



THE HONG KONG  
POLYTECHNIC UNIVERSITY  
香港理工大學

**Department of Chinese Culture**

**Bachelor of Arts (Honours) Scheme  
in Chinese History and Culture  
中國歷史及文化(榮譽)文學士組合課程**

for Senior Year Cohort of the Four-year full-time Undergraduate Degree  
Programme

Leading to the award of  
Bachelor of Arts (Hons) in Chinese History and Culture  
中國歷史及文化(榮譽)文學士  
Programme Code: 77404

**Programme Requirement Document**

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**This Programme Requirement Document is subject to review and changes, which the programme offering Department may decide to make from time to time. Students will be informed of the changes as and when appropriate.**

## 1. General Programme Information

<b>Scheme Title</b>	Bachelor of Arts (Honours) Scheme in Chinese History and Culture 中國歷史及文化(榮譽)文學士組合課程
<b>Programme/Award Title</b>	Bachelor of Arts (Hons) in Chinese History and Culture 中國歷史及文化(榮譽)文學士
<b>Mode of Study</b>	Full-time
<b>Normal Duration</b>	2 Years
<b>Total Credit Requirements for Graduation</b>	60 academic credits + 3 training credits (WIE)
<b>Medium of Instruction</b>	Chinese (Putonghua) & English
<b>Host Department</b>	Department of Chinese Culture (CC)
<b>Planned Intake Number</b>	26
<b>Contributing Departments</b>	<ul style="list-style-type: none"> <li>• Department of Chinese Culture</li> <li>• School of Hotel and Tourism Management</li> <li>• Department of Applied Social Sciences</li> <li>• Department of Chinese and Bilingual Studies</li> <li>• Department of English and Communication</li> <li>• Chinese Language Centre</li> <li>• English Language Centre</li> </ul>
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## **2. Overall Programme Aims and Intended Learning Outcome**

### **2.1 Rationale and Aims**

The programme is designed to equip students with knowledge in Chinese history and culture as well as personal skills which they can apply in pursuing their career and in making contributions to the government, economy and society of Hong Kong, China and the rest of the world. The general aim of the programme is to educate and train its students into individuals who are

1. strongly committed to self-cultivation and the welfare of the community
2. culturally enriched and effective in communication skills;
3. respectful of the rule of law;
4. socially responsible; and
5. observant of business ethics and business common-sense.

### **2.2 Intended Learning Outcomes (ILOs)**

PolyU aspires to develop all its students as all-round graduates with professional competence, and has identified a set of highly valued graduate attributes as the learning goals for students. While many of these graduate attributes can be developed through the curriculum of this programme, some (including competent professionals, creative problem solvers, effective communicators and educated global citizens) are primarily addressed through co-curricular activities offered by faculties, departments, and various teaching and learning support units of the university. Students are encouraged to make full use of these opportunities.

#### **(a) Institutional Learning Outcomes**

The graduates of the programme will be

1. **Competent professional:** Graduates should be able to integrate and to apply in-depth discipline knowledge and specialised skills that are fundamental to functioning effectively as an entry-level professional (professional competence); understand the global trends and opportunities related to their professions (global outlook); and demonstrate entrepreneurial spirit and skills in their work, including the discovery and use of opportunities, and experimentation with novel ideas (entrepreneurship).
2. **Critical thinker:** Graduates should be able to examine and critique the validity of information, arguments, and different viewpoints, and reach a sound judgment on the basis of credible evidence and logical reasoning.
3. **Effective communicator:** Graduates should be able to comprehend and communicate effectively in English, and Chinese where appropriate, orally and in writing, in professional and day-to-day contexts.

4. Innovative problem solver: Graduates should be able to identify and define problems in both professional and day-to-day contexts, and produce innovative solutions to solve problems.
5. Lifelong learner: Graduates should recognise the need for continual learning and self-improvement, and be able to plan, manage and evaluate their own learning in pursuit of self-determined goals.
6. Ethical leader: Graduates should have an understanding of leadership and be prepared to serve as a leader and a team player (leadership and teamwork); demonstrate self-leadership and psychosocial competence in pursuing personal and professional development (intrapersonal competence); be capable of building and maintaining relationship and resolving conflicts in group work situations (interpersonal competence); and demonstrate ethical reasoning in professional and day-to-day contexts (ethical reasoning).
7. Socially responsible global citizen: Graduates should have the capacity for understanding different cultures and social development needs in the local, national and global contexts (interest in culture and social development); and accept their responsibilities as professionals and citizens to society, their own nation and the world (social, national, and global responsibility).

(b) Programme Learning Outcomes

BA(Hons) in Chinese History and Culture (BACHC) graduates will be able to

1. write lucidly in modern Chinese and English for general communication as well as for administrative and business purposes;
2. speak fluent Putonghua Chinese and English in administrative, business and everyday situations;
3. know the habits and social customs of people in Hong Kong and other places in China;
4. interact in a socially appropriate manner with people from all walks of life;
5. understand the global trends, opportunities, different cultures and social development needs in the local, national and global contexts and articulate their understanding of Chinese history and culture for people from a variety of backgrounds;
6. make judgment on the basis of a solid grounding in Chinese history and culture when applied to, for example, government policy, institutional development, social, cultural problems and accept their responsibilities as professionals and citizens to society, their own nation and the world;
7. employ their background in Chinese history and culture to a variety of areas in a range of specialisations, such as posts in government, business and NGOs as an entry-level professional; and

8. demonstrate entrepreneurial spirit and skills in their work, including the discovery and use of opportunities, and experimentation with novel ideas.

With these attributes, BACHC graduates will be able to pursue careers in many fields that require an understanding of Chinese history and culture and the ability to communicate it well in Chinese and English. These fields include publication, education, the media, tourism, cultural institutions and public and private sectors on cultural matters.

### **2.3 Curriculum Map – ILOs & Corresponding Subjects**

#### The correlation between the ILOs of the programme and the institutional learning outcomes

The guiding philosophy of BACHC contends that much as science and technology are important to modern life, humanities learning in fields like history, literature, philosophy, religion and arts are indispensable to life's sustainability and betterment. Automatics are programmed by humans, systems are run by them. In the end, however, the benefits science and technology can only be fully enjoyed by those who are educated in an all-round manner. It is therefore all the more important for an application-oriented institution like PolyU to have a humanistic programme.

Focusing on the great length and richness of Chinese history and civilisation and designed with Hong Kong's place in China and the world at large in mind, the programme seeks to better students' knowledge and understanding of China as a country of definite consequences to a world entering the 4<sup>th</sup> Industrial Revolution. The world will be better served when Chinese culture is accessible to all peoples, just as Hong Kong and China can benefit from having leaders in public services and different sectors of the economy who are well-versed in their own culture and sensitive to those of the others. In short, in view of the global trend where the combined strength of economics and culture would add to the competitiveness and development capabilities of a place, the programme of BACHC intends to produce talents that can play constructive roles in the development of Hong Kong and China and the interactions between Hong Kong, China and other regions of the world.

As English is the first major language in the realms of knowledge exchange and international business activities, with Chinese as a very close second, competence in these two languages will put future leaders in good stead. Such a conviction underlines the bilingual design of BACHC. Our graduates should not be hampered linguistically from communicating with most people in the world their knowledge about Chinese culture.

The tenor of BACHC is consistent with PolyU's top mission "to nurture graduates who are critical thinkers, effective communicators, innovative problem solvers, lifelong learners and ethical leaders, while preparing well-educated talents for the professions in Hong Kong, China and the world and responsible global citizens." As a whole, the programme intends to educate students who, with good character and cultivated personality, will also be equipped to cope with the practical challenges of the professions.

Even from a pragmatic point of view, it can be shown that sensitivity to a culture translates readily into practical benefits in engineering, design and all other polytechnic fields. Surely, integrating knowledge in local taste, beliefs and values into the design and manufacture of a product gives it a competitive edge, and there is no lack of stories about marketing failure when these things are ignored. The understanding of one's own culture, accompanied by an appreciation of others, will become more and more important in the 21st century.

## Curriculum Map – ILOs & Corresponding Subjects

Curriculum Map for BACHC			Intended Learning Outcomes														
Subject Code	Subject Title	Status	Institutional Learning Outcomes							Programme Learning Outcomes							
			1	2	3	4	5	6	7	1	2	3	4	5	6	7	8
<b>Discipline Specific Language Subjects</b>																	
CLC3351P	Academic Writing and Communication in Chinese	Compulsory	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	
ELC3321	English for Students of Chinese Cultural Studies	Compulsory	✓	✓	✓		✓		✓	✓		✓	✓				
<b>Core Subjects</b>																	
CHC308P	Discovering Chinese Culture in Hong Kong 在香港發現中國文化	Core	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
APSS3601	Government and Public Administration in Contemporary China	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC402	Capstone Project in Chinese History and Culture	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC313	Work-Integrated Education	Compulsory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Area Specific Subjects</b>																	
CHC318	Pre-modern Chinese History and Culture	Compulsory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC305P	Modern and Contemporary Chinese History and Culture 現代當代中國歷史與文化	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC312P	Women in China 中國婦女	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC419P	Revolutions in Twentieth-century China and Asia 二十世紀中國與亞洲的革命	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC409P	Confucianism, Classical Learning and the State 儒學經學與國家	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC3231	Major Religions in China	Compulsory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC320P	Ancient Chinese Thought and Philosophical Traditions 中國百家思想	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC307P	Chinese Folk Beliefs 中國民間信仰	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC421P	Buddhism and Chinese Culture 佛教與中國文化	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC403P	Intellectual History of China 中國思想史	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC322	History of Chinese Art	Compulsory	✓	✓	✓		✓			✓		✓		✓		✓	✓
CHC309P	Chinese-Language Cinema 華語電影導讀	Elective	✓	✓	✓		✓			✓		✓		✓		✓	✓
CHC334	The Art of Reading Texts, Images, and Objects in Chinese Culture	Elective	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	
CHC332P	Global Chinese-Language Literature 全球華語文學	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CHC324P	Chinese Literature Before Print: Origins to the sixth century C.E. 印刷前的中國文學：從萌芽至公元六世紀	Elective	✓	✓	✓		✓					✓		✓		✓	
CHC4241P	Chinese Traditional Theatre and Performing Arts 中國傳統舞臺及表演藝術	Elective	✓	✓	✓		✓					✓		✓		✓	✓
CHC404P	Art and Visual Cultures of China 中國藝術與視覺文化	Elective	✓	✓		✓				✓		✓	✓	✓		✓	✓
APSS360	Social Problems and Social Issues in Contemporary China	Compulsory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
APSS344	Self, Culture and Society	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC325P	The Interaction between East Asian Maritime World 東亞海域交流史	Elective	✓	✓	✓	✓	✓	✓				✓		✓		✓	

CHC326P	China's Ethnic Relations: Past and Present 中國的民族關係：歷史與現狀	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC405	Infrastructure, Politics, and Society in China and Asia	Elective	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
CHC406P	Urban Cultures in Asia 亞洲都市文化	Elective	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓	✓	✓	✓
CHC422P	Environmental History in China and Asia 環境史導論：從中國及亞洲視域出發	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CHC327	History of Science and Technology in China	Compulsory	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CHC328P	Technology and Gender in Asia 科技與性別在亞洲	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CHC329P	Medical History of China 中國醫療史	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CHC407P	Digital Humanities and Chinese Studies 數位人文與中國研究	Elective	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
HTM3251	Tourism and the Chinese Culture	Compulsory	✓		✓	✓	✓		✓		✓	✓	✓	✓		✓		
CHC330P	Material Culture in China and East Asia 中國及東亞物質文化	Elective	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CHC331P	Oral History and its application 口述歷史及其應用	Elective	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		
CHC408P	History, Meditation, Imagination and Intangible Heritage – the Invention of Chinese Martial Arts Tradition 歷史、修行、想象與非遺 – 中國武術傳統的創造	Elective	✓	✓	✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
CHC4151P	Museum Studies and Culture Management 博物館研究與文化管理	Elective	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



### 3. Entrance Requirements

A Higher Diploma or an Associate Degree from a recognised institution in relevant disciplines such as Chinese language, history, philosophy, art, literature, culture, ethics, religions and other related fields.

### 4. Curriculum Structure

The curriculum of BACHC-SY consists of two parts:

1. General University Requirements (GUR)
2. Discipline-Specific Requirements (DSR)

Table 1: The overall credit requirements are listed in the following table:

<b>Minimum</b> credit requirement for graduation	63 credits
General University Requirements	9 credits
Discipline-Specific Requirements (including 3 training credits)	54 credits

#### 4.1 General University Requirements (GUR)

Table 2: GUR Credit Requirements of the BACHC-SY

Areas	Credits
Cluster-Area Requirements (CAR)	6
Service-Learning	3
Essential Components of General Education	Non-credit bearing
Language and Communication Requirements (LCR)	Note 1
<i>Note 1: Students not meeting the equivalent standard of the Undergraduate Degree LCR (based on their previous studies in Associate Degree/Higher Diploma programmes and their academic performance) will be required to take degree LCR subjects on top of their normal curriculum requirement.</i>	
<b>Total</b>	<b>9</b>

1. Cluster-Area Requirements (CAR): Students must choose and successfully complete a total of 6 credits:
  - 3 credits from CAR(M) Chinese History and Culture.
  - A specially-designed CAR (A) – English language subject with embedded English Reading and Writing Requirements.
  - Students should not take more than 3 credits (normally 1 subject) from the same cluster area.
  - Students need to fulfil the English and Chinese Reading and Writing Requirements.
  - Students may apply for a waiver if they have fulfilled the English and Chinese Reading and Writing requirements in their previous studies.

A list of CAR subjects is available at: <https://www.polyu.edu.hk/ogur/GURSubjects/>.

2. Service-Learning (SL): All students must successfully complete one 3-credit subject designated to meet the Service-Learning Requirement, in which they are required to (i)

participate in substantial community service or civic engagement activities that will benefit the service users or the community at large in a meaningful way, (ii) apply the knowledge and skills acquired from their Major or other learning experiences at the University to community service activities, and (iii) reflect on their service-learning experience in order to link theory with practice for the development of a stronger sense of ethical, social, and national responsibility.

A list of designated subjects for meeting the service-learning requirement is available at: <https://www.polyu.edu.hk/ous/GURSubjects/>

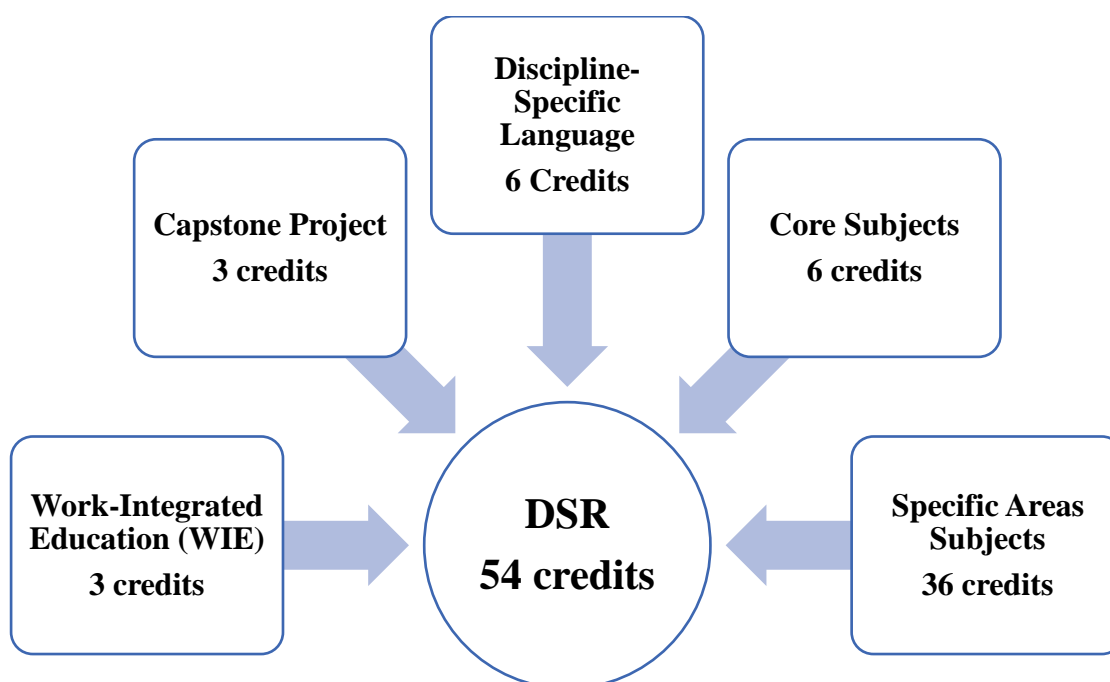
3. Essential Components of General Education: The subject includes the following e-modules:
  - Academic Integrity
  - AI and Data Analytics
  - Innovation and Entrepreneurship
  - National Education

The details of the Essential Components of General Education is available at: <https://www.polyu.edu.hk/ous/GURSubjects/ECGESYS.php>.

4. Language and Communication Requirements (LCR): are typically not required. Only those students not meeting the equivalent standard of the Undergraduate Degree LCR (based on their previous studies in AD/HD programmes and their academic performance) will be required to take degree LCR subjects on top of the normal curriculum requirements. The programme offering Department will refer to the guidelines provided by the Language Centres (ELC and CLC) to determine whether a new student has met the equivalent standard. Non-Chinese speakers and those students whose Chinese standards are at junior secondary level or below will by default be exempted from the DSR - Chinese and CAR - Chinese Reading and Writing Requirements. However, this group of students would still be required to take one Chinese LCR subject to fulfil their Chinese LCR.

## 4.2 Major Study Requirements

Table 3. Summary of BACHC-SY Major Study Credit Requirements



**Work-Integrated Education (WIE):** CHC313 Work-Integrated Education

The 3 credits of WIE are considered as training credits and are not taken into consideration in the calculation of the student's GPA.

**Capstone Project:** CHC402 Capstone Project in Chinese History and Culture

The Capstone Project can take various forms such as a thesis, a poster presentation, an exhibition and a photo-essay, but must include a significant writing component. (A thesis, for example, should not be shorter than 4500 Chinese words or 3300 English words.) Students are encouraged to declare the topic of the Capstone Project in the third semester of their study, and complete the Project under the supervision of an advisor in the fourth semester.

**DSR Subjects**

48 credits of DSR consists of the following:

**Discipline-Specific Language (2 subjects/6 credits)**

Code	Title	Credits	MOI
CLC3351P	Academic Writing and Communication in Chinese	3	Putonghua
ELC3321	English for Students of Chinese Cultural Studies	3	English

**Core subject (2 subjects/6 credits)**

Code	Title	Credits	MOI
CHC308P	Discovering Chinese Culture in Hong Kong 在香港發現中國文化	3	Putonghua
APSS3601	Government and Public Administration in Contemporary China	3	English

**Area specific subjects (12 subjects/36 credits – one compulsory subject (3 subjects) and one subject (3 credits) at level 4 from each area)**

	Code	Title	Credits	MOI
History and Institutions (2 subjects/6 credits)	CHC318	* Pre-modern Chinese History and Culture	3	English
	CHC305P	Modern and Contemporary Chinese History and Culture 現代當代中國歷史與文化	3	Putonghua
	CHC312P	Women in China 中國婦女	3	Putonghua
	CHC409P	Confucianism, Classical Learning and the State 儒學經學與國家	3	Putonghua
	CHC419P	Revolutions in Twentieth-century China and Asia 二十世紀中國與亞洲的革命	3	Putonghua
Thought and Religion (2 subjects/6 credits)	CHC3231	* Major Religions in China	3	English
	CHC320P	Ancient Chinese Thought and Philosophical Traditions 中國百家思想	3	Putonghua

	Code	Title	Credits	MoI
	CHC307P	Chinese Folk Beliefs 中國民間信仰	3	Putonghua
	CHC421P	Buddhism and Chinese Culture 佛教與中國文化	3	Putonghua
	CHC403P	Intellectual History of China 中國思想史	3	Putonghua
Literature and Arts (2 subjects/6 credits)	CHC322	* History of Chinese Art	3	English
	CHC309P	Chinese-Language Cinema 華語電影導讀	3	Putonghua
	CHC334	The Art of Reading Texts, Images, and Objects in Chinese Culture	3	English
	CHC332P	Global Chinese-Language Literature 全球華語文學	3	Putonghua
	CHC324P	Chinese Literature Before Print: Origins to the sixth century C.E. 印刷前的中國文學：從萌芽至公元六世紀	3	Putonghua
	CHC4241P	Chinese Traditional Theatre and Performing Arts 中國傳統舞臺及表演藝術	3	Putonghua
	CHC404P	Art and Visual Cultures of China 中國藝術與視覺文化	3	Putonghua
Environment and Society (2 subjects/6 credits)	APSS360	* Social Problems and Social Issues in Contemporary China	3	English
	APSS344	Self, Culture and Society	3	English
	CHC325P	The Interaction between East Asian Maritime World 東亞海域交流史	3	Putonghua
	CHC326P	China's Ethnic Relations: Past and Present 中國的民族關係：歷史與現狀	3	Putonghua
	CHC405	Infrastructure, Politics, and Society in China and Asia	3	English
	CHC406P	Urban Cultures in Asia 亞洲都市文化	3	Putonghua
	CHC422P	Environmental History in China and Asia 環境史導論：從中國及亞洲視域出發	3	Putonghua
Science, Technology and Culture (2 subjects/6 credits)	CHC327	* History of Science and Technology in China	3	English
	CHC328P	Technology and Gender in Asia 科技與性別在亞洲	3	Putonghua
	CHC329P	Medical History of China 中國醫療史	3	Putonghua
	CHC407P	Digital Humanities and Chinese Studies 數位人文與中國研究	3	Putonghua

	Code	Title	Credits	MoI
Cultural and Heritage Management (2 subjects/6 credits)	HTM3251	* Tourism and the Chinese Culture	3	English
	CHC330P	Material Culture in China and East Asia 中國及東亞物質文化	3	Putonghua
	CHC331P	Oral History and its application 口述歷史及其應用	3	Putonghua
	CHC408P	History, Meditation, Imagination and Intangible Heritage – the Invention of Chinese Martial Arts Tradition 歷史、修行、想象與非遺 – 中國武術傳統的創造	3	Putonghua
	CHC4151P	Museum Studies and Cultural Management 博物館研究與文化管理	3	Putonghua

\* Compulsory subjects

**The above subject list is subject to revision. Offering of subjects is subject to the availability of teaching staff and viable enrolment number. The Department has the discretion on the offering semester and class quota, which is limited by classroom capacity.**

### 4.3 Recommended Progression Pattern

<b>Year 3 (33 - 39 credits)</b>			
<b>Semester 1</b>	<b>15 - 18 credits</b>	<b>Semester 2</b>	<b>18 - 21 credits</b>
GUR – CAR 1	3	GUR – CAR 2	3
GUR – LCR English	0-3	GUR – LCR Chinese	0-3
Essential Components of General Education	Non-credit bearing	Essential Components of General Education	Non-credit bearing
CLC3351P - Academic Writing and Communication in Chinese	3	GUR - SL	3
Core – CHC308P Discovering Chinese Culture in Hong Kong	3	ELC3321 - English for Students of Chinese Cultural Studies	3
Mandatory – CHC327 History of Science and Technology in China	3	Core - APSS3601 Government and Public Administration in Contemporary China	3
Area Elective 1	3	Mandatory - HTM3251 Tourism and the Chinese Culture	3
		Area Elective 2	3
<b>Year 4 (30 credits)</b>			
<b>Semester 1</b>	<b>15 credits</b>	<b>Semester 2</b>	<b>15 credits</b>
CHC313 Work-Integrated Education	3	CHC402 Capstone Project in Chinese History and Culture	3
Mandatory – CHC318 Pre-modern Chinese History and Culture	3	Mandatory – CHC322 History of Chinese Art	3
Mandatory – CHC3231 Major Religions in China	3	Mandatory - APSS360 Social Problems and Social Issues in Contemporary China	3
Area Elective 3	3	Area Elective 5	3
Area Elective 4	3	Area Elective 6	3

The maximum number of credits to be taken by a student in a semester is 21 units, unless exceptional approval is given by head of the programme hosting department.

## **5. General Regulations**

### **5.1 Assessment**

#### Principles of assessment

Assessment of learning and assessment for learning are both important for assuring the quality of student learning. Assessment of learning is to evaluate whether students have achieved the intended learning outcomes of the subjects that they have taken and have attained the overall learning outcomes of the academic programme at the end of their study at a standard appropriate to the award. Appropriate methods of assessment that align with the intended learning outcomes should be designed for this purpose. The assessment methods will also enable the teacher to differentiate students' different levels of performance within the subject. Assessment for learning is to engage students in productive learning activities through purposefully designed assessment tasks.

Assessment will also serve as feedback to students. The assessment criteria and standards should be made explicit to students before the start of the assessment to facilitate student learning, and feedback provided should link to the criteria and standards. Timely feedback should be provided to students so that they are aware of their progress and attainment for the purpose of improvement.

The ultimate authority in the University for the confirmation of academic decisions is the Senate, but for practical reasons, the Senate has delegated to the Faculty/School Boards the authority to confirm the decisions of Boards of Examiners provided these are made within the framework of the General Assessment Regulations. Recommendations from Board of Examiners which fall outside these Regulations shall be ratified by the Academic Planning and Regulations Committee (APRC) and reported to the Senate as necessary.

#### Alignment of Assessment with Programme Outcomes

A wide range of assignments are used to assess students' learning outcomes. Grading rubrics are aligned with both institutional and programme learning outcomes.

#### Assessment Methods

Students' performance in a subject shall be assessed by continuous assessment and/or examinations. Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately.

Assessment methods and parameters of subjects shall be determined by the subject offering Department.

At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessments to be used within the assessment framework as specified in the programme requirement document.

## Plagiarism

The University attaches great importance to academic integrity and honesty and upholds high standard in examination and in continuous assessment. In case of proven dishonesty including plagiarism, the penalty is detailed in Student Handbook Section 11 on “Regulations and Rules”.

## Recording of Disciplinary Actions in Students’ Records

With effect from Semester One of 2015/16, disciplinary actions against students’ misconducts will be entered in students’ records.

Students who are found guilty of academic dishonesty or non-compliance with examination regulations will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting ‘Disqualification of result due to academic dishonesty/noncompliance with examination regulations’. The remark will be shown in the students’ record as well as the assessment result notification and transcript of studies, until their leaving the University.

Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on ‘disciplinary probation’. The status of ‘disciplinary probation’ will be shown in the students’ record as well as the assessment result notification, transcript of studies and testimonial during the probation period, until their leaving the University. The disciplinary probation is normally one year unless otherwise decided by the Student Discipline Committee.

The University reserves the right to withhold the issuance of any certification of study to a student/graduand who has unsettled matters with the University, or is subject to disciplinary action.

## Subject Assessment Review Panel (SARP) and Board of Examiners (BoE)

Subject Assessment Review Panel (SARP) may be formed by the Head of the Department offering the subjects to review and finalise the subject grades for submission to the Board of Examiners.

Board of Examiners (BoE) will meet at the end of each semester (except for Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects) to consider the examination results of the programme and make decisions on a) the classification of awards to be granted to each student on completion of the programme; b) straight forward progression and deregistration cases; and c) cases with extenuating circumstances. The BoE will include the Head of Department, staff members associated with the programme and some other senior staff members, where appropriate.

These decisions are made by the full BoE at the end of each semester in the light of the standard of student achievement appropriate to the award to which the programme is designed to lead, the aims of the programme, the performance on the programme in previous years, the General Assessment Regulations of the University and the specific programme regulations, and good practice established in the University and elsewhere.



The BoE will not attempt to change the grades for any student in any subject nor condone failures. The above decisions of the BoE, except those on straight forward progression and deregistration cases, shall be ratified by the Faculty/School Board. The Faculty/School Board may refer the decisions back to the BoE for further consideration and explanation.

Any decisions by the BoE outside the General Assessment Regulations of the University, supported by the Faculty/School Board, should be referred to the APRC for ratification. All approved cases shall be reported to the Senate. Decisions by BoE outside the programme regulations but within the General Assessment Regulations of the University fall within the authority of the Faculty/School Board.

For straight forward progression and deregistration cases, students shall be formally notified of the decisions affecting them after the BoE meeting. For graduating students and cases with extenuating circumstances, students shall only be notified of the decisions affecting them after the Faculty/School Board meeting. For cases which require ratification of the APRC, students shall be formally notified of the decisions after APRC's ratification. In any prior communication of results to these students it shall be clearly indicated that they are subject to formal ratification.

Subject Teachers, in respect of the subject they teach, have the sole responsibilities for marking and grading students' coursework and examinations scripts. Subject grades shall be reviewed and finalised by the SARP before being formally released to students and submitted to the BoE. The BoE for each programme is responsible for making a decision on the student's classification of award and on cases such as de-registration or those with extenuating circumstances. It is therefore the responsibility of students to make known to Subject Teachers/SARP/BoE/other authorised parties of the University, in advance and through the department concerned, the factors which they believe have detrimentally and materially affected their assessment results.

### Assessment Results

Students can check assessment results from eStudent at <http://www.polyu.edu.hk/student>. The assessment results are released one day after the results finalisation dates, which are listed in the Academic Calendar.

### Appeal

Students could make appeal against assessment results in writing to his/her Head of Department within 7 working days upon the public announcement of the examination results. For procedures and grounds for appeal, please refer to the Student Handbook on AR's website: <https://www.polyu.edu.hk/ar/students-in-taught-programmes/student-handbook/>.

### Progression/Academic Probation/Deregistration

A student will normally have "progressing" status unless he/she falls within any one of the following categories, which shall be regarded as grounds for deregistration from the programme:

- a. the student has reached the final year of the normal period of registration for that programme, as specified in the Programme Requirement Document, unless approval has been given for extension; or
- b. the student has reached the maximum number of retakes allowed for a failed compulsory subject; or
- c. the student's GPA is lower than 1.70 for two consecutive semesters and his/her Semester GPA in the second semester is also below 1.70; or
- d. the student's GPA is lower than 1.70 for three consecutive semesters.

When a student falls within any of the categories as stipulated above, except for category (a) with approval for extension, the Board of Examiners shall de-register the student from the programme without exception.

Notwithstanding the above, the Board of Examiners will have the discretion to de-register students with extremely poor academic performance before the time frame specified in (c) and (d) above.

The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation and is so specified in the Programme Requirement Document.

If the student is not satisfied with the de-registration decision of the Board of Examiners, he/she can lodge an appeal. All such appeal cases will be referred directly to the Academic Appeals Committee (AAC) for final decision. Views of Faculties/Schools/Departments will be sought and made available to AAC for reference.

### Grading

A student's performance in a subject shall be assessed as follows:

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
A+ A A-	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skilfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
B+ B B-	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts, and solve problems. Shows the ability to analyse issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.

<i>Subject grade</i>	<i>Short description</i>	<i>Elaboration on subject grading description</i>
C+ C C-	Satisfactory	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts, and solve problems. Shows the ability to analyse issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
D+ D	Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.
F	Fail	Demonstrates inadequate achievement of intended subject learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.

Note:

- Marking rubrics aligned with these Grade Descriptors need not include all aspects of the grade descriptor.
- Marking rubrics aligned with these Grade Descriptors may include other aspects aligned with particular subject matter or field of study requirements but are not included in the grade descriptor.

#### Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, including mastery of the subject intended learning outcomes at this level.
+ (exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
- (marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

Note:

- The above indicative descriptors for modifier grades are not applicable to the pass grades D and D+
- 'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

A numeral grade point is assigned to each letter grade, as follows:

<i>Grade</i>	<i>Grade Point</i>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3

<i>Grade</i>	<i>Grade Point</i>
D	1.0
F	0.0

At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$\text{GPA} = \frac{\sum_{n=1}^N \text{Subject Grade Point}_n \times \text{Subject Credit Value}_n}{\sum_{n=1}^N \text{Subject Credit Value}_n}$$

where N = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. For subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation

In addition, the following subjects will be excluded from the GPA calculation:

- i. Exempted subjects
- ii. Ungraded subjects
- iii. Incomplete subjects
- iv. Subjects for which credit transfer has been approved, but without any grade assigned<sup>1</sup>
- v. Subjects from which a student has been allowed to withdraw (i.e. those with the code 'W')

Subject which has been given an "S" code, i.e. absent from all assessment components, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance, and ranges from 0.00 to 4.30 from 2020/21.

