

HSTY2639 Hong Kong in Modern China, 1841-2008:
Hong Kong as the Engine of China's Development
Semester 2 in the year 2008

(This outline will be updated regularly throughout the semester)

Lecturer: Dr John Y. Wong, Room 840 McCallum-Brennan Complex. Tel. 9351-2856, E-mail: John.Wong@usyd.edu.au

Second Semester only: 2 hours of lectures and 1 tutorial per week

Lectures: Tuesday 10-12: Quadrangle e Building, Latin 1 (*Rm S224*)

Tutorials: Tuesday 1-2: Transient Building, Room 110

2-3: Quadrangle Building, *Rm S227* (opposite Latin 1)

3-4: Quadrangle Building, *Rm S227* (opposite Latin 1)

4-5: Quadrangle Building, *Rm S227* (opposite Latin 1)

5-6: Quadrangle Building, *Rm S227* (opposite Latin 1)

Consultation hours: Tuesday 12-1 p.m. and 6-7 p.m. Or by appointment Mon - Fri

One essay of 2500 words and one take-home exam of 2,000 words

Mark distribution: Class 60% (50% essay, 10 % tutorial participation)

Take-home exam 40%

Submission of essays (50%):

The essays topics are listed towards the end of this handout. The basic readings for the essays are contained in the reading-kit. I strongly urge you to start thinking about, and reading for, your essay right now. *This is the only way to do well.* If you start now, very soon you will see how your thoughts are developing and where you need further reading to produce a superior essay. I am looking for a reflective piece of research, not an instant production like something from the fast-food chain.

It is mandatory that you follow strictly the instructions contained in the *History Essay Presentation Guide*, which may be found at

<http://www.arts.usyd.edu.au/departs/history/docs/HistoryGuide.pdf>

I wish to emphasize the following points in particular:

1. When writing your essay, you must use double-spacing, 2.5 cm margins on both the left and the right hand side of the page. The aim is to give me space to make corrections and suggestions.
2. You must use footnotes (*not* endnotes). Inserting your references in the text of your essay is not acceptable.
3. The size of the font used must not be smaller than 12-point. Any essay using a font smaller than 12-point *will not be marked* (but will be returned to you for adjustment).
4. Submit your essay to the SOPHI Office before 4 p.m. on Monday (Week Eleven: 6 Oct 2008) in the week immediately after the AVCC Common Week (Week Ten: 29 Sept – 3 Oct 2008), which, together with the History Reading Week (Week Nine: 22 – 26 Oct 2008), should give you two clear weeks to focus on writing your essay.
5. You must complete and sign the cover-sheet, obtainable from the SOPHI Office. You must attach that cover-sheet to the front of your essay.

6. Your essay will not be marked if the plagiarism policy compliance statement on the cover-sheet is not signed.
7. You must enter the *correct* Unit of Study (UoS) Code on the cover-sheet. The correct code for *this* UoS is HSTY2639. If you enter the wrong code, your essay will be put in the wrong box in the SOPHI Office, the consequences of which may prove distressing to you.
8. You are strongly advised to retain a copy of your essay.
9. Your essay will be returned to you personally, with oral feedback in addition to written comments, at the tutorial during the week immediately before the Study Vacation so as to give you plenty of time to ask questions and prepare for the examinations.

Take-home exams (40%):

In terms of format, strictly follow the instructions contained in the *History Essay Presentation Guide*, which may be found at <http://www.arts.usyd.edu.au/departs/history/docs/HistoryGuide.pdf>

