	20%	<i>CILO</i> _{1,2,3,4}
c. Individual paper: Each group member will submit a paper on a sub-theme of the group project.	50%	<i>CILO</i> _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Elleman, B. A. & Paine, S. C. M. (2010). *Modern China: continuity and change 1644 to present*. Upper Saddle River, N.J.: Prentice Hall.

Fairbank, J. K. Ed. (1978-1991). *The Cambridge history of China*. Vol.10-15. Cambridge, N.Y.: Cambridge University Press.

Goldman, M. & Lee, L. O. F. Eds. (2002). *An intellectual history of modern China*. Cambridge, N.Y.: Cambridge University Press.

Hsu, I. C. Y. (2000). *The rise of modern China*. N.Y.: Oxford University Press.

Schoppa, R. K. (2000). *The Columbia guide to modern Chinese history*. N.Y.: Columbia University Press.

Spence, J. D. (1999). *The search for modern China*. N.Y.: Norton.

Vohra, R. (2002). *China's path to modernization: a historical review from 1800 to the present*. Upper Saddle River, N. J.: Prentice Hall.

Wasserstrom, J.N. Ed. (2003). *Twentieth century China: new approach*. London; N.Y.: Routledge.

張玉發 (2003)：《中國現代史略》(增訂版)，台北，東華書局。

張歷歷 (2009)：《當代中國外交簡史》，上海，上海人民出版社。

許慶樸、張福記 (2002)：《近現代中國社會》，濟南，齊魯書社。

郭廷以 (1995)：《近代中國史綱》，香港，中文大學出版社。

陳三井、朱宏源等 (1988-89)：《六十年來的中國近代史研究》，台北，中央研究院近代史研究所。

陳永發 (2000)：《中國共產黨革命七十年》，台北，東華書局。

劉克祥、陳爭平 (1999)：《中國近代經濟史簡編》，杭州，浙江人民出版社。

龔書鐸 (主編) (2002)：《中國近代文化概論》，北京，中華書局。

7. Related Web Resources

中國社會科學院近代史研究所

http://jds.cass.cn/Article/List_41.asp

中央研究院近代史研究所

<http://www.mh.sinica.edu.tw/Index.aspx>

Modern History Research Centre

<http://www.hkbu.edu.hk/~mhrc/index.html>

8. Related Journals

中國社會科學院近代史研究所：《近代史研究》

中央研究院近代史研究所：《中央研究院近代史研究所集刊》

Hong Kong journal of modern Chinese history. Modern Chinese History Society of Hong Kong.

Modern China. SAGE Publications.

Journal of Contemporary China. Routledge/Taylor & Francis.

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

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