#### Training credits such as WIE

Work-Integrated Education contributes to 3 training credits. The WIE assessment is based on a system composed of three grades: Pass (P) and Failure (F). However, the subject does not contribute toward the GPA.

#### Different types of GPA and their calculation methods

<i>Types of GPA</i>	<i>Purpose</i>	<i>Rules for GPA calculation</i>
GPA	Determine progression/ graduation	<ol style="list-style-type: none"> <li>1. All academic subjects taken by the student throughout his/her study, both inside and outside the programme curriculum, are included in the GPA calculation.</li> <li>2. For training subjects, including WIE and Clinical/Field subjects, departments can decide whether to include them in the GPA calculation.</li> <li>3. For retake subjects, only the last attempt will be taken in the GPA calculation.</li> </ol>

<sup>1</sup> Subjects taken in PolyU or elsewhere and with grades assigned, and for which credit transfer has been approved, will be included in the GPA calculation.

<i>Types of GPA</i>	<i>Purpose</i>	<i>Rules for GPA calculation</i>
		4. Level weighting, if any, will be ignored
Semester GPA	Determine progression	Similar to the rules for GPA as described above, except that only subjects taken in that Semester, including retaken subjects, will be included in the calculation.
Weighted GPA	To give an interim indication on the likely Award GPA	<ol style="list-style-type: none"> <li>1. Similar to the rules for GPA, except that only subjects inside the programme curriculum concerned will be included in the calculation. Subjects outside the programme curriculum will be excluded.</li> <li>2. Departments can decide whether the training subjects are to be counted towards the Weighted GPA.</li> <li>3. For retake subjects, only the last attempt will be taken in the Weighted GPA calculation.</li> <li>4. A weighting of 2 for Level 1 and 2 subjects, and a weighting of 3 for Level 3 and 4 subjects, will be included in the calculation to determine the Honours classifications for Bachelor's degree programmes.</li> <li>5. The weighted GPA will be the same as the Award GPA unless a student has taken more subjects than required.</li> </ol>
Major/Minor GPA	For reference and determination of award classification	<p><i>Major (including the Major/Secondary Major option<sup>2</sup>) /Minor GPA</i></p> <ol style="list-style-type: none"> <li>1. Only subjects inside the curriculum of the Major/Minor Programmes will be taken in the Major/ Minor GPA calculation.</li> <li>2. Departments can decide whether the training subjects, are to be counted towards the Major/Minor GPA.</li> <li>3. For retake subjects, only the last attempt will be taken in the Major/Minor GPA calculation.</li> <li>4. Up to 6 credits from the Major/GUR [including Language Communication Requirements (LCR) subjects at proficiency level] can be counted towards the chosen Minor. Nevertheless, students must take at least 6 credits from their chosen Minor programme in order to satisfy the residential requirement of their chosen Minor. In addition, to be eligible for the Major and Minor awards, the total number of credits taken by the students for their Major-Minor studies must not be lower than the credit requirement of the single discipline Major programme.</li> </ol> <p><i>Major GPA</i></p>

<sup>2</sup> For students taking the Major/Secondary Major study route, there is no separate "Secondary Major GPA". The Major GPA is the weighted GPA of all subjects contributing to the Major and Secondary Major.

<i>Types of GPA</i>	<i>Purpose</i>	<i>Rules for GPA calculation</i>
		<p>Level weighting will be included in the calculation of Major GPA.</p> <p><i>Minor GPA</i></p> <p>Level weighting will <u>not</u> be included in the calculation of Minor GPA.</p>
Award GPA	For determination of award classification	<p>If the student has not taken more subjects than required, the Award GPA will be as follows:</p> <ol style="list-style-type: none"> <li>1. For single Major: Award GPA = Weighted GPA</li> <li>2. For Major/Minor programmes: Award GPA = Major GPA<sup>3</sup></li> <li>3. For programmes without level weighting: Award GPA = GPA</li> </ol>

## 5.2 Subject Registration

### Subject Exemption and Credit Transfer

Irrespective of the extent of previous study or credits recognised, all students studying at the University should complete at least one third of the normal credit requirement in order to be eligible for a PolyU award. For credit transfer arrangements, please also refer to section ii. Credit Transfer. If the previous study is relevant to the current programme, students may apply for subject exemption or credit transfer.

#### Subject Exemption

Students may be granted exemption from taking certain subjects if they have successfully completed similar subjects in another programme. The credits associated with the exempted subject will not be counted towards meeting the award requirements. It will therefore be necessary for the students to consult the Programme Offering Department and take another subject in order to satisfy the credit requirement for the award.

#### Credit Transfer

Students may be given credits for recognised previous studies; and the credits will be counted towards meeting the requirements for award. Transferred credits may not normally be counted

<sup>3</sup> For students who have completed a Major (including the Major/Secondary Major option)/Minor programme, a single classification will be awarded and their award classification will mainly be based on the “Major GPA”, but it can be moderated by the Board of Examiners with reference to the “Minor GPA”. Where a student has a high GPA for his/her Major (including the Major/Secondary Major option) but a lower GPA for his/her Minor, he/she will not be ‘penalised’ in respect of his/her award classification, which is attached to the Major. On the other hand, if a student has a lower GPA for his/her Major (including the Major/Secondary Major option) than his/her GPA for the Minor, the Board of Examiners may consider recommending a higher award classification for the student for ratification by the APRC via the Faculty/School Board.

towards more than one degree. The granting of credit transfer is a matter of academic judgment. In assessing the transferability of subjects previously taken, the syllabus of that subject should be carefully scrutinized to ascertain that it is comparable to the PolyU's curriculum. Whether the previous studies are from institutions on credit-based or non-credit-based system should not be a matter of concern, and the subject size needs not be a perfect match. To ascertain the academic standing of the institution offering the previous studies, the Department might need to request the institutions concerned to provide more relevant information.

- Students should submit application for credit transfer upon initial enrolment on the programme or before the end of the add / drop period of the first semester of your first year of study. Late applications may not be considered.
- For students whose tuition fees are charged by credits, a credit transfer fee will be charged. The validity period of subject credits earned is eight years from the year of attainment, i.e. the year in which the subject is completed, unless otherwise specified by the Department responsible for the content of the subject (e.g. the credit was earned in 2018/19, then the validity period should count from 2019 for eight years). Credits earned from previous studies should remain valid at the time when the student applies for transfer of credits.
- If the credits attained from previous study are from PolyU, the total credits transferred should not exceed 67% of the required credits for the award.
- If the credits gained are from other institutions, the total credits transferred should not exceed 50%.
- In case where both types of credits are transferred, not more than 50% of the required number of credits for the academic award may be transferred.
- Grades may or may not be given for the transferred credits.
- The 50% and 67% ceiling is also applicable to Minor programmes.
- For students admitted to an Articulation Degree or Senior Year curriculum, which is already a reduced curriculum, they will not be given credit transfer for any required GUR subjects, and they must complete at least 60 credits to be eligible for award.
- For credit transfer of retaken subjects with grade being carried over, the grade attained in the last attempt should be taken.
- Students will not be granted credit transfer for a subject which they have attempted and failed in their current study unless the subject was taken by the student as an exchange-out student in his / her current programme.

#### Retaking of Failed Subjects

- Students may only retake a subject which they have failed (i.e. Grade F or S or U). Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded.

- The number of retakes of a subject should be restricted to two, i.e. a maximum of three attempts for each subject is allowed.
- In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject. Likewise, undergraduate or sub-degree students who fail a Cluster Area Requirement (CAR) subject may need to take another subject from the same Cluster Area in order to fulfill this part of the GUR, since the original CAR subject may not be offered; in such cases, the fail grade for the first CAR subject will be taken into account in the calculation of the GPA, despite the passing of the second CAR subject. In these circumstances when students do not have a choice to retake a failed subject, such as when the failed subject has been phased out, a ‘tie-subject’ arrangement can be made with the approval of the Faculty/School Board. Under the arrangement, another appropriate subject can be taken as equivalent to the subject which is not offered. Upon passing the equivalent subject, the fail grade of the original subject will be replaced by the latest grade of the retake subject and the failure grade of the original subject will not be taken into account in the calculation of the GPA.
- Students need to submit a request to the Faculty/School Board for the second retake of a failed subject.
- Students who have failed a compulsory subject after two retakes and have been deregistered can submit an appeal to the Academic Appeals Committee (AAC) for a third chance of retaking the subject.
- In case AAC does not approve further retakes of a failed compulsory subject or the taking of an equivalent subject with special approval from the Faculty, the student concerned would be de-registered and the decision of the AAC shall be final within the University.

### Withdrawal of Subjects

If students have a genuine need to withdraw from a subject after the add / drop period, they should submit an application for withdrawal of subjects to their programme offering department. Such request will first be considered by the subject teacher concerned and followed by the programme leader if there are strong justifications and when the tuition fee of the subject concerned has been settled. Deadline for requests for subject withdrawal will be specified by the teaching department and in any case, it will not be entertained after the commencement of the examination period.

For approved cases, the tuition fees paid for the withdrawn subjects will not be refunded. The withdrawn subjects will be shown under the “Assessment Result” of eStudent and in the transcript of studies.

### **5.3 Award**

A student would be eligible for an award if he / she satisfies all the conditions listed below:

- i) accumulation of the requisite number of credits for the particular award as defined in the Programme Requirement Document;
- ii) satisfying the residential requirement for at least one-third of the credits normally required for the award, unless the professional bodies stipulate otherwise;
- iii) satisfying all requirements as defined in the Programme Requirement Document and as specified by the University; and
- iv) having a GPA of 1.70 or above at the end of the programme.



A student is required to graduate as soon as he / she satisfies all the above conditions for award. Upon confirmation of the eligibility to graduate or leaving the University, registration for subjects (including the follow-on term of consecutive subjects) in the following semester / Summer Term will be nullified and removed.

### Classification of awards

For calculating the weighted GPA (and award GPA) to determine the Honours classification of students who satisfy the graduation requirements, a University-wide standard weighting will be applied to all subjects of the same level, with a weighting of 2 for Level 1 and 2 subjects, a weighting of 3 for Level 3 and 4 subjects.

The guidelines for award classification are stated in the table below. In using these guidelines, the Board of Examiners shall exercise its judgement in coming to its conclusions as to award for each student, and where appropriate, may use other relevant information.

The Board of Examiners will also take into account the overall performance of a particular student in determining the award classification. The Award Grade Point Average (Award GPA, i.e. the GPA calculated based on the prescribed credit requirements) and the Grade Point Average will be used as a guide for determining award classifications.

Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the grade point calculation for award classification. However, if a student attempts more elective subjects (or optional subjects) than those required for graduation in or before the semester in which he becomes eligible for award, the elective subjects (or optional subjects) with a higher grade/contribution shall be included in the grade point calculation (i.e. the excessive subjects attempted with a lower grade/ contribution, including failed subjects, will be excluded).

The following are guidelines for Boards of Examiners' reference in determining award classifications:

<i>Award Classifications</i>	<i>Guidelines</i>
1 <sup>st</sup>	The student's performance/attainment is outstanding, and identifies him/her as exceptionally able in the field covered by the programme in question.
2:i	The student has reached a standard of performance/attainment which is more than satisfactory but less than outstanding.
2:ii	The student has reached a standard of performance/attainment judged to be satisfactory, and clearly higher than the 'essential minimum' required for graduation.
3 <sup>rd</sup>	The student has attained the 'essential minimum' required for graduation at a standard ranging from just adequate to just satisfactory.

For Honours degree programmes, the awards will be classified as follows

- First Class Honours
- Second Class Honours (Division 1)
- Second Class Honours (Division 2)
- Third Class Honours

Under exceptional circumstances, a student who has completed an Honours degree programme, but has not attained Honours standard, may be awarded a Pass-without Honours degree. For example, if a student in an Honours degree programme has a Grade Point Average (GPA) of 1.70 or more, but his/her Weighted GPA is less than 1.70, he/she may be considered for a Pass-without-Honours classification. A Pass-without-Honours is an unclassified award, but the award parchment will not include this specification.

Students who have committed academic dishonesty or non-compliance with examination regulations will be subject to the penalty of the lowering of award classification by one level. In rare circumstances where both the Student Discipline Committee and the Board of Examiners of Department consider that there are strong justifications showing the offence to be less serious, the requirement for lowering the award classification can be waived.

#### Aegrotat award

- If a student is unable to complete the requirements of the programme in question for the award due to very serious illness, or other very special circumstances which are beyond his/her control, and considered by the Board of Examiners as legitimate, the Faculty/School Board will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.
- A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the Board of Examiners; the student's exercise of this option shall be irrevocable.
- The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.
- An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the Board of Examiners may determine whether the award should be classified, provided that they have adequate information on the students' academic performance.

## **6. Programme Management**

### **6.1. Programme Leader**

The Programme Leader will provide the programme's academic and organizational leadership. The Programme Leader should expect the full support and cooperation of the Head of Department and Heads of other contributing Departments, but should recognise that a Head will need to balance a range of departmental demands and priorities in allocating staff and resources to the programme.

### **6.2. Undergraduate Programme Committee**

The Committee is made up of the Head of the Department, the Programme Leader and other faculty members deemed necessary.

The Undergraduate Programme Committee will exercise overall academic and operational responsibility over BACHC and its development within defined policies, procedures and regulations including the following:

- i. the effective conduct, organization, and development of the programme(s), including
  - (a) ensuring the appointment of tutors as required by the programme(s) (subject, year, admissions, placement, etc.), in consultation with the appropriate Head(s) of Department(s);
  - (b) ensuring that the programme(s) is/are staffed and resourced to agreed levels through recommendations to, and negotiations with, Heads of contributing Departments;
  - (c) ensuring that the mechanics of operation, including programme/year/subject time-tabling, teaching rooms, access to specialist facilities, etc., are organized and effective;
  - (d) the coordination of teaching and other inputs;
  - (e) the nomination of proposed external examiner(s), where necessary and as required by the professional bodies, for the approval of the Faculty/School/College Board; and
  - (f) the implementation of policies for monitoring student progress, student counselling, placements, etc.
- ii. stimulation of the development of teaching methods and programme materials, through Heads of Departments, subject leaders, and the Educational Development Centre, as appropriate;
- iii. review of academic regulations, admission policy, assessment, and examination methods;
- iv. formal submissions to appropriate professional bodies, normally via the Head of the programme offering Department and in accordance with the University's established procedures;
- v. the continuing critical review of the rationale, aims, intended learning outcomes (ILOs) and the alignment of teaching, learning, and assessment with the ILOs, programme learning outcomes assessment and its results, and the improvement and development of the programme(s);
- vi. the definition and maintenance of the academic standard of the programme(s);
- vii. ensuring that the views of students and other key stakeholders in the programme(s) are known and taken into account;
- viii. the evaluation of the operation, health, and progress of the programme(s) as defined in the University's programme review procedures.

### **6.3. Staff/Student Consultative Group**

It is important that there be adequate and effective opportunities for discussion of the programme between students and staff, in a context that allows wide student participation. The Student/Staff Consultative Group provides a formal channel through which student views can be obtained. The Group is comprised of student representatives of every level of the programme, and staff members involved in all the subject areas and activities of the programme. The Group will meet whenever deemed necessary by its members to discuss any matter directly related to the programme and to report or make recommendations, as felt necessary, to the Programme Committee Advisors.

### **6.4. Academic Advising**

In order to ensure that students receive academic advice properly throughout their studies and be provided with accurate information about programmes, academic regulations and procedures, a team of academic staff is designated to be the Departmental Academic Advisors.

A Departmental Academic Advisor, as frontline advisors to students, are responsible for providing students with relevant and current information about curriculum and programme requirements, advising students of suitable combinations of subjects before subject registration in each semester, providing academic advice to students related to their studies, assisting students in solving problems encountered in their studies, and referring students to other offices and units for relevant information or support.

# 7. Subject Syllabi

<b>Subject Code</b>	CHC313
<b>Subject Title</b>	Work-Integrated Education
<b>Credit Value</b>	3 Training credits
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	In line with PolyU's Strategic Plan for all-round development of students, this subject aims to improve students' professional competencies and overall development through training in the workplace. Students will have a chance to apply what they have learned from the subject offerings of BICS in a work context, exercise their language and cultural skills, and gain first-hand knowledge of the challenges of a work place. The WIE Coordinator and the Workplace Supervisor will play supportive roles in the students' WIE experience.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) gain a practical understanding of the applicability of language and cultural skills in the development of professional competence,</li> <li>b) cultivate personal attributes that will benefit them in the workplace,</li> <li>c) assess one's strengths and weaknesses so as to better prepare for a career,</li> <li>d) develop creative and critical thinking and problem-solving skills,</li> <li>e) identify goals for future personal and professional development, and</li> <li>f) heighten awareness of and appreciation for the importance of cultural sensitivity in human interactions.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>Orientation: This take place in the semester before WIE is to begin, and consists of briefings given by the WIE Coordinator on the aims, procedures and assessment criteria of WIE, professional attitudes and ethics, duties and responsibilities of the students and the WIE Coordinator, and skills of coping with difficulties in the workplace. Students are encouraged to propose to the WIE Coordinator for approval a potential employer who is willing to serve as a Workplace Supervisor for the WIE.</p> <p>Training: Students will be placed in organizations/companies where their language and cultural knowledge can be utilized for a minimum of 160</p>

	<p>hours of on-the-job training. The WIE Coordinator will liaise with potential Workplace Supervisors to arrange, if needed, for interviews and briefings, and to identify particular objectives for the students during the training.</p> <p>It is advisable for students to get in touch with the WIE Coordinator when necessary.</p>																																														
<p><b>Teaching/Learning Methodology</b></p>	<p>In addition to orientation and training students are encouraged to consult the WIE Coordinator when appropriate. Students should first of all approach their Workplace Supervisors for immediate advice at the workplace.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="491 703 1444 1285"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1.Orientation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Performance Appraisal Checklist</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final Report</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Responsibility of Students</b></p> <p>On completion of the job placement, students will evaluate their WIE training in the form of portfolios which include:</p> <ul style="list-style-type: none"> <li>○ identification of personal achievements which will reflect the extent to which intended WIE outcomes have been achieved, through the completion of a WIE Final Report at the end of the placement, and</li> <li>○ a reflective journal maintained regularly during the student’s WIE experience, which is optional but encouraged.</li> </ul> <p><b>Responsibility of Workplace Advisors</b></p> <p>Since employers play an important role in supervising students in the WIE training, an appraisal checklist will be sent to the Workplace Advisors to</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1.Orientation	20%	✓	✓	✓	✓	✓	✓	2. Performance Appraisal Checklist	40%	✓	✓	✓	✓	✓	✓	3. Final Report	40%	✓	✓	✓	✓	✓	✓	Total	100%						
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Total	100%																																														

	<p>assess the workplace competencies of BABICS students. Knowledge and skills to be evaluated by employers include:</p> <ul style="list-style-type: none"> <li>○ Language skills: The use of English and/or Chinese (including Putonghua) in organizational communication and the development of interpersonal/ business relationships</li> <li>○ Work attitude: Punctuality, initiative, manners, respect for corporate culture, appreciation of human values, leaderships/supervision, etc.</li> <li>○ Reasoning: Ability to think critically to solve problems and cope with uncertainties in the workplace</li> <li>○ Personal and professional development: Identification of achievements during the 160 hours' training and areas of weakness for improvement in the future.</li> </ul> <p><b>Responsibility of the WIE Coordinator</b></p> <p>By collating and assessing learning portfolios from students and evaluation from employers, the WIE Coordinator will award a grade (Pass or Fail) for endorsement by the Department's Subject Assessment Review Panel (SARP), to complete the WIE training exercise.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Orientation</li> </ul>	<p>2 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Placement</li> </ul>	<p>160 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Reading job materials</li> </ul>	<p>10 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Preparing Final Report</li> </ul>	<p>20 Hrs</p>
	<p>Total student study effort</p>	<p>192 Hrs.</p>

<b>Subject Code</b>	CHC402
<b>Subject Title</b>	Capstone Project in Chinese History and Culture 中國歷史及文化畢業習作
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite / Exclusion</b>	Nil
<b>Objectives</b>	Capstone Project provides a structured context in which students can reflect upon their study of Chinese culture in a systematic way and demonstrate their mastery over a related topic. The experience of undertaking the Capstone Project will prove useful to the students' career development and further academic pursuit. The final product of the project can be a thesis, a photo essay, an exhibition or in other formats deemed appropriate after due consultation with the supervisor. The Capstone Project should include a significant writing component. A thesis, for example, should be at least 4,500 Chinese or 3,300 English words in length.
<b>Intended Learning Outcomes (Note 1)</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a. conduct independent research on the topic of the project;</li> <li>b. organize and present one's research findings in an effective and convincing way;</li> <li>c. be creative and analytical in undertaking a sustained project;</li> <li>d. work independently under minimal supervision; and</li> <li>e. be disciplined in time management in handling tasks under high pressure.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus (Note 2)</b>	Students are briefed of the nature of the Capstone Project upon their enrollment in BACHC, and are encouraged to begin the process of formulating a topic as soon as possible. By the third semester of their study, they will be assigned a Project Supervisor who will guide them in designing the project. They will then work with the supervisor in the fourth semester, during which they will pursue a course of research relevant to the topic of the project, write up drafts, hold regular consultation with the Supervisor, and finalize and present their findings in a format described in Objectives above.
<b>Teaching/Learning Methodology (Note 3)</b>	Capstone Projects are coordinated by the Project Coordinator. Each student will be assigned a Project Supervisor. While the Supervisor will meet with the students regularly to provide necessary assistance, it remains the responsibility of the students to complete the project independently.



<b>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	Final project product	100%	✓	✓	✓	✓	✓
	Total	100 %					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The success of any kind of sustained endeavors depends on the attributes captured in the above 5 learning outcomes, which are in turn reinforced in the students as they go through the process of completing the capstone project. The final product of the project is therefore a good measure of the degree to which the students have realized the said learning outcomes.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Consultation		5 Hrs.				
	Other student study effort:						
	▪ Independent research		60 Hrs.				
	▪ Finalizing the end-product of the project		60 Hrs.				
	Total student study effort		125 Hrs.				
<b>Reading List and References</b>	The reading varies from project to project, and will be supplied by the supervisor of the project.						

<b>Subject Code</b>	CLC3351P (2019-20 onward) CBS3351P (2018-19 and before)
<b>Subject Title</b>	Academic Writing and Communication in Chinese
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite</b>	Nil
<b>Co-requisite</b>	Nil
<b>Exclusion</b>	Nil
<b>Objectives</b>	To aid their study and research in Chinese culture, this subject aims at fostering students' knowledge in (1) writing academic paper on topics of traditional and modern Chinese culture (2) comprehending classical Chinese language, texts, and publications, and (3) making presentation on topics/issues about Chinese culture.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to:  (a) write an academic paper on Chinese culture, complete with all the major components,  (b) express oneself properly to general and initiated audiences on topics of Chinese culture in oral presentations,  (c) use dictionaries and other reference tools of classical Chinese for understanding classical words in terms of sound, form and meaning, and to apply the concepts of modern punctuation and scansion to the reading of classical texts,  (d) familiar with the grammar of classical Chinese, features of different types of traditional books and the ways of annotating classical texts.
<b>Subject Synopsis/ Indicative Syllabus</b>	Indicative Content:  - The understanding and writing (with exercises) of major components of modern academic papers on Chinese culture,  - The uses of classical Chinese dictionaries and relevant reference tools  - Identification of key features of classical Chinese texts and publications  - Identification of main idea and evaluation of relevancy of information in oral presentation

<b>Teaching/Learning Methodology</b>	The subject will motivate the students' active participation by various types of assignments: collaborations, individual presentations, and group discussions. Teaching materials will be presented in both printed and audio-visual mode. Teacher consultation will be offered to the students depending on individual need. Lessons will be delivered in Putonghua.																																													
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<b>Student Study Effort Required</b>	Class contact:																																													
	<ul style="list-style-type: none"> <li>▪ Lectures &amp; Seminars</li> </ul>		39 Hrs.																																											
	Other student study effort:																																													
	<ul style="list-style-type: none"> <li>▪ Outside class practice</li> </ul>		3 x 15 = 45 Hrs.																																											
	<ul style="list-style-type: none"> <li>▪ Self-study</li> </ul>		3 x 15 = 45 Hrs.																																											
	Total student study effort		129 Hrs.																																											
<b>Reading List and References</b>	<p data-bbox="515 1671 651 1704">參考書目</p> <ol style="list-style-type: none"> <li>1. 馬建忠：《馬氏文通》。北京：商務印書館，1933。</li> <li>2. 邵成萱：《馬氏文通易覽》。北京：瑞安仿古印書局，1934。</li> <li>3. 俞樾等著：《古書疑義舉例五種》。北京：中華書局，1956。</li> <li>4. 朱熹：《四書集註》。香港：香港太平書局，1968。</li> </ol>																																													

5. 王引之：《經傳釋詞》。香港：商務印書館，1971。
6. 劉國鈞：《中國古代書籍史話》。香港：中華書局，1972。
7. 王力：《古漢語通論》。香港：典文出版社，1975。

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14. 林富士，2009。「《太平經》的神仙觀念」，《中央研究院歷史語言研究所集刊》第八十本，第二分出版日期: 民國九十八年六月，218-262。
15. 陳國偉，2013。「被翻譯的身體 ---跨語際實踐下的身體錯位敘事與文體秩序 第二章」，《越境與譯徑---當代台灣推理小說的身體翻譯與跨國生成》。台北：聯合文學出版社，89-97。
16. 夏志清著，劉紹銘譯，1979。《中國現代小說史》，傳記文學出版社。
17. 黃仁宇，2010。《中國大歷史》，聯經出版事業股份有限公司。
18. 梁秉鈞著，黃淑嫻等編，2013。《也斯的50年—香港文學與文化論集》。香港：中華書局。

<b>Subject Code</b>	ELC3321
<b>Subject Title</b>	English for Students of Chinese Cultural Studies
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite</b>	LCR English subjects (unless exempted)
<b>Objectives</b>	This subject aims to develop the English language skills required by students of Chinese cultural studies to tackle their academic work and to communicate effectively in their future professional careers.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Research, and annotate academic works</li> <li>Plan, organize, and write critical academic essays</li> <li>Deliver effective oral presentations to a range of audiences</li> </ol> <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li><b>1. Extended writing</b> Summarising, synthesising and critiquing sources; applying appropriate organisational patterns to a range of discursive texts; maintaining coherence and cohesion in writing; achieving appropriate style and tone in writing; employing appropriate referencing skills.</li> <li><b>2. Planning presentations</b> Defining topic, scope, purpose and audience; researching topics; organising information and ideas effectively; applying sequencing and signposting language effectively; speaking effectively in groups and in public forums; using effective non-verbal interaction strategies; practising impromptu presentations.</li> <li><b>3. Language appropriacy</b> Using context-sensitive language in spoken and written English.</li> <li><b>4. Language development</b> Developing relevant grammar and vocabulary.</li> </ol>
<b>Teaching/Learning Methodology</b>	<p>The subject is designed to support students' academic works that they need to produce during their course of studies. It will also introduce students to the communication skills that they may need to function effectively in their future professions. These skills will be necessary for successful employment in any organisation where internal and/or external communication is conducted in English.</p> <p>The study method is primarily seminar-based. Activities include teacher</p>

	<p>input as well as individual and group work involving drafting and evaluating texts, mini-presentations and discussions. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>																																															
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="523 499 1396 969"> <thead> <tr> <th data-bbox="523 499 810 696" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="810 499 963 696" rowspan="2">% weighting</th> <th colspan="6" data-bbox="963 499 1396 629">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="963 629 1038 696">a</th> <th data-bbox="1038 629 1114 696">b</th> <th data-bbox="1114 629 1189 696">c</th> <th data-bbox="1189 629 1264 696"></th> <th data-bbox="1264 629 1339 696"></th> <th data-bbox="1339 629 1396 696"></th> </tr> </thead> <tbody> <tr> <td data-bbox="523 696 810 763">1. Summary writing</td> <td data-bbox="810 696 963 763">20%</td> <td data-bbox="963 696 1038 763">✓</td> <td data-bbox="1038 696 1114 763"></td> <td data-bbox="1114 696 1189 763"></td> <td data-bbox="1189 696 1264 763"></td> <td data-bbox="1264 696 1339 763"></td> <td data-bbox="1339 696 1396 763"></td> </tr> <tr> <td data-bbox="523 763 810 831">2. Extended writing</td> <td data-bbox="810 763 963 831">40%</td> <td data-bbox="963 763 1038 831"></td> <td data-bbox="1038 763 1114 831">✓</td> <td data-bbox="1114 763 1189 831"></td> <td data-bbox="1189 763 1264 831"></td> <td data-bbox="1264 763 1339 831"></td> <td data-bbox="1339 763 1396 831"></td> </tr> <tr> <td data-bbox="523 831 810 898">3. Oral presentation</td> <td data-bbox="810 831 963 898">40%</td> <td data-bbox="963 831 1038 898"></td> <td data-bbox="1038 831 1114 898"></td> <td data-bbox="1114 831 1189 898">✓</td> <td data-bbox="1189 831 1264 898"></td> <td data-bbox="1264 831 1339 898"></td> <td data-bbox="1339 831 1396 898"></td> </tr> <tr> <td data-bbox="523 898 810 965">Total</td> <td data-bbox="810 898 963 965">100 %</td> <td colspan="6" data-bbox="963 898 1396 965"></td></tr> </tbody> </table> <p data-bbox="523 1014 1396 1081">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="523 1099 1396 1261">This subject adopts the method of 100% continuous assessment. Students' oral and writing skills are evaluated through assessment tasks related to the learning outcome areas. Students are assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Summary writing	20%	✓						2. Extended writing	40%		✓					3. Oral presentation	40%			✓				Total	100 %						
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**Reading List and  
References**

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<b>Subject Code</b>	CHC308P
<b>Subject Title</b>	Discovering Chinese Culture in Hong Kong 在香港發現中國文化
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	
<b>Objectives</b>	As the old Chinese saying goes, travel and experience afford greater learning than books. Direct observation of cultural sites is essential for students in the humanities. Abstract learning and concrete experience will become one when students combine book learning with on-site visits. This course will focus on three topics: Traditional Arts and City, Historical Figures and Sites, as well as Clans and Rituals. Students will have the opportunity to go on study tours to cultural and historical sites of Hong Kong.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) grasp the fundamental methodology of conducting on-site studies in the field of Chinese culture;</li> <li>b) grasp the skills of presenting cultural phenomena and heritage;</li> <li>c) independently conduct historical field studies according to their own research needs;</li> <li>d) strengthen their professional knowledge through both theoretical and practical learning.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	Part One : Traditional Arts and the City <ol style="list-style-type: none"> <li>1) Traditional Chinese operas in Hong Kong (Kunqu and Cantonese Opera)</li> <li>2) A study tour to the Cantonese Opera Heritage Hall of Hong Kong Heritage</li> <li>3) The cultural significance of the traditional operas in modern society (evaluation &amp; students' presentation)</li> </ol> Part Two : Historical Figures and Sites <ol style="list-style-type: none"> <li>4) New Asia College, Contemporary Neo-Confucianism and the Chinese cultural crises in the 20<sup>th</sup> century</li> <li>5) A study tour to New Asia College and the former campus (New Asia Middle School)</li> <li>6) Hong Kong's role in the development of Contemporary Neo-Confucianism (evaluation &amp; students' presentation)</li> </ol> Part Three : Religion and Society <ol style="list-style-type: none"> <li>7) Religious belief and practices in traditional Chinese communities</li> </ol>