I wish to emphasize the following points in particular

1. Questions for the take-home exam will be available by 4 p.m. on the Friday in Stuvac.
2. When writing your take-home exam answers, you must use double-spacing, 2.5 cm margins on both the left and the right hand side of the page.
3. You must use footnotes (*not* endnotes). Inserting your references in the text of your essay is not acceptable.
4. The size of the font used must not be smaller than 12-point. Any take-home exam answer using a font smaller than 12-point *will not be marked*.
5. There will be multiple choices of questions. You are required to answer two questions and write no more than 1,000 words for each answer. The two answers must be stapled together in one bundle.
6. Submit your take-home exam answers to the SOPHI Office before 10 a.m. on the Monday immediately after Stuvac.
7. You must complete and sign the cover-sheet, obtainable from the SOPHI Office. You must attach that cover-sheet to the front of your take-home exam answers and staple everything in one bundle.
8. Your take-home exam answers will not be marked if the plagiarism policy compliance statement on the cover-sheet is not signed.
9. You must enter the *correct* UoS Code on the cover-sheet. The correct code for *this* UoS is HSTY2639. If you enter the wrong code, your take-home exam answers will be put in the wrong box in the SOPHI Office, the consequences of which may prove distressing to you.
10. You are strongly advised to retain a copy of your take-home exam answers.
11. Your take-home exam answers will *not* be returned to you.

Tutorial participation (10%): A grade for tutorial participation reflects the central place of tutorials in this UoS. Tutorial participation begins with attendance, but it requires more than attendance. You need to come to tutorials prepared to exchange ideas about reading matter assigned for that meeting and the topics they raise, to ask questions and to speculate. Your grade for this part of the UoS does not depend on providing the 'right answers' in tutorials; it will reflect what you contribute to our

discussions. That does not mean that you can get a good grade solely by having something to say in class, regardless of what you say. You will earn a good grade for this part of the UoS by making thoughtful contributions that reflect careful reading and consideration of the questions raised by what you have read.

Take-home exam (40%):

1. There will be multiple choices of questions. You are required to answer two questions and write no more than 1,000 words for each answer. The two answers must be stapled together in one bundle with the same cover-sheet as for essays and must be submitted to the SOPHI Office before 10 a.m. on the Monday of the Exam period.
2. Exam questions may be fetched from me at my office at 4 p.m. on the Friday before the Exam period.
3. I shall explore the possibility of e-mailing to you the questions at noon on that day. Even if I were to do that, your legal responsibility is to fetch in person the hard copy of the questions from me. My offer to e-mail the questions to you is only an extra favour which may collapse should either the University server or your own server collapse. If you do not get the questions via e-mail by 12.05 p.m. on that day, you should start making your way into the University.

Grade distribution

Consult the History Department hand-book. In particular, note the following:

A. General philosophies of assessment practice

1. The School favours 'deep learning' over 'shallow learning'. In other words, we are more interested in evidence that students have made conceptual developments in their ways of understanding and interpreting the world than in their familiarity with 'facts', figures and dates.
2. Original and thoughtful argument is valued more highly than polished regurgitation of lectures or set reading.
3. Evidence of a thoughtful response to the conceptual framework of any individual unit is valued more highly than pre-existing skills of, for example, debate and expression.
4. Students are encouraged to explore areas of particular interest to themselves, and will be rewarded for initiative and ingenuity in discovering relevant material.
5. An idea that cannot be expressed clearly probably has not been understood clearly. We therefore value evidence of logical, coherent thought, argument and expression in essays.
6. While recognising that the political and ethical values of students vary widely, the School does not reward or condone unreasoned polemic or racism or sexism.

B. Marking criteria

In assessing written work, academic staff within the School look for demonstrated effort, abilities and skills in the following areas:

1. Content
 - extent of reading
 - accuracy of knowledge

- breadth and depth of knowledge
 - relevance of information
 - sufficiency of evidence and documentation
2. Understanding
- understanding of problem or project
 - judgement of significance of material
 - awareness/understanding of different arguments in reading
 - recognition of implications of evidence
 - ability to think critically
 - grasp of relevant theory
 - understanding of ethics and values relevant to reading and subject matter
3. Independence
- judgement and initiative in reading and research
 - originality in use and interpretation of evidence
 - development of argument
 - independence in use of concepts and language
4. Style
- correctness of grammar and scholarly documentation
 - organisation and presentation of material
 - clarity of writing style
 - originality and creativity of writing style

