

Subject Offering Department	CEE
Subject Code	CSE1M05
Subject Title	Discovering Chinese Cultures in Geo-cultural Heritages 地質文化遺址中的中國文化
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	CEE students are allowed to take CSE1M05. Exclusion: CSE1M05M and CSE1M05P
Objectives	This course aims to make use of geo-cultural heritage sites of China as a starting point to introduce to students the history of the development of Chinese cultures, and to appreciate the factors that shaped the cultural and ethnic diversity in China today.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. develop a basic understanding of the history of Chinese cultures and geo-cultural heritages; b. Identify the major types of artefacts at geo-heritage sites, and explain their relationship with cultural development; c. Understand the cultural and ethnic diversity in China; d. Develop a critical understanding of the ties between geological/geographical features in China and the development of Chinese cultures.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. <u>Geo-cultural heritage sites and their spatial distribution in China (Weeks 1-3)</u> Geo-cultural heritage sites in Mainland China (e.g. Lajia ruins, Hamin Mangha site, Banpo site, Shimao ruins, Liangchengzhen, Liangzhu city ruins, Sanxingdui site) and Hong Kong (e.g. Sha Ha, So Kwun Wat, Ma Wan); Cultural values, conservation and education of geo-cultural heritage sites; Discussion of cultural and ethnic diversity through geo-cultural heritage sites. 2. <u>Site visit geo-cultural heritage sites in Hong Kong (Week 4)</u> Site 1 - Sha Chau and Lung Kwu Chau: Neolithic deposit at Shan Chau and the Middle to Late Neolithic deposit at Lung Kwu Chau Site 2 - Lung Kwu Tan and Lung Kwu Sheung Tan: Neolithic house structure(postholes), the Middle to Late Neolithic deposit at Lung Kwu Tan, and the Late Neolithic deposit at Lung Kwu Sheung Tan (or other locations deemed appropriate by the subject lecturers) The site visits may be co-organized with the Antiquities & Monuments Office. 3. <u>Artefacts, human settlement and civilization (Weeks 5-7)</u> Artefacts at geo-cultural heritage sites (stone artefacts, metallurgy technology and bronze artefacts, fine craft technique and jade artefacts, painted designs and pottery artefacts), its relationship with human

	<p>settlements, geological resources and development of civilization in different parts of China</p> <p>4. <u>Rise and fall of prehistory Chinese cultures, Cultural migration (Weeks 8-9)</u> Rise and fall of prehistory Chinese cultures: Habitat selection and migration, significant factors such as natural environment and resources, natural catastrophes, climate change and earthquakes.</p> <p>5. <u>Nurturing of Chinese civilization, and Neolithic Chinese cultures (Weeks10-12)</u> Yangshao culture, Hongshan culture, Majiayao culture, Longshan culture, Taosi culture, Liangzhu culture, Gushu culture etc.</p> <p>6. <u>Geo-cultural heritage site visit presentation (Week 13)</u></p>
Teaching/Learning Methodology	<p>The basic knowledge of course contents is delivered through lectures and reinforced through interactive tutorials. To enrich students' learning, students will visit the geo-cultural heritage site(s) in Hong Kong to gain a first-person perspective on the relationship between geo-cultural heritage and culture. The site visit is tentatively arranged in the week 4 of the semester, students are required to submit pre-visit assignments, site visit reports and oral presentations in week 13.</p> <p>Literacy: Students will develop and practice their literacy skills through the preparation of pre-visit assignment(s), site visit report and presentation. Students are expected to read substantial reference texts in English, select, sort, and organize information from various sources, and develop their arguments in the assignments, reports and presentations.</p> <p>ER/EW requirements</p> <p>To enable students to meet the ER/EW requirement, students can refer to the online learning resources provided by ELC (on voluntary basis). These online resources aims at developing students' reading skills for academic learning and skills in writing extended texts.</p> <p>Students are also required to submit two drafts of the individual site visit report to staff of ELC in order to gain feedbacks regarding their writing. The submissions will allow ELC staff to assess the progress made by students in the writing process and the quality of their work.</p> <p>To enable students to meet the ER requirement, in addition to the materials covered in lectures, students are expected to study the prescribed reading materials in order to perform satisfactorily in the quiz.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	1. In-class activities and assignments	30	✓	✓	✓	✓
	2. Quiz [^]	30	✓	✓	✓	✓
	3. Site visit report# (20% by instructors, 10% by ELC for EW requirement)	30	✓	✓	✓	✓
	4. Site visit report presentation (group)	10	✓	✓	✓	✓
	Total	100				
<p>Students must pass all the assessments and achieve a passing overall score / grade to pass the subject.</p> <p>In-class discussion activities during tutorials will be used to assess students' level of understanding of the course contents (ILO (a) to (d)). Assignments, which include reading case studies on geo-cultural heritage sites and prehistory Chinese culture studies, will be used during the course to assess the students understanding of ILOs (a) to (d).</p> <p>The quiz is intended to assess the understanding of various items highlighted in the intended subject learning outcomes (a) to (d).</p> <p>Each student is required to write a 1500-words site visit report, and group presentations will be conducted in week 13; both are aimed at evaluating the students' achievements in course material and critical thinking, i.e., learning outcomes (a) to (d).</p> <p>[^] To fulfil the ER requirement, in addition to the contents covered in lectures and tutorials, students are expected to read the prescribed text (specified in the Reading List and References section) in order to perform satisfactorily in the quiz.</p> <p>[#] Each student needs to submit a site visit report (20% + 10% by ELC). Students will submit two drafts (first draft: 700 words, usually around week 5, second draft: 1500 words, usually around week 9) to ELC for feedbacks before submitting the final version (1500 words). The first two drafts will be graded by ELC (10%) and the final version will be graded by course instructor (20%). Students must obtain a passing grade in the site visit report in order to pass this subject with ER/EW requirement.</p>						
Student Study Effort Expected	Class contact:					
	▪ Lectures/Tutorial					35 Hrs.
	▪ Site visit					4 Hrs.