	<p>8) A study tour to the Pingshan Cultural Heritage Trail and the Exhibition Hall of the Deng Clan</p> <p>9) The cultural significance of the religious belief and practices to the community on the Pingshan Cultural Heritage Trail (evaluation &amp; students' presentation)</p>																																								
<p><b>Teaching/Learning Methodology</b></p>	<p>1) This course is divided into three learning units, each taught by a professor. Before each field trip, the professor in charge will introduce theoretical concepts related to the topic of the field trip, and significant details of the sites.</p> <p>2) During each field trip, the professor in charge will provide on-site explanations and answer students' queries.</p> <p>3) After the field trip, the students will give oral presentations under the guidance of the professor.</p> <p>4) Besides attending all the lectures, students are required to attend at least two of the three field trips.</p>																																								
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="518 913 1471 1529"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Written Report</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Fieldtrip Report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Oral Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. In-class assessment</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>First, for the intended learning outcomes (a) and (d), the written report (3000 words) and fieldtrip report (2,500 words) aim to assess students' overall mastery of the content and methodology of historical and cultural field activities as well as their writing and speaking ability.</p> <p>Second, for the intended learning outcomes (b) and (c), In-class assessment, discussion and the oral presentation will help assess the students' degree of involvement and ability to respond questions appropriately. Students will be judged according to the contributions they make towards the advancement of classroom discussion, the coherence of their remarks and the relationship they bear to the content of the subject.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Written Report	40%	✓	✓	✓	✓	2. Fieldtrip Report	30%	✓	✓	✓	✓	3. Oral Presentation	20%	✓	✓	✓	✓	4. In-class assessment	10%	✓	✓	✓	✓	Total	100%				
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Total	100%																																								

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	20 Hrs.
	▪ Tutorials	10 Hrs.
	▪ Fieldtrips	24 Hrs.
	Other student study effort:	
	▪ Reading	30 Hrs.
	▪ Writing	30 Hrs.
	▪ Discussion	10 Hrs.
	Total student study effort	124 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 白先勇策劃、林皎紅主編，《姹紫嫣紅牡丹亭：四百年青春之夢》。臺北：遠流出版事業股份有限公司，2004。</li> <li>2. 杜正勝，〈五服制的族群結構與倫理〉，載氏著，《古代社會與國家》。臺北：允晨文化，1992，頁 855-876。</li> <li>3. 科大衛，〈祠堂與家廟——從宋末到明中葉宗族禮儀的演變〉，《歷史人類學學刊》，卷 1 期 2（2003 年 10 月），頁 1-20。</li> <li>4. 周愛靈著，羅美嫻譯，《花果飄零：冷戰時期殖民地的新亞書院》。香港：商務印書館，2010。</li> <li>5. 葉紹德編撰，張敏慧校訂，《唐滌生戲曲欣賞：一，帝女花、牡丹亭驚夢》。香港：匯智出版有限公司，2015。</li> <li>6. 翟志成，〈救亡思潮與民族主義〉，收入氏著，《馮友蘭學思生命前傳：1895-1949》。臺北：中央研究院近代史研究所，2007，頁 15-56。</li> <li>7. 翟志成，〈圓亭憶往錄〉，收入新亞書院編，《多情六十年——新亞書院的過去、現在與未來》。香港：香港中文大學新亞書院，2009，頁 152-156。</li> <li>8. 黎健，《香港粵劇敘論》。香港：三聯書店，2010。</li> <li>9. 錢穆，《新亞遺鐸》。臺北：東大圖書公司，1989。</li> <li>10. James L. Watson. "From the Common Pot: Feasting with Equals in Chinese Society," in James L. Watson and Rubie S. Watson, <i>Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories</i>. Hong Kong: Chinese University Press, 2005, pp. 105-124. (中譯版：華琛，〈同吃一盆菜：中國社會中的平等宴會〉，載華琛、華若璧著，《鄉土香港——新界的政治、性別及禮儀》。香港：中文大學出版社，2011，頁 83-98。)</li> </ol>	

<b>Subject Code</b>	APSS3601
<b>Subject Title</b>	Government and Public Administration in Contemporary China
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject introduces students to major concepts and issues involved in the study of government and public administration in contemporary China. It gives students basic exposure to the politics, government, and public administration in China and allow them to understand and explore some of the critical issues it faces.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) Understand the basic government and administration structures in the greater China;</li> <li>b) Utilize the basic conceptual tools in analyzing the deep-rooted governance issues of the modernizing China;</li> <li>c) Examine critically the possible changes of the government and administrative structures;</li> <li>d) Communicate clearly impacts of the globalized civic values on the political and administrative structures of China.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>The Making of Socialist Government in China: A Brief Introduction to the formation of the PRC government in 1949</p> <p>Governance and Administrative reform in Post-Mao China: Its history, the change of leadership, and its impact.</p> <p>State Government and the Possibility of the Emergence of Civil Society in China.</p> <p>The dynamic between Central and Local Governments.</p> <p>Local Governance: Village and Township Direct Elections. JQ1510 .G68 2004.</p> <p>Globalised Debates and Concerns: Human Rights, Democracy, Citizenship and Social Development.</p> <p>One Country Two Systems: The formation of the Hong Kong and Macau Special Administrative Regions.</p> <p>Hong Kong and Macau Government and Administration Structures.</p>

<b>Teaching/Learning Methodology</b>	The approach will be comprised of lectures and seminars. In the seminars, small groups of 3 to 5 students are to be assigned to undertake selected topics and present their work to the seminar class. Students are also encouraged to participate actively in tutorials/seminars.																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</b>	<table border="1"> <thead> <tr> <th data-bbox="517 394 823 607" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="823 394 983 607" rowspan="2">% weighting</th> <th colspan="4" data-bbox="983 394 1474 533">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="983 533 1102 607">a</th> <th data-bbox="1102 533 1222 607">b</th> <th data-bbox="1222 533 1342 607">c</th> <th data-bbox="1342 533 1474 607">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 607 823 678">1. Term paper</td> <td data-bbox="823 607 983 678">60%</td> <td data-bbox="983 607 1102 678">✓</td> <td data-bbox="1102 607 1222 678">✓</td> <td data-bbox="1222 607 1342 678">✓</td> <td data-bbox="1342 607 1474 678">✓</td> </tr> <tr> <td data-bbox="517 678 823 786">2. Seminar presentation</td> <td data-bbox="823 678 983 786">30%</td> <td data-bbox="983 678 1102 786">✓</td> <td data-bbox="1102 678 1222 786">✓</td> <td data-bbox="1222 678 1342 786">✓</td> <td data-bbox="1342 678 1474 786">✓</td> </tr> <tr> <td data-bbox="517 786 823 893">3. Seminar participation</td> <td data-bbox="823 786 983 893">10%</td> <td data-bbox="983 786 1102 893">✓</td> <td data-bbox="1102 786 1222 893">✓</td> <td data-bbox="1222 786 1342 893">✓</td> <td data-bbox="1342 786 1474 893">✓</td> </tr> <tr> <td data-bbox="517 893 823 965">Total</td> <td data-bbox="823 893 983 965">100%</td> <td colspan="4" data-bbox="983 893 1474 965"></td> </tr> </tbody> </table>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Term paper	60%	✓	✓	✓	✓	2. Seminar presentation	30%	✓	✓	✓	✓	3. Seminar participation	10%	✓	✓	✓	✓	Total	100%				
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Seminar Presentation and Participation:</b></p> <p>Students have to present in groups on their critical views on selected issues to demonstrate how much they have understood the processes and mechanisms of government and public administration in the greater China. They are expected to use case materials to illustrate how they could apply the theories and concepts they have learned in lectures and generate critical discussions. This exercise will show how well they have learned and how effective they are as communicators.</p> <p><b>Written Report:</b></p> <p>Students will write a group report of about 3000 words based on their group presentation and the feedback they have received from tutors and classmates. In this exercise, students can demonstrate their competence in written communication, logical thinking, critical ability and problem-solving capacity.</p>																																							

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Study for examination	12 Hrs.
	▪ Preparation for and writing group presentation and individual report	20 Hrs.
	▪ Self-directed studies	50 Hrs.
	Total student study effort	121 Hrs.
<b>Reading List and References</b>	<p><b>Essential:</b></p> <ol style="list-style-type: none"> <li>1) Gries, Peter Hays and Stanley Rosen. (Eds.) (2004). <i>State and Society in 21<sup>st</sup> Century China: Crisis, Contention, and Legitimation</i>. New York: Routledge Curzon.</li> <li>2) Howell, Jude. (Ed.) (2004). <i>Governance in China</i>. Lanham, MD.: Rowman and Littlefield Publishers.</li> <li>3) Jensen, Lionel M. and Timothy B. Weston. (Eds.). (2007). <i>China's Transformations: The Stories beyond the Headlines</i>. Lanham, Md.: Rowman and Littlefield.</li> </ol> <p><b>Supplementary:</b></p> <ol style="list-style-type: none"> <li>1) Dittmer, Lowell and Guoli Liu. (Eds.) (2006). <i>China's Deep Reform: Domestic</i></li> <li>2) <i>Politics in Transition</i>. Lanham, Md.: Rowman and Littlefield.</li> <li>3) Gallagher, Mary Elizabeth. (2005). <i>Contagious Capitalism: Globalization and the Politics of Labor in China</i>. Princeton, N.J.: Princeton University Press.</li> <li>4) Lieberthal, Kenneth. (2004). <i>Governing China: From Revolution through Reform</i>, 2nd edition. New York: Norton.</li> <li>5) Liu, Meiru. (2001). <i>Administrative reform in China and its Impact on the Policy-making Process and Economic Development after Mao: Reinventing Chinese Government</i>. Lewiston, NY: Edwin Mellen Press.</li> <li>6) O'Brien, Kevin J. (1990). <i>Reform without Liberalization: China's National People's Congress and the Politics of Institutional Change</i>. Cambridge: Cambridge University Press.</li> <li>7) Perry, Elizabeth J. and Merle Goldman. (Eds.) (2007). <i>Grassroots Political Reform in Contemporary China</i>. Cambridge, Mass.: Harvard University Press.</li> </ol>	

	8) Scott, I. (2005). <i>Public Administration in Hong Kong: Regime Change and its Impact on the Public Sector</i> . Singapore: Marshall Cavendish.
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<b>Subject Code</b>	CHC318
<b>Subject Title</b>	Pre-modern Chinese History and Culture
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course surveys the essential elements of Chinese history and culture before 1840. It discusses important issues of politics, economy, society, and intellectuals in pre-modern China. It also studies how these different fields may interact with each other and then give us a more complex and interesting picture of pre-modern China. Through learning and studying pre-modern Chinese history, this course will cultivate students' identity with Chinese culture.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) understand the monarchy as an institution in Chinese empires, and (b) have knowledge about the developments and trends of the economy during traditional Chinese society, and (c) understand how literati or scholar-officials played an important role in pre-modern China, and (d) realize the different interaction patterns between state and society in different regions and at different times, and (e) acquire the big picture of the changing intellectual history. (f) cultivate an ability to consider how different domains of Chinese history interact with each other.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) The institution and transition of the Chinese monarchy</li> <li>2) The resources for legitimacy in the Chinese empires</li> <li>3) The process and causes of the southward shift of the economic centre</li> <li>4) The developments and transitions of cities and the changing status of merchants</li> <li>5) The forming of aristocracy and its influence before the Tang dynasty</li> <li>6) Literati after the Song dynasty and the civil service examinations</li> <li>7) Political and social transitions in the conquest dynasties</li> <li>8) Literati in local society and their local organizations</li> <li>9) Developments of Buddhist and lineage organizations in local society</li> <li>10) Different intellectual schools in pre-Qin</li> </ol>

	<p>11) Confucianism and its main changes from the Han dynasty to the Qing dynasty</p> <p>12) Introduction to historiography and different genres in classical Chinese</p> <p>13) Conclusion and discussion</p>																																														
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>Classes will consist of lectures that introduce the subject's materials and classroom discussions where the materials will be analysed in depth. Students are responsible for the sources and secondary materials before class. The methodology is essentially interactive. Classroom discussions will not only test students' grasp of the content of the course but also enable the teacher to address problems that cause difficulties to students' learning. Students' reports and papers will enhance their understanding of the course and their skill in writing academic papers.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="523 788 1382 1303"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Reading report &amp; Oral Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Mid-term exam</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>3. Term paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>1. The instructor will assign readings to students every week. The readings include textbooks written by modern scholars and sources written in Classical Chinese. The contents include political, economic, social, and intellectual pre-modern Chinese history. Students need to read them carefully and present or discuss these readings in tutorials.</p> <p>2. The mid-term exam is designed to assess students' understanding of the lectures. The exam is scheduled to be held in the tenth week. Therefore, the exam will test students' knowledge of the topics on Chinese political, economic, and social history.</p> <p>3. The term paper is about 2000 words on a topic related to the course subjects. It is designed to assess students' mastery of the main content of the course and their ability to pursue their own learning.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Reading report & Oral Presentation	30%	✓	✓	✓	✓	✓	✓	2. Mid-term exam	30%	✓	✓	✓	✓		✓	3. Term paper	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	Other student study effort:	
	▪ Readings	60 Hrs.
	▪ Writings	20 Hrs.
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 錢穆，《國史大綱》，臺北，臺灣商務印書館，1974 修訂一版。</li> <li>2. 錢穆，《中國歷代政治得失》，台北：東大圖書公司，1984。</li> <li>3. 傅樂成，《中國通史》，臺北，大中國圖書公司，1979 年新編排二版。</li> <li>4. 鄧廣銘，田余慶，戴逸等，《中國通史》，北京：中國大百科全書出版社，2020。</li> <li>5. 傅樂成，《漢唐史論集》，台北：聯經出版事業公司，1977。</li> <li>6. 杜正勝主編，《中國文化史》，臺北，三民書局，民國八十五年修訂初版。</li> <li>7. 梁庚堯，《中國社會史》，臺北，臺大出版中心，2014。</li> <li>8. 梁庚堯，《宋代科舉社會》，臺北，臺大出版中心，2015。</li> <li>9. 杉生正明，《疾馳的草原征服者：遼、西夏、金、元》，臺北：商務，2017。</li> <li>10. 蕭啟慶，《元代的族群文化與科舉》，臺北：聯經，2008。</li> <li>11. 蕭啟慶，《內北國而外中國：蒙元史研究》，北京：中華書局，2007。</li> <li>12. 余英時，《中國知識階層史論：古代篇》，台北：聯經出版事業公司，1980。</li> <li>13. 韓森（Valeri Hansen）著，包偉民譯，《變遷之神：南宋時期的民間信仰》，杭州：浙江人民出版社，1999。</li> <li>14. 傅衣凌，《明清農村社會經濟》北京市：三聯，1961。</li> <li>15. 何柄棣著，徐泓翻譯，《明清社會史論》(<i>The Ladder of Success in Imperial China: Aspects of Social Mobility, 1368-1911</i>) 台北：聯經，2013。</li> <li>16. Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge: Cambridge University Press, 2022; 3rd ed.</li> <li>17. Jacques Gernet, Translated by J. R. Foster, Translated by Charles Hartman. <i>A History of Chinese Civilization</i>. Cambridge: Cambridge University Press, 1996.</li> <li>18. Roberts, J.A.G. <i>A History of China</i>. 3rd ed. London: Bloomsbury Publishing, 2011.</li> <li>19. Tanner, Harold M. <i>China: A History, Volume 1</i>. Indianapolis: Hackett Publishing, 2014。</li> </ol>	

<b>Subject Code</b>	CHC419P
<b>Subject Title</b>	Revolutions in Twentieth-century China and Asia 二十世紀中國與亞洲的革命
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	Through comparing and contrasting the major revolutions taking place in China and Asia in the twentieth century, this course intends to help students understand the causes, processes and consequences of revolutions as a tool for making social-political changes in the past century and a factor for shaping the present and future of China and Asia.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) Understand the causes of revolutions in twentieth century China and Asia;</li> <li>b) Examine the roles played by the leaders, the various social groups, as well as external forces in the revolutions;</li> <li>c) Compare and contrast the visions and strategies adopted by the leaders of the various revolutions;</li> <li>d) Analyze the interactions between traditions and revolutions.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: Rebellion, Reform, and Revolution</li> <li>2. Imperialism and Modernizing Reforms: Japan VS the Rest of Asia</li> <li>3. The First Wave: Nationalism as a Response to Imperialism</li> <li>4. The Use of Violence: Why and How?</li> <li>5. The Second Wave: the Spread of Communism in Asia</li> <li>6. Tradition and Revolution: Confucianism, Buddhism, Islam, Hinduism, Nationalism and Communism</li> <li>7. The Revolutionary Vanguard: the Intellectuals</li> <li>8. The Peasants and Revolution</li> <li>9. Charisma and Revolution: Sun Yat-sen, Mao Zedong, Gandhi, Ho Chi-minh, Kim Il-sung, Sukarno</li> <li>10. Revolution and modernization</li> <li>11. Revolution and Ethnicity</li> <li>12. The Survival of National Communism: China, Vietnam and North Korea</li> <li>13. Goodbye Revolution?</li> </ol>
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<ol style="list-style-type: none"> <li>1. The subject teacher will deliver weekly lectures that will cover the 13 major topics listed above;</li> <li>2. Students will be required to complete weekly reading assignments. If the MOI is English and there are students in the class that are not able to read Chinese, then only English language materials will be</li> </ol>

	<p>assigned; if the MOI is Chinese, then both Chinese language and English language materials will be assigned;</p> <p>3. Discussion and other activities will be held to enhance students' comprehension of the course content. Students are expected to participate actively in class discussions;</p> <p>4. In addition to weekly readings, assignments for students also include oral presentation, quiz, and term paper. The various assignments will help students learn how to analyse written texts and other course materials. The term paper is the most important assignment for this subject, and it will give students an opportunity to practice and enhance their abilities in identifying topics, collecting and digesting primary and secondary source materials, forming arguments, and presenting ideas in a coherent and concise manner.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="517 703 1436 1308"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Quizzes</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>4. Term Paper</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>In-class assessment (10%): This will assess the students' performance in tutorials as well as in lecture sessions. Students will be reminded that they are expected to participate actively in class discussions;</li> <li>Oral Presentation (20%): This will assess the students' overall grasp of relevant concepts, theories, methods and skills. Specifically, it will evaluate the student's ability to collect, analyse, and present written texts and other source materials. In order to prepare the presentation, students are expected to read multiple sources related to their topics and discuss with group members;</li> <li>Quiz (30%): This will assess the students' comprehension of weekly reading assignments and their ability to reflect on the different topics covered in the assigned readings, lectures and tutorials;</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assessment	10%	√	√	√	√			2. Oral Presentation	20%	√	√	√	√			3. Quizzes	30%	√	√	√	√			4. Term Paper	40%	√	√	√	√			Total	100 %						
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	4. Term paper (40%): This will assess the students' ability to collect and analyze source materials and to form arguments, their writing skills as well as their creativity.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Writing	36 Hrs.
	▪ Group Presentation	12 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p>中文著作:</p> <p>陳翰笙, 《解放前的地主與農民: 華南農村危機研究》。中國社會科學出版社, 1984。</p> <p>陳平, 《我方的歷史》。Media Masters, 2004。</p> <p>陳永發, 《中國共產革命七十年》。台北: 聯經, 2001。</p> <p>《告別革命: 李澤厚劉再復對話錄》。天地图书, 2011。</p> <p>《共產國際有關中國革命的文獻資料》(中國社會科學院近代史研究所 編譯)。北京: 中國社會科學出版社, 1981。</p> <p>《海陸豐革命史料》。廣州: 廣州人民出版社, 1986。</p> <p>黃文歡, 《滄海一粟: 黃文歡革命回憶錄》。解放軍出版社, 1987。</p> <p>黃錚, 《胡志明與中國》。解放軍出版社, 1987。</p> <p>蔣永敬, 《孫中山與辛亥革命》。台北: 商務, 2011。</p> <p>蔣永敬, 《孫中山與胡志明》。台北: 商務, 2011。</p> <p>李廷江, 《辛亥革命與亞洲》。社會科學文獻出版社, 2015。</p> <p>毛澤東, 《毛澤東選集》, 1-5 卷</p> <p>孫中山, 《三民主義》</p> <p>王任叔, 《印度尼西亞近代史》。北京大學出版社, 1995。</p> <p>溫銳, 謝建社. 《中央蘇區土地革命研究》。天津: 南開大學出版社, 1991。</p> <p>楊奎松, 《中間地帶的革命: 國際大背景下看中共成功之道》, 山西人民出版社, 2010。</p>	

杨昭全, (韩)李辅温, 《朝鮮義勇軍抗日戰史》。黑龍江人民出版社, 1995。

章開沅, 《辛亥革命史》, 東方出版中心, 2010。

張志樂, 《阿里郎之歌: 中国革命中的一个朝鲜共产党人》。新華出版社, 1993。

《中國共產黨與少數民族人民的解放鬥爭》, 北京: 中共黨史出版社, 1999。

《中國少數民族革命史: 1840-1949》, 南寧: 廣西民族出版社, 2000。

#### English Language Readings and References

Lucien Bianco, *Origins of the Chinese Revolution, 1915-1949*. Muriel Bell, trans. Stanford University Press, 1971.

David Chandler, *Brother Number One: A Political Biography Of Pol Pot*. Routledge, 1999.

Chen Yung-fa, *Making Revolution, The Communist Movement in Eastern and Central China, 1937-1945*. Center for Chinese studies, UC-Berkeley, 1986.

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Bruce Cumings, *Korea's Place in the Sun: A Modern History*. W.W. Norton: 2005.

James DeFronzo, *Revolutions and Revolutionary Movements*. Routledge, 2021. 6<sup>th</sup> edition.

William Duiker, *Ho Chi-minh*. New York: Hyperion, 2000.

John King Fairbank, *The Great Chinese Revolution, 1800-1985*. New York: Harper and Row, 1987.

Melvyn Goldstein, *A Tibetan Revolutionary: The Political Life and Times of Bapa Phüntso Wangye*. University of California Press, 2006.

William Hinton, *Fanshen: A Documentary of Revolution in a Chinese Village*. Monthly Review Press, 2008.

Khan Huynh Kim, *Vietnamese Communism, 1925-1945*. Cornell University Press, 1982.

John D. Legge, *Sukarno: A Political Biography*. Editions Didier Millet, 2012. 3<sup>rd</sup> edition.

Collin Mackerras & Nick Knight, eds. *Marxism in Asia*. New York: St. Martins, 1985.

David Marr, *Vietnam: State, War, and Revolution*. University of California Press, 2013.

Maurice Meisner, *Li Ta-Chao and the Origins of Chinese Marxism*. Atheneum, 1974. 3<sup>rd</sup> edition.

	<p>Nguyen Thi Dinh and Mai Elliot, <i>No other Road to Take: The Memoirs of Mrs. Nguyen Thi Dinh</i>. Southeast Asia Program Publications, 1976.</p> <p>Elizabeth Perry, <i>Rebels and Revolutionaries in North China, 1845-1945</i>. Stanford University Press, 1980.</p> <p>Samuel Popkin, <i>The Rational Peasant: The Political Economy of Rural Society in Vietnam</i>. University of California Press, 1979.</p> <p>James Scott, <i>The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia</i>. Yale University Press, 1977.</p> <p>Edgar Snow, <i>Red Star over China: The Classic Account of the Birth of Chinese Communism</i>. Grove Press, 1994.</p> <p>Suh Dae-sook, <i>Kim Il-sung</i>. Columbia University Press, 1995.</p> <p>Eric Wolf. <i>Peasant Wars of Twentieth Century</i>. New York: Harper &amp; Row, 1969.</p> <p>Alexander Woodside, <i>Community and Revolution in Modern Vietnam</i>. Houghton Mifflin School, 1976.</p>
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<b>Subject Code</b>	CHC305P
<b>Subject Title</b>	Modern and Contemporary Chinese History and Culture 現當代中國歷史與文化
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course introduces important subjects from the first half of the twentieth-century to the present, covering subjects such as China in the war, the Mao's revolutionary culture and the Cultural Revolution, the Chinese Mainland's Reform and Opening Up, as well as the socialist market's impact upon the everyday life, the rise of the middle-class culture, as well as the migrant workers and issues related to developmentalism. This course aims to provide new perspectives to discuss the cultural texts in relation to the concrete historical issues and simultaneously situate them in a global context. Taking an <i>interdisciplinary</i> and <i>multimedia</i> approach, the course aims to present an affective, aesthetic, sensual experience of twentieth-century China and encompasses a variety of genres and media and provides the students with the diversity of experience about modern Chinese history. Therefore, this course will provide students with deeper understandings of modern Chinese history and culture and enrich their ways of experiencing the world.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) grasp the historical trajectory of modern and contemporary China; b) comprehend the close relationship between the cinematic texts and modern Chinese history and culture as well as the way how they responded to and participated to the trend of a particular historical period; c) obtain multiple perspectives on modern and contemporary Chinese history and culture d) demonstrate a critical thinking ability to understand the richness of modern and contemporary Chinese history and culture
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1. Introduction: How to Narrate Modern China 2. China in the War 3. The Chinese Mainland, Taiwan and Hong Kong after the 1949 Divide 4. Mao's China and Its Revolutionary Culture and 5. The Cultural Revolution 6. The Reform and Opening Up (I) 7. The Reform and Opening Up (II) 8. The Middle-Class Formation in the Chinese Mainland, Hong Kong and Taiwan 9. China as the World Factory and Migrant Workers 10. Environmental Crisis and China's Developmentalism

<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p><b>11. Meritocracy and China's Young Generation</b></p> <p>This course will include lectures, classroom discussions, group oral presentations as well as final paper writing. Before the class, students should complete the assigned readings, watch the films/plays, listen to the musical pieces and write down their thoughts and questions to be raised during class discussions. Lectures will provide key concepts, themes and historical/social contexts and demonstrate the ways of analyzing the texts. Moreover, the course materials are interdisciplinary and multimedia in nature and therefore, the course will provide the students with diverse experience through listening, watching, and reading and then further train the students' ability of critical thinking. Students are encouraged to find materials related to that week's subject and readings independently and share with the other students their findings, thoughts, analysis and raise questions during their oral presentations. They will have opportunities to exercise their critical thinking and voice their opinions during the tutorials. and their presentations will further diversity the students' understandings and enrich the course content as a whole.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="518 891 1377 1532"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Mid-term and Final Exams</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. In-class assessment and Oral Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Readings</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Final Papers</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>A mid-term and a final quiz will test students' grasp of their knowledge of the content of the subject. Oral presentations will test the students' ability to find materials independently and their skills of articulating their thoughts and analyzing the materials. A term paper will test the students' ability to incorporate what they learn from the class and their analytical skills into the written assignments.</p> <p>Final paper requirement: Write a 4-5-page paper on a topic of your choice and in consultation with the instructor. Manuscripts must be double-spaced with 12-point type and 1inch margins and formatted for letter-size (8.5 x 11 in.) paper if possible (or approximately 1600</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Mid-term and Final Exams	20%	✓	✓	✓	✓			2. In-class assessment and Oral Presentation	30%	✓	✓	✓	✓			3. Readings	10%	✓	✓	✓	✓			4. Final Papers	40%	✓	✓	✓	✓			Total	100 %						
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4. Final Papers	40%	✓	✓	✓	✓																																																		
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	<p>words). Your paper needs to discuss at least one primary text or film from the course while engaging relevant critical issues. Your paper must be word-processed, double-spaced, page-numbered, and spell-checked. It should have normal margins and a readable font. The quotation style follows Chicago style. You should always back up your argument with evidence from the texts through judicious use of quotations and paraphrases (keep plot summaries to a minimum and avoid lengthy quotations). You are expected to make use of the scholarly texts from the course to the best of your ability. In addition, please also include 2-3 scholarly articles to support your analysis and argument.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	<p>26 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>	<p>13 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Readings</li> </ul>	<p>48 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Written Report</li> </ul>	<p>33 Hrs.</p>
	<p>Total student study effort</p>	<p>120 Hrs.</p>
<p><b>Reading List and References</b></p>	<p>Films to be shown in the class:</p> <ol style="list-style-type: none"> <li>1) 《一江春水向東流》（1947，蔡楚生、鄭君裏導演）</li> <li>2) 電影《異域》（朱延平導演，1990）</li> <li>3) <i>Morning Sun</i> (《八九点钟的太阳》) (Carma Hinton 導演，2003)</li> <li>4) 《廬山戀》（黃祖模導演，1980）</li> <li>5) 《人生》（吳天明導演，1984）</li> <li>6) 《股瘋》（李国立導演，1994）</li> <li>7) 《杜拉拉升職記》（徐靜蕾導演，2009）</li> <li>8) 《我愛高跟鞋》（賀照緹導演，2011）</li> <li>9) 《塑料王國》（2016，王久良導演）</li> </ol> <p><b>Reference</b></p> <p>龍應臺，《大江大海一九四九》天下雜誌出版社，2009。</p> <p>史景遷，《第二十二章 文化大革命》，見《追尋現代中國：從共產主義到市場經濟》時報文化出版社，2019。</p> <p>蔡翔，《1970：末代回忆》《七十年代》北島、李陀主編，Oxford University Press, 2014.</p> <p>孔诤烽，《初探北进殖民主义》，载陈清侨编《文化想象与意识形态——当代香港文化政治论评》，第53—88页。</p> <p>蕭新煌，《處於亞太背景中的中國中產階級》见李成编《“中产”中国——超越即将转型的新兴中产阶级》，许效礼、王祥刚译，上海译文出版社，2013。</p> <p>潘毅，《中国女工:新兴打工者主体的形成》九州出版社 2011 年。</p> <p>郝景芳，《北京折叠》《孤独深处》，江苏凤凰文艺出版社，2016。</p>	

孟悅，《生態危機與“人類紀”的文化解讀》《清華大學學報》（哲學社會科學版）2016年第3期。

黃燈，《我的二本學生》人民文學出版社，2020。

瑞貝卡·卡爾著，龔格格譯，《毛澤東傳》（長沙：湖南人民出版社，2013），頁76-129。

汪暉，〈二十世紀中國歷史視野下的抗美援朝戰爭〉，收入氏著，《短二十世紀：中國革命與政治的邏輯》（香港：牛津大學出版社，2015），頁111-159。

高默波著，章少泉、喻鋒平等譯，《高家村：共和國農村生活素描》（香港：中文大學出版社，2013），頁135-160。

莫里斯·邁斯納著，杜蒲譯，《毛澤東的中國及其後：中華人民共和國史》（香港：中文大學出版社，2005），頁451-479。

<b>Subject Code</b>	CHC312P
<b>Subject Title</b>	Women in China 中國婦女
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	CC1C06 / CC1C06P
<b>Objectives</b>	No account of contemporary China would be complete without due considerations of the active and vocal roles women are playing in the private and public spheres nowadays. These changes, however, did not come about as a result of the efforts of modern women advocates alone, but in fact represented the last phase of a long process of transformations that the women situations had gone through in history. This subject allows students to go beyond the modern period into the ancient past, where they will learn not only about the social and familial odds with which women had to contend, but also the many remarkable contributions they made to the development of Chinese culture.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) appreciate the complexity of the women's situation in traditional China,</li> <li>b) recognize the odds that women had to contend with in traditional China, and the remarkable accomplishment they achieve notwithstanding,</li> <li>c) understand the gap between ideal and reality in the fulfillment of traditional women's roles,</li> <li>d) chart the changes in the women's situations in China up to the modern times, and</li> <li>e) reflect on issues of social inequality, of which the women's situation in China is an example.</li> </ul>

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1) Traditional Women’s Roles: Daughter, Wife, Mother</li> <li>2) The Virtue of Submission</li> <li>3) Women in the Patriarchal Family: the Nei-Wai Division</li> <li>4) Marriage and Concubinage</li> <li>5) Footbinding</li> <li>6) In the Public Sphere I: Literary Women</li> <li>7) In the Public Sphere II: Women Entrepreneurs</li> <li>8) Living on the Margin: Nuns, Courtesans and Warriors</li> <li>9) The Strictures of Neo-Confucianism: Rationalizing Repression</li> <li>10) On the Eve of a New Era</li> </ol>																																															
<b>Teaching/Learning Methodology</b>	<p>Lectures will provide the theoretical frame to analyze the subject’s contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students will be asked to contribute to the class orally and in writing, both of which will allow them to reflect on what they learn. A mid-term and a final quiz will test students’ grasp of their knowledge of the content of the subject. A term paper will solidify students knowledge of the subject while facilitate their independence in thinking and writing.</p>																																															
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="520 1081 1465 1682"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Mid-term quiz</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Final quiz</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Individual written assignment</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Mini-Project</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The mid-term quiz, final quiz and short writing assignments are designed to test students’ grasp of the factual knowledge of the subject, and consequently allow the teacher to assess the learning outcomes a, b, c and d.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Mid-term quiz	15%	✓	✓	✓	✓		2. Final quiz	15%	✓	✓	✓	✓		3. Individual written assignment	40%	✓	✓	✓	✓	✓	4. Mini-Project	30%	✓	✓	✓	✓	✓	Total	100 %					
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Total	100 %																																															

