

Course Title	China in World History
Course Code	CCC8014
Recommended Study Year	2
No. of Credits/Term	3
Mode of Tuition	Lecture-tutorial
Class Contact Hours	3
Category	Common Core of the Core Curriculum
Discipline	-
Prerequisite(s)	NIL
Co-requisite(s)	NIL
Exclusion(s)	NIL
Exemption Requirement(s)	NIL

Brief Course Description

This course provides students a variety of historical frameworks to analyze the development of China's global role and relationships. The course will follow a basic chronological framework from antiquity to the present day, divided into three distinct units. In the first unit, we will study the development from the first humans to the emergence of the East Asian world order. In the second unit, we will examine the emergence of the global order from the Mongolian empire to the re-centering of the world's economy from Asia to the Atlantic world. In the third unit, we will look at China's changing role on the international stage in the 19th and 20th centuries. In each unit, the instruction will emphasize particular patterns of interaction between China and the other countries and peoples. Over the whole course, we will study how those patterns evolved, and the changing, different roles that China has played on the world's stage.

Aims

This course teaches students to examine both past and present, and the connections between them. Students will learn to evaluate the dynamics, patterns, potential, and challenges of China's cross-cultural interactions from different perspectives. Building on the debate skills gained in CCC8001 "Critical Thinking" and the globalization components of CCC8012 "The Making of Hong Kong," this course expands students' intellectual horizons spatially and temporally. By the end of the course, students will have the tools to postulate and critically assess different paradigms for understanding China's global relations, based on an informed analysis of her past interactions with other peoples.

Learning Outcomes

On satisfactory completion of this cluster course area, students will be able to:

- 1) explain the stages, levels, and patterns of China's past interactions with other peoples;
- 2) analyze China's past relationships with other peoples to find the causes, contexts, and changes, leading to contemporary issues;
- 3) critically evaluate both the potential and the challenges of interaction between different peoples;
- 4) **synthesize** a variety of sources to examine China's past and present interactions;
- 5) write and speak persuasively, in English, about China's global relationships.

Indicative Content

Unit 1: Eurasian Antiquity (Beginnings to **1200**)

- a. Early Humans, the Bronze Age, and the Age of Empires
- b. The East Asian Sinosphere
- c. **Connections in Eurasia: Silk Road and the Indian Ocean Maritime System**

Unit 2: China in the Global Middle Ages (**1200 – 1750**)

- a. Mongols and the New Eurasian World
- b. Ming Dynasty and the Early Atlantic World
- c. Qing Empire and the Early Modern World

Unit 3: China in the Modern World Order (**1750 – Present day**)

- a. Late Qing and the Nineteenth-Century International Order
- b. From Empire to Nation-State: China in the Early Twentieth Century
- c. China and the Global Order in the Twentieth Century

Teaching Method

This course is offered in lecture-tutorial mode. **Lectures (two hours per week) will provide students with overviews of the basic themes of the course, while tutorial discussions (one hour per week) will help students to learn to analyze written sources.** The course content is divided into three sequential units, which correspond to three chronological periods: Antiquity, Global Middle Ages, and the Modern period. For all three, lectures will provide the historical background necessary to understand the dynamics of contemporary issues of interaction between China and other peoples. Tutorials for each unit will focus on discussion of readings and themes central to that relationship level. After each unit, there will be a

review exercise conducted on Moodle to ensure that students have mastered the basic historical knowledge. At the end of the term, there will be a final examination to let students connect the different course materials.

Measurement of Learning Outcomes

- 1) Unit Review Exercises: Multiple-choice/short questions for students to consolidate historical knowledge (LO 1)
- 2) Tutorial Presentation: One individual presentation per term on assigned readings in tutorial (Los 1,4, 5)
- 3) Reflection Papers: Weekly assignment for students to reflect on the significance of the assigned primary source readings (Los 3, 4, 5)
- 4) Tutorial Attendance and Participation: Oral discussion during tutorials of historical sources; punctuality and attentiveness (LOs 2, 3, 4, 5)
- 5) Final Examination: Different forms of questions, drawing on content of the lectures and the readings (LOs 1, 2, 3, 4, 5)

Learning Outcomes	Assessment Items				
	Unit Review Exercises	Tutorial Presentation	Reflection Papers	Tutorial Attendance and Participation	Final Examination
1) Explain the stages, levels, and patterns of China's past interactions with other peoples.	✓	✓			✓
2) Analyze China's past relationships with other peoples to find the causes, contexts, and changes, leading to contemporary issues.				✓	✓
3) Critically evaluate both the potential and the challenges of interaction between			✓	✓	✓

different peoples.					
4) Synthesize a variety of sources to examine China's past and present interactions.		✓	✓	✓	✓
5) Write and speak persuasively, in English, about China's global relationships.		✓	✓	✓	✓

Assessment

75% Continuous Assessment:

- Unit **Review Exercises** (three exercises, one for each unit): 30%
- Tutorial Presentation (one individual presentation on primary readings): 10%
- Reflection Papers (weekly assignments): 20%
- Tutorial Participation and Attendance: 15%

25% Final Examination

Required/Essential Readings

Tignor, Robert et al., *Worlds Together; Worlds Apart: A History of the World from the Beginnings of Humankind to the Present*, 4th edition (New York: W.W. Norton & Company, 2014)

Recommended/Supplementary Readings

Bary, Wm Theodore de, *Sources of East Asian Tradition, Vol. 1: Premodern Asia* (New York: Columbia University Press, 2008)

———, *Sources of East Asian Tradition, Vol. 2: The Modern Period, Introduction to Asia Edition* (New York: Columbia University Press, 2008)

