

# CAH5748: MODERN CHINA AND HONG KONG

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Modern China and Hong Kong

### Subject Code

CAH - Chinese and History

### Course Number

5748

### Academic Unit

Chinese and History (CAH)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

Chinese

### Medium of Assessment

Chinese

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-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	x	x	
2	Identify Hong Kong's uniqueness and its close relationship between modern China's development.	25	x	x	
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	x	x	x
4	Apply 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	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
Lectures	Students will engage in lectures which cover 10 topics, and actively participate in class discussions.	1, 2, 3, 4	

2	Tutorials and oral presentation	Students will give an oral presentation in small groups. The audience should participate actively in class discussions, ask questions and make comments.	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Class Discussion and Application Activities	1, 2, 3, 4	20	-	No
2	Team-Based Presentation	1, 2, 3, 4	40	-	Yes
3	Term Paper or Project	1, 2, 3, 4	30	-	No
4	Peer Evaluation	1, 2, 3, 4	10	-	No

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

1. Class Discussion and Application Activities (for students admitted in Semester A 2024/25 &amp; thereafter)

**Criterion**

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.

**Excellent**

(A+, A, A-) Strong evidence of:

- Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

**Good**

(B+, B, B-) Some evidence of:

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

**Fair**

(C+, C, C-) Limited evidence of:

- Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

**Marginal**

(D) Marginally satisfy the basic requirements of the participation.

**Failure**

(F) Fail to meet the minimum requirements of the participation.

### Assessment Task

2. Team-Based Presentation (for students admitted in Semester A 2024/25 & thereafter)

#### Criterion

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, selection, integration, analysis of the resources. They are required to show their abilities to lead the classmates into participating in the discussion.

#### Excellent

(A+, A, A-) Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

#### Good

(B+, B, B-) Some evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

#### Fair

(C+, C, C-) Limited evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

#### Marginal

(D)

- Loose organization, but acceptable identified content;
- Adequate understanding of the readings and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few mistakes in diction, but no influence on general delivery.

#### Failure

(F)

- Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;
  - Loose organization, without distinct primary and secondary structure;
  - Devoid of personal comment and/or unreasonable opinion;
  - Softly voice, indistinct pronunciation and improper diction, seriously over time.
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### Assessment Task

3. Term paper or project (for students admitted in Semester A 2024/25 & thereafter)

#### Criterion

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.

### **Excellent**

(A+, A, A-) Strong evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic;
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

### **Good**

(B+, B, B-) Some evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic;
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

### **Fair**

(C+, C, C-) Limited evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic;
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

### **Marginal**

(D)

- Adequate content, ability to integrate resources, limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

### **Failure**

(F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

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### **Assessment Task**

4. Peer Evaluation (for students admitted in Semester A 2024/25 & thereafter)

#### **Criterion**

This assessment will be graded based on performance in learning activities. Students are required to actively respond to and evaluate their classmates' presentations, as well as express their ideas and comments in discussions.

**Excellent**

(A+, A, A-) Strong evidence of:

- Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

**Good**

(B+, B, B-) Some evidence of:

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- Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points;
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**Marginal**

(D) Marginally satisfy the basic requirements of the participation.

**Failure**

(F) Fail to meet the minimum requirements of the participation.

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**Assessment Task**

1. Class Discussion and Application Activities (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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.

**Excellent**

(A+, A, A-) Strong evidence of:

- Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

**Good**

(B+, B) Some evidence of:

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

**Marginal**

(B-, C+, C) Marginally satisfy the basic requirements of the participation.

**Failure**

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**Assessment Task**

2. Team-Based Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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, selection,

integration, analysis of the resources. They are required to show their abilities to lead the classmates into participating in the discussion.

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- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

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- Rich content, ability to integrate various resources into primary and secondary levels;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic;
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

### **Good**

(B+, B) Some evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels;
- Rigorous organization, coherent structure, systematic composition;

- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic;
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(B-, C+, C)

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- Ability to express relevant points to the subject matter;
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### **Criterion**

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### **Good**

(B+, B) Some evidence of:

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

### **Marginal**

(B-, C+, C) Marginally satisfy the basic requirements of the participation.

### **Failure**

(F) Fail to meet the minimum requirements of the participation.

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### **Additional Information for AR**

Not applicable to students admitted before Semester A 2022/23

## **Part III Other Information**

### **Keyword Syllabus**

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

## Reading List

### Compulsory Readings

Title	
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	王廣武主編：《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。

### Additional Readings

Title	
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。
10	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。
11	劉蜀永：《劉蜀永香港史文集》，香港：中華書局，2010。
12	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。
13	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。
14	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。
15	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。
16	蕭國健：《香港古代史新編》，香港：中華書局，2019。
17	Chan, Ming K. and So, Alvin Y. (eds.) (2002) Crisis and Transformation in China's Hong Kong. Hong Kong: Hong Kong University Press.
18	Cottrell, Robert. (1993) The End of Hong Kong: the Secret Diplomacy of Imperial Retreat. London: John Murray.
19	Endacott, G.B. (1964) Government and People in Hong Kong, 1841-1962: a Constitutional History. Hong Kong: Hong Kong University Press.
20	Knight, Alan and Nakano, Yoshiko. (1999) Reporting Hong Kong: Foreign Media and the Handover. New York: St. Martin's Press.
21	Chan Lau, Kit-Ching. (1990) China, Britain and Hong Kong, 1895-1945. Hong Kong: The Chinese University Press.
22	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>
23	香港文學地景資料庫： <a href="http://hkliteraryscenes.wikidot.com/04shamshuipo">http://hkliteraryscenes.wikidot.com/04shamshuipo</a>