	The final paper serves the same purpose, with the addition of allowing students rooms for personal interpretation and reflection and can therefore be used to assess learning outcome e as well	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	38 Hrs.
	▪ writing	35Hrs.
	▪ discussion	8 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 李貞德等編，《台灣學者中國史研究論叢---婦女與社會》。北京：中國大百科全書出版社，2005。</li> <li>2. 沈復，《浮生六記》。長沙：湖南文藝出版社，1995。</li> <li>3. 高彥頤(Dorothy Ko)，李志生譯，《閨塾師：明末清初江南的才女文化》。江蘇：人民出版社，2005。</li> <li>4. 高彥頤(Dorothy Ko)，苗延威譯，《纏足：「金蓮崇拜」盛極而衰的演變》。台北：左岸文化，2007。</li> <li>5. 曼素恩(Susan Mann)，楊雅婷譯，《蘭瑰寶錄：晚明至盛清時的中國婦女》。台北：左岸文化出版社，2005年。 陳東原，《中國婦女生活史》。台北：台灣商務，1994。</li> <li>6. 期刊：《近代中國婦女史研究》。</li> <li>7. 黃嫣梨，《妝臺與妝臺以外—中國婦女史研究論集》，牛津大學出版社（中國）有限公司，1999。</li> <li>8. 劉詠聰，《德、才、色、權：論中國古代的女性》。台北：麥田出版社，1998。</li> <li>9. Chang, Kang-I and Haun Saussy. 1999. <i>Women Writers of Traditional China: an anthology of poetry and criticism</i>. Stanford: Stanford University Press.</li> <li>10. Ebrey, Patricia. 2002. <i>Women and the Family in Chinese History</i>. New York , Routledge</li> <li>11. Mann, Susan and Yu-yin Cheng, 2001. <i>Under Confucian Eyes: Writings on Gender in Chinese</i>. Berkeley: University of California Press.</li> <li>12. Raphals, Lisa. 1998. <i>Sharing the Light: Representations of Women and Virtue in Early China</i>. Albany, NY: State University of New York.</li> </ol>	

<b>Subject Code</b>	CHC409P
<b>Subject Title</b>	Confucianism, Classical Learning and the State 儒學經學與國家
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	
<b>Objectives</b>	The course examines the relationship between Confucianism, classical learning and the state in traditional China. It discusses the impact of Confucian thought on the political ideas as well as the political and social institutions in Chinese history. It also studies the Confucian idea of moral self-cultivation and the maintenance of the social order, in addition to the practice of Confucian social programs.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>(a) know the main thoughts and influences of important Confucians,</li> <li>(b) understand the content and significance of Confucian advocacies for personal cultivation,</li> <li>(c) have knowledge about the Confucian designs on maintaining political and social order as well as on organizing community life,</li> <li>(d) acquire the method and ability to read the Confucian classics with understanding, and</li> <li>(e) form independent judgment on historical consequences of Confucian thoughts and proposals.</li> </ul>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1) The formation of Confucianism: people, texts, ideas and advocacies</li> <li>2) Main ideas of Confucius, Mencius, and the early schools of philosophy on government and education</li> <li>3) Confucianism as the state ideology and the political culture in Han times</li> <li>4) Confucianism in the Wen-jin period: philosophic discourse and humanistic awakening</li> <li>5) Tang dynasty Confucianism and Confucians in the vogue of Buddhism</li> <li>6) The beginning of Neo-Confucianism: appeal and theoretical foundation of Northern Song lixue/learning of principles</li> <li>7) Zhu Xi's intellectual achievements and influence</li> <li>8) The thought of Wang Yangming and its influence</li> <li>9) Neo-Confucian classics</li> <li>10) Neo-Confucian impacts on late imperial Chinese political culture and social life</li> <li>11) Orientations in Confucian learning in late imperial times: learning of principles, statecraft learning, and evidential learning</li> <li>12) Confucian institutions of sacrificial and canonization and their political and cultural significance</li> <li>13) The agenda of modern Confucianism</li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p>Classes will consist of lectures that introduce the subject's materials and classroom discussions where the materials are analyzed in depth. Students are responsible for the source and secondary materials before class, and writing the term paper and the reading report. The methodology is essentially interactive. Classroom discussions and the two quizzes will not only test students' grasp of the content of the course but also enable the teacher to address problems that cause difficulties to students' learning. Students' reports and papers will enhance their understanding of the course and their skill in writing academic papers.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Mid-term quiz	25%	✓	✓	✓	✓	
2. Reading report & Oral Presentation	25%	✓	✓	✓	✓	✓	
3. Term paper	50%	✓	✓	✓	✓	✓	
Total	100%						
	<p>1. The mid-term quiz is designed to assess students' understanding of the thoughts of the major Confucians and their ability to read and comprehend classical texts.</p> <p>2. Written reports and their classroom presentation are especially suited for students' presentation of their own understanding of issues arising from the lectures. They also make it easy for the teacher to evaluate their mastery of the intended learning outcomes.</p> <p>3. The term paper of about 2000 words on a topic derived from the course subject matter is designed to assess students' mastery of the main content of the course and their ability to pursue their own learning.</p>						
Student Study Effort Required	Class contact :						
	▪ Seminars	39 Hrs.					
	Other student study effort :						
	▪ Readings	60 Hrs.					
	▪ Writings	30 Hrs.					
	▪ Discussion	3 Hrs.					
	Total student study effort		132 Hrs.				
Reading List and References	<p>1. 包弼德著，劉寧譯：《斯文：唐宋思想的轉型》。南京：江蘇人民出版社，2001。</p> <p>2. 史華茲著，程鋼譯：《古代中國的思想世界》。南京：江蘇人民出版社，2004。</p> <p>3. 白川靜著，加地伸行、范月嬌合譯：《中國古代文化》。臺北：文津出版社，1983。</p> <p>4. 朱維錚：《中國經學史十講》。上海：復旦大學出版社，</p>						



2002。

5. 朱維錚主編：《傳統文化的再估計》。上海：上海人民出版社，1986。
6. 朱鴻林：《中國近世儒學實質的思辨與習學》。北京：北京大學出版社，2005。
7. 牟宗三：《宋明儒學的問題與發展》。臺北：聯經出版事業股份有限公司，2003。
8. 牟復禮著，王立剛譯：《中國思想之淵源》。北京：北京大學出版社，2009。
9. 余英時：《士與中國文化》。上海：上海人民出版社，2003。
10. 余英時：《宋明理學與政治文化》。臺北：允晨文化實業股份有限公司，2004；桂林：廣西師範大學出版社，2006。
11. 余英時：《從價值系統看中國文化的現代意義：中國文化與現代生活總論》。臺北：時報文化出版事業有限公司，1984。
12. 余英時：《現代儒學的回顧與展望》。北京：三聯書店，2004。
13. 杜維明著，陳靜譯：《儒教》。上海：上海古籍出版社，2008。
14. 周予同著，朱維錚編：《周予同經學史論著選集》（增訂本）。上海：上海人民出版社，1998。
15. 唐君毅：《中國哲學原論·原教篇：宋明儒學思想之發展》。臺北：臺灣學生書局，1984。
16. 徐復觀著，蕭欣義編：《儒家政治思想與民主自由人權》。臺北：八十年代出版社，1979、1988[增訂]。
17. 馬克斯·韋伯著，王容芬譯：《儒教與道教》。北京：商務印書館，2002。
18. 常建華：《宗族志》。上海：上海人民出版社，1998。
19. 梁漱溟：《中國文化要義》。香港：三聯書店香港分店，1987；上海：上海人民出版社，2005。
20. 陳弱水：《唐代文士與中國思想的轉型著》。桂林：廣西師範大學出版社，2009。
21. 陳榮捷：《王陽明傳習錄詳註集評》。臺北：臺灣學生書局，1983。
22. 陳榮捷：《近思錄詳註集評》。臺北：臺灣學生書局，1992。
23. 陳榮捷著，朱榮貴編：《宋明理學之概念與歷史》。臺北：中央研究院中國文哲研究所籌備處，2000。
24. 陳蘇鎮：《漢代政治與〈春秋〉學》。北京：中國廣播電視出版社，2001。

25. 黃進興：《優入聖域：權力、信仰與正當性》。臺北：允晨文化實業股份有限公司，1994。
26. 葛兆光：《古代中國文化講義》。臺北：三民書局，2005；上海：復旦大學出版社，2006。
27. 閻步克：《樂師與史官：傳統政治文化與政治制度論集》。北京：三聯書店，2001。
28. 錢穆：《中國文化演進之幾個階程》。香港：香港中文大學，1983。
29. 錢穆：《中華文化十二講》。臺北：東大圖書股份有限公司，2006。
30. 錢穆：《宋明理學概述》。臺北：中華文化出版事業委員會，1962。
31. Ebrey, Patricia Buckley. *Confucianism and Family Rituals in Imperial China: A Social History of Writing about Rites*. Princeton, N.J.: Princeton University Press, 1991.
32. Elman, Benjamin A. *A Cultural History of Civil Examinations in Late Imperial China*. Berkeley: University of California Press, 2000.

<b>Subject Code</b>	CHC3231
<b>Subject Title</b>	Major Religions in China 中國主要宗教 (佛教、道教、基督教、伊斯蘭教)
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>This course is designed as an introduction to the study of Chinese Religions. It aims to cover the development and history of Buddhism, Daoism, Christianity, and Islam in a cross-cultural setting. In thematic order, the course is divided into four modules, which discuss the early importation and influence of Buddhism, the development of Daoism, the transmission of Christianity during the late imperial and early modern period, and Islam population in Chinese society. The overarching emphasis throughout the course will be on the hermeneutic difficulties attendant upon the study of religion in general and Chinese religious traditions in particular. The idea and subject of “religion” in the modern definition have been introduced along with the modernization process. Given this, how should we approach thoughts, institutes, and practices that we would call religion? How could we be reflective of the Western modernist influences on the nature of religion?</p> <p>We will raise questions about how Chinese religions might be studied. Should the focus be on elite doctrinal texts or the less systematized practices of the mass? How did religion exert pervasive influence in Chinese culture? What are religious perceptions of nature and the human body? How has religion been revived in recent years in China, and how has the Chinese state and civil society responded? How has religion served as a resource in the modern world for helping instill particular values in society?</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>gain knowledge about main religions in Chinese history</li> <li>read foundational works in each religious tradition</li> <li>gain diverse religious perspective and appreciate the interplay of Buddhism, Daoism, Confucianism, and Islam in Chinese history;</li> <li>become familiar with current Chinese/English scholarship in various religious traditions in China</li> <li>learn how to conduct and present academic research using both primary and secondary sources.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>Introduction and Methodology Unit I: Buddhism</li> <li>Western rediscovery of Buddhism in early modern period</li> <li>Transmission and early Development of Buddhism from Han to the Six Dynasties: fundamental doctrines</li> </ol>

	<p>4. Flourishing of Buddhism in Tang-Song period: major schools and impact in East Asia Unit II: Daoism</p> <p>5. History and doctrine of Daoism</p> <p>6. Daoist ritual and festival</p> <p>7. Special unit: Daoism and science Field trip to a Buddhist monastery and Daoist temple in Hong Kong Unit 3: Christianity</p> <p>8. Transmission of Christianity in the Ming-Qing period</p> <p>9. Contemporary Christianity</p> <p>10. Special unit: Christianity and philanthropy Unit 4: Islam and folk religion</p> <p>11. Islamic belief in China</p> <p>12. Belief of minority groups</p> <p>13. Conclusion and presentation</p>																																								
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>This course is not intended to be a comprehensive or systematic survey; we will concentrate on major conceptual themes, such as ritual, image veneration, sacred geography, meditation, death, afterlife, and the relationship between different religious traditions in China.</p> <p>Finishing the assigned readings mostly in primary course and languages are crucial for this class. Students are expected to discover and develop their own interest in the subject during the course of the semester. It is equally important to participate in class discussion and seek help during office hours of the instructor.</p>																																								
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" data-bbox="517 1167 1377 1713"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Mid-term quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final paper and presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In-class assessment, the mid-term quiz and the final paper-cum-presentation assess students' attainment in verbal and written terms. They are all aligned with the five ILOs.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. In-class assessment	30%	✓	✓	✓	✓	✓	2. Mid-term quiz	30%	✓	✓	✓	✓	✓	3. Final paper and presentation	40%	✓	✓	✓	✓	✓	Total	100 %					
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3. Final paper and presentation	40%	✓	✓	✓	✓	✓																																			
Total	100 %																																								
	<p>Class contact:</p>																																								

<b>Student Study Effort Expected</b>	▪ Lectures	35 Hrs.
	▪ Classroom discussion	4 Hrs.
	Other student study effort:	
	▪ Readings	60 Hrs.
	▪ Writings	20 Hrs.
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Chün-fang Yü, <i>Chinese Buddhism: A Thematic History</i>, Honolulu: University of Hawai'i Press, 2020.</li> <li>2. C. K. Yang, <i>Religion in Chinese Society: A Study of Contemporary social functions of religion and some of their historical factors</i>, Waveland Press, 1991.</li> <li>3. James Robson, <i>The Norton Anthology of World Religions: Daoism</i>, W. W. Norton &amp; Company, 2015.</li> <li>4. Terry F. Kleeman, <i>Celestial Masters: History and Ritual in Early Daoist Communities</i>, Cambridge: Harvard University Press, 2016.</li> <li>5. Michel Strickmann, "The Mao Shan Revelations: Taoism and the Aristocracy," <i>T'oung-pao</i> 63 (1977): 1-64.</li> <li>6. Huang, Julia C. <i>Charisma and Compassion: Cheng Yen and the Buddhist Tzu Chi Movement</i>. Cambridge, MA: Harvard University Press, 2009.</li> <li>7. Welch, Holmes. <i>The Practice of Chinese Buddhism 1900-1950</i>. Cambridge, MA: Harvard University Press, 1967.</li> <li>8. 穆啟蒙編著、侯景文譯《中國天主教史》，台北·光啟文化，2004.</li> <li>9. 黃文江、張雲開、陳智衡主編《變局下的西潮-基督教与中國的現代性》，香港·建道神學院，2015.</li> <li>10. Yang, Huilin, Zhang Jing, and Hannah Feldmeier, eds. <i>China, Christianity, and the Question of Culture</i>. Texas: Baylor University Press, 2014.</li> <li>11. 丁宏、敏俊卿著《伊斯蘭教与中國穆斯林社會現代化進程》，北京·中央民族大學出版社，2012.</li> <li>12. Frankel, James D. <i>Islam in China</i>. London ;: I.B. Tauris, 2021.</li> <li>13. Harris, Rachel, Guangtian Ha, and Maria Jaschok, eds. <i>Ethnographies of Islam in China</i>. Honolulu: University of Hawai'i Press, 2021.</li> </ol>	

<b>Subject Code</b>	CHC320P
<b>Subject Title</b>	Ancient Chinese Thought and Philosophical Traditions 中國百家思想
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	The Warring States period is commonly regarded as a golden age of Chinese thought, in which the absence of consolidated political power enabled a diversity of intellectual, philosophical, and aesthetic visions to coexist or compete. By reading, critiquing, and discussing a number of ancient, formative philosophical texts, students will become acquainted with the major schools of pre-imperial Chinese thought, and begin to evaluate the influence that they exerted on later developments in Chinese thought, religion, politics, and culture. The course will also consider the interpretive traditions by which ancient texts are transmitted to the present, the applicability of ancient ideas to our modern lives, and the significance of ancient thought as a resource for global civilization.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) Identify the major schools of thought in ancient China, and articulate their main concerns.</li> <li>b) Distinguish the tendencies and arguments of distinct schools, especially with regard to the vision they advocate for the individual, the family, the state, and for achieving harmony with natural and supernatural forces.</li> <li>c) Reflect on the continuity of universal, persistent philosophical problems that early thinkers sought to address.</li> <li>d) Describe the dialogical influence that early thinkers exerted on their contemporaries and successors, and the retrospective nature of school identification.</li> <li>e) Discuss the broader influence of early Chinese philosophical traditions on later politics, religion, literature, and culture.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: Universal problems, ancient solutions</li> <li>2. The Ancient classics: Foundations of early Chinese thought</li> <li>3. Confucius: Transmitter or creator?</li> <li>4. Laozi: Inversion and negative potential</li> <li>5. Mohism, universal love, and an alternative to Ruism</li> <li>6. Zhuangzi: Free and easy wandering</li> <li>7. The Logicians, Yang Zhu, and lost voices</li> <li>8. Intellectual heirs of Confucius: Zisi, Mencius and Xunzi</li> <li>9. Legalism and Qin unification</li> <li>10. Han syntheses of pre-Han traditions</li> </ol>

	11. Xuanxue, Buddhism, Neoconfucianism, and the interpretive legacy of the Hundred Schools																																															
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>The course will be conducted primarily by a combination of lecture, active learning in-class exercises, and whole class discussion sessions. Students will spend most of their preparation time outside class in the close reading of selected primary sources in annotated classical Chinese editions and modern translations. Introductory/textbook readings and lectures will help contextualize the selected readings and provide a framework for interpreting the texts. For the group and final projects, students will also be asked to do some independent research beyond the materials presented in class. Quizzes will be used to assess students' comprehension of the readings; discussion board posts will be used to reflect on distinct features of different strains of thought or to develop themes of interest for further exploration in the final project. A final project will require students to undertake some independent research and give an oral presentation that summarizes.</p>																																															
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="518 828 1316 1579"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1) In-class assessment</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2) Short quizzes</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3) Midterm paper (s)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4) Final project, including oral presentation</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In-class assessment will be necessary for participation in active learning exercises and discussions, for which prompts will be provided. These exercises, which may culminate in in-class written, discussion, or group responses to the prompts, will enable student to actively construct knowledge from the readings and lecture material. Participation in online discussion forum will provide another means of active participation. The instructor will assess progress towards the intended learning outcomes based on the written and oral responses in-class and online.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1) In-class assessment	25%	✓	✓	✓	✓	✓	2) Short quizzes	20%	✓	✓				3) Midterm paper (s)	20%	✓	✓	✓	✓	✓	4) Final project, including oral presentation	35%	✓	✓	✓	✓	✓	Total	100 %					
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	<p>Short quizzes will be structured so as to encourage students to complete the required readings and construct knowledge by anticipating the main points, themes, and features of the readings which might be on the quiz.</p> <p>A midterm paper or short papers, written in response to a prompt that requires student to make comparisons of several thinkers around a theme or themes, will assess the extent to which students are progressing toward all learning outcomes.</p> <p>A final project, which will take the form of a paper, video, web-based or other independent project, will require the student to construct or synthesize knowledge from different components of the course, and engage in some independent research around a theme of particular interest. The final product will be designed and evaluated with respect to the intended learning outcomes.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	15 Hrs.
	▪ In-class prompts and group exercises	12 Hrs.
	▪ Discussion	12 Hrs
	Other student study effort:	
	▪ Reading	55 Hrs.
	▪ Writing	20 Hrs.
	▪ Project research	5 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p>Ames, R. T., and H. Rosemont. <i>The Analects of Confucius: A Philosophical Translation</i>. Ballantine Pub. Group, 1998.</p> <p>Chen Guying 陳鼓應. <i>Laozi jin zhu jin yi</i> 老子今註今譯. Taipei: Taiwan shangwu yinshuguan, 2000.</p> <p>Chen Guying 陳鼓應, <i>Zhuangzi jin zhu jinyi</i> 莊子今註今譯. Taipei: Taiwan shangwu yinshuguan, 1999.</p> <p>Cook, Scott Bradley. <i>The Bamboo Texts of Guodian: A Study &amp; Complete Translation</i>. 2 vols. Cornell East Asia Series 164–165. Ithaca, N.Y: East Asia Program, Cornell University, 2012.</p> <p>Feng, Youlan. <i>A History of Chinese Philosophy</i>. Translated by Dirk Bodde. Princeton, Princeton University Press, 1952.</p> <p>馮友蘭, 《中國哲學史》九龍: 太平洋, 1931 [1970]。</p> <p>Ge, Zhaoguang. <i>An Intellectual History of China</i>. Leiden: Brill, 2014.</p>	



	<p>葛兆光，《中國思想史》上海：復旦大學出版社，2001。</p> <p>Graham, A. C. (Angus Charles). <i>Disputers of the Tao: Philosophical Argument in Ancient China</i>. La Salle, IL.: Open Court, 1989.</p> <p>Knoblock, John. <i>Xunzi: A Translation and Study of the Complete Works</i>. Stanford, CA: Stanford University Press, 1988.</p> <p>Lau, D.C.. <i>The Analects (Bilingual Edition)</i>. Hong Kong: The Chinese University Press, 2000.</p> <p>Lau, D.C.. <i>Mencius</i>. Hong Kong: The Chinese University Press, 2003.</p> <p>Lynn, Richard John. <i>The Classic of the Way and Virtue: A New Translation of the Tao-Te Ching of Laozi as Interpreted by Wang Bi</i>. New York: Columbia University Press, 1999.</p> <p>Peterson, Willard J. “Making Connections: ‘Commentary on The Attached Verbalizations’ of The Book of Change.” <i>Harvard Journal of Asiatic Studies</i> 42, no. 1 (June 1982): 67–116.</p> <p>Schwartz, Benjamin I. <i>The World of Thought in Ancient China</i>. Cambridge, MA, Belknap Press, 1985.</p> <p>Sun Yirang 孫詒讓. <i>Mozi Jiangu</i> 墨子閒詁. <i>Xinbian Zhuzi Jicheng</i> 新編諸子集成. Taipei: Hua zheng shuju, 1987.</p> <p>王弼、河上公《老子四種》台北：大安出版社，1999。</p> <p>Ziporyn, Brook tr. <i>Zhuangzi: The Essential Writings with Selections from Traditional Commentaries</i>. Indianapolis: Hackett Pub. Co, 2009.</p>
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<b>Subject Code</b>	CHC307P
<b>Subject Title</b>	Chinese Folk Beliefs 中國民間信仰
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	
<b>Objectives</b>	The subject discusses the diversity and complexity of Chinese folk religions and beliefs, including Buddhism, Daoism, popular cults and their impact on both traditional and modern Chinese society and politics. The subject also examines the inaccurate images of Chinese folk religions and beliefs propagated by popular fiction and films.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: a) develop a sophisticated understanding of the elements of Chinese folk religions in Hong Kong, China and overseas Chinese communities. b) understand why and how Chinese folk religions and beliefs co-exist with the three major religions in traditional and modern China. c) become acquainted with disciplinary and interdisciplinary methodologies for the study of folk beliefs, including history, religious studies, anthropology and sociology. d) explain the significance of particular sites, such as temples and shrines, for Chinese folk religions.
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1) Definition of Chinese Folk Religions and Beliefs.</li> <li>2) Relationship between Chinese Buddhism, Daoism and Chinese Folk Religions and Beliefs.</li> <li>3) The Role of Chinese Folk Religions and Beliefs in Chinese Society.</li> <li>4) Peasant Rebellions and Chinese Folk Religions and Beliefs.</li> <li>5) The Sea God and the Sea Goddess: Dragon Kings 龍王 and the Heavenly Empress 天后.</li> <li>6) The Eight Immortals Belief 八仙信仰.</li> <li>7) The Worship of God of War 關帝信仰.</li> <li>8) The Worship of Wen Chang, the God of Study scholarships 文昌信仰.</li> <li>9) The City God 城隍 and the Dragon Mother, the Goddess of River 龍母.</li> <li>10) Local Chinese Folk Religions and Beliefs.</li> </ol>

<b>Teaching/Learning Methodology</b>	<p>The instructor will use daily life examples to illustrate how Chinese people from the past to the present perceive their popular religions and beliefs. Teaching aids such as documentary DVDs will be used in the lectures. The instructor will also organize guided field study to local temples to provide students with first-hand materials to enrich their understanding of Hong Kong popular religions and beliefs.</p> <p>Apart from attending lectures, students are required to make oral presentations in groups on assigned topics in tutorials. They will submit written reports on their presentations at the end of the semester. Consultations are provided to help them prepare their presentations.</p>																																																											
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="507 575 1461 1102"> <thead> <tr> <th data-bbox="507 575 810 779" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="817 575 970 779" rowspan="2">% weighting</th> <th colspan="4" data-bbox="976 575 1461 712">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="976 721 1091 779">a</th> <th data-bbox="1098 721 1212 779">b</th> <th data-bbox="1219 721 1334 779">c</th> <th data-bbox="1340 721 1461 779">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 788 810 891">1. In-class assessment</td> <td data-bbox="817 788 970 891">20%</td> <td data-bbox="976 788 1091 891">✓</td> <td data-bbox="1098 788 1212 891">✓</td> <td data-bbox="1219 788 1334 891">✓</td> <td data-bbox="1340 788 1461 891">✓</td> </tr> <tr> <td data-bbox="507 900 810 958">2. Group Project</td> <td data-bbox="817 900 970 958">40%</td> <td data-bbox="976 900 1091 958">✓</td> <td data-bbox="1098 900 1212 958">✓</td> <td data-bbox="1219 900 1334 958">✓</td> <td data-bbox="1340 900 1461 958">✓</td> </tr> <tr> <td data-bbox="507 967 810 1025">3. Final Report</td> <td data-bbox="817 967 970 1025">40%</td> <td data-bbox="976 967 1091 1025">✓</td> <td data-bbox="1098 967 1212 1025">✓</td> <td data-bbox="1219 967 1334 1025">✓</td> <td data-bbox="1340 967 1461 1025">✓</td> </tr> <tr> <td data-bbox="507 1034 810 1102">Total</td> <td data-bbox="817 1034 970 1102">100%</td> <td colspan="4" data-bbox="976 1034 1461 1102"></td> </tr> </tbody> </table> <p data-bbox="507 1160 1461 1227">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="507 1249 1461 1406">The group project and final report are designed to measure the students' attainments of intended learning outcomes, which require good understanding of the elements and rituals of Chinese folk religions and beliefs, and the interdisciplinary skills among various disciplines.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. In-class assessment	20%	✓	✓	✓	✓	2. Group Project	40%	✓	✓	✓	✓	3. Final Report	40%	✓	✓	✓	✓	Total	100%																								
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**Reading List and Reference**

- 1) Kristofer Schipper, *The Taoist Body*. California: University of California Press. 1993.
- 2) Christina Miu Bing Cheng, *The Rebellious Cult of Nezha*. (香港) 大山文化出版社, Singapore: Asiapac Books Pte Ltd. 2009.
- 3) 蕭登福著：《道教與民俗》，（台北）文律出版社，2002年12月
- 4) 鄭志明：《民間信仰與儀式》，（台北）文律出版社，2010年7月
- 5) 韓秉方著：《道教與民俗》，（台北）文律出版社，1997年5月
- 6) 丁仁傑著：《重訪保安村》，（台北）聯經出版，2013年6月
- 7) 馬書田：《道教諸神》，（台北）風格司藝術創作坊，2006年7月
- 8) 范熒著：《上海民間信仰研究》，（上海）上海人民出版社，2006年1月
- 9) 顧書娟：《明清廣東民間信仰研究》—以地方志為中心，（廣州）南方日報出版社，2015年5月

<b>Subject Code</b>	CHC421P
<b>Subject Title</b>	Buddhism and Chinese Culture 佛教與中國文化
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course examines Buddhism's theory and practice in the historical context of Chinese culture, featuring an interdisciplinary approach. We will first read some of the great classics of Chinese Buddhism and then investigate its pervasive influence in the conjoint areas with Chinese imagination of the afterlife, philosophy, literature, painting, sculpture, architecture, as well as topics we normally would not associate with Buddhism, such as olfactory aesthetics and folk festivals. By tracing how Buddhism emerged from cultural exchange with India and from within Chinese religious traditions in the Six Dynasties, how it flourished in the Tang-Song period, and then how it spread to other East Asian countries such as Japan and Korea, the course aims to provide a profound and nuanced understanding of the driving questions, the way of thinking, and the detailed practices of Buddhism behind the history.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) understand fundamental Buddhist teachings; b) read Buddhist texts in classic Chinese c) appreciate the interplay of Buddhism, Daoism, and Confucianism in Chinese history; d) become familiar with current Chinese/English scholarship on Chinese Buddhism; e) learn how to conduct and present academic research using both primary and secondary sources.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1. Introduction and Methodology Unit One: Doctrine and History 2. Bodhisattva ideal of Mahayana Buddhism 3. Monastic life and Chinese society 4. Ghost festival and funeral practice Unit Two: Buddhism and Chinese Thought 5. Tiantai doctrine and repentance practice 6. Chan Buddhism and meditative tradition 7. Pure Land Buddhism 8. Yogacara thinking and Chinese modernism Fieldtrip to a Chan monastery in Hong Kong Unit Three: Buddhist Literature 9. Buddhist miraculous stories 10. <i>Jin Pingmei</i> and <i>the Stone</i> Unit Three: Buddhist Art 11. Painting, sculpture, and architecture 12. Olfactory aestheticism 13. Conclusion and Presentation

<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>Course readings consist of primary sources in Chinese Buddhism; most are available in English translation. A wide range of texts will be read closely, from early manuscripts discovered in Dunhuang to contemporary novels inspired by Buddhism and supplemented by secondary scholarship. We will also pay attention to how Buddhism found its way to modern manifestation as a living tradition. A field trip to a meditation centre and Buddhism-inspired architecture will be organized during the semester. No previous knowledge of Buddhism is required.</p>																																									
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Total student study effort		119 Hrs.																																								
<p><b>Reading List and References</b></p>	<ol style="list-style-type: none"> <li>Zürcher, Erik. <i>The Buddhist Conquest of China: The Spread and Adaptation of Buddhism in Early Medieval China</i>, Leiden: Brill, 1972.</li> <li>Gernet, Jacques. <i>Buddhism in Chinese Society: An Economic History from the Fifth to the Tenth Centuries</i>. Translated by</li> </ol>																																									

	<p>Franciscus Verellen. <i>Studies in Asian Culture</i>. New York: Columbia University Press, 1995.</p> <ol style="list-style-type: none"> <li>3. 《中国禅宗典籍丛刊》（郑州：中州古籍出版社，2018）</li> <li>4. 《历代禅林清规集成》（北京：中国书店，2009）</li> <li>5. Anālayo. <i>The Genesis of the Bodhisattva Ideal</i>. Hamburg Buddhist Studies. Hamburg University Press, 2010.</li> <li>6. Groner, Paul. “Bodhisattva Precepts.” In <i>The Oxford Handbook of Buddhist Ethics</i>. First ed. Oxford Handbooks. Oxford; New York, NY: Oxford University Press, 2018. 29-50.</li> <li>7. Eric M. Greene. “Atonement of Pārājika transgressions in fifth-century Chinese Buddhism.” In <i>Rules of Engagement: Medieval Traditions of Buddhist Monastic Regulation</i>. Hamburg Buddhist Studies; 9. Bochum: Projekt Verlag, 2017.</li> <li>8. Benn, James A., Lori Meeks, and James Robson, eds. <i>Buddhist Monasticism in East Asia: Places of Practice</i>. London: Routledge, 2009.</li> <li>9. Zhiyi’s <i>Mohezhiguan</i>, selections from <i>Clear Serenity, Quiet Insight: T’ien-t’ai Chih-i’s Mo-ho chih-kuan</i>, 3-volume set, translated by Paul Swanson, University of Hawaii Press, 2017.</li> <li>10. Foulk, T. Griffith. “Myth, Ritual, and Monastic Practice in Sung Ch’an Buddhism.” In <i>Religion and Society in T’ang and Sung China</i>. Edited by Patricia Buckley Ebrey and Peter N. Gregory. Honolulu: University of Hawaii Press, 1993, 147–208.</li> <li>11. Jones, Charles B. <i>Chinese Pure Land Buddhism: Understanding a Tradition of Practice</i>. University of Hawaii Press, 2019.</li> </ol>
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<b>Subject Code</b>	CHC403P
<b>Subject Title</b>	Intellectual History of China 中國思想史
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject invites students to examine the major major strands of thought – Confucianism, Daoism and Buddhism – that were dominant in traditional Chinese society and politics. It also investigates how thoughts from abroad, such as Christianity, social Darwinism and Marxism, contributed to the formation of modern China.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  (a) identify major historical figures who contributed to Chinese intellectual history; (b) describe crucial contents of China’s major intellectual trends, both indigenous and originating from abroad; (c) critically examine China’s contribution to global thoughts; (d) appreciate foreign influences on Chinese intellectual developments
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Early thoughts</li> <li>2. Confucius and Mencius</li> <li>3. Confucianism as state ideology</li> <li>4. Confucian reformism and radicalism</li> <li>5. Zhuangzi and Laozi</li> <li>6. Daoism</li> <li>7. Buddhism</li> <li>8. Folk beliefs</li> <li>9. The introduction of Christianity</li> <li>10. Christianity and the making of modern China</li> <li>11. Social Darwinism and “entering” the modern world</li> <li>12. Marxism</li> <li>13. “National learning” (<i>Guoxue</i>) in contemporary China</li> </ol>
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	This subject takes a balanced approach to the study of Chinese intellectual history. Students are acquainted to the three cardinal strands – Confucianism, Buddhism and Daoism – of traditional China. They are also introduced to major influences from abroad that contributed to how intellectuals thought and debated with the advent of modern China. Lectures are designed to provide broad surveys of individual topics. Assignments provide opportunities for students to demonstrate knowledge acquired and deepen their interest in aspect(s) of Chinese intellectual history.