Ebrey, Patricia Buckley, ed., *Chinese Civilization: A Sourcebook, 2nd revised & enlarged edition* (New York: Free Press, 1993)

———, *The Cambridge Illustrated History of China, 2nd edition* (Cambridge; New York: Cambridge University Press, 2010)

Hansen, Valerie, The Open Empire: A History of China to 1800, 2nd edition (New York: W.W. Norton & Company, 2015)

———, *The Silk Road: A New History with Documents, 1st edition (New York: Oxford University Press, 2016)*

Mair, Victor H., Nancy S. Steinhardt, and Paul R. Goldin, eds., Hawai'i Reader in Traditional Chinese Culture, 1st edition (Honolulu: University of Hawaii Press, 2005)

Spence, Jonathan D., The Search for Modern China, 3rd edition (New York: W. W. Norton & Company, 2012)

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations **and Course Work**. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

Unit Review Exercise

<p>A</p>	<p>The answer contains no significant inaccuracy. It provides sufficient information to answer or explain (as appropriate) the “who or what,” “where,” and “when”; it concretely conveys the wider historical context (where necessary).</p>
<p>B</p>	<p>The answer contains no significant inaccuracy. It provides enough information to answer or explain (as appropriate) the “who or what,” “where,” and “when”, but it may do so vaguely; it concretely conveys the wider historical context (when necessary).</p>
<p>C</p>	<p>The answer is only mostly accurate. It provides enough information to answer or explain (as appropriate) the “who or what,” “where,” and “when”, but it may do so incompletely or vaguely. The answer fails to provide the wider historical context (where necessary).</p>
<p>D</p>	<p>The answer may contain some meritorious concrete details, but it either contains multiple significant inaccuracies or is too short to provide enough information to explain (as appropriate) “who or what,” “where,” and “when.” It leaves out multiple essential details and fails to convey an appropriate wider historical context.</p>
<p>F</p>	<p>The answer is entirely or almost entirely inaccurate or without meaningful content.</p>

Tutorial presentation rubric

Traits	Outstanding	Satisfactory	Marginally Satisfactory	Poor
Clarity (25%)	Presentation is well-organized, with a clear hierarchy and logical connections between the main points; excellent transitions	Presentation is mostly organized, with an adequate hierarchy of the main points; connections usually logical; good transitions	Presentation is at times organized, but lacks a clear hierarchy of the main points; connections are often unclear; flow and organization are choppy	Presentation has no hierarchy between the main points; lacks logical connections; totally ineffective transitions
Content (25%)	Presenter uses terms and concepts correctly; the content is well-designed and clear	Presenter usually uses terms and concepts correctly; the content is basically clear.	Presenter rarely uses terms and concepts correctly. The content is unclear and/or inaccurate.	Presenter fails to use terms and concepts correctly. Fails to articulate any meaningful content.
Effectiveness (25%)	Presenter consistently engages the audience and effectively communicates his/her ideas	Presenter usually engages the audience and usually communicates the most important points	Presenter rarely engages the audience and rarely communicates most important points	Presenter fails to communicate any points effectively
Delivery (25%)	Presenter consistently articulates audibly with appropriate language and affect, and uses time efficiently	Presenter usually articulates audibly with appropriate language and affect, and uses much of the time efficiently	Presenter rarely articulates audibly with appropriate language and affect, and uses much of the time inefficiently	Presenter does not articulate audibly with appropriate language and affect, and uses the time inefficiently

Reflection Paper rubric

Check	The response is well-organized and well-written, and is neither too short nor too long. It clearly demonstrates that the student had done and thoughtfully reflected on the readings. There is also clear evidence of engagement with the broader theme and historical contexts of the readings.
Check-minus	Achieves the criteria for earning a Check, but may fall slightly below that standard in some areas or dramatically below that standard in one area. Overall, it indicates only a casual engagement with the readings, and does not clearly demonstrate that the student has done the readings with care. Or it may be too long or too short.
No credit	Student does not submit, or fail to achieve the minimum standards for earning a Check-minus.

Tutorial Participation and Attendance rubric

Attendance (total of 10 points over the entire term)

Attended class	100%
Absence without being excused	0%

Participation (total of 5 points over the entire term)

Outstanding (4.5 - 5 points)	Actively participates; comments are on topic, show a critical understanding of the assigned readings, and meaningfully connect the assigned readings to lectures or other assigned reading from previous tutorials.
Good (3.5 points)	Actively participates; comments are on topic, show a basic but satisfactory understanding of the arguments developed in the assigned readings. The comments do not meaningfully connect the reading under discussion to other readings or lectures.
Marginally Satisfactory (2.5 points)	Student may speak and display assimilation of basic information provided by the texts, but comments are not well-developed, and do not display a clear understanding of the arguments developed in the assigned readings.
Poor (1.5 points)	Student may speak but shows no clear evidence of having engaged with the assigned readings. The quality of comments strongly suggests that the student did not put very much effort into preparation.
Inadequate (0 point)	Student does not speak, or is disruptive. Any comments offered are entirely unrelated to the topic at hand, and fail to display any understanding of the reading.

Final Examination

A	Excellent understanding and being able to explain in a clear and precise manner.
B	Good understanding, being able to explicate the keys with few minor mistakes.
C	Rough understanding to the topic, being able to sketch the keys with some moderate mistakes. A little redundant or oversimplified. Presence of inconsistent and/or irrelevant content; tedious, too short, or fragmented answer.
D	Minimal understanding of the topic, being able to sketch part of the keys with major mistakes. Redundant or oversimplified. Presence of inconsistent and/or irrelevant content; tedious, too short, or fragmented answer.
F	Poor understanding to the topic. Close to empty content or almost unreadable.