Please note that marks for assignments are raw marks only. Marks may be scaled at the end of semester to correspond to Faculty and University guidelines for grade percentages. For a senior UoS like this one, the grade %s are:

HD 7% D 18% CR 40% Total of Credit & above 65%

Penalties for late submission of essays:

Essays not submitted on or before the due date are subject to penalty. Late work is penalised at 2% per weekday late and 2% per weekend late. The maximum penalty for any assessment will be 100%. For more details, see the SOPHI policy at; <http://www.arts.usyd.edu.au/school/sophi/studentpolicy.html>

Special considerations: illness or misadventure

The School of Philosophical and Historical Inquiry assesses student requests for special consideration in accordance with the principles set out in Part 5 of the Academic Board policy on *Assessment and Examination of Coursework*. Students intending to submit an application for special consideration should make themselves familiar with the full details of this policy at <http://www.usyd.edu.au/policy>

Appeals

If you are unhappy with a grade, you should first speak to the person who marked your work. Appeals against academic judgements or grading decisions can be made

either to the UoS co-ordinator, or to the Chair of Department. Appeals may be made informally or in writing. An appeal against a grading decision or a request that work be remarked must be made within six months of the release of results for the UoS, except in exceptional circumstances.

Plagiarism

See History Department Handbook on the subject of plagiarism or at <http://www.arts.usyd.edu.au/school/sophi/studentpolicy.html>

Attendance

See History Department Handbook on the subject of attendance requirements or at <http://www.arts.usyd.edu.au/school/sophi/studentpolicy.html>

Learning assistance: Students experiencing difficulties with their written expression, including essay writing style or structure can seek assistance from the Learning Centre, which runs workshops on a range of subjects including study skills, academic reading and writing, oral communication, and examination skills. The centre offers programs specifically designed for students from a non-English speaking background. The Learning Centre is located on Level 7 of the Education Building A35 (beside Manning House); contact them on 9351 3853 or email lc@stuserv.usyd.edu.au. For further information visit the Learning Centre website at http://www.usyd.edu.au/stuserv/learning_centre

Note: All Academic Board policies referred to are available online at <http://www.usyd.edu.au/policy>

The Skills you may learn from this UoS

1. Skills in Critical Analysis

You will read a variety of sources, or historians' interpretations of the past. You will learn to discern the main argument or thesis of these sources and critically assess the evidence used in support.

Through a close reading of these sources you will learn to consider what they tell us about the past and what they do *not* tell us, focusing on the form and content as well as the strengths and weaknesses of particular types of evidence.

2. Skills in Verbal and Written Communication

The written assignments will challenge you to organize your notes in a logical way, to formulate your ideas into coherent arguments, and to support your arguments with appropriate evidence.

- The essay: involves locating appropriate primary and secondary sources to use in constructing a paper, thereby developing your research skills. It is intended to strengthen your ability to read closely primary sources and secondary sources and to sustain an argument at length. It is designed to help you assess the way historians use evidence, to engage you in a scholarly debate, and to enhance your ability to develop and communicate your own ideas.

- The take-home exam: emphasises the ability to consolidate what you have learned throughout the semester and to express this knowledge and your considered reflections more rapidly in a comprehensive way.

In tutorials you will learn to listen, absorb, and respond to classmates' comments, as well as developing the ability to formulate and express your own ideas in a public setting and in a cordial manner.

3. *Skills in Organization*

This UoS requires you to manage your time. To perform effectively, you must:

- Attend all lectures and tutorials – and arrive on time.
- Keep up with the reading.
- Meet your deadlines.
- If you meet all these demands, you will have developed good working habits that you can transfer to other studies and finally your future occupation.