<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Quiz	25%	✓	✓		
	2. Class presentation	25%	✓	✓	✓	✓
	3. Research paper	50%	✓	✓	✓	✓
Total	100 %					
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quiz requires students to identify and describe representative thinkers in Chinese history and their major contributions to intellectual developments.</p> <p>The class presentation invites students to work in groups and, after deliberations, provide critical reflections on major scholarly works on Chinese intellectual history.</p> <p>The research paper, which students write individually, provides an opportunity for them to interrogate further into one particular aspect of or one major figure in Chinese intellectual history. Credit will be given to deep engagement with primary and secondary sources.</p>					
<b>Student Study Effort Expected</b>	Class contact:					
	▪ Lectures		39 Hrs.			
	Other student study effort:					
	▪ Readings		45 Hrs.			
	▪ Writings		25 Hrs.			
	▪ Deliberation with peers		10 Hrs.			
	Total student study effort		119 Hrs.			
<b>Reading List and References</b>	<p>(Arranged alphabetically based on Hanyu pinyin.)</p> <p>馮達文、郭齊勇編，《新編中國哲學史》（北京：人民出版社，2004）</p> <p>馮友蘭，《中國哲學簡史》（北京：北京大學出版社，1985）</p> <p>葛兆光，《中國思想史》（上海：復旦大學出版社，2013）</p>					

	<p>溝口雄三，《中國思想史：宋代至近代》（北京：生活·讀書·新知三聯書店，2014）</p> <p>牟宗三，《中國哲學的特質》（台北：學生書局，1963）</p> <p>錢穆，《中國思想史》（臺北：素書樓文教基金會，2001）</p> <p>秦家懿、孔漢思，《中國宗教與基督教》（香港：三聯書店，1989）</p> <p>唐君毅，《中國文化之精神價值》（台北：正中書局，1953）</p> <p>汪暉，《現代中國思想的興起》（北京：生活·讀書·新知三聯書店，2014）</p> <p>張岱年編，《中華的智慧—中國古代哲學的思想精粹》（上海：上海人民出版社，1989）</p> <p>周紹賢，《佛學概論》增訂版（臺北：臺灣商務印書館，1987）</p>
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<b>Subject Code</b>	CHC322
<b>Subject Title</b>	History of Chinese Art
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject offers students an overview of a five thousand years of Chinese art history from the Late Neolithic Period to Qing dynasty. It covers a wide range of artistic media—pottery, jade, bronze, funerary art, religious art, calligraphy, painting, architecture and garden—each of which is specific to the historical period and topic covered in the respective week.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) gain an understanding of the trajectories of Chinese art from the Late Neolithic Period to Qing dynasty; b) develop fundamental skills in conducting visual analysis of artistic forms; c) articulate the relationship between artistic forms and their historical and cultural contexts; d) conduct historical research based on self-chosen art objects.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) Aesthetics in Late Neolithic pottery</li> <li>2) Shamanism in Late Neolithic jade</li> <li>3) Ritual practices in Shang and Zhou bronze vessels</li> <li>4) Immortality in Qin and Han funerary arts</li> <li>5) Classics and canons of Eastern Jin calligraphy and beyond</li> <li>6) Sinicization in Northern Dynasties' Buddhist art</li> <li>7) Political allegory in Northern Song landscape painting</li> <li>8) "The Three Perfections" in Southern Song pictorial art</li> <li>9) Self-expression in Yuan literati painting</li> <li>10) Material culture in Ming and Qing elite's life</li> <li>11) Spatial hierarchy in Ming and Qing imperial architecture</li> <li>12) Literati aesthetics in Ming and Qing garden</li> </ol>

<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>This course is conducted mostly in the format of lecture. Each lecture utilizes well selected images of Chinese art objects, with which the lecturer introduces to students relevant historical contexts as well as guiding them to conduct visual analysis for those works. Each student is required to deliver an oral presentation on an assigned topic. Comments from the teacher and other students on those presentations will deepen the presenters' understanding of the themes and contents of the course.</p>																																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="520 472 1412 1111"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Short essay on visual analysis</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. In-class assessment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Final Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Term paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: These four assessment methods evaluate students' analytical and presentation skills, in both oral and writing manner.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Short essay on visual analysis	20%		✓	✓				2. In-class assessment	20%	✓	✓	✓	✓			3. Final Quiz	20%	✓	✓	✓				4. Term paper	40%	✓	✓	✓	✓			Total	100 %						
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4. Term paper	40%	✓	✓	✓	✓																																																								
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<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p> <ul style="list-style-type: none"> <li>▪ Lectures</li> <li>▪ Tutorials</li> <li>▪ Museum visit</li> </ul> <p>Other student study effort:</p> <ul style="list-style-type: none"> <li>▪ Readings</li> <li>▪ Writings</li> </ul> <p>Total student study effort</p>						<p>24 Hrs.</p> <p>12 Hrs.</p> <p>3 Hrs.</p> <p>46 Hrs.</p> <p>36 Hrs.</p> <p>121 Hrs.</p>																																																						
<p><b>Reading List and References</b></p>	<p>1) Abe, Stanley K. <i>Ordinary Images</i>. Chicago, IL: Univ. of Chicago Press, 2002.</p>																																																												

- 2) Barnhart, Richard M. [et al.]. *Three Thousand Years of Chinese Painting*. New Haven: Yale University Press; Beijing: Foreign Languages Press, c1997. 楊新等, 班宗華等《中國繪畫三千年》。臺北: 聯經出版社, 1999。
- 3) Cahill, James. *Hills Beyond a River: Chinese Painting of the Yuan Dynasty, 1279-1368*. New York; Tokyo: Weatherhill, 1976. 高居翰, 《隔江山色: 元代繪畫: 1279-1368》。臺北: 石頭出版股份有限公司, 1994。
- 4) Chang, Kwang-Chih. *Art, Myth, and Ritual: The Path to Political Authority in Ancient China*. Cambridge, MA; London: Harvard University Press, 1983.
- 5) Clunas, Criag. *Fruitful Sites: Garden culture in Ming Dynasty China*. Reaktion Books, 1996.
- 6) Clunas, Craig. *Superfluous Things: Material Culture and Social Status in Early Modern China*. Urbana, IL: University of Illinois Press, 1991. [英] 柯律格著, 高昕丹, 陳恆譯: 《長物: 早期現代中國的物質文化與社會狀況》。北京: 生活·讀書·新知三聯書店, 2015。
- 7) Fong, Wen, ed. *Possessing the Past: Treasures from the National Palace Museum, Taipei*. New York: The Metropolitan Museum of Art & Taipei: National Palace Museum, 1996.
- 8) Fong, Wen et al. *Images of the Mind: Selections from the Edward L. Elliot Family and John B. Elliot collections of Chinese Calligraphy and Painting at the Art Museum*. Princeton: Princeton University, 1984. 方聞著; 李維琨譯, 《心印: 中國書畫風格與結構分析研究》。西安市: 陝西人民美術出版社, 2004。
- 9) Fong, Wen. *Beyond Representation: Chinese Painting and Calligraphy 8th-14th Century*. New Haven and London: The Metropolitan Museum of Art, New York and Yale University Press, 1992.
- 10) Handler, Sarah. *Ming Furniture in the Light of Chinese Architecture*. Berkeley, CA: Ten Speed, 2005.
- 11) Harrist, Robert E. Jr. *The Embodied Image: Chinese Calligraphy from the John B. Elliott Collection*. Princeton, NJ: The Art Museum, Princeton University, 1999.
- 12) Hay, Jonathan. *Sensuous Surfaces: The Decorative Object in Early Modern China*. Honolulu: University of Hawai'i Press, 2010). [美] 喬迅著, 劉芝華、方慧譯: 《魅感的表面: 明清的玩好之物》。北京: 中央編譯出版社, 2017。
- 13) Hearn, Maxwell K. *How to Read Chinese Paintings*. Metropolitan Museum of Art, 2008.
- 14) Hui-shu Lee, *Exquisite Moments: West Lake and Southern Song Art*. New York: China Institute Gallery, China Institute, 2001.

- 15) Ji, Cheng. *The Craft of Gardens*. New Haven, CT: Yale University Press, 1988.
- 16) Juliano, Annette L., et. al. Eds. *Monks and Merchants: Silk Road Treasures from Northwest China* (Gansu and Ningxia, 4th-7th Century). New York: The Asia Society, 2001.
- 17) Ledderose, Lothar. *Ten Thousand Things: Module and Mass Production in Chinese Art*. Princeton, NJ: Princeton University Press, 2000. [德] 雷德侯，〈第二章 複雜的青銅鑄造術〉，《萬物：中國藝術中的模件化和規模化生產》，（北京：三聯書店，2012）。
- 18) Leidy, Denise Patry. *Wisdom Embodied: Chinese Buddhist and Daoist Sculpture in the Metropolitan Museum of Art*. New York: Metropolitan Museum of Art; New Haven, CT: Yale University Press, 2010.
- 19) Lin, James C. S. ed. *The Search for Immortality: Tomb Treasures of Han China*. Cambridge: Fitzwilliam Museum, and New Haven, CT: Yale University Press, 2012.
- 20) Murck, Alreda, and Wen Fong eds. *Word and Images: Chinese Poetry, Calligraphy, and Painting*. Princeton, NJ: Princeton University Press, 1991.
- 21) Murowchick, Robert E. ed. *The Problem of Meaning in Early Chinese Ritual Bronzes*. London: Percival David Foundation of Chinese Art, School of Oriental and African Studies, University of London, 1993.
- 22) Rawson, Jessica. *Mysteries of Ancient China: New Discoveries from the Early Dynasties*. New York: G. Braziller, 1996.
- 23) So, Jenny F. *Early Chinese Jades in the Harvard Art Museums*. Cambridge, MA: Harvard Art Museums, 2018.
- 24) Steinhardt, Nancy Shatzman. *Chinese Architecture: A History*. Princeton, NJ: Princeton University Press, 2019.
- 25) Steinhardt, Nancy Shatzman. *Chinese Imperial City Planning*. Honolulu, HI: University of Hawaii Press, 1990).
- 26) Sullivan, Michael. *The Arts of China*. Berkeley, CA: University of California Press, 2008. [英] 蘇立文：《中國藝術史》。台北：南天書局，1985。
- 27) Sullivan, Michael. *The Three Perfections: Chinese Painting, Poetry, and Calligraphy*. New York: George Braziller, 1999.
- 28) Thorp, Robert L., and Richard E. Vinograd. *Chinese Art and Culture*. New York: Harry N. Abrams, 2001.
- 29) 吳山：《中國新石器時代陶器裝飾藝術》，（北京：文物出版社，1982）。
- 30) 常素霞：《中國古代玉器圖譜》（中國：河北美術出版社，1999）。

	<p>31) 啟功：《啟功談金石書畫》。香港：天地圖書有限公司，2019。</p> <p>32) [美] 巫鴻：《禮儀中的美術：巫鴻中國古代美術史文編》。北京：生活·讀書·新知三聯書店，2005。</p>
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<b>Subject Code</b>	CHC309P
<b>Subject Title</b>	Chinese-language Cinema 華語電影導讀
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject leads students through the development of Chinese film industry from the 1920s to the present time, discussing a broad range of Chinese-language films created. While the focus of this course will be on cinema produced in mainland China, the term “Chinese cinema” will be defined broadly to include examples of Chinese-language cinema from across the Chinese-speaking world. Students will gain an understanding of the nature of cinematic art as well as the changes in the Chinese society captured in representative films produced in Mainland China, Taiwan and Hong Kong. The films of these three regions exhibit a development trajectory of their own. In putting them in juxtaposition, students will appreciate the interactions of the film industry of these regions and the influences they are increasingly exerting on the international level.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) know the course of the development of Chinese-language films and the setbacks they encountered;</li> <li>b) unpack the attitudes and values expressed in Chinese films produced in different eras and dealing with diverse human experiences</li> <li>c) comprehend the close relationship between Chinese-language films and contemporary history and society;</li> <li>d) discourse on the uniqueness of Chinese-language films;</li> <li>e) discuss the contribution of Chinese film to world cinema</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) The Origin of Chinese-language Film and introduction to Film Terms</li> <li>2) Early Shanghai Urban Cinema</li> <li>3) Anti-Japanese War and Chinese Films</li> <li>4) Revolutionary and Socialist Aesthetics in the PRC Films</li> <li>5) Cold War and Hong Kong Cinema/Martial Arts Film: Nationalism and Diaspora</li> <li>6) The Fifth Generation and Remapping Chinese Landscape</li> <li>7) An Open Era: Cult, Spy and Sci-fi Films in the 1980s China</li> <li>8) New Taiwan Cinema and the Reflection upon History and Everyday life</li> <li>9) Hong Kong New Wave and the Construct of Hong Kong Identity</li> <li>10) Woman Filmmakers in Chinese-language Cinema</li> <li>11) Sixth Generation and Independent Cinema in China</li> </ol>



<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The subject puts high emphasis on the examination of the artistic language of individual film in order to explore the pulse of the times when the film is produced. Students are therefore required to watch the films assigned before the lectures in order to participate in the discussion with the lecturer. Students are also required to watch current Chinese-language films and then write short reviews on them. Students will learn how to collect source materials and to do research that will result in the writing of academic reports under the guidance of the lecturer.</p>																																																											
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> <th rowspan="2"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>10%</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Film Review</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Final paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> <td></td> </tr> </tbody> </table>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	1. In-class assessment	10%	✓						2. Oral Presentation	20%		✓	✓	✓	✓		3. Film Review	30%			✓	✓	✓		4. Final paper	40%	✓	✓	✓	✓	✓		Total	100 %						
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4. Final paper	40%	✓	✓	✓	✓	✓																																																						
Total	100 %																																																											
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. In-class assessment such as group discussion, debates, experience sharing are important for the class to allow students to relate their own experience and thoughts with class content.</li> <li>2. Group oral presentations give students opportunities in teamwork and present their ideas orally so that they may also review class content as well as discuss their own findings on the topics.</li> <li>3. Writing review encourages students to watch a film on the site of movie theatre and learn the basics of write about film texts professionally.</li> <li>4. An individual written paper will help students to improve their academic research and writing ability, enhancing their analytical capacity on historical and contemporary issues.</li> </ol>																																																												
<p>Class contact:</p>																																																												
<ul style="list-style-type: none"> <li>▪ lecture</li> </ul>							<p>39 Hrs.</p>																																																					

<b>Student Study Effort Expected</b>	Other student study effort:	
	▪ writing	20 Hrs.
	▪ reading	20 Hrs.
	▪ film viewing	26 Hrs
	Total student study effort	105 Hrs.
<b>Reading List and References</b>	<p>程季華、李少白、邢祖文，《中國電影發展史》（上、下卷）。香港：文化資料出版社，1978。</p> <p>朱天文，《最好的時光：電影本事、分場劇本以及所以關於電影的1982-2006》。台北：印刻，2008。</p> <p>戴錦華，《斜塔瞭望：中國電影文化 1978-1998》，臺北：源流出版公司，1999。</p> <p>傅葆石、劉輝編輯《香港的“中國”：邵氏電影》，牛津大學出版社，2011。</p> <p>李道新，《中國電影的史學建構》。北京：中國廣播電視出版社，2004。</p> <p>林暢編，《湮沒的悲歡：「中聯」「華影」電影初探》。香港：中華書局，2014。</p> <p>林文淇、沈曉茵、李振雅編，《戲夢時光：侯孝賢電影的城市、歷史、美學》。台北：國家電影中心，2014。</p> <p>陸弘石編，《中國電影：描述與闡釋》。北京：中國電影出版社，2002。</p> <p>吳昊編，《文藝、歌舞、輕喜劇》。香港：三聯書局，2005。</p> <p>倪震，《北京電影學院故事：第五代電影前史》。北京：作家出版社，2002。</p> <p>歐陽江河編，《中國獨立電影訪談錄》。香港：牛津大學出版社，2007。</p> <p>蘇濤，《浮城北望：重繪戰後香港電影》。北京：北京大學出版社，2014。</p> <p>黃愛玲編，《國泰故事》。香港：香港電影資料館，2009。</p> <p>黃愛玲編，《詩人導演：費穆》。香港：香港電影評論學會，1998。</p> <p>黃愛玲、潘國靈、李照興編，《王家衛的映畫世界》。香港：香港電影評論學會，2015。</p> <p>葉月瑜，《歌聲魅影：歌曲敘事與中文電影》。臺北市：遠流，2000。</p> <p>鍾寶賢，《香港影視業百年》。香港：三聯書店，2004。</p>	

- 張英進編，蘇濤譯，《民國時期的上海電影與城市文化》。北京：北京大學出版社，2011。
- 張英進、胡敏娜編，西颺譯，《華語電影明星：表演、語境、類型》。北京：北京大學出版社，2011。
- 張真 (Zhang Zhen) 著，沙丹、趙曉蘭、高丹譯，《銀幕艷史：都市文化與上海電影 1896-1937》。上海：上海書店出版社，2012。
- 鍾大豐、舒曉鳴，《中國電影史》。北京：中國廣播電視出版社，1995。
- 史書美 著，《視覺與認同：跨太平洋華語語系表述·呈現》。台北：聯經出版社，2013。
- 李道新 著，《中國電影史 (1937-1945)》。北京：首都師範大學出版社，2000。
- 郭國燦編，《既近且遠、既遠且近：關錦鵬的光影記憶》。香港：三聯書店香港有限公司，2007。
- 林勇 著，《文革後時代中國電影與全球文化》。北京：文化藝術出版社，2005。
- 陳墨 著，《成人的遊戲-黃建新的電影世界》。北京：文化藝術出版社，2005。
- 許金晶，《中國獨立電影訪談錄》。杭州：浙江大學出版社，2017。
- 顏慧、索亞斌，《中國動畫電影史》。北京：中國電影出版社，2005。
- 鄭樹森編，《文化批評與華語電影》，臺北：麥田出版，1995。
- David Bordwell, 《香港電影王國：娛樂的藝術》，香港：香港電影評論學會，2001。
- Abbas, Ackbar. *Hong Kong: Culture and the Politics of Disappearance*. Hong Kong: Hong Kong University Press, 1997.
- Berry, Chris, and Mary Farquhar. *China on Screen: Cinema and Nation*. New York: Columbia University Press, 2006.
- Bettinson, Gary, ed. *Directory of World Cinema: China 2*. Bristol: Intellect, 2015.
- Lim, Song Hwee, and Julian Ward, eds. *The Chinese Cinema Book*. London: British Film Institute, 2011.
- Lu, Sheldon H., and Emilie Yueh-yu Yeh, eds. *Chinese-Language Film: Historiography, Poetics, Politics*. Honolulu: University of Hawaii Press, 2005.
- Ma, Jean. *Sounding the Modern Woman: The Songstress in Chinese Cinema*. Durham: Duke University Press, 2015.
- Nochimson, Martha P., ed. *A Companion to Wong Kar-Wai*. Chichester: John Wiley & Sons, 2016.

	<p>Rojas, Carlos, and Eileen Chow, eds. <i>The Oxford Handbook of Chinese Cinemas</i>. New York: Oxford University Press, 2013.</p> <p>Shih, Shu-mei. <i>Visuality and Identity: Sinophone Articulations across the Pacific</i>. Berkeley: University of California Press, 2007.</p> <p>Wang, Yiman. <i>Remaking Chinese Cinema: Through the Prism of Shanghai, Hong Kong, and Hollywood</i>. Hong Kong: Hong Kong University Press, 2013.</p> <p>Zhang, Yingjin, ed. <i>A Companion to Chinese Cinema</i>. Malden: Wiley-Blackwell, 2012.</p>
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<b>Subject Code</b>	CHC334
<b>Subject Title</b>	The Art of Reading Texts, Images, and Objects in Chinese Culture
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	Research into any aspect of Chinese culture relies on using a particular form of primary source, such as text, image, and object. This subject introduces a range of methods to find, contextualize, and analyse these different forms of primary sources. Specifically, it exemplifies various ways to reconstruct the contexts and historical processes that shape primary sources. It also illustrates interdisciplinary approaches to unpack the multi-layered implications of primary sources by putting texts, images, and objects in dialogue with each other. Viewing primary sources as sites of interaction, rather than unquestionable evidence, this subject aims to let primary sources shed new light on pre-existed understandings of political institutions, daily social lives, and community memories in Chinese history and culture. After taking this subject, students will gain a good foundation in using primary sources and be prepared for developing capstone projects.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) gain fundamental knowledge about primary sources on Chinese culture in terms of their major genres, distributions, catalogues, etc.;</li> <li>b) employ a range of tools and methods to find primary sources for particular research topics;</li> <li>c) develop rigorous research questions through contextualized, critical, and interdisciplinary analyses of primary sources;</li> <li>d) procure research and analytical skills that are foundational for developing capstone projects.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) What is Primary Source?</li> <li>2) Major Genres of Texts in Chinese Culture</li> <li>3) Place Texts in Contexts</li> <li>4) Trace Texts in Processes</li> <li>5) Gain from Critical Reading: What the Text Says vs. What the Text Does</li> <li>6) Image as Eyewitness</li> <li>7) Image and Text: Dialogues and Tensions</li> <li>8) Let Objects Speak: Broaden the Scope of Historical Evidence</li> </ol>

	<p>9) The Social Lives of Things</p> <p>10) Moving Objects and the Making of the Global World</p> <p>11) Past as Present: Develop Observations into Research Questions</p>																																																						
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>This subject consists of lectures and tutorials. Lectures will provide the theoretical frame and introduce different tools, methods, and approaches for analysing primary sources. In addition, this subject assigns a piece of primary source as one of the readings each week. In the tutorials, students are expected to discuss different ways of analysing the primary sources in depth by employing the tools, methods, and approaches introduced at the lectures. A mid-term presentation and a mid-term essay will be used to evaluate students' grasp of the specific methods for interpreting primary sources. A final research proposal will be used to evaluate students' ability to develop rigorous research questions based on contextualized and critical readings of primary sources.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="518 840 1380 1518"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. mid-term presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. mid-term essay</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. final research proposal</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>This subject aims to maximize the opportunities for students to actually work on primary sources. The four assessment methods are all designed to fulfil this goal.</p> <p>In-class assessment reflects how students grasp the analytical methods introduced each week, which is therefore graded to assess learning outcomes a, b, and c.</p> <p>During the mid-term, each student needs to select one piece of primary source assigned for this subject and find at least two pieces of additional primary sources that complicate the assigned primary source (e.g.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assessment	20%	✓	✓	✓				2. mid-term presentation	20%	✓	✓	✓				3. mid-term essay	20%	✓	✓	✓	✓			4. final research proposal	40%	✓	✓	✓	✓			Total	100 %						
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4. final research proposal	40%	✓	✓	✓	✓																																																		
Total	100 %																																																						

	<p>sources that indicate new contexts, sources that present conflicting information). Each student needs to give an oral presentation of the primary sources they select in the form of a curated exhibition. In this presentation, they need to use one central theme to connect the primary sources they select and explain their relations. The presentation will be graded to assess learning outcomes a, b, and c. They also need to write a mid-term essay in the format of an exhibition catalogue that further expounds on the connections and tensions between the primary sources they exhibit. This essay can be used to assess learning outcomes a, b, c, and d.</p> <p>By the end of the term, students need to develop a research proposal based on the primary sources they have selected for their mid-term project. In this research proposal, students need to identify three to five secondary studies that are related to their selected primary sources. They have to analyze how the primary sources might offer new angles to further the discussions or debates in the secondary studies. This final assignment is used to assess learning outcomes a, b, c, and d.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	35 Hrs.
	▪ writing	35 Hrs.
	▪ discussion and preparation for presentation	11 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 劉大鵬著、喬志強註：《退想齋日記》。北京：北京師範大學出版社，2020。</li> <li>2. 陳垣：《史源學實習及清代史學考證法》。北京：商務印書館，2014。</li> <li>3. 王國維：《古史新證：王國維最後的講義》。北京：清華大學出版社，1994。</li> <li>4. 張我德、楊若荷、裴燕生：《清代文書》。北京：中國人民大學出版社，1996。</li> <li>5. 莊吉發：《清朝奏折制度》。北京：故宮出版社，2016。</li> <li>6. 葛兆光：《漢字的魔方》。上海：復旦大學出版社，2016。</li> <li>7. 葛兆光：《宅茲中國：重建有關「中國」的歷史論述》。北京：中華書局，2011。</li> </ol>	



8. 揚之水：《古詩文名物新證》。北京：紫禁城出版社，2004。
9. 趙世瑜：《在空間中理解時間：從區域社會史到歷史人類學》。北京：北京大學出版社，2017。
10. 賴毓芝編：《物見：四十八位物件閱讀者，與他們所見的世界》。台北：遠足文化，2022。
11. Appadurai, Arjun. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press, 1988.
12. Brook, Timothy. *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. London: Bloomsbury Press, 2007.
13. Chartier, Roger. *The Order of Books: Readers, Authors, and Libraries in Europe Between the 14th and 18th Centuries*. Translated by Lydia G. Cochrane. Stanford: Stanford University Press, 1994.
14. Dennis, Joseph. *Writing, Publishing, and Reading Local Gazetteers*. Cambridge: Harvard University Asia Center, 2015.
15. Dykstra, Maura. *Uncertainty in the Empire of Routine: The Administrative Revolution of the Eighteenth-Century Qing State*. Cambridge: Harvard University Asia Center, 2022.
16. Ginzburg, Carlo. *Clues, Myths, and the Historical Method*. Translated by Anne C. Tedeschi. Baltimore: Johns Hopkins University Press, 1992.
17. Hay, Joanathan. *Sensuous Surfaces: The Decorative Object in Early Modern China*. London: Reaktion Books, 2008.
18. He, Yuming. *Home and the World: Editing the "Glorious Ming" in Woodblock-Printed Books of the Sixteenth and Seventeenth Centuries*. Cambridge: Harvard University Asia Center, 2013.
19. Liu, Lydia H. *Translingual Practice: Literature, National Culture, and Translated Modernity—China, 1900-1937*. Stanford: Stanford University Press, 1995.
20. Mullaney, Thomas S. *The Chinese Typewriter: A History*. Cambridge: The MIT Press, 2017.
21. Wu, Hung. *The Double Screen: Medium and Representation in Chinese Painting*. Chicago: University of Chicago Press, 1997.

\*The list above is purely for reference. Prescribed readings will be announced in the first meeting of the subject. Since this subject requires students to engage with primary sources, proficiency in Chinese is expected of students.

Subject Code	CHC332P
Subject Title	Global Chinese-language Literature 全球華語文學
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>The current studies of Chinese literature and culture have shown the new tendency of going beyond the nation-based narrative, examining it in a global context and emphasizing the diversity of Chineseness manifested in various locations and environments. Inspired by the ideas of “global China” and of modern Chinese language as a global expressive medium, this course discusses a selection of representative literary works that were produced from and circulated among the different geo-cultural spaces of the Chinese-speaking societies and communities in Mainland China, Hong Kong, Taiwan, Singapore, and Malaysia. This course highlights the emergence of a “global China” as a broader, inclusive territory of inquiry and aims to provide a new perspective to discuss how these cultural productions first and foremost presented an affective, aesthetic, sensual experience of Chineseness. This course aims to provide the students with the diversity of experience about Chineseness through reading literature.</p> <p>This course encourages students to probe these questions: 1) What kind of aesthetic-sentimental realm did this body of literary work create for the emergence of a global audience? 2) How diasporic identities and subjectivities were constructed and negotiated through this body of literary work? 3) How did this body of global Chinese literature help mobilize historical memory and individual desire, facilitate the imagination of the socio-economic and cultural blueprints, and create new identities of being Chinese in today’s globalizing world?</p>
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a) understand Chinese-language literature within a global context;</li> <li>b) comprehend the aesthetics of literature as well as the historical condition and cultural values that inform these works;</li> <li>c) develop reflective skills and critical thinking in their learning through examining and analyzing these literary works;</li> <li>d) understand the multiple and diverse experience of being Chinese in a globalized world;</li> <li>e) develop good writing skills</li> </ul>
Subject Synopsis/ Indicative Syllabus (Note 2)	<ol style="list-style-type: none"> <li>1. What is “global China” and “global Chinese-language literature”?</li> <li>2. Reading Lu Xun as global Chinese-language literature</li> </ol>

	<ol style="list-style-type: none"> <li>3. Reading Eileen Chang as global Chinese-language literature</li> <li>4. Bei Dao and World Poetry</li> <li>5. Post-human Temporal and Spatial Construct in China’s science fiction: Hao Jingfang’s “Folding Beijing”</li> <li>6. The Nostalgic and the Operatic: Pai Hsien-yung. “The Eternal Snow Beauty” (1965), “Wandering in the Garden, Awakening from the Dream” (1966)</li> <li>7. Writing Taiwan’s Fin-de-Siecle Splendor: Zhu Tianwen’s urban aesthetics</li> <li>8. Two Generations of Flaneur in Hong Kong: Liu Yishan’s “Intersection”</li> <li>9. Images and Words in Xi Xi’s Floating City</li> <li>10. The Rise of Asia and the American Dream: Selections from Kevin Kwan’s Crazy Rich Asians (2013)</li> <li>11. The Chinese Diasporic Imagination from the South Sea: Ng Kim Chew “Death in the South” (1992) and “The Fish Skeleton” (1995)</li> </ol>																																														
<p>Teaching/Learning Methodology (Note 3)</p>	<p>This course will include lectures, classroom discussions, group oral presentations as well as final paper writing. Before the class, students should complete the assigned readings, watch the films/plays, listen to the musical pieces and write down their thoughts and questions to be raised during class discussions. Lectures will provide key concepts, themes and historical/social contexts and demonstrate the ways of analyzing the texts. Moreover, the course materials are interdisciplinary and multimedia in nature and therefore, the course will provide the students with diverse experience through listening, watching, and reading and then further train the students’ ability of critical thinking. Students are encouraged to find materials related to that week’s subject and readings independently and share with the other students their findings, thoughts, analysis and raise questions during their oral presentations. They will have opportunities to exercise their critical thinking and voice their opinions during the tutorials. and their presentations will further diversity the students’ understandings and enrich the course content as a whole.</p>																																														
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4. Final Papers	40%	✓	✓	✓	✓																																										

	Total	100 %	
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  A mid-term and a final quiz will test students' grasp of their knowledge of the content of the subject. Oral presentations will test the students' ability to find materials independently and their skills of articulating their thoughts and analyzing the materials. A term paper will test the students' ability to incorporate what they learn from the class and their analytical skills into the written assignments.  Final paper requirement: Write a 4-5-page paper on a topic of your choice and in consultation with the instructor. Manuscripts must be double-spaced with 12-point type and 1 inch margins and formatted for letter-size (8.5 x 11 in.) paper if possible. ( or approximately 1600 words ) .Your paper needs to discuss at least one primary text or film from the course while engaging relevant critical issues. Your paper must be word-processed, double-spaced, page-numbered, and spell-checked. It should have normal margins and a readable font. The quotation style follows Chicago style. You should always back up your argument with evidence from the texts through judicious use of quotations and paraphrases (keep plot summaries to a minimum and avoid lengthy quotations). You are expected to make use of the scholarly texts from the course to the best of your ability. In addition, please also include 2-3 scholarly articles to support your analysis and argument.</p>		
<b>Student Study Effort Expected</b>	Class contact:		
	▪ Lectures		26 Hrs.
	▪ Tutorials		13 Hrs.
	Other student study effort:		
	▪ Readings		48 Hrs.
	▪ Writing Report		33 Hrs.
	Total student study effort		120 Hrs.
<b>Reading List and References</b>	<p><b>Part I. Reference on General Studies</b>  Abbas, Ackbar, <i>Hong Kong: Culture and the Politics of Disappearance</i>, Hong Kong: Hong Kong University Press, 1998 ◦</p> <p>Carlos Rojas and Andrea Bachner eds. <i>The Oxford Handbook of Modern Chinese Literatures</i>. New York: Oxford University Press, 2016.</p> <p>Denton, Kirk ed. <i>The Columbia Companion to Modern Chinese Literature</i>. New York: Columbia University Press, 2016.</p> <p>Lee, Ou-fan Leo. <i>City Between Worlds: My Hong Kong</i>, Cambridge, Massachusetts, and London England: The BelknapPress of Harvard University Press, 2008 ◦</p>		

Shi, Shumei, Tsai, Chien-hsin, and Bernards, Brian eds. *Sinophone Studies: A Critical Reader*. New York: Columbia University Press, 2013.

