

**City University of Hong Kong**  
**Course Syllabus**  
**offered by Department of Chinese and History**  
**with effect from Semester A 2022 /23**

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**Part I Course Overview**

**Course Title:** Modern China and Hong Kong

**Course Code:** CAH5748

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** Chinese

**Medium of Assessment:** Chinese

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course is designed for students to advance their knowledge on the interactions between modern China and the colonial Hong Kong in the past 150 years. Students will be introduced to the societal development and political changes of modern China and their impact on Hong Kong's historical development. The course will cover the following topics: the colonial Hong Kong under the governance of the British Government, Hong Kong and Xinhai Revolution, Hong Kong and May-Fourth Movement in early Modern China, Hong Kong and Chinese Civil War and the founding of the People's Republic of China, Hong Kong and Sino-American Cold War etc.. Through the above topics, students can obtain an in-depth understanding of the relationship between the development of modern China and Hong Kong in the area of political systems, ideological trends, economic systems, cultural trends, national identity and cultural recognition.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Analyze and evaluate historical materials through reading. By doing so, students are able to generate some important incidents involved in the cultural development of Hong Kong in the past 150 years and during important periods.	25%	√	√	
2.	Recognize Hong Kong's uniqueness and its close relationship between modern China's development.	25%	√	√	
3.	Explore the political relationship between modern China and Western countries and the impact of Western diplomatic relations on Hong Kong's historical development.	25%	√	√	√
4	Develop analytical skills and critical thinking in organizing an oral presentation as well as writing a term paper which will eventually enhance students' research skills	25%	√	√	√
		100%			

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	The lectures will cover 10 topics. Students are expected to actively participate in class discussions.	√	√	√	√			
Tutorials and oral presentation	Students will give an oral presentation in small groups. The audience should participate actively in class discussions. Asking presenters' questions and making comments will be highly appreciated.	√	√	√	√			
Online reflection	After the oral presentation, students will have online discussions and respond to instructor's questions. Raising questions and having discussions on Canvas will be one of the assessment criteria.	√	√	√	√			
Term paper or project	Students are required to submit a well-structured essay or project with a bibliography and proper citation. Critical and reflective ideas should be included.	√	√	√	√			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
In-class discussion	√	√	√	√	20%	
Oral presentation	√	√	√	√	30%	
Online reflection	√	√	√	√	20%	
Term paper or project	√	√	√	√	30%	
Examination: 0 % (duration: , if applicable)					100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class discussion	This assessment will be graded on performance in learning activities. Students are required to actively participate in lectures and tutorials. They also need to express their ideas and comments in discussion.	Strong evidence of: <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Marginally satisfy the basic requirements of the participation.	Fail to meet the minimum requirements of the participation.
2. Oral presentation	This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading,	Strong evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> </ul>	<ul style="list-style-type: none"> <li>• Loose organization, but acceptable identified content;</li> <li>• Adequate understanding of the readings and indication of grasp of the general ideas, limited or irrelevant use of</li> </ul>	<ul style="list-style-type: none"> <li>• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Loose organization,</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	selection, integration, analysis of the resources. They are required to show their abilities to lead the classmates into participating in the discussion.	<ul style="list-style-type: none"> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<ul style="list-style-type: none"> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	reading materials; <ul style="list-style-type: none"> <li>• Simple and unilateral comments, without clear explanation;</li> <li>• Acceptable pronunciation and expression; few mistakes in diction, but no influence on general delivery.</li> </ul>	without distinct primary and secondary structure; <ul style="list-style-type: none"> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Softly voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
3. Online reflection	This assessment will be graded on rationality, clarity and fluency of argument and comment. Students should demonstrate the ability to build up argument and analysis.	Strong evidence of: <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Ability to express relevant points to the subject matter;</li> <li>• Ability to use references, provide some reasonable</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		effectively; <ul style="list-style-type: none"> <li>• Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.</li> </ul>	effectively; <ul style="list-style-type: none"> <li>• Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.</li> </ul>	personal comments, but no clear demonstration.	matter or relevant themes; <ul style="list-style-type: none"> <li>• Summary of references, no personal idea and comment, or providing unreasonable comment;</li> <li>• Inability to respond to others, devoid of content and unclear comment.</li> </ul>
4. Term paper or project	This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analysis.	Strong evidence of: <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to</li> </ul>	Some evidence of: <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Ability to express relevant points to the subject matter;</li> <li>• References are insufficient, ability to provide some</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject matter or</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<p>interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• Sufficient and organized references which can be utilized in accordance with the topic;</li> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• Sufficient and organized references which can be utilized in accordance with the topic;</li> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<p>relevant themes;</p> <ul style="list-style-type: none"> <li>• Summary of references, no personal idea and/ or unreasonable comment;</li> <li>• Seriously insufficient/ no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>

Not applicable to students admitted before Semester A 2022/23

## Part III Other Information (more details can be provided separately in the teaching plan)

### 1. Keyword Syllabus

(An indication of the key topics of the course.)

