Course Title : Modern Chinese Thought
Course Code : CUS3316
Recommended Study Year : 3-4
No. of Credits/Term : 3
Mode of Tuition : Lecture-Tutorial
Class Contact Hours : 3 hours per week
Category in Major Prog. : Elective
Prerequisite(s) : Nil
Co-requisite(s) : Nil
Exclusion(s) : Nil

Brief Course Description : The course will map the changes of intellectual currents in modern and contemporary China. Representative thinkers of each school and their linkages to the historical and political background will be introduced. Emphasis will be given to the intellectual development of these thinkers, the debates among them concerning the cultural encounter between China and the West, as well as ideological debates over cultural and political direction of the present and future China. The questions and concerns raised in these debates will be studied in relation to the present-day context.

Aims : 1. To introduce students to various theme in modern Chinese intellectual development from the middle of the nineteenth century onward.
2. To help students acquire the basic knowledge of the relevant historical contexts.

Learning Outcomes : On completion of this course, students will be able to:
1. Describe the intellectual contexts of modern China.
2. Compare different schools of modern Chinese thought.
3. Analyze the formations and changes of modern Chinese thought.

Indicative Content : 1. China in the quest for modernity
   1.1 The fall of the imperial order
   1.2 From reform movement to the May-Fourth movement
2. Leftist China
   2.1 Anarchism
   2.2 Nationalism
   2.3 Being Bolshevik
   2.4 Maoism and cultural revolution
3. Post-Mao China
   3.1 Intellectual and the state
   3.2 Tiananmen Square incident and its aftermath
   3.3 Mass culture
   3.4 New nationalism
Teaching Method:
1. Lecture outlines the social, political and intellectual contexts of modern China.
2. Tutorial presentation and discussion to induce further understanding in critical dialogue among students.
3. Assignments, given by the end of each part of the course, require students to combine their tutorial discussion with the content of lecture. Before and after students finish their assignments, there is discussion during the lecture.

Measurement of Learning Outcomes:
1. Tutorial presentation requires student to outline the intellectual contexts. Deeper understanding is achieved by critical dialogue among students.
2. Final examination assesses students’ ability to differentiate different schools of thought.
3. Assignments require students to analyze some original texts of modern Chinese thinkers. Final examination further assesses their analytical ability.

Assessment:
Students will be graded on the basis of 70% Continuous Assessment and 30% Final Examination.
- Tutorial presentation and discussion [35%]
- Assignment [35%]
- Final examination [30%]

Required/Essential Readings:

Recommendation/Supplementary Readings:
Zarrow, Peter. Rethinking the 1898 Reform Period: Political and Cultural Change in Late Qing China. Cambridge: Harvard University Asia Center, 2002.
李澤厚。《中國近代思想史論》。北京：人民出版社，1979。
李澤厚。《中國現代思想史論》。北京：人民出版社，1990。