Shih, Shu-mei. "The Concept of the Sinophone." *PMLA*, Vol. 126, No. 3 (May 2011), pp. 709-718.

Tu, Wei-ming, ed. *The Living Tree: The Changing Meaning of Being Chinese Today*. Stanford, Calif: Stanford University Press, 1994.

Wang, David Der-wei ed. *A New Literary History of Modern China*. Cambridge, MA: Harvard University Press, 2017.

## **Part II. Reference on the Studies of Individual Authors and Literary Works**

Chang, Sung-sheng Y. *Modernism and the Nativist Resistance: Contemporary Chinese Fiction from Taiwan*. (Durham, NC, USA: Duke University Press, 1993)

Chow, Rey. *Woman and Chinese Modernity: The Politics of Reading between West and East*. Minneapolis, MN: University of Minnesota Press, 1991.

Chow, Rey. *Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies*. Bloomington: Indiana University Press, 1993.

Lee, Leo Ou-fan. *Voices from the Iron House: A Study of Lu Xun*. Bloomington & Indianapolis: Indiana University Press, 1987.

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李歐梵：《鐵屋中的吶喊》，杭州：浙江大學出版社，2016。

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王斑：《歷史與記憶——全球現代性的質疑》，香港：牛津大學出版社，2004。

汪榮：〈戀物、悼亡與家國寓言：黃錦樹《魚骸》的離散詩學〉，《華人前瞻研究》第九卷第一期(2013年5月)，頁93-105。

<b>Subject Code</b>	CHC324P
<b>Subject Title</b>	Chinese Literature Before Print: Origins to the sixth century C.E. 印刷前的中國文學：從萌芽至公元六世紀
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This class will afford students an introduction to the development of Chinese literature and literary traditions prior to the proliferation of block printing in the sixth century CE. Through reading, critiquing, and actively reflecting on works of ancient and medieval Chinese literature, students should expect to gain a more thorough understanding of the major aesthetic, political, and intellectual developments in premodern Chinese civilization. By examining native Chinese modes of genre formation, rhetoric, collection, conceptions of authorship, as well as early theories of literature and literary criticism, students will build a foundation for the critical reading and analysis of texts. Through assignments and discussions, the course will also enable students to develop their skills of argumentation, writing, and reasoning.
<b>Intended Learning Outcomes</b> (Note 1)	Upon completion of the subject, students will be able to: a) Identify the major genres of literature in ancient China, and discuss their evolution and use. b) Distinguish forms, themes, media environments, and concerns (aesthetic, political, or personal) that animated literary developments in Chinese manuscript culture. c) Critically discuss the editorial decisions that gave rise to transmitted anthologies of literature. d) Better appreciate the significance of both canonical (e.g. famous literary works) and non-canonical sources, for illuminating different aspects of literary history
<b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)	1) Foundations: Aesthetic patterning in Zhou verses and inscriptions 2) The <i>Shijing</i> and its place in the development of Chinese poetics 3) The use and application of literature in early texts and rhetoric 4) Early narrative forms 5) Media matters: writing, literacy, canon formation, and the transmission of texts 6) Literary and philosophical prose 7) The <i>Chuci</i> , compilation and the development of authorship 8) Han <i>fu</i> , <i>yue-fu</i> traditions and the beginnings of secular poetry 9) Six dynasties poetry: aesthetics and legacy 10) Literary theories from the <i>Book of Documents</i> to <i>Wenxing diaolong</i> 11) The <i>Wen xuan</i> , its contents, compilation, and later significance 12) Dunhuang literature and vernacular traditions

**Teaching/Learning Methodology**

(Note 3)

The course will be conducted primarily by a combination of lecture, active learning in-class exercises, and whole class discussion sessions. Students will spend most of their preparation time outside class in the close reading of selected primary sources in annotated classical Chinese editions and modern translations. Supplemental/textbook readings and lectures will help contextualize the selected readings and provide a framework for interpreting and discussing the texts. For the group and final projects, students will also be asked to do some independent research beyond the materials presented in class. Quizzes will be used to assess students' comprehension of the readings; discussion board posts will be used to gauge students' engagement with the readings and/or develop themes of interest for further exploration in the final project. A final project will require students to undertake some independent research and give an oral presentation that summarizes.

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. In-class assessment	25%	✓	✓	✓	✓
2. Short quizzes	20%	✓	✓		
3. Midterm paper (s)	20%	✓	✓	✓	✓
4. Final project, including oral presentation	35%	✓	✓	✓	✓
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

In-class assessment will be necessary for participation in active learning exercises and discussions, for which prompts will be provided. These exercises, which may culminate in in-class written, discussion, or group responses to the prompts, will enable student to actively construct knowledge from the readings and lecture material. Participation in online discussion forum will provide another means of active participation. The instructor will assess progress towards the intended learning outcomes based on the written and oral responses in-class and online.

Short quizzes will be structured so as to encourage students to complete the required readings and construct knowledge by anticipating the main points, themes, and features of the readings which might be on the quiz.

A midterm paper or short papers, written in response to a prompt that requires student to make comparisons of literary works around a theme or themes, will assess the extent to which students are progressing toward all learning outcomes.



	<p>A final project, which will take the form of a paper, video, web-based or other independent project, will require the student to construct or synthesize knowledge from different components of the course, and engage in some independent research around a theme of particular interest. The final product will be designed and evaluated with respect to the intended learning outcomes.</p>	
<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	<p>15 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ In-class prompts and group exercises</li> </ul>	<p>12 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Seminar discussion</li> </ul>	<p>12 Hrs</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> <li>▪ Reading</li> </ul>	<p>55 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Writing</li> </ul>	<p>20 Hrs.</p>
	<ul style="list-style-type: none"> <li>▪ Project research</li> </ul>	<p>5 Hrs.</p>
	<p>Total student study effort</p>	<p>119 Hrs.</p>
<p><b>Reading List and References</b></p>	<ul style="list-style-type: none"> <li>• Chang, Kang-i Sun. <i>Six Dynasties Poetry</i>. Princeton, N.J: Princeton University Press, 1986.</li> <li>• Minford, John, and Joseph S. M. Lau, eds. <i>Classical Chinese Literature: An Anthology of Translations</i>. New York : Hong Kong: Columbia University Press ; The Chinese University Press, 2000.</li> <li>• Nienhauser, William H., ed. <i>The Indiana Companion to Traditional Chinese Literature</i>. Bloomington, IN: Indiana University Press, 1986.</li> <li>• Owen, Stephen, ed. <i>Readings in Chinese Literary Thought</i>. Harvard-Yenching Institute Monograph Series 30. Cambridge, MA: CEAS; Harvard University Press, 1992.</li> <li>• Rong Xinjiang 荣新江. “Language and Literature in Light of Dunhuang Studies.” In <i>Eighteen Lectures on Dunhuang</i>, translated by Imre Galambos. Leiden: Brill, 2013.</li> <li>• Xiao Tong, ed. <i>Wen Xuan, or Selections of Refined Literature</i>. Translated by David R. Knechtges. 3 vols. Princeton, N.J.: Princeton University Press, 1982.</li> <li>• Yu, Pauline. <i>The Reading of Imagery in the Chinese Poetic Tradition</i>. Princeton, N.J.: Princeton University Press, 1987.</li> <li>• Yu, Pauline, Peter Bol, Stephen Owen, and Willard Peterson. <i>Ways With Words: Writing About Reading Texts from Early China</i>. University of California Press, 2000.</li> </ul>	

<b>Subject Code</b>	CHC4241P
<b>Subject Title</b>	Chinese Traditional Theatre and Performing Arts 中國傳統舞臺及表演藝術
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	
<b>Objectives</b>	The subject aims at introducing Chinese traditional theatre represented by the oldest Kun and Peking Operas, as well as those relatively young genres such as the Cantonese and Shanghai Opera. Other performing arts on stage will be also introduced to correct inaccurate, biased views of Chinese traditional theatre and other performing arts that students may have. The study and appreciation of Chinese traditional theatre and performing will provide significant help to students in their understanding of the richness and beauty of Chinese culture.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) appreciate the beauty and the uniqueness of various performing arts represented by operas and the chanting and singing in Chinese music;</li> <li>b) understand the role of theatre in Chinese performance arts and Chinese popular culture;</li> <li>c) examine in depth the relationship between Chinese music, Chinese society and Chinese literature and other performing arts; and</li> <li>d) develop a sense of national and local identity through the appreciation of Chinese performance arts.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1) The Varieties of Chinese Theatre</li> <li>2) Historical Storytelling and Chanting Arts</li> <li>3) Kun Opera &amp; Peking Opera</li> <li>4) Shanghai and Szechuan Opera</li> <li>5) Cantonese Opera</li> <li>6) Storytelling in Soochow Dialect in String</li> <li>7) Storytelling in Shantung Dialect with Drum</li> <li>8) Performers and their Histories</li> <li>9) The Dragon Boat Songs</li> <li>10) Puppetry</li> </ol>

<b>Teaching/Learning Methodology</b>	<p>The lectures introduces key concepts of Chinese performing arts, aided by the showing of videos of Chinese operas and other types of Chinese performing arts. Students are required to form groups to make an oral presentation on assigned topics during tutorials. Consultations are provided by the instructor to help the students understand the subject matter in general, and prepare their presentations in particular. Students are also required to read selected articles recommended by the instructor. Study tours to different types of theatres inside and outside Hong Kong will be also organized.</p>																																												
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="517 584 1474 1249"> <thead> <tr> <th data-bbox="517 584 823 797" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="823 584 983 797" rowspan="2">% weighting</th> <th colspan="4" data-bbox="983 584 1474 730">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="983 730 1102 797">a</th> <th data-bbox="1102 730 1222 797">b</th> <th data-bbox="1222 730 1342 797">c</th> <th data-bbox="1342 730 1474 797">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="517 797 823 875">1. Two Short Quizzes</td> <td data-bbox="823 797 983 875">25%</td> <td data-bbox="983 797 1102 875">✓</td> <td data-bbox="1102 797 1222 875">✓</td> <td data-bbox="1222 797 1342 875">✓</td> <td data-bbox="1342 797 1474 875">✓</td> </tr> <tr> <td data-bbox="517 875 823 981">2. Oral Presentation/Class Discussion</td> <td data-bbox="823 875 983 981">25%</td> <td data-bbox="983 875 1102 981">✓</td> <td data-bbox="1102 875 1222 981">✓</td> <td data-bbox="1222 875 1342 981">✓</td> <td data-bbox="1342 875 1474 981">✓</td> </tr> <tr> <td data-bbox="517 981 823 1106">3. Final Paper (includes outline and draft)</td> <td data-bbox="823 981 983 1106">40%</td> <td data-bbox="983 981 1102 1106">✓</td> <td data-bbox="1102 981 1222 1106">✓</td> <td data-bbox="1222 981 1342 1106">✓</td> <td data-bbox="1342 981 1474 1106">✓</td> </tr> <tr> <td data-bbox="517 1106 823 1184">4. Attendance</td> <td data-bbox="823 1106 983 1184">10%</td> <td data-bbox="983 1106 1102 1184">✓</td> <td data-bbox="1102 1106 1222 1184">✓</td> <td data-bbox="1222 1106 1342 1184">✓</td> <td data-bbox="1342 1106 1474 1184">✓</td> </tr> <tr> <td data-bbox="517 1184 823 1249">Total</td> <td data-bbox="823 1184 983 1249">100%</td> <td colspan="4" data-bbox="983 1184 1474 1249"></td> </tr> </tbody> </table> <p data-bbox="517 1305 1474 1373">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="517 1395 1474 1653">The two quizzes are designed to measure the students' attainments of intended learning outcomes (a), (b) and (c), which measure students' overall understanding of the special features and uniqueness of various performing arts represented by different operas, and the chanting and singing of songs. For example, students should know the basic difference between the Kun opera and Peking opera, and the role of theatre in Chinese performance arts and Chinese popular culture.</p> <p data-bbox="517 1675 1474 1854">Second, the assigned research project is designed to assess the students' capability in the intended learning outcome (e) that requires good communication and writing skills. Such an assignment can help assessing students' ability in working on a guided-research project, the findings of which will first be presented orally and then in a standard academic report.</p> <p data-bbox="517 1877 1474 2042">Both the quizzes and the research projects are designed to develop a sense of national identity among the students stated in the intended learning outcome (d). Good reports are those which critically examine the questions raised by scholars and laymen such as the future and prospect of traditional Chinese performance arts. Furthermore, the presentations on local operas</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Two Short Quizzes	25%	✓	✓	✓	✓	2. Oral Presentation/Class Discussion	25%	✓	✓	✓	✓	3. Final Paper (includes outline and draft)	40%	✓	✓	✓	✓	4. Attendance	10%	✓	✓	✓	✓	Total	100%				
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	such as Cantonese opera will certainly help develop a sense of national and local identity among our students.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	45 Hrs.
	▪ Writings	30 Hrs.
	▪ Performance Appreciation	6 Hrs
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 王國維，《宋元戲曲考》，臺北：藝文出版社，1957。</li> <li>2. 王安祈，《傳統戲曲的現代表現》，台北：里仁書局，1996。</li> <li>3. 王安祈，《當代戲曲》，台北：三民書局，2002。</li> <li>3. 吳小如，《吳小如戲曲文集》，北京：北京大學出版社，1995。</li> <li>4. 賈志剛，《邁向現代的古老戲劇》，北京：中國戲劇出版社，1996。</li> <li>5. 1996。</li> <li>6. 白先勇，《白先勇說崑曲》，臺北：聯經出版事業公司，2004。</li> <li>7. 白先勇主持，《崑曲之美—音樂與表演藝術》，臺北：國立臺灣大學出版中心，2016。</li> <li>8. 大學出版中心，2016。</li> <li>9. 上海市藝術研究所(編)，《中國京劇史》，上海：上海文藝出版社，1995。</li> <li>10. 社，1995。</li> <li>11. 曾永義編注，《中國古典戲劇選注》，臺北：國家出版社，1983。</li> <li>12. 1983。</li> <li>13. 廖奔，《中國古代劇場史》，鄭州：中州古籍出版社，1997。</li> <li>14. 廖奔、劉彥君，《中國戲曲發展史》，太原：山西教育，2000。</li> <li>15. 錢南揚校注，《永樂大典戲文三種》，臺北：華正書局，1985。</li> <li>16. 季國平，《元雜劇發展史》，臺北：文津出版社，1993。</li> <li>17. 徐扶明，《元代雜劇藝術》，臺北：學海出版社，1997。</li> <li>18. 青木正兒，隋樹森譯，《元人雜劇序說》，臺北：長安出版社，1976。</li> <li>19. C. T. Hsia, Wai-ye Li, George Kao, eds. <i>The Columbia Anthology of Yuan Drama</i>.</li> </ol>	

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|  | <p>20. Idema, Wilt. <i>Judge Bao and the Rule of Law: Eight Ballad-Stories from the Period 1250-1450</i>.</p> <p>21. Idema, Wilt. <i>Monks, Bandits, Lovers, and Immortals: Eleven Early Chinese Plays</i>.</p> <p>22. Idema, Wilt. <i>Battles, Betrayals, and Brotherhood: Early Chinese Plays on the Three Kingdoms</i>.</p> <p>23. Idema, Wilt. <i>The Butterfly Lovers: The Legend of Liang Shanbo and Zhu Yingtai: Four Versions with Related Texts</i>.</p> <p>24. Kwa, Shiamin. <i>Mulan: Five Versions of a Classic Chinese Legend, With Related Texts</i>.</p> <p>25. Kwa, Shiamin. <i>Strange Eventful Histories</i>.</p> <p>26. Mair, Victor. <i>Painting and Performance: Chinese Picture Recitation and Its Indian Genesis</i>.</p> <p>27. Mair and Bender, eds. <i>The Columbia Anthology of Chinese Folk and Popular Literature</i>.</p> <p>28. West, Stephen. <i>The Orphan of Zhao and Other Yuan Plays: The Earliest Known Versions</i>.</p> <p>29. West, Stephen and Wilt Idema. <i>The Story of the Western Wing</i>.</p> |
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<b>Subject Code</b>	CHC404P
<b>Subject Title</b>	Art and Visual Cultures of China 中國藝術與視覺文化
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject examines the art and visual cultures of China in any specific theme or context chosen by the instructor. It brings together art and visual materials across disciplines (e.g. art history, visual studies, print industry, design, fashion and textile, film studies), offering students an opportunity to explore the interactions between art and visual cultures in a cross-media setting. If situation allows, this subject may comprise museum visits or even a field trip, integrating ongoing exhibitions taken place inside or outside Hong Kong for a student-oriented mode of learning and teaching.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) gain an understanding of a specific topic of art and visual cultures in and beyond China; b) consolidate skills in conducting visual analysis of art and visual materials; c) articulate the relationship between visual forms and respective historical and cultural contexts; d) conduct independent research on self-chosen art or visual materials; e) develop a stronger awareness of the art and cultural landscape inside and outside Hong Kong.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1) Introduction : Understanding Modern Chinese History through Visual Culture 2) Between Tradition and Modernity: Chinese Painting, Print Culture and Fashion in the late 19th Century 3) Go to Shanghai! – Urban life and Modern Images in the 1930s 4) Republican Architecture: Ritual, Public Space and New Urban Form 5) Troubled Times, Troubled Images: War, Nationalism and Propaganda art 6) New Aesthetics for the Chinese Socialist Utopia I: Reform of Individual bodies, Propaganda Poster and the revolutionary operas 7) New Aesthetics for the Chinese Socialist Utopia II: Architectural Modernism in the early years of the PRC

	<p>8) From Sartre to Teresa Tang: Art and Popular Culture in the 1980s and the 1990s</p> <p>9) Chinese identity in a Global Visual Culture: Contemporary Art in China since the late 1990s</p> <p>10) From educated youth to small town youth: Film culture in the post-revolutionary China</p> <p>11) Conclusion: China's Iconic Images</p>																																															
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>The subject combines the modes of lecture and undergraduate seminar as the methodology of teaching and learning.</p> <p>For lecture, the instructor conducts the classes with PowerPoints, introducing students to fundamental knowledge or background related to the subject. In the following weeks, the instructor conducts the classes in the format of an undergraduate seminar. Students are expected to choose an art or visual object related to the class theme, conducting research and delivering oral presentations to the class on a regular basis.</p>																																															
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="517 913 1326 1632"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Short essay on visual analysis</td> <td>20%</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>2. Class presentation and In-class assessment</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Project proposal</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Final project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The short essay (#1) offers students an opportunity to practice their skills in conducting visual/cinematic analysis of chosen art or visual materials. Class presentation and In-class assessment (#2) gives students a chance to present on their assigned articles or self-chosen objects for research. Project proposal (#3) prompts students to conduct initial research and propose a topic for their projects. Final project (#4) evaluates students' capacity to conduct research and deliver their findings in a written manner.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Short essay on visual analysis	20%		✓	✓		✓	2. Class presentation and In-class assessment	30%	✓	✓	✓	✓	✓	3. Project proposal	10%	✓	✓	✓	✓	✓	4. Final project	40%	✓	✓	✓	✓	✓	Total	100 %					
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4. Final project	40%	✓	✓	✓	✓	✓																																										
Total	100 %																																															

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	24 Hrs.
	▪ Tutorials	12 Hrs.
	▪ Museum visit	3 Hrs.
	Other student study effort:	
	▪ Readings	46 Hrs.
	▪ Writings	36 Hrs.
	Total student study effort	121 Hrs.
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>• Andrews, Julia F., Kuiyi Shen, and Jonathan D. Spence. <i>A Century in Crisis: Modernity and Tradition in the Art of Twentieth-Century China</i>. New York: Solomon R. Guggenheim Museum, 1998.</li> <li>• Berry, Chris. "Every colour red? Colour in the films of the Cultural Revolution model stage works", <i>Journal of Chinese Cinemas</i>, Vol. 6 Issue 3 (2012): 233-246</li> <li>• Braester Yomi. <i>Painting the City Red: Chinese Cinema and the Urban Contract</i>. Durham [N.C.]: Duke University Press, 2010. Ch. 6 and 7</li> <li>• Dai, Jinhua. "Redemption and Consumption: Depicting Culture in the 1990s." In <i>New Asian Marxisms</i>, edited by Tani Barlow, 89-104. Durham: Duke UP, 2002.</li> <li>• Edwards, Louise. "Drawing Sexual Violence in Wartime China: Anti-Japanese Propaganda Cartoons". <i>The Journal of Asian Studies</i>, (June 2013):1-24</li> <li>• Evans, Harriet, and Stephanie Donald, eds. <i>Picturing Power in the People's Republic of China: Posters of the Cultural Revolution</i>. Lanham: Rowman &amp; Littlefield, Incorporated, 1999.</li> <li>• Fu Poshek. <i>Between Shanghai and Hong Kong: the politics of Chinese cinemas</i>. Stanford, Calif.: Stanford University Press, 2003</li> <li>• Hariman, Robert, and John Louis Lucaites. "Liberal Representation and Global Order: Tiananmen Square." In <i>No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy</i>. Chicago: University of Chicago Press. 2007.</li> <li>• Hay, Jonathan. "Painting and the Built Environment in Late Nineteenth-Century Shanghai." In <i>Chinese Art Modern Expressionsm</i> edited by Maxwell Hearn, 61-101. New York: Metropolitan Museum of Art, 2001.</li> <li>• Jin Feng, "Teaching China's Cultural Revolution through Film: Blue Kite as a Case Study", <i>ASIANetwork Exchange</i>, Vol. 18 Issue 2 (2011): 46</li> <li>• Kuan, Seng. "Image of the Metropolis : Three Historical Views of Shanghai." In <i>Shanghai : Architecture &amp; Urbanism for Modern</i></li> </ul>	



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- Pang, Laikwan. "The Pictorial Turn: Realism, Modernity, and China's Print Culture in the Late Nineteenth Century." *Visual Studies* 20 (2005): 16-36.
- Shi, Yaohua. "Reconstructing Modernism: The Shifting Narratives of Chinese Modernist Architecture." *Modern Chinese Literature and Culture* 18 1 (Spring 2006): 30-84.
- Wang, Ban. *The Sublime Figure of History: Aesthetics and Politics in Twentieth-century China*. Stanford, Calif: Stanford University Press, 1997.
- Wu, Hung "Tiananmen Square: A political history of monuments." In *Remaking Beijing: Tiananmen Square and the Creation of a Political Space*, 15-50. Chicago: University of Chicago Press, 2005.
- Ye Xiaoqing, *The Dianshizhai Pictorial: Shanghai Urban Life, 1884-1898*. Ann Arbor MI: Center for Chinese Studies, The University of Michigan, c2003.
- Zamperini, Paul. "On Their Dress They Wore a Body: Fashion and Identity in Late Qing Shanghai." *Positions* 11 (2003): 301-30.

<b>Subject Code</b>	APSS360
<b>Subject Title</b>	Social Problems and Social Issues in Contemporary China
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	To enable students to acquire sociological perspectives and concepts for understanding social issues and problems in the Chinese society and to develop a good understanding on the major social problems confronting contemporary Chinese society.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: a) acquire sociological perspectives and frameworks for understanding and analyzing social issues and problems b) apply perspectives and frameworks acquired in this subject to analyze major social problems confronting the contemporary Chinese society c) have a heightened awareness on the ethical dimension of different approaches to social problem resolution
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1) Introduction <ul style="list-style-type: none"> <li>- what is a social problem? Definition and characteristics</li> <li>- perspectives on studying social problems</li> </ul> </li> <li>2) Historical Context of Contemporary China <ul style="list-style-type: none"> <li>- what is happening happen in Contemporary China?</li> <li>- what are the major social and political forces?</li> </ul> </li> <li>3) Selected problems in Contemporary China <ul style="list-style-type: none"> <li>- Poverty</li> <li>- Corruption</li> <li>- Migrant laborers</li> <li>- Sex work and underground red-light district</li> <li>- Unemployment</li> <li>- Drug</li> <li>- Street children</li> <li>- Risk-youth</li> <li>- Marital crisis</li> <li>- Sick person and sick society</li> </ul> </li> </ol>

	4) Conclusion																															
<b>Teaching/Learning Methodology</b>	In this subject, different teaching materials such as films, videos, newspapers and magazines will be used to help students understand the social problems in contemporary Chinese society. A reflexive teaching and learning approach will be also adopted to stimulate the dialogue between teacher and students to discuss the social problems in China and how it relates to their own life experiences in Hong Kong. Fieldwork exercises maybe conducted in mainland China and students can directly observe the some social problems directly.																															
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1.Term Paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3.Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1.Term Paper	50%	✓	✓	✓	2. Seminar Presentation	40%	✓	✓	✓	3.Participation	10%	✓	✓	✓	Total	100%			
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	3.Participation	10%	✓	✓	✓																											
Total	100%																															
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:																																
Seminar Presentation and Participation:																																
Students have to present in groups their critical views on selected issues to demonstrate how much they have understood the social problems and social issues in contemporary China. They are expected to use case materials to illustrate how they can apply the theories and concepts they have learned in lectures and generate critical discussions. This exercise will show how well they have learned and how effective they are as communicators.																																
Written Report:																																
Students will write a group report of about 3000 words based on their group presentation and the feedback they have received from tutors and classmates. In this exercise, students can demonstrate their competence in written communication, logical thinking, critical ability and problem-solving capacity.																																
<b>Student Study Effort Expected</b>	Class contact:																															
	▪ Lectures			26 Hrs.																												
	▪ Seminars			13 Hrs.																												

	Other student study effort:	
	▪ Study for examination	12 Hrs.
	▪ Preparation for and writing group presentation and individual report	20 Hrs.
	▪ Self-directed studies	50 Hrs.
	Total student study effort	121 Hrs.
<b>Reading List and References</b>	<p><b><u>Essential</u></b></p> <ol style="list-style-type: none"> <li>1) Rubington, E. &amp; Weinberg, M. S. <i>The study of Social Problems: Seven Perspectives</i>. 7<sup>th</sup> ed. Oxford: Oxford University, 2011.</li> <li>2) Loseke, D. R. <i>Thinking about Social Problems: An Introduction to Constructionist Perspectives</i>. 2<sup>nd</sup> ed. N.Y.: Aldine de Gruyter, 2003.</li> </ol> <p><b><u>Supplementary</u></b></p> <ol style="list-style-type: none"> <li>1) Stoltz, P. et al (eds.) <i>Gender Equality, Citizenship and Human Rights: Controversies and Challenges in China and the Nordic Countries</i>, London: Routledge, 2010.</li> <li>2) Deborah, D. &amp; Wan, F. (eds.) <i>Creating Wealth and Poverty in Postsocialist China</i>, Stanford, Calif.: Stanford University Press, 2009.</li> <li>3) Chan, Z. (ed.) <i>Health issues in Chinese Contexts</i>. New York: Nova Science Publishers, 2009.</li> </ol>	

<b>Subject Code</b>	APSS344											
<b>Subject Title</b>	Self, Culture and Society											
<b>Credit Value</b>	3											
<b>Level</b>	3											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil											
<b>Assessment Methods</b>	<table border="1"> <thead> <tr> <th>100% Continuous Assessment</th> <th>Individual Assessment</th> <th>Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Oral presentation</td> <td>50%</td> <td>--</td> </tr> <tr> <td>2. Essay</td> <td>50%</td> <td>--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Oral presentation	50%	--	2. Essay	50%	--
100% Continuous Assessment	Individual Assessment	Group Assessment										
1. Oral presentation	50%	--										
2. Essay	50%	--										
<b>Objectives</b>	The subject aims to introduce students to those issues concerning the transformation of culture and tradition under the currents of modern civilization, with particular emphasis on the problems of the formation of the modern self. The subject also attempts to relate the above issues to the problem of indigenization in human services.											
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>understand the importance of the issues concerning the transformation of culture and tradition under the currents of modern civilization;</li> <li>recognize the problems of the formation of modern self pertaining to the modern Chinese social context;</li> <li>evaluate the links between the above issues and the problem of indigenization in human services.</li> </ol>											

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. The formation of the modern identity <ol style="list-style-type: none"> <li>a. The Western rationalization process</li> <li>b. The malaises of modernity</li> <li>c. Sources of the modern self</li> </ol> </li> <li>3. Chinese culture and the deep structure of the Chinese self <ol style="list-style-type: none"> <li>a. Confucianism and the disintegration of the traditional order</li> <li>b. Chinese familism</li> <li>c. Autonomy, emotion and the formation of the Chinese modern identity</li> </ol> </li> <li>4. The local Hong Kong Context <ol style="list-style-type: none"> <li>a. East meets West</li> <li>b. The rationalization and transformation of Chinese familism</li> <li>c. The making of the Hong Kong Chinese self</li> </ol> </li> <li>5. The culture factors of Human Service Professions <ol style="list-style-type: none"> <li>a. Culture, social science and the helping professions</li> <li>b. Human service professions in the local context</li> <li>c. The cross-cultural basis of human service professions</li> </ol> </li> <li>6. The problem of indigenization in human service professions <ol style="list-style-type: none"> <li>a. The problem of indigenization in social science</li> <li>b. The different approaches of indigenization in the helping professions</li> <li>c. Towards the construction of an indigenized theoretical framework for understanding the helping professions</li> </ol> </li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p>The subject will be taught via lectures. The instructor introduces students to major concepts and arguments related with relevant topics. The instructor demonstrates to them the relevance of those concepts and arguments for social and cultural analysis. Students are expected to pay their effort to organize presentations and small group discussions in lectures on social and cultural issues.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c
	1. Oral presentation	50%	✓	✓	✓
	2. Essay	50%	✓	✓	✓
	Total	100%			
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Oral Presentation</u></p> <p>Students are expected to work in small groups to prepare and present their work on analyzing a selected topic. They are required to show their own understanding and analysis of the issues concerning the transformation of culture and tradition under the currents of modern civilization, the formation of the modern self, and the problem of indigenization in human services. Moreover, they are expected to lead discussions and debates as well as taking part in questions and answers. The lectures will provide a platform for participatory learning where they can deepen their understanding on various dimensions of the modern self.</p> <p><u>Essay</u></p> <p>Students are required to submit an individual term paper on a selected topic. This enables the students to show their own understanding and analysis of the issues concerning the transformation of culture and tradition under the currents of modern civilization, the formation of the modern self, and the problem of indigenization in human services.</p>					
<b>Student Study Effort Expected</b>	Class contact:				
	▪ Lectures		39 Hrs.		
	Other student study effort:				
	▪ Oral presentation		20 Hrs.		
	▪ Writing term paper		20 Hrs.		
	▪ Self-studies		33 Hrs.		
	Total student study effort		112 Hrs.		
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Guignon, Charles (2004) <i>On Being Authentic</i>. London; New York:</p>				

Routledge.