STUDENT LEARNING OUTCOMES

In terms of the university's generic attributes, you will:

- have developed a body of knowledge about the concept and reality of Hong Kong in modern China and the implications for the near future
- be able to identify, access, organise and communicate knowledge in both written and oral English
- have an appreciation of the requirements and characteristics of scholarship and research
- be able to adopt a problem-solving approach
- be capable of rigorous and independent thinking
- have enhanced your ability to use information technology for professional and personal development

Unit description:

ATTENDANCE REQUIREMENTS:

'The Faculty of Arts requires satisfactory class attendance. The Department of History interprets 'satisfactory' as attendance at a minimum of 80% of tutorials/seminars. Except in cases when written evidence of ill-health or misadventure is produced, students who attend between 50% and 80% of tutorials are liable to be penalized. Students who attend less than 50% of tutorials, *for whatever reason*, will be deemed to have not fulfilled the course requirements. Unfortunately, the University does not recognise paid employment as excusing unsatisfactory performance, nor are timetable clashes a valid excuse: students should not take a

course unless they can meet the above attendance requirement.’ – *Department of History Handbook*.

COURSE DESCRIPTION

This UoS aims to study the growth of Hong Kong from ‘a barren island’ to one of the major financial, service and communication centres of the world, serving as an important engine of development for China. Now, over 50,000 Australians have been attracted to live and work there. In contrast to the many books which tell the story of the territory in isolation, as if it has grown in a vacuum, this study is conducted within the context of developments in modern China and the British Empire in a globalising world. Hong Kong seems to have defied Kipling’s predictions that ‘East is East and West is West, and never the twain shall meet’. It has become a successful melting pot of East and West. Its colonial experience and Confucian tradition have contributed to its global significance. You will do well to understand these and other attributes, which this UoS attempts to discover, with a view to equipping you with multi-cultural skills to develop good interpersonal relations with peoples outside Australia.

LECTURE LIST

Week 1 (29 July 2008): Introduction and organization (with a possible guest lecture by the General Manager of Cathay Pacific and/or the Representative of the Hong Kong Government in Australia).

Week 2 (5 Aug 2008): How it all began:

- (1) Britain’s annexation of Hong Kong Island (1841)
- (2) Analysis of China’s reaction
- (3) China’s glimpse at the globe

Week 3 (12 Aug 2008): Territorial expansion:

- (1) Britain’s annexation of Kowloon Peninsula (1860)
- (2) Analysis of China’s reaction
- (3) A clearer globe for China

Week 4 (19 Aug 2008): Further territorial expansion:

- (1) Britain’s lease of the New Territories (1898)
- (2) An analysis of China’s reaction
- (3) A bitter globe for China

Week 5 (26 Aug 2008): Hong Kong’s invisible influence on China

- (1) Sun Yatsen’s British education in Hong Kong (1883-95),
- (2) With further albeit informal education in England (1896-97)
- (3) And around the globe

Week 6 (2 Sept 2008): Hong Kong’s relations with the Chinese Communists

- (1) The Communists’ relations with Hong Kong (1921-27)
- (2) And the help they received (1927-49):
- (3) Towards globalization (1949-84)

Week 7 (9 Sept 2008): The Hong Kong question: a lesson for Beijing on international politics

- (1) From the Joint Declaration to Patten's reform agenda (1984-92)
- (2) In the context of international power politics:
- (3) Agitate the globe

Week 8 (16 Sept 2008): All eyes on Hong Kong

- (1) Hong Kong's transition to the handover on 1 July 1997
- (2) In the context of continuity and change:
- (3) Activate the globe

Week 9 (23 Sept 2008): History Reading Week, no lecture, no tutorials

Week 10 (30 Sept 2008): AVCC Common Week, no lecture, no tutorials

Week 11 (7 Oct 2008): The rock on which the future of Hong Kong is built: the Basic Law

- (1) Drafting the Basic Law
- (2) A dramatic twist in the drafting process
- (3) Promulgation of the Basic Law, 4 April 1990

Week 12 (14 Oct 2008): A rocky start for the Basic Law: Hong Kong people rebelled on 1 July 2003

- (1) Article 23 of the Basic Law
- (2) The biggest demonstration since restitution to China in 1997
- (3) China back-peddled