	Other student study effort:	
	▪ Self-study	39 Hrs.
	▪ Preparation for assignments and reports	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Mandatory Reading Lists</p> <p>Underhill, A.P., A Companion to Chinese Archaeology, New York: Wiley-Blackwell, 2013, 652p.</p> <p>Selected Chapters:</p> <p>Part II Chapter 4 (Understanding Hongshan Period Social Dynamics, p.55-80.)</p> <p>Part III Chapter 7 (The Sanxingdui Culture of the Sichuan Basin, p.147-168.)</p> <p>Part IV Chapter 13 (The Longshan Period Site of Taosi in Southern Shanxi Province, p.255-277.)</p> <p>Part VII Chapter 28 (The Liangzhu Culture, p.574-596.)</p> <p>Wang, N. Y., The Historical and cultural context of Liangzhu: Redefining a relationship of equals between Human beings and nature, Singapore: Springer Singapore : Imprint: Springer, 2021, 112p.</p> <p>Reference English books</p> <p>Geoffrey Eugene, C., Hole, F., and Underhill, A. P., The production and use of stone tools at the Longshan period site of Liangchengzhen, China, Yale University, 2007, 881p.</p> <p>Hung, L.Y. and Kidder, T.R., Pottery production, mortuary practice, and social complexity in the Majiayao culture, NW China(ca.5300-400BP), Washington University in St. Louis, 2011, 403p.</p> <p>Katheryn, M. L., Han, R.B. and Sun, S. Y., The beginnings of metallurgy in China, Lewiston, N.Y.: Edwin Mellen Press, 2000, 435p.</p> <p>Liu, L., Development of chiefdom societies in the middle and lower Yellow River Valley in Neolithic China: A study of the Longshan culture from the perspective of settlement patterns, Harvard University, 1994, 561p.</p> <p>Maschner, H.D.G., Darwinian archaeologies, New York: Plenum Press, 1996, 261p</p> <p>Ma, X.L., Emergent social complexity in the Yangshao culture: analyses of settlement pattern and faunal remain from lingbao, Western Henan, China(c.4900-3000BC), Oxford: Archaeopress, 2005, 142p.</p> <p>Reynard, E., and Brilha, J., Geoheritage: assessment, protection and management, Elsevier, 450p.</p> <p>Reference English articles</p> <p>Dong, G. H., Jia, X., Elston, R., Chen, F. H., Li, S. C., Wang, L., Cai L. H., and An C. B., Spatial and temporal variety of prehistoric human settlement and its influencing factors in the upper Yellow River valley, Qinghai Province, China, Journal of Archaeological Science, 2013, p.2538-2546.</p>	

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Lima, J.T.M. and Souza-Carvalho, I, Geological or cultural heritage? The ex situ scientific collections as a remnant of nature and culture, *Geoheritage*, 2020, p.1-10.

Takeshi, W. and Bagley, R(ed.), Ancient Sichuan: Treasures from a Lost Civilization, In: *Arts asiatiques*, 2002, p.241-243.

Reference Chinese books

(Exchange students or non-Chinese -speaking students can be exempted from reading the Chinese texts)

中國地震目錄(公元前 1831 年 – 公元 1969 年), 科學出版社, 1983, 894p.

吳汝祚和徐吉軍, 良渚文化興衰史, 北京市: 社會科學文獻出版社, 2009, 361p.

周鷹, 良渚文化與中國文明的起源, 杭州市: 浙江大學出版社, 2010, 249p.

何春蓀, 普通地質學, 五南圖書出版公司, 1996. 751p.

東南亞考古論文集, 香港大學美術博物館, 1995, 525p.

黃薇, 中國古代青銅器發現與研究史, 陝西師範大學, 2018, 243p.

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王穎娟和王志俊, 西安半坡博物館, 三秦出版社, 2003, 121p.

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馬明和梁中合, 河北龍山文化研究, 中國國家博物館館刊, 2021, p.6 – 18.
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张青, 半坡史前聚落居民营造技术初探, 史前研究, 2006, p.221-225.

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吴耀利, 港澳史前文化的序列及与大陆的关系, 史前研究, 1998, p.216-232.

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