Taylor, Charles (1992). *The Ethics of Authenticity*. Cambridge, Mass.: Harvard University Press.

Tu, Wei-ming (1982). Selfhood and Otherness: The Father-Son Relationship in Confucian Thought. In *Confucian Thought: Selfhood as Creative Transformation* (pp. 113-130). Albany: State University of New York Press.

Yang, Chung-Fang (2003). The Chinese Conception of the Self: Towards a Person-Making (做人) Perspective," in Uichol Kim, Ko-Shu Yang, and Kwang-Kuo Hwang (Eds.) *Indigenous and Cultural Psychology: Understanding People in Context* (pp. 327-356). New York: Springer, 2006.

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#### Supplementary

Fei, Xiaotong (1992). *From the Soil: The Foundations of Chinese Society*, trans. Gary G. Hamilton and Wang Zheng. Berkeley: University of California Press, 1992.

Hsu, Francis L.K. (1981). *Americans & Chinese: Passage to Difference*, 3<sup>rd</sup> edition. Honolulu: University of Hawaii Press.

Hsu, Francis L.K. (1983). *Rugged Individualism Reconsidered: Essays in Psychological Anthropology*. Knoxville: The University of Tennessee Press.

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King, Ambrose Yeo-chi (2018). *China's Great Transformation: Selected Essays on Confucianism, Modernization, and Democracy*. Hong Kong: The Chinese University Press.

Taylor, Charles (1985). *Human Agency and Language*. Cambridge: Cambridge University Press.

Taylor, Charles (1989). *Sources of the Self: The Making of the Modern Identity*. Cambridge, Mass: Harvard University Press.

Yu, Ying-shih (2016). *Chinese History and Culture, Volume 1: Sixth Century B.C.E. to Seventeenth Century*. New York: Columbia



University Press.

Yu, Ying-shih (2016). *Chinese History and Culture, Volume 2: Seventeenth Century Through Twentieth Century*. New York: Columbia University Press.

<b>Subject Code</b>	CHC325P
<b>Subject Title</b>	The Interaction between East Asian Maritime World 東亞海域交流史
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: CC2CN29P
<b>Objectives</b>	The aim of this course is to ensure students develop a multidimensional, cross-cultural global vision of the East Asian maritime world. In order to do this, this course will discuss the manner in which East Asian waters have acted as a global network, facilitating trade and exchange, and have been used by fishermen, private and official traders, governments (nations) and government institutions, pirates, and travellers for both commercial, military, diplomatic and private purposes, such as migration or voyages in the past and present. In addition, this course aims to examine the multilateral exchange relations between China, Taiwan, the Ryūkyū Islands, Japan, Korea, and Vietnam, as well as exchanges with European nations. In particular, there will be a focus on the different factors and dominant forces in reshaping the era, including the Zheng He voyages, Woku, and state enterprises.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  a) understand the main characteristics of the East Asian maritime world and the societies involved, in particular, China, Japan, Korea, and Vietnam within economic, cultural, and social contexts. b) examine the main factors and key parties that have shaped different times. c) become acquainted with the main methodologies, frameworks, and approaches in maritime studies. d) reflect upon global consciousness and reframe the role and position of China and East Asia in the world from a broader perspective.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1. Integrating Maritime Asia with World 2. Prehistoric Maritime Silk Road 3. The Genesis of East Asia: Early Imperial China 4. Cross-Cultural Interactions in Tang 5. The Open Sea, from Song to Yuan 6. Zheng He Voyage 7. The Tribute Network 8. The Dawn of the Global World 9. The Golden Age of Piracy 10. Smuggling and Customs

	11. Treaty ports & Cities 12. Migration and Diaspora: overseas diaspora and European expatriates 13. Epilogue: East Asian waters as global network of trade and exchange																																																				
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	This course will be primarily taught through lectures and tutorials. The theoretical and conceptual frameworks, perspectives, and approaches will be taught in lectures focussing on designated themes. The tutorials will consist of presentations and discussions based on the assigned topics and reading materials. In addition, a variety of class activities including museum visits, cross-cultural international seminars, and, depending on circumstances, virtual tours, will be arranged to provide a multifaceted learning experience for students. Student participation and group presentations will be assessed. In addition, students will be required to conduct research on specified topics and write a term paper to demonstrate their understanding of the course content.																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="494 788 1356 1359"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Group presentation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Term Paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="494 1415 1327 1485">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="494 1505 1433 1904">Term papers, group presentations, and in-class assessment are the three methods of assessment used to measure the students' attainment of intended learning outcomes and understanding of the key factors influencing the transformation of East Asian waters. The term paper of about 2000 words on a topic relevant to the course material will be used to assess students' mastery of the main content of the course and their ability to pursue their own learning. Classroom presentations are especially well-suited in demonstrating the depth of knowledge of key issues arising from the lectures acquired by students as well as providing a comprehensive method for evaluating students' understanding of intended learning outcomes.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assessment	25%	✓	✓	✓	✓			2. Group presentation	25%	✓	✓	✓	✓			3. Term Paper	50%	✓	✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																			
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2. Group presentation	25%	✓	✓	✓	✓																																																
3. Term Paper	50%	✓	✓	✓	✓																																																
Total	100 %																																																				
	Class contact:																																																				
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>					22 Hrs.																																															

<b>Student Study Effort Expected</b>	▪ Tutorials	13 Hrs.
	▪ Class activities	4 hrs.
	Other student study effort:	
	▪ Readings	60 Hrs.
	▪ Writings	30 Hrs.
	▪ Discussion	3 Hrs.
	Total student study effort	132 Hrs.
<b>Reading List and References</b>	<p>Giovanni Arrighi (喬萬尼·阿里吉)等編：《東亞的復興以 500 年 150 年和 50 年為視角》，北京：社會科學文獻出版社，2006。</p> <p>Reid, Anthony(安東尼·瑞德)，韓翔中譯：《東南亞史：多元而獨特，關鍵的十字路口》，台北：八旗文化，2022。</p> <p>Leonard Blussé(包樂史)著，賴鈺勻、彭昉譯：《看得見的城市：全球史視野下的廣州、長崎與巴達維亞》，台北：蔚藍文化，2015。</p> <p>Timothy Brook(卜正民)著，黃中憲譯：《塞爾登先生的中國地圖：香料貿易、佚失的海圖與南中國海》，台北：聯經出版，2015。</p> <p>Timothy Brook(卜正民)著，黃中憲譯：《維梅爾的帽子：揭開十七世紀全球貿易的序幕》，台北：遠流出版，2017。</p> <p>Timothy Brook(卜正民)著，廖彥博譯：《掙扎的帝國：氣候、經濟、社會與探源南海的元明史》，台北：麥田，2020。</p> <p>中國海洋發展史論文集編輯委員會主編，《中國海洋史發展史論文集》第 1-9 輯，台北：中央研究院三民主義研究所／中山人文社會科學研究所，1984-2005。</p> <p>布琮任，《海不揚波—清代中國與亞洲海洋》，台北，時報出版，2021。</p> <p>羽田正著，林詠純譯：《東印度公司與亞洲的海洋：跨國公司如何創造二百年歐亞整體史》（台北：八旗文化，2018）</p> <p>羽田正編，張雅婷譯，《從海洋看歷史》台北：廣場出版，2017。</p> <p>松浦章著，卞鳳奎譯：《東亞海域與臺灣的海盜》，台北：博揚文化，2004。</p> <p>松浦章著，鄭潔西譯：《明清時代東亞海域的文化交流》，南京：江蘇人民出版社，2009。</p>	

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鄭維中著，蔡耀緯譯：《海上傭兵：十七世紀東亞海域的戰爭、貿易與海上劫掠》，台北：衛城出版，2021。

濱下武志，《資本的旅行：華僑、僑匯與中華網》，北京：社會科學文獻出版社，2021。

濱下武志著，朱蔭貴譯：《近代中國的國際契機：朝貢貿易體系與近代亞洲經濟圈》，北京：中國社會科學出版社，1999。

Andrade, Tonio & Xing, Hang, eds. *Sea Rovers, Silver, and Samurai: Maritime East Asia in Global History, 1550-1700*. Honolulu: University of Hawaii Press, 2016.

Antony, Robert J. & Angela Schottenhammer ed., *Beyond the Silk Roads: New Discourses on China's Role in East Asian Maritime History*. Harrassowitz Verlag: Wiesbaden, 2017.

Antony, Robert J. *The Golden Age of Piracy in China, 1520-1810: A Short History with Documents*. Lanham: Rowman & Littlefield Publishers, 2022.

Braudel, Fernand, *The Mediterranean and the Mediterranean World in the Age of Philip II*. Berkeley: University of California Press, 1995.

Haneda, Masashi, & Oka, Mihoko, *A Maritime History of East Asia*. Tokyo: Trans Pacific Press Co., Ltd, 2010.

Holcombe, Charles, *A History of East Asia: From the Origins of Civilization to the Twenty-First Century*. Cambridge: Cambridge University Press, 2017.

Tagliacozzo, Eric. *In Asian Waters: Oceanic Worlds from Yemen to Yokohama*. Princeton: Princeton University Press, 2022.

Wills, John E., *China and Maritime Europe, 1500-1800: Trade, Settlement, Diplomacy, and Missions*. Cambridge: Cambridge University Press, 2010.

<b>Subject Code</b>	CHC326P
<b>Subject Title</b>	China's Ethnic Relations: Past and Present 中國的民族關係：歷史與現狀
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>Many different ethnic groups have lived on the land of China and have interacted with one another in diverse forms since ancient times, making ethnic interactions a significant aspect of Chinese history.</p> <p>This course intends to help students understand the evolution of China's multiethnicity and the strategies and mechanisms adopted by the state and society to manage ethnic relations. It will cover such topics as the Chinese and Western theories on ethnicity, the state and ethnic minorities, assimilation and acculturation, the management of ethnic conflicts, and the preservation of minority cultures.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) Understand the evolution of China's multi-ethnicity from ancient times to the present;</li> <li>b) Acquire a basic understanding of the Chinese and Western concepts and theories about ethnic relations;</li> <li>c) Analyze the causes of ethnic conflicts and the mechanisms for maintaining harmonious ethnic relations;</li> <li>d) Identify the patterns and principles that form the Chinese way of managing ethnic relations during different historical periods.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: What is Minzu 民族</li> <li>2. Huaxia 華夏 VS Siyi “四夷” in Ancient China</li> <li>3. The Cultivators and the Horse Riders</li> <li>4. Conquest Dynasties: Yuan and Qing</li> <li>5. From Jimi 羈縻 to the Tusi System 土司制度</li> <li>6. Acculturation, Assimilation and Expansion</li> <li>7. Gaituguiiu 改土歸流 and the consolidation of the Frontiers</li> <li>8. Wuzugonghe 五族共和: Tibet, Xinjiang, Mongolia and Manchuria in the Republican Era</li> <li>9. CCP and National Self-determination</li> <li>10. Ethnic Identification and Regional Ethnic Autonomy</li> <li>11. Economic Development and Cultural Preservation</li> <li>12. Western Perspectives on China's Ethnic Relations</li> <li>13. China's Ethnic Relations: Present and Future</li> </ol>
<b>Teaching/Learning Methodology</b>	<ol style="list-style-type: none"> <li>1. The subject teacher will deliver weekly lectures that will cover the 13 major topics listed above;</li> <li>2. Students will be required to complete weekly reading assignments. If the MOI is English and there are students in the class that are not</li> </ol>

(Note 3)

able to read Chinese, then only English language materials will be assigned; if the MOI is Chinese, then both Chinese language and English language materials will be assigned;

3. Discussion and other activities will be held to enhance the students' comprehension of the course content. Students are expected to participate actively in class discussions;
4. In addition to weekly readings, assignments for students also include oral presentation, quiz, and term paper. The various assignments will help students learn how to analyse written texts and other course materials. The term paper is the most important assignment for this subject, and it will give students an opportunity to practice and enhance their abilities in identifying topics, collecting and digesting primary and secondary source materials, forming arguments, and presenting ideas in a coherent and concise manner.

**Assessment Methods in Alignment with Intended Learning Outcomes**  
(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. In-class assessment	10%	√	√	√	√		
2. Oral Presentation	20%	√	√	√	√		
3. Quizzes	30%	√	√	√	√		
4. Term Paper	40%	√	√	√	√		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. In-class assessment (10%): This will assess the students' performance in tutorials as well as in lecture sessions. Students will be reminded that they are expected to participate actively in class discussions;
2. Oral Presentation (20%): This will assess the students' overall grasp of relevant concepts, theories, methods and skills. Specifically, it will evaluate the student's ability to collect, analyse, and present written texts and other source materials. In order to prepare the presentation, students are expected to read multiple sources related to their topics and discuss with group members;
3. Quiz (30%): This will assess the students' comprehension of weekly reading assignments and their ability to reflect on the different topics covered in the assigned readings, lectures and tutorials;

	<p>4. Term paper (40%): This will assess the students' ability to collect and analyse source materials and to form arguments, their writing skills as well as their creativity.</p> <p>The minimum length of the term paper is 1500-2500 words for English, and 2000-3000 words for Chinese characters. For grading, 10 out of the 40 points will be assigned to the Writing Requirement assignment, and this portion of the assessment will be entrusted to CLC/ELC colleagues. Students must obtain a D or above on the Writing Requirement assignment to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Writing	36 Hrs.
	▪ Group Presentation	12 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p>中文著作:</p> <p>范宏貴, 《同根生的民族: 壯泰各族淵源與文化》。民族出版社, 2007。</p> <p>費孝通, 《費孝通民族研究文集新編》, 上、下冊。中央民族大學出版社, 2006。</p> <p>黃光學、施聯朱, 《中國的民族識別》, 北京: 民族出版社, 1995。</p> <p>李華瑞, 《宋夏關係史》, 河北人民出版社, 1998。</p> <p>林幹, 《匈奴史》, 內蒙古人民出版社, 1979。</p> <p>林耀華, 《涼山彝族的巨變》, 北京: 商務印書館, 1995。</p> <p>劉鳳雲、劉文鵬, 《清朝的國家認同: 「新清史」研究與爭鳴》, 中國人民大學出版社, 2010。</p> <p>任乃強, 《民國川邊游蹤之“西康札記”》, 中國藏學出版社, 2010。</p> <p>石碩, 《西藏文明東向發展史》, 四川人民出版社, 2016。第二版。</p> <p>陶晉生, 《宋遼關係史研究》, 台北: 聯經, 1984。</p>	



王明珂, 《羌在漢藏之間》, 台北: 聯經出版公司, 2003。  
汪榮祖等著, 《殊方未遠: 古代中國的疆域、民族與認同》, 中華書局, 2016。  
王仲翰主編, 《中國民族史》。中國社會科學出版社, 2006。  
徐傑舜, 《雪球: 漢民族的人類學分析》, 上海人民出版社, 1999。  
徐松石, 《粵江流域人民史》。香港: 東南亞研究所, 1967。

English Language Texts and References:

Thomas J. Barfield, *The Perilous Frontier: Nomadic Empires and China, 221 BC to AD 1757*. Blackwell publishers, 1989.

Nicola Di Cosmo, *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*. Cambridge University Press, 2002.

Dru Gladney, *Ethnic Identity in China: The Making of a Muslim Minority Nationality*. Harcourt Bruce & Company, 1998.

Melvyn C. Goldstein, *The Snow Lion and the Dragon: China, Tibet, and the Dalai Lama*. University of California Press, 1997.

Stevan Harrell, ed., *Ways of Being Ethnic in Southwest China*. University of Washington Press, 2001.

Stevan Harrel, *Cultural Encounters on China's Ethnic Frontiers*. University of Washington Press, 2011.

Owen Lattimore, *Inner Asian Frontiers of China*. Beacon Press, 1962.

Colin Mackerras, *China's Minorities: Integration and Modernization in the Twentieth Century*. Oxford University Press, 1994.

Peter Perdue, *China Marches West: The Qing Conquest of Central Eurasia*, Belknap Press, 2010.

Edward Rhoads, *Manchus and Han: Ethnic Relations and Political Power in Late Qing and Early Republican China, 1861-1928*. University of Washington Press, 2017.

Morris Rossabi, *Governing China's Multiethnic Frontiers*. University of Washington Press, 2004.

Morris Rossabi, *China and the Uyghurs*. Rowman & Littlefield Publishers, 2022.

Hoyt Cleveland Tillman & Stephen H. West, eds., *China under Jurchen Rule*. State University of New York Press, 1995.

Zang Xiaowei, *Ethnicity in China: An Introduction*. Polity, 2015.

<b>Subject Code</b>	CHC405
<b>Subject Title</b>	Infrastructure, Politics, and Society in China and Asia
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	From courier stations to 5G mobile networks, infrastructures have long shaped power relations, daily social lives, and the environment in China and beyond. Recognizing infrastructures as complicated systems involving multi-scale relations, this subject facilitates students to analyse the multifaceted world-shaping impacts of infrastructures through introducing various analytical perspectives and concrete case studies. Specifically, the first half of the subject familiarizes students with a range of concepts and theories that helps unpack the political, social, cultural, and environmental dimensions of infrastructures. The second half guides student to employ these analytical perspectives and analyse concrete cases of infrastructures in China and Asia. After taking this subject, students will be able to analyse the formation and impacts of infrastructures through interdisciplinary and transnational approaches and better respond to contemporary issues regarding infrastructures in Global Asia.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) understand the important role of infrastructures in shaping politics, society, and the environment;</li> <li>b) employ multifaceted analytical perspectives to examine the construction, maintenance, and consequences of infrastructures;</li> <li>c) apprehend and reflect on the real-world impacts, dilemma, and conflicts regarding infrastructures through case studies;</li> <li>d) analyse historical processes and contemporary issues through comparative and transnational perspectives.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) The Infrastructural Turn and Its Implications</li> <li>2) Perspectives 1: Infrastructure and Technology</li> <li>3) Perspectives 2: Seeing Like a State</li> <li>4) Perspectives 3: People as Infrastructure</li> <li>5) Perspectives 4: The Poetics of Infrastructure</li> <li>6) Perspectives 5: Ecological Consequences and Environmental Justice</li> <li>7) Cases 1: Transportation, Communication, Circulation</li> <li>8) Cases 2: Resource and Energy Extraction</li> <li>9) Cases 3: Surveillance and Resistance</li> </ol>

	<p>10) Imperialism and the Expansion of Infrastructures in Asia</p> <p>11) Infrastructures and the Making of Global Asia</p>																																																						
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>This subject consists of lectures and tutorials. Lectures will introduce different analytical perspectives and concrete cases regarding the construction, maintenance, and impacts of infrastructures. In the tutorials, students are expected to discuss the weekly reading materials in depth. A mid-term literature review essay will be used to assess students' grasp of the concepts, theories, and analytical perspectives introduced in this subject. A creative field research presentation and a field research essay will be used to evaluate students' ability to employ multifaceted analytical perspectives to examine real-world cases of infrastructures and develop critical reflections.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="494 716 1356 1422"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. mid-term literature review essay</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. creative field research presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. final field research essay</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In-class assessment reflects how students have grasped the analytical perspectives and case studies, so it will be graded to assess intended learning outcomes a, b, c, and d.</p> <p>During the mid-term, each student needs to select at least three assigned readings for this subject and write a literature review essay, which is designed to assess learning outcomes a, b, and d.</p> <p>The final project of this subject has two components. First, each student is required to select a type of infrastructure that they would encounter in daily lives and conduct field research on that infrastructure. They need to give a creative presentation (e.g., poster, video clip) on their field research observations, which will be used to assess learning outcomes a,</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assessment	20%	✓	✓	✓	✓			2. mid-term literature review essay	20%	✓	✓		✓			3. creative field research presentation	20%	✓	✓	✓	✓			4. final field research essay	40%	✓	✓	✓	✓			Total	100 %						
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4. final field research essay	40%	✓	✓	✓	✓																																																		
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	b, c, and d. Second, they need to employ at least two analytical perspectives introduced in this subject to analyze their selected infrastructures and write an essay, which will be used to assess all the intended learning outcomes.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	39 Hrs.
	▪ writing	39 Hrs.
	▪ field research and preparation for presentation	13 Hrs.
	Total student study effort	130 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Blok, Anders, Moe Nakazora and Brit Ross Winthereik. "Infrastructuring Environments." <i>Science as Culture</i>. Vol.25, No.1 (2016): 1-22.</li> <li>2. Byrnes, Corey. "The Infrastructure of Coral." <i>Verge: Studies in Global Asias</i>. Vol.6, No.2 (2020): 29-34.</li> <li>3. Callahan, William A. "Visibility, Visuality, and Mass (Self)Surveillance." In Idem. <i>Sensible Politics: Visualizing International Relations</i>. 271-300. Oxford: Oxford University Press, 2020.</li> <li>4. Ding, Xiangli. "'The Yellow River Comes from Our Hands:' Silt, Hydroelectricity, and the Sanmenxia Dam, 1929-1973." <i>Environment and History</i>. Vol.27, No.4 (2021): 665-694.</li> <li>5. Greenspan, Anna. "QR Codes and the Sentient City." <i>Studia Neophilologica</i>. Vol.93 (2021): 206-218.</li> <li>6. Harvey, Penny, Casper Bruun Jensen and Atsuro Morita eds. <i>Infrastructures and Social Complexity: A Companion</i>. London: Routledge, 2017.</li> <li>7. Headrick, Daniel R. <i>The Tentacles of Progress: Technology Transfer in the Age of Imperialism, 1850-1940</i>. Oxford: Oxford University Press, 1988.</li> <li>8. Hughes, Thomas. "The Evolution of Large Technological Systems." In Wiebe E. Bijker et al. eds. <i>The Social Construction of Technological Systems</i>. 45-76. Cambridge: MIT Press, 1987.</li> <li>9. Ingold, Tim. <i>The Perception of the Environment: Essays on Livelihood, Dwelling and Skill</i>. London: Routledge, 2000.</li> <li>10. Kim, Nanny. "River Control, Merchant Philanthropy, and Environmental Change in Nineteenth-Century China." <i>Journal of the Economic and Social History of the Orient</i>. Vol.52, No.4/5 (2009): 660-694.</li> <li>11. Larkin, Brian. "The Politics and Poetics of Infrastructure." <i>Annual Review of Anthropology</i>. 42 (2013): 328-343.</li> <li>12. Perdue, Peter C. <i>China Marches West: The Qing Conquest of Central Eurasia</i>. Cambridge: Belknap Press, 2010.</li> </ol>	

13. Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1999.
14. Simone, AbdouMaliq. "People as Infrastructure: Intersecting Fragments in Johnnesburg." *Public Culture*. Vol.16, No.3 (2004): 407-429.
15. Tagliacozzo, Eric. *In Asian Waters: Oceanic Worlds from Yemen to Yokohama*. Princeton: Princeton University Press, 2022.
16. Will, Plerre-Étienne and R. Bin Wong. *Nourish the People: The State Civilian Granary System in China, 1650-1850*. Ann Arbor: University of Michigan Press, 1991.
17. Xiang, Biao. "Predatory Princes and Princely Peddlers: The State and International Labour Migration Intermediaries in China." *Pacific Affairs*. Vol.85, No.1 (2012): 47-68

\*The list above is purely for reference. Prescribed readings will be announced in the first meeting of the subject.

<b>Subject Code</b>	CHC406P
<b>Subject Title</b>	Urban Cultures in Asia 亞洲都市文化
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course seeks ways to explicate variable, contested and multi-layered features of urban cultures in modern and contemporary Asian societies. After experiencing a similar history of colonization, revolution, birth of nations, wars, ideological confrontation, etc., Asian cities have shown a lot of commonalities in their own unique contexts. While the predominant urban theories are still centred on Western experience, Asian cities need to know more about each other's history and experience in order to decolonize their own urban discourse and to reflect on the relationship between the local, nation and region. Looking into various forms and texts of urban culture in modern and contemporary Asian societies, this course hopes to give students in Asia an opportunity to learn about the history and culture of Asian cities in order to promote their understanding of cross-border cultures in non-Western contexts.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) Have a good understanding of how cities are studied in contemporary culture through various texts and theories</li> <li>b) Identify major historical, cultural and social factors that have exerted influence on specific Asian cities as well as cities in general</li> <li>c) Gain a deeper understanding of cultural production of Asian cities in a greater social and historical discourse</li> <li>d) Critically discuss Asian urban environment from a non-West centric, non-neoliberal and non-ultra-localistic point of view</li> <li>e) Be well-equipped to pursue advanced studies in cultural and urban studies from an interdisciplinary perspective</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) Introduction to urban theories and major themes in urban studies I: Colonialism and the Nation</li> <li>2) Introduction to urban theories and major themes in urban studies II: Globalization and the Local</li> <li>3) Shanghai Modern: Literature and urban life</li> <li>4) Tokyo: Media, architecture and capitalism</li> <li>5) Taipei: colonialism and exhibition</li> <li>6) Hong Kong: Disappearance and Film</li> <li>7) Seoul: Urban Regeneration and its Discontents</li> <li>8) Guangzhou: Revolution and Urban Planning</li> <li>9) Tropical Urbanism: Southeast Asian cities I</li> <li>10) Tropical Urbanism: Southeast Asian cities II</li> </ol>

	11) Multicultural Asia																																																					
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	After the two introductory lessons, every class of this course consists of a two-hour lecture and a one-hour seminar session where more case studies, discussions and presentations led by the students. This teaching method aims to maximize the participation of students in contemporary topics. Students in team are required to give oral presentations on their preferred topics to encourage them to conduct small scale research in group on their own. Finally, a final paper will solidify the intended learning outcomes while facilitating independent thinking and writing skills.																																																					
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3. Final Paper	50%	✓	✓	✓	✓	✓																																																
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<b>Student Study Effort Expected</b>	Class contact:																																																					
	▪ lecture							28Hrs.																																														
	▪ seminar							11Hrs.																																														
	Other student study effort:																																																					

	<ul style="list-style-type: none"> <li>▪ reading and film viewing</li> </ul>	50Hrs.
	<ul style="list-style-type: none"> <li>▪ writing</li> </ul>	32Hrs.
	Total student study effort	121Hrs.
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>• 陳平原, 陳國球, and 王德威. 《香港：都市想像與文化記憶》.. 第 1 版 ed. 北京: 北京大學出版社, 2015.</li> <li>• 町村敬志, 西澤晃彥, and 蘇碩斌. 《都市的社會學：社會顯露表像的時刻》. Translated by 蘇碩斌. 一版. 臺北市: 群學出版有限公司, 2012.</li> <li>• 傅高義, 2015, 《日本新中產階級》, 鄧伯宸譯, 臺北: 立緒。</li> <li>• 吉見俊哉. 《博覽會的政治學》. 1 版. ed. 臺北市: 群學出版有限公司, 2010.</li> <li>• 吉見俊哉. 《聲的資本主義：電話・Radio・留聲機的社會史》. 1 版. ed. 新北市: 群學出版有限公司, 2013.</li> <li>• 郭恩慈. 《東亞城市空間生產：探索東京、上海、香港的城市文化》. 初版. 臺北市: 田園城市文化事業有限公司, 2011.</li> <li>• 賴啟健. 《歷史的臍帶：東南亞建築與生活》. 初版. 臺北市: 季風帶文化有限公司, 2021.</li> <li>• 李歐梵. 《上海摩登》. 1st ed. 北京: 北京大學出版社, 2001.</li> <li>• 羅永生, 2015, 《勾結共謀的殖民權力》, 香港: 牛津, 第 7-8 章</li> <li>• 蘇碩斌. 《看不見與看得見的臺北》. 修訂 1 版. ed. 臺北市: 群學出版有限公司, 2010.</li> <li>• 孫紹誼. 《想像的城市：文學, 電影和視覺上海：1927-1937》. 第 1 版. ed. 上海: 復旦大學出版社,, 2009.</li> <li>• 夏鑄九編譯 《空間的文化形式與社會理論讀本》. 臺北: 明文書局, 1988.</li> <li>• 楊劍龍, “文化中心的形成與上海文化的特質”, “上海文化的特性與上海文學的發展”, 《上海文學與二十世紀中國文學》。上海: 上海文化出版社, 2012. 頁 5—22.</li> <li>• 陣內秀信, 鄒易儒, and 林蔚儒. 《東京空間人類學：踏查現代東京形成的脈絡》. 初版. 新北市: 遠足文化事業股份有限公司, 2022.</li> <li>• Allen, Joseph Roe, 《錯置臺北城：循著學者的路人視角, 從公園裏的銅馬出發, 探勘百年首都的空間、權力與文化符號學.》 Translated by 陳湘陽 and 蔣義. 初版. 臺北市: 麥田出版, 2018.</li> </ul>	



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- Siu Keung , Cheung “This is my mother’s land! An Indigenous woman speaks out” in *Marginalization in China recasting Minority Politics*, Palgrave, 2009, pp.165-187
- Smith, Neil. 2002. "New globalism, new urban ism: gentrification as global urban strategy." *Antipode* 34(3): 427-50.