Week 13 (21 Oct 2008): A change of direction: wooing the Hong Kong people

- (1) Focus on economic developments
- (2) Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)
- (3) Hong Kong as a dragonhead of China's development: Nine Plus One

Week 14 (28 Oct 2008): Witch-hunting, 26 October 2007

- (1) Martin Lee's appeal for human rights in China, 17 October 2007
- (2) The Spanish Inquisition, Chinese style, 26 October, 2007
- (3) Ignominious: sudden and complete silence
- (4) Hopeful signs: 2008

TUTORIAL PROGRAMME

The basic reading matter for this UoS consists of primary sources and extracts from books and articles which are reproduced in a reading-kit entitled 'HSTY 2639 Hong Kong in Modern China, 1841-2008'. This reading-kit may be purchased at the Copy Centre of the University of Sydney. A copy is deposited in Fisher Library Special Reserve. The books, from which extracts have been photocopied for inclusion in the reading-kit, are also deposited in Fisher Special Reserve.

To give you time to warm up and become familiar with this UoS, I allow you two weeks to do the preliminary reading. Thus,

- There are no tutorials in the first week, but you must do the prescribed reading for that week as set out hereunder.
- I shall do the presentation in second week, again freeing you from giving presentations. But again you must do the prescribed reading for that week.
- You are expected to be ready to do presentations in the third week; and you may choose the topics for presentation during the tutorial in second week

Week 1 (Tuesday 29 July 2008): no tutorials

Read the first three entries in the reading kit. They make a grand total of 18 pages. If you are adventurous enough, I urge you to read the full text of the 3rd entry, which is in Fisher Special Reserve.

Week 2 (Tuesday 5 Aug 2008): Introduction, organization, oral communication and writing skills – to be presented by Dr Wong. Also choose topics for your presentations. Reading of the week: Chapter 16 of Dr Wong's book (*Deadly Dreams* – the fourth entry in the reading kit). It has total of 48 pages. For students who want to excel, they should start reading the entire book from which entry four is merely an extract. This book is in Fisher Library Special Reserve.

Week 3 (Tuesday 12 Aug 2008): 'Assess the Anglo-American defence of the Opium War in the light of importance of the opium revenue to India and to Britain'. To have any meaningful discussion of this question, you should have read at least all the first four entries in the reading kit. In addition, all should read as many chapters of *Deadly Dreams* as they can manage.

Week 4 (Tuesday 19 Aug 2008): 'What were the three areas that comprise Hong Kong? Why and how was the third part (i.e. The New Territories) acquired? Why was there opposition to this acquisition? What was the significance of the lease?' Read the 5th entry in the reading-kit, a total of 31 pages.

Week 5 (Tuesday 26 Aug 2008): ' Compare and contrast the influence of Hong Kong and the West on the Chinese reformer K'ang Yu-wei and the revolutionary Sun Yatsen.' Read the 6th to 10th entries in the reading kit – 56 pp (the workload is increasing!)

Week 6 (Tuesday 2 Sept 2008): 'Explain the surge of modern nationalism in China. Could it have been related to a long series of humiliations since the Opium War?' Basic reading: 11th and 12th entries in the reading kit – 56 pp.

Week 7 (Tuesday 9 Sept 2008): ‘A lesson for Beijing on international politics’.
Basic reading: 13th (Joint Declaration 1984) and 14th (Patten’s Reform Agenda 1991)

Week 8 (Tuesday 16 Sept 2008): ‘All eyes on Hong Kong’

Basic reading:

- 15th (Wong, J.Y. ‘The Rule of Law in Hong Kong: Past, Present and Prospects for the Future’, *Australian Journal of International Affairs*, v. 46 no. 1 (May 1992), pp. 81–92).
- 16th (Wong, J. Y. ‘The Future of Hong Kong’. In Janet Hunter (ed.). *Hong Kong and the People’s Republic of China*. London: London School of Economics, 1996. Pp. 1-36