The colonial Hong Kong, Xinhai Revolution, May-Fourth Movement, Northern Expeditions, Sino-Japanese War, Chinese Civil War, Sino-American Cold War, Cultural Revolution, The 1997 Handover of Hong Kong from Britain to China

### 2. Reading List

#### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	余繩武：《割佔香港島》，香港：三聯書店，1995。
2.	劉蜀永：《割佔九龍》，香港：三聯書店，1995。
3.	劉存寬：《租借新界》，香港：三聯書店，1995。
4.	王賡武主編：《香港史新編》，香港：三聯書店，1997。
5.	劉智鵬、劉蜀永：《香港史：從遠古到九七》，香港：香港城市大學出版社，2019。

#### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	王德威：〈香港：一座城市的故事〉，《如何現代，怎樣文學？：十九、二十世紀中文小說新論》，台北：麥田出版社，1998。
2.	王國華主編：《香港文化導論》，香港：中華書局，2014。
3.	吳康民：《沒有過時的說話：吳康民政論選》，香港：明窗出版社，2000。
4.	周愛靈：《花果飄零：冷戰時期殖民地的新亞書院》，香港：商務印書館，2010。
5.	陳學然：《五四在香港：殖民情境、民族主義與本土意識》，香港：中華書局，2014。
6.	陳正茂編著：《五〇年代香港第三勢力運動史料蒐秘》，臺北：秀威資訊科技，2011。
7.	麥志坤：《冷戰與香港—英美關係 1949—1957》，香港：中華書局，2018。
8.	葉靈鳳：《香港方物志》，香港：上海書局，1973。
9.	鄭樹森、黃繼持、盧瑋鑾：《早期香港新文學資料選一九二七---一九四一年》，香港：天地圖書有限公司，1998。
11.	鄭樹森、黃繼持、盧瑋鑾：《國共內戰時期香港本地與南來文人作品選，一九四五——一九四九》，香港：天地圖書有限公司，1999。
12.	劉蜀永：《劉蜀永香港史文集》，香港：中華書局，2010。
13.	鄧聖時：《書寫屏山：香港新界屏山鄧氏宗族表述本土歷史文化傳統文獻彙編》，香港：香港科技大學華南研究中心，2013。
14.	鄭培凱、游子安、張為群、卜永堅主編：《嶺南歷史與社會》，香港：香港城市大學出版社，2003。



15.	盧瑋鑾：《香港文縱：內地作家南來及其文化活動》，香港：華漢文化事業公司，1987。
16.	盧瑋鑾：《香港的憂鬱：文人筆下的香港(一九二五 - 一九四一)》，香港：華風書局，1983。
17.	蕭國健：《香港古代史新編》，香港：中華書局，2019。
18.	Chan, Ming K. and So, Alvin Y. (eds.) (2002) <i>Crisis and Transformation in China's Hong Kong</i> . Hong Kong: Hong Kong University Press.
19.	Cottrell, Robert. (1993) <i>The End of Hong Kong: the Secret Diplomacy of Imperial Retreat</i> . London: John Murray.
20.	Endacott, G.B. (1964) <i>Government and People in Hong Kong, 1841-1962: a Constitutional History</i> . Hong Kong: Hong Kong University Press.
21.	Knight, Alan and Nakano, Yoshiko. (1999) <i>Reporting Hong Kong: Foreign Media and the Handover</i> . New York: St. Martin's Press.
22.	Chan Lau, Kit-Ching. (1990) <i>China, Britain and Hong Kong, 1895-1945</i> . Hong Kong: The Chinese University Press.
23.	香港記憶： <a href="https://www.hkmemory.hk/collections/Theatre/about/index_cht.html">https://www.hkmemory.hk/collections/Theatre/about/index_cht.html</a>
24.	香港文學地景資料庫： <a href="http://hkliteraryscenes.wikidot.com/04shamshuipo">http://hkliteraryscenes.wikidot.com/04shamshuipo</a>