Week 9 (Tuesday 22 Sept 2008): History Study Week, no tutorials, no lecture

Week 10 (Tuesday 29 Sept 2008): AVCC Common Week, no tutorials, no lecture

Week 11 (Tuesday 7 Oct 2008): ‘The Basic Law’

Basic reading: 17th (*The Basic Law*)

Week 12 (Tuesday 14 Oct 2008): ‘Controversy over Article 23 of the Basic Law’

Basic reading:

- 18th (Article 23 Bill),
- 19th (submission of the Article 23 Concern Group
- 20th (statement of Asian Human Rights Commission)
- 21st (press release of Hong Kong Human Rights Monitor)
- 22nd (statement of the Article 23 Concern Group)
- Visit the following websites:

<http://www.basiclaw23.gov.hk/english/>

<http://www.article23.org.hk/english/main.htm>

Week 13 (Tuesday 21 Oct 2008):

‘Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)’.

- 23rd (CEPA): The main text is reproduced in the reading-kit entry 23. Related documents may be found at <http://www.tid.gov.hk/english/cepa/>
- 24th The 2008 Hong Kong Budget

Week 14 (Tuesday 28 Oct 2008): Conclusion. Essays will be handed back to you at the tutorial. I condense herewith the above tutorial information in the following table:

Wk	Tue 08	Topic	Reading	pp
1	29 Jul	No tutorial	1-3	18
2	5 Aug	How to write a good essay - Dr Wong	4	48
3	12 Aug	Anglo-American defence of the Opium War	1-4 plus	
4	19 Aug	How did the three components of HK come into being	5	31
5	26 Aug	Influence on Chinese reformers and revolutionaries	6-10	56
6	2 Sept	Rise of modern Chinese nationalism	11-12	56
7	9 Sept	A lesson for Beijing on international politics	13-14	15
8	16 Sept	All eyes on Hong Kong	15-16	48
9	22 Sept	History Study Week, no tutorials, write your essays	(25-30)	11
10	29 Sept	AVCC Common Week, no tutorials, write your essays	(25-30)	11
11	7 Oct	The Basic Law	17	31
12	14 Oct	Controversy over Article 23 of the Basic Law	18-22	37
13	21 Oct	Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)	23-24	10
14	28 Oct	Further primary sources	25-30	11

Tutorial Guidelines

While reading a particular piece of work, ask yourself the following general questions. Give your answers during the tutorials in addition to discussing the specific questions designed for each tutorial.

1. What is the story?
2. What is its aim?
3. Has it achieved its aim?
4. Does it have an argument?
5. Can the argument stand? - any holes in the argument?
6. Is the argument new? – is the argument convincing?
7. Is it written in good prose?
8. Can it be said in fewer words?

Essay topics

1. Assess the way in which Hong Kong may have globalized China.
This question requires you to reflect deeply on the entire UoS. After each lecture and tutorial, therefore, you should identify the features which are relevant to HK's role in globalizing China. If you leave the planning of the essay to the week before it is due, it is most likely that you will fail.
2. What was so controversial about Article 23 Bill of Hong Kong?
The reading-kit offers a great wealth of primary sources for you to demonstrate your skills in doing original research. For more materials on:
 - Debate on Article 23 at the Hong Kong Legislative Council:
<http://www.legco.gov.hk/yr02-03/english/bc/bc55/general/bc55.htm>
<http://www.legco.gov.hk/yr02-03/chinese/bc/bc55/general/bc55.htm>
 - The views of human rights organizations:
<http://www.article23.org.hk/english/main.htm>

3. Why did Martin Lee's article in the *Wall Street Journal* in 2007 raise such a storm in Hong Kong? Assess the arguments on both sides of the camp. Would he have been prosecuted if the Article 23 Bill had been passed?

Again, the reading-kit offers a great wealth of primary sources for you to demonstrate your skills in doing original research. For more materials, visit the websites of the Wall Street Journal, the various Human Rights Organizations around the world and of the Beijing Olympics.

J. Y. Wong, 14 March 2008