Film and literary references:

1. 袁牧之《都市風光》(1935) (film)
2. Victor Schertzinger Dir. *Road to Singapore* (1940) (film)
3. 張愛玲《封鎖》(1943) (novel)
4. 小津安二郎《東京物語》(1953) (film)
5. 王蘋 葛鑫《霓虹燈下的哨兵》(1964) (film)
6. 朱天文《世紀末的華麗》(1988-1990) (novel)
7. 吉本ばなな《蜥蜴》(1999) (novel)
8. 王家衛《花樣年華》(2000) (film)
9. 朴讚郁《老男孩》(2003) (film)
10. 侯孝賢《咖啡時光》(2003) (film)
11. Sofia Coppola Dir. *Lost in Translation* (2003) (film)
12. 奉俊昊《漢江怪物》(2006) (film)
13. 李安《色戒》(2007) (film)
14. 鄭址宇《摩登公子》(2008) (film)
15. 金英夏《我有破壞自己的權利》(2009) (novel)
16. 董啟章《地圖集：一個想像的城市考古學》(2011) (novel)
17. 金宇澄《繁花》(2013) (novel)
18. 邵藝輝《愛情神話》(2021) (film)

<b>Subject Code</b>	CHC422P
<b>Subject Title</b>	Environmental History in China and Asia 環境史導論：從中國及亞洲視域出發
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>This subject introduces a range of perspectives for analyzing the environmental history of China and Asia. The subject is organized thematically and it includes two main types of topics. The first part of the subject (Topics 2-6) focuses on different material conditions in the environment, such as land, forest, water, and energy. This part aims to articulate the general patterns of how these environmental conditions have transformed in the past and present of China and how they have actively shaped the history of China as well as its interactions with other parts of Asia. The second part of the subject (Topics 7-11) delves into more concrete cases of environmental issues in Chinese history. Through these cases, this subject showcases the approaches to analyzing the intertwined relations between the environment and different aspects of Chinese history, such as state-society relations, ethnic relations, and cultural representations of “nature.” With an emphasis on analyzing the environmental history of China through a transnational lens, this subject inspires students to develop historicized and localizable responses to contemporary ecological dilemma in China and the world.</p>
<b>Intended Learning Outcomes</b> (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) comprehend different material conditions in the environment as active and interrelated dynamics in shaping the history of China and its interactions with other parts of Asia;</li> <li>b) analyze environmental transformations and their intertwinements with political, socio-economic, ethnic, and cultural factors in the past and present of China;</li> <li>c) analyze environmental issues in China and Asia on multiple temporal scales and through a global perspective;</li> <li>d) develop historicized and localizable responses to contemporary global environmental problems.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)	<ol style="list-style-type: none"> <li>1) Introduction: Rethinking History from an Environmental Perspective</li> <li>2) Land, Forest, and Steppe</li> <li>3) Unruly Waters</li> <li>4) Energy Revolutions</li> <li>5) Animals</li> <li>6) Disasters and Epidemics</li> </ol>

	<p>7) Environment and the State  8) Environment and Ethnic Relations  9) Environment and Technology  10) Environment and Culture  11) Environment and Socio-Economic (In)justice  12) Local and Global Responses to Environmental Issues</p>																																														
<p><b>Teaching/Learning Methodology</b>  <b>(Note 3)</b></p>	<p>This subject consists of lectures and tutorials. Lectures will introduce different analytical perspectives and concrete cases regarding the environmental issues in the histories of China and Asia. In the tutorials, students are expected to discuss the weekly reading materials and give presentations on the readings. A mid-term reflection essay will be used to evaluate students' ability to connect the analytical perspectives introduced in class with their real-world observations on the interactions between the environment and different aspects of the society. A final literature review essay will be used to assess students' grasp of the concepts, theories, and analytical perspectives introduced in this subject.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <b>(Note 4)</b></p>	<table border="1" data-bbox="494 840 1356 1444"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. presentation on assigned readings</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. mid-term reflection essay</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. final literature review</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>During the tutorials, each student will give one presentation on one piece of assigned readings for this subject. The presentation reflects how students have grasped the analytical perspectives and case studies, so it will be graded to assess intended learning outcomes a, b, and c.</p> <p>During the mid-term, each student needs to select a topic from Topics 2-6 of this subject and write a reflection essay based on the readings assigned for that particular topic and their real-world observations. The reflection essay should address how their real-world observations about a particular environmental condition echo or challenge the findings of the readings. This assignment is designed to assess learning outcome a, b, c, and d.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. presentation on assigned readings	20	✓	✓	✓				2. mid-term reflection essay	30	✓	✓	✓	✓			3. final literature review	50	✓	✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c	d																																										
1. presentation on assigned readings	20	✓	✓	✓																																											
2. mid-term reflection essay	30	✓	✓	✓	✓																																										
3. final literature review	50	✓	✓	✓	✓																																										
Total	100 %																																														

	The final assignment of this subject is a literature review. Students need to select at least one topic from Topics 2-6 and at least another one from Topics 7-11. They need to review all the readings assigned for their selected topics through a coherent theme, with particular focus on the dialogues and debates emerging from the readings they choose. The final assignment is designed to assess learning outcomes a, b, c, and d.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	39 Hrs.
	▪ writing	39 Hrs.
	▪ field research and preparation for presentation	13 Hrs.
	Total student study effort	130 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Atwell, William S. "Volcanism and Short-Term Climatic Change in East Asian and World History, c. 1200-1699." <i>Journal of World History</i> 12:1 (2001): 29-98.</li> <li>2. Bello, David. "To Go Where No Han Could Go for Long: Malaria and the Qing Construction of Ethnic Administrative Space in Frontier Yunnan." <i>Modern China</i> 31: 3 (2005): 1-33.</li> <li>3. Burke III, Edmund and Kenneth Pomeranz eds. <i>The Environment and World History</i>. Berkeley: University of California Press, 2009.</li> <li>4. Elvin, Mark. <i>The Retreat of the Elephants: An Environmental History of China</i>. New Haven: Yale University Press, 2004.</li> <li>5. Elvin, Mark and Ts'ui-jung Liu, eds. <i>Sediments of Time: Environment and Society in Chinese History</i>. New York: Cambridge University Press, 1998.</li> <li>6. Ghosh, Amitav. <i>The Great Derangement: Climate Change and the Unthinkable</i>. Chicago: The University of Chicago Press, 2016.</li> <li>7. Lander, Brian. "From Wetland to Farmland: How Humans Transformed the Central Yangzi Basin." <i>Asia Major</i>, 35:1 (2022): 1-22.</li> <li>8. Li, Yifei and Judith Shapiro. <i>China Goes Green: Coercive Environmentalism for a Troubled Planet</i>. Cambridge: Polity Press, 2020.</li> <li>9. 劉翠溶、畢以迪主編：《東亞環境、現代化發展：環境史的視野》，台北：允晨文化實業股份有限公司，2018年。</li> <li>10. Marks, Robert B. <i>China: Its Environment and History</i>. Lanham: Rowman and Littlefield, 2012.</li> <li>11. Miller, Ian M. <i>Fir and Empire: The Transformation of Forests in Early Modern China</i>. Seattle: University of Washington Press, 2020.</li> </ol>	

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15. Pietz, David A. *The Yellow River: The Problem of Water in Modern China*. Cambridge: Harvard University Press, 2015.
16. 邱仲麟: 〈人口增長、森林砍伐與明代北京生活燃料的轉變〉, 《中央研究院歷史語言研究所集刊》74.1 (2003.3): 141-188。
17. 邱仲麟: 〈保暖、炫耀與權勢——明代珍貴毛皮的文化史〉, 《中央研究院歷史語言研究所集刊》80.4 (2009.12): 555-631。
- Rogaski, Ruth. *Hygienic Modernity: Meanings of Health and Disease in Treaty-Port China*. Berkeley: University of California Press, 2004.
18. Seow, Victor. *Carbon Technocracy: Energy Regimes in Modern East Asia*. Chicago: University of Chicago Press.
19. Shah, Nayan. *Contagious Divides: Epidemics and Race in San Francisco's Chinatown*. Berkeley: University of California Press, 2001.
20. Shapiro, Judith. *Mao's War Against Nature: Politics and the Environment in Revolutionary China*. New York: Cambridge University Press, 2001.
21. Weller, Robert P. *Discovering Nature: Globalization and Environmental Culture in China and Taiwan*. Cambridge: Cambridge University Press, 2006.
22. Wong, R. Bin and Peter C. Perdue. "Famine's Foes in Ch'ing China." *Harvard Journal of Asiatic Studies* 43:1 (1983): 291-332.
23. Yang, Guobin. "Environmental NGOs and Institutional Dynamics in China." *The China Quarterly* 181 (2005): 46-66.

\*The list above is purely for reference. Prescribed readings will be announced in the first meeting of the subject.

<b>Subject Code</b>	CHC327
<b>Subject Title</b>	History of Science and Technology in China
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course introduces the scientific and technological advances, discoveries, and inventions—and the changes in shared social and cultural ideas about science and technology—from the early imperial period to the present. Two important questions animating this course are: when we foreground science and technology as a window onto Chinese history and culture, how do they look different? How can a study of the history of science and technology in China offer theoretical and methodological insights to the Eurocentric question of “why modern science had not originated in China?” The course covers a wide range of prominent themes and topics essential to the history of science, scientific thought and technology in China. Course materials include a sourcebook to introduce broad themes, scholarly monographs and articles, primary sources on classic Chinese scientific and technological works, and visual and material artifacts.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) develop a basic understanding of the evolving historical and cultural contexts for the scientific and technological processes in China; b) reflect critically on the encounters between China and Western science; c) read and analyze historical texts, both primary and secondary, about Chinese science and technology; d) evaluate, create, and communicate historical arguments about the important themes and topics addressed in the course; e) make effective use of textual and visual materials to teach others about their research findings in the history of science and technology in China;
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) Introduction and Framing: Beyond “the Needham Question”</li> <li>2) Scientific Thought and Concepts of Nature in Pre-Modern China</li> <li>3) Traditional Chinese Astronomy and Mathematics</li> <li>4) Agrarian and Textile Technologies</li> <li>5) Chinese Medicine: Theories, Practices, and Beliefs</li> <li>6) Artisanry and Craftmanship</li> <li>7) Gendering Science and Technology</li> <li>8) Missionaries and Western Science</li> </ol>

	<p>9) Science and Technology in the Self-Strengthening Movement and the May Fourth movement</p> <p>10) Scientism as Philosophy and Practice in Republican China</p> <p>11) Science and Technology from 1949 to the 1980s</p> <p>12) Science and Technology from the 1980s to the Present</p> <p>13) Conclusion: Rethinking Technology, Innovation, and History in China in a Global Context</p>																																																					
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The lectures in this course will provide a theoretical framework that covers key themes and concepts relevant to the course subject. They will also offer specific examples and analyses for themes and topics addressed in each session. Tutorials are designed to facilitate students' in-depth discussions of the chosen topics from readings, hone students' public presentation skills, and equip them with critical academic writing skills and practices.</p>																																																					
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="494 817 1356 1422"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> <th rowspan="2"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. mid-term quiz</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. final-term quiz</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. oral presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. final essay</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. The mid-term and final-term quizzes are ideal forms to directly assess the students' understanding of the historical and conceptual knowledge about science and technology in China. They will not only offer a fun and effective way for the students to command the necessary knowledge and information learned from the lectures but also enable them to acquire a deeper understanding of the course content.</p> <p>2. Oral presentations can best assess the students' overall grasp of the knowledge and skills acquired from lectures and their own readings. It offers opportunities for students to communicate their historical arguments to others, formulate their own questions, and engage in discussions with one another. It also lays foundation for students to undertake independent research.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	1. mid-term quiz	10%	✓	✓	✓	✓	✓		2. final-term quiz	10%	✓	✓	✓	✓	✓		3. oral presentation	30%	✓	✓	✓	✓	✓		4. final essay	50%	✓	✓	✓	✓	✓		Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																		
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2. final-term quiz	10%	✓	✓	✓	✓	✓																																																
3. oral presentation	30%	✓	✓	✓	✓	✓																																																
4. final essay	50%	✓	✓	✓	✓	✓																																																
Total	100 %																																																					



	3. The final essay, done in accordance with the instructor's comments and feedback, will best assess the students' grasp of the knowledge, concepts, and ideas learnt from the subject and enhance their ability to articulate their own research findings in written forms.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	38 Hrs.
	▪ Writing	20 Hrs.
	▪ Discussion	8 Hrs.
	Total student study effort	105 Hrs.
<b>Reading List and References</b>	<p><b>Required Readings</b>  Selected readings from the following:  Primary Sources:</p> <ol style="list-style-type: none"> <li>1. 《考工記》  Jun, Wenren. <i>Ancient Chinese Encyclopedia of Technology: Translation and Annotation of the Kaogong ji (the Artificers' Record)</i>. Routledge, 2013.</li> <li>2. 《天工開物》  Sung, Ying-hsing 宋應星. <i>T'ien-kung K'ai-wu: Chinese Technology in the Seventeenth Century</i>. Trans. and annot. by Sun E-tu Zen and Sun Shiou-chuan. Dover: Pennsylvania State University Press, 1997.</li> <li>3. 《黃帝內經：素問》  <i>Huang Di Nei Jing Su Wen: An Annotated Translation of Huang Di's Inner Classic – Basic Questions: 2 Volumes</i>. Translated by Unschuld, Paul, and Hermann Tessenow. Berkeley: University of California Press, 2011.</li> </ol> <p>Secondary Sources:</p> <ol style="list-style-type: none"> <li>1. Barbieri-Low, Anthony. <i>Artisans in Early Imperial China</i>. Seattle: University of Washington Press, 2007.</li> <li>2. Bodde, Derk, <i>Chinese Thought, Society, and Science: The Intellectual and Social Background of Science and Technology in Pre-modern China</i>. Honolulu: University of Hawaii Press, 1991.</li> <li>3. Bray, Francesca. <i>Technology and Gender: Fabrics of Power in Late Imperial China</i>. Berkeley: University of California Press, 1997.</li> <li>4. Elman, Benjamin. <i>On Their Own Terms: Science in China, 1550–1900</i>. MA: Harvard University Press, 2005.</li> <li>5. ———. <i>A Cultural History of Modern Science in China</i>. MA: Harvard University Press, 2008.</li> </ol>	

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|  | <ol style="list-style-type: none"> <li>6. Furth, Charlotte. <i>A Flourishing Yin: Gender in China's Medical History, 960–1665</i>.</li> <li>7. Lo, Vivienne and Michael Stanley-Baker, with Dolly Yang, eds. <i>Routledge Handbook of Chinese Medicine</i>. London: Routledge, 2022 (multiple entries on Chinese medicine).</li> <li>8. Needham, Joseph (often with collaborators). <i>Science and Civilization in China</i>. Cambridge: Cambridge University Press, 1954– (in multi-volumes and multi-parts).<br/>———. <i>The Grand Titration: Science and Society in East and West</i> (London; New York: Routledge, 2013).</li> <li>9. Schäfer, Dagmar. <i>The Crafting of the 10,000 Things: Knowledge and Technology in 17<sup>th</sup> Century China</i>. Chicago: The University of Chicago Press, 2011.</li> <li>10. Schmalzer, Sigrid. <i>The People's Peking Man: Popular Science and Human Identity in Twentieth-Century China</i>. Chicago: The University of Chicago Press, 2008.</li> <li>11. Sivin, Nathan. “Why the Scientific Revolution Did Not Take Place in China—or Didn't It?” <i>Chinese Science</i> 5 (1982): 45–66 (revised in 2005).</li> <li>12. Tsu, Jing, and Benjamin Elman, ed. <i>Science and Technology in Modern China, 1880s–1940s</i>. Leiden: Brill, 2014.</li> <li>13. Wilkinson, Endymion. “VII: Technology &amp; Science,” in <i>Chinese History: A New Manual</i> (Enlarged Sixth Edition). MA: Harvard University Asia Center, 2022.</li> </ol> |
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<b>Subject Code</b>	CHC328P
<b>Subject Title</b>	Technology and Gender in Asia 科技與性別在亞洲
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	The aim of this subject is to discuss Asian science and technology from the gender perspective and thus to develop a critical sense for comparative method around Asia. With an exploration of how a body of empirical, practical, and theoretical knowledge developed, students will be guided to see various aspects of science and gender in imperial China, Japan and Korea. Particular attention will be given to the relation between women and their roles in the development of science: how were they involved? How did they use and practice science and technology in life? How did they actively contribute? What were the values? Historiographies and historical sources are analysed and current theories are introduced. Students will engage with primary sources in Chinese or English (partly by way of translations) on an introductory to medium level.
<b>Intended Learning Outcomes</b> (Note 1)	Upon completion of the subject, students will be able to: a) have an in-depth understanding of the relation between gender and crucial technologies in Asia; b) understand from a broader perspective that women had profound influence on science and technology; c) gain new perspectives in evaluating the stereotypical misconception that ignored women's contribution or labelled women as un-knowledgeable; d) increase historical sensitivity by observing the trajectory of technological innovations from traditional age to the present day; e) develop analytical skills by textual study, hands-on activities, and visual-based analysis of web sources and museum sources.
<b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)	1. Introduction: conceptualizing the bond between gender and technology in Asia <b>Part 1: material base and the crafting of virtues</b> 2. The <i>nei/wai</i> and a place of women's own 3. Household management: the <i>nei</i> as a knowledge field 4. Farming and weaving: gender labour division in agriculture 5. Clothes, garments and moral values <b>Part 2: body and medicine</b> 6. Foodbonding: female body and the crafting of womanly virtues 7. Birth and reproductive methods 8. Child raising technologies 9. Medicine and health care from a gender perspective <b>Part 3: writings, arts and gender</b>

	<p>10. Gender and arts as reflected in paintings  11. Women’s writing and knowledge transmission  12. Female artisans  13. Conclusion: towards the conceptualization of “modern” technology</p>																																														
<p><b>Teaching/Learning Methodology</b>  <i>(Note 3)</i></p>	<p>There will be two 50-minute lectures and one 50-minute tutorial each week. Textual, pictorial, audio, and video materials will be the teaching aids in the lectures. Students are required to prepare class readings before joining tutorial discussion and presentation. At the beginning of the semester students will select a topic or an issue concerning Chinese science and civilisation to study with and later deliver oral presentations in tutorials. Students are required to submit a written final essay developed from a self-selected topic and in accordance with the instructor’s suggestions.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i></p>	<table border="1" data-bbox="494 739 1353 1283"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Oral presentation</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Final Essay</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>The quizzes, including the mid-term and final ones, comprising multiple choice questions and short answer questions, will help students gauge the key concepts and major issues of contents covered in the lectures.</li> <li>Oral presentations can best assess the students’ overall grasp of the knowledge and skills. It is also a best opportunity for students to raise their questions, interact with each other, and actively participate in discussion.</li> <li>The final essay 1500-2500 words (2000-3000 characters if the subject is offered in Chinese), done in accordance with the instructor’s comments and feedbacks, will best assess the students’ consolidation of the knowledge and skills learnt from the subject and their ability to present some particular aspects of the subject.</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Quizzes	30%	√	√	√	√	√		2. Oral presentation	30%	√	√	√	√	√		3. Final Essay	40%	√	√	√	√	√		Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Preparation & Participation: Reading and Self-study	42 Hrs.
	▪ Assessment: essay writing	36 Hrs.
	▪ Assessment: presentation	12 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p>衣若蘭：《三姑六婆：明代婦女與社會的探索》。台北：稻香出版社，2002年。</p> <p>吳蕙芳：《明清以來民間生活知識的建構與傳遞》。台北：學生書局，2007年。</p> <p>李約瑟著，張養正等譯：《李約瑟文集：李約瑟博士有關中國科學技術史的論文和演講集，1944-1984》。沈陽：遼寧科學技術出版社，1986年。</p> <p>李貞德：《女人的中國醫療史——漢唐之間的健康照顧與性別》。台北：三民書局，2008年。</p> <p>李國豪、張孟聞、曹天欽編：《中國科技史探索》。香港：中華書局，1986年。</p> <p>杜石然、范楚玉、陳美東、金秋鵬、周世德、曹婉如：《中國科學技術史稿》。北京：科學出版社，1985年。</p> <p>胡曉真、王鴻泰編：《日常生活的論述與實踐》。台北：允晨文化實業股份有限公司，2011年。</p> <p>孫機：《中國古代物質文化》。北京：中華書局，2014年。</p> <p>梁其姿：《面對疾病——傳統中國社會的醫療觀念與組織》。北京：中國人民大學出版社，2012年。</p> <p>Bray, Francesca. <i>Technology and Gender: Fabrics of Power in Late Imperial China</i>. Berkeley: University of California Press, 1997.</p> <p>Bray, Francesca. <i>Technology, Gender and History in Imperial China: Great Transformations Reconsidered</i>. New York: Routledge, 2013.</p> <p>Flitsch, Mareile. "Knowledge, Embodiment, Skill, and Risk," <i>EASTS</i> 2, no. 2 (2008): 265-288.</p> <p>Fong, Grace. "Female Hands: Embroidery as a Knowledge Field in Women's Everyday Life in Late Imperial and Early Republican China." <i>Late Imperial China</i> 25.1 (2004): 1-58.</p> <p>Ko, Dorothy. <i>Cinderella's Sisters: A Revisionist History of Footbinding</i>. Berkeley, California: University of California Press, 2005.</p> <p>Ko, Dorothy. <i>The Social Life of Inkstones: Artisans and Scholars in Early Qing China</i>. Seattle and London: University of Washington Press,</p>	

2017.

Mann, Susan. "Work and Household in Chinese Culture: Historical Perspectives." In Barbara Entwisle and Gail Henderson, eds. *Redrawing Boundaries: Work, Households, and Gender in China*. Berkeley, LA, London: University of California Press, 2000.

<b>Subject Code</b>	CHC329P
<b>Subject Title</b>	Medical History of China 中國醫療史
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course surveys the history of medicine through the study of medical theories, practices, and beliefs in China. Paying close attention to the ever-changing socio-historical and cultural contexts, this course will examine how those ideas and beliefs formed, how the practices have changed over time, and specifically how the introduction of Western science, as exemplified by scientific biomedicine, effected fundamental changes in Chinese medicine in the twentieth century. This course also introduces students to necessary research skills and methods for the study of medical history of China and is designed to facilitate them to undertake independent research. Course materials include primary texts, secondary scholarship, and visual and material artefacts.
<b>Intended Learning Outcomes</b> (Note 1)	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) understand the diversity of practices in Chinese medicine as well as the competing attempts to construct philosophical and metaphysical ideas about medicine in Chinese history;</li> <li>b) develop an interdisciplinary approach to examining prominent topics about Chinese medicine by drawing on cultural history, anthropology, gender studies, and philosophy;</li> <li>c) read and analyze primary texts about Chinese medicine;</li> <li>d) evaluate, create, and communicate historical arguments about the important themes and topics in the Chinese medical culture and tradition;</li> <li>e) undertake independent research and develop critical thinking and writing skills.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)	<ol style="list-style-type: none"> <li>1) Introduction and Framing: Contemporary Debates on Chinese Medicine</li> <li>2) Early Chinese Divination, Science, and Medicine</li> <li>3) Medical Canons: <i>Inner Classic of the Yellow Emperor</i> and <i>Classic of Difficult Issues</i></li> <li>4) Medical Practitioners and Healers</li> <li>5) <i>Yi'an</i>: Case Studies in Imperial China</li> <li>6) Gender in Chinese Medicine</li> </ol>

	<p>7) Missionary Medicine from the West</p> <p>8) Public Health and State-Building</p> <p>9) Medical Institutions and Movements</p> <p>10) Health Technologies and Products</p> <p>11) Medicines and Ideologies</p> <p>12) State Medicine for Rural China</p> <p>13) Reflecting on “Traditional Chinese Medicine”</p>																																																						
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>Drawing on cultural history, gender studies, philosophy, and anthropology, this course employs an interdisciplinary approach to examining the history of medicine in China in its ever-shifting intellectual, cultural, and socio-historical contexts. This course covers key concepts, practices, and beliefs in the Chinese medical tradition and culture. The course instructor will guide students to read, analyze primary and secondary historical texts, communicate historical arguments, and eventually to undertake independent research on the history of medicine in China. To this end, readings and assessment components are carefully selected and designed to facilitate students’ in-depth understanding of course topics, hone their public presentation skills, and equip them with critical academic writing skills and practices.</p>																																																						
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4. Final essay	50%	✓	✓	✓	✓	✓																																																	
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	3. The final essay, done in accordance with the instructor's comments and feedback, will best assess the students' appreciation of the information, concepts, and ideas learnt from the subject and their ability to articulate their own research findings in written forms.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	39 Hrs.
	▪ Writings	20 Hrs.
	▪ Discussions	8 Hrs.
	Total student study effort	106 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 《黃帝內經素問》（四部叢刊初編本）。</li> <li>2. 《難經》（四部叢刊初編本）。</li> <li>3. 李約瑟，《中國科學技術史（第六卷第六分冊）：醫學》，北京：科學出版社，2013。</li> <li>4. 栗山茂久著，楊祐羽翻譯，雷祥麟校訂，〈風的想像與中式身體觀的發展〉，收入王文基、劉士永主編，《東亞醫療史：殖民、性別與現代性》，台北：聯經出版公司，中研院人文講座叢書，2017。</li> <li>5. 皮國立，《近代中醫的身體與思想轉型——唐宗海與中西醫匯通時代》，北京：三聯書店，2008。</li> <li>6. 梁其姿，《面對疾病：傳統中國社會的醫療觀念與組織》，北京：中國人民大學出版社，2012。</li> <li>7. 梁其姿，〈近代中國醫院的誕生〉，收入：祝平一主編，《健康與社會—華人衛生新史》（臺北：聯經出版事業股份有限公司，2013），頁 41-68。</li> <li>8. 李貞德，《女人的中國醫療史——漢唐之間的健康照顧與性別》，台北：三民書局，2008 年。</li> <li>9. 祝平一，〈宋、明之際的醫史與「儒醫」〉，《中央研究院歷史語言研究所集刊》，第 77 本第 3 分（臺北，2006），頁 401-449。</li> <li>10. 李尚仁，〈晚清來華的西醫〉，收錄於生命醫療史研究室主編，《中國史新論——醫療史分冊》，臺北：聯經出版事業股份有限公司，2015 年，頁 527-571。</li> <li>11. 楊念群，《再造“病人”——中西醫衝突下的空間政治（1832-1985）》，北京：中國人民大學出版社，2006 年。</li> </ol>	

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|  | <ol style="list-style-type: none"><li>12. [美] 高家龍 (Sherman Cochran), 《中華藥商：中國和東南亞的消費文化》，上海：上海辭書出版社，2013。。</li><li>13. [美] 白馥蘭 (Francesca Bray), 《技術與性別：晚期帝制中國的權力經緯》。南京：江蘇人民出版社，2006。</li><li>14. [美] 費俠莉 (Charlotte Furth), 《繁盛之陰：中國醫學史中的性 (960–1665) 》, 南京：江蘇人民出版社，2006。</li><li>15. [美] 羅芙芸 (Ruth Rogaski), 《衛生的現代性：中國通商口岸衛生與疾病的含義》，南京：江蘇人民出版社，2007。</li><li>16. Andrews, Bridie. <i>The Making of Modern Chinese Medicine, 1850–1960</i>. Vancouver: University of British Columbia Press, 2014.</li><li>17. Lei, Sean Hsiang-lin. <i>Neither Donkey nor Horse: Medicine in the Struggle over China's Modernity</i>. Chicago: the University of Chicago Press, 2014.</li><li>18. Unschuld, Paul U. <i>Medicine in China: A History of Ideas</i>. Berkeley: University of California Press, 1985.</li><li>19. Fang Xiaoping. <i>Barefoot Doctors and Western Medicine in China</i>. Rochester, NY: University of Rochester Press, 2012.</li></ol> |
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<b>Subject Code</b>	CHC407P
<b>Subject Title</b>	Digital Humanities and Chinese Studies 數位人文與中國研究
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject aims to discuss how Digital Humanities (thereafter DH) could provide an epistemological model for studying Chinese literature and history. By reading articles on DH theories and methodology as well as providing relevant hands-on DH assignments and practices, this course would provide a comprehensive introduction for students to understand the essential theories, tools, and practices of applying DH to Chinese literary and historical studies in the digital era. Instructors will guide students to read and discuss articles focusing on DH theory and methodology, which will help students know how scholars think about and apply DH in their research. Instructors will also introduce important DH tools and allow students to practice these tools in their assignments and projects. Through classroom discussions and hands-on practices, this subject will cultivate students' critical thinking abilities as well as the essential skills to apply DH to their own research.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  (a) Understand the potentials and limitations of combining Digital Humanities and Chinese studies, and (b) Cultivate an ability to appreciate and criticize research with DH methodology, and (c) Understand how to use up-to-date DH tools, and (d) Conduct and design academic research with DH properly, and (e) Equip themselves with the necessary critical thinking abilities and digital literacy skills facing new challenges in the digital era.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1) Introduction: Rise of Digital Humanities as a field 2) Digital Humanities in Pre-Digital Era PART I: Digital Humanities and Literary Studies 3) Methodology Turn: “Distant Reading” vs “Close Reading” 4) The Sociology of Literature 5) Linguistics and Literature: Word Frequency and Literary Style 6) Statistical Models and Literary Studies

	<p>7) Graphs, Maps, and Networks: Visualization of Literature.</p> <p>PART II: Digital Humanities and Historical Studies</p> <p>8) Big Data and Chinese History</p> <p>9) Quantitative Analysis in Historical Studies</p> <p>10) Relational Database and Historical Records: CBDB (China Biographical Database) as an Example</p> <p>11) Geographical Information System (GIS) and Historical Research</p> <p>12) Historical Network Research: Social Network Analysis (SNA) and other Networks</p> <p>13) Class Projects Presentations</p>																																																						
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>The course consists of lecture, discussion, oral presentation, writing exercise, and final presentations.</p> <p>Students will do assigned reading before coming to class. Lectures include introduction to the theories, methodologies, and applications of Digital Humanities to Chinese studies, as well as extensive analysis of possibilities, potentials, and limitations of Digital Humanities in the studies of Chinese culture.</p> <p>Students will discuss in classroom and present in tutorial their understanding of the applications of digital tools to the analysis of their chosen topics. They will also conduct research on selected research topics, present their findings, and write reflective essays on the final projects.</p>																																																						
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3. Hands-on Assignments	30%			✓	✓	✓																																																	
4. Final project	30%	✓	✓	✓	✓	✓																																																	
Total	100 %																																																						

	<p>include the content of each topic of this course. Students need to read them carefully and participate in classroom discussion.</p> <p>2. Tutorial presentations are especially suited for students’ presentation of their own understanding of issues arising from the lectures. They also make it easy for the teacher to evaluate their mastery of the intended learning outcomes.</p> <p>3. The hands-on assignments is designed to assess students’ ability to use those DH tools this course introduce.</p> <p>4. The term project is about 2000 words on a topic related to the course subjects. It is designed to assess students’ mastery of the main content of the course and their ability to pursue their own learning.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ lectures</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ tutorials</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ reading</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ hands-on practices</li> </ul>	40 Hrs.
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<p>Allison, et al., “Quantitative Formalism: An Experiment,” Stanford Literary Lab Pamphlets (2011).</p> <p>Bol, Peter K. ed. <i>Journal of Chinese History. 4.2: Digital Humanities</i>, 2020.</p> <p>Chen, Song. “Governing a Multicentered Empire: Prefects and Their Networks in the 1040s and 1210s,” in Patricia Buckley Ebrey and Paul J. Smith eds., <i>State Power in China 900-1325</i>, Seattle: University of Washington Press, 2016, 101-152.</p> <p>Clement, Tanya E. “Where is Methodology in Digital Humanities,” <i>Debates in Digital Humanities</i> 2016, ed. Lauren F. Klein and Matthew K. Gold. University of Minnesota Press, 2016).</p> <p>Dougherty, Jack and Kristen Nawrotzki, <i>Writing History in the Digital Age</i>. Ann Arbor: University of Michigan Press, 2013.</p> <p>English, James F. “Everywhere and Nowhere: The Sociology of Literature After ‘the Sociology of Literature.’” <i>New Literary History</i>, vol. 41, no. 2, 2010, pp. v–xxiii.</p> <p>Klein, Lauren F. and Matthew K. Gold, “Digital Humanities: The Expanded Field,” <i>Debates in Digital Humanities</i> 2016, ed. Lauren F. Klein and Matthew K. Gold, University of Minnesota Press, 2016.</p> <p>Mazanec, Thomas J., Jeffrey Tharsen, and Jing Chen eds. Special issue on “Digital Methods and Traditional Chinese Literary Studies.” <i>Journal of Chinese Literature and Culture</i>, vol. 5, no. 2, published by Duke University Press, 2018.</p>	

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- 陳大康，〈從數理語言學看后四十回的作者〉，《紅樓夢學刊》1987年第1輯，頁293-318。
- 李宗翰、鄭莉，〈家族、婚姻與道學：《仙溪志·人物傳》中的社會關係〉，《唐宋歷史評論》第3卷，頁33-48。
- 梁晨、李中清，〈從微觀數據到宏觀歷史：作為橋樑的數字史學〉，《中國社會科學評價》2021年第2期，84-92。
- 馬昭儀、何捷、劉帥帥，〈中國古典敘事文學的時空敘事數位模型研究——以〈李娃傳〉為例〉，《地球信息科學學報》2020年第5期，頁967-977。
- 孫輝，〈認知科學視角下對數字史學的透視〉，《文獻與數據學報》，第2卷第1期，2020年3月，頁57-67。
- 邱偉云，〈驗證、修正、創新：數字史學方法的三重功能〉，《南京大學學報(哲學·人文科學·社會科學)》2019,56(2)，頁87-90。
- 徐力恆，〈華文學界的數位人文探索：一種「史前史」的觀察角度〉，《中國文哲研究通訊》，2020年，頁107-127。
- 徐永明，〈中國古典文學研究的幾種可視化途徑——以湯顯祖研究為例〉，《浙江大學學報》(人文社會科學版) 2018年第2期，頁164-174。
- 王兆鵬，《唐詩排行榜》，北京：中華書局，2011年。
- 張維玲，〈數位人文與歷史研究的一點反思〉，待刊。
- 趙薇：〈社會網絡分析與“大波三部曲”的人物功能〉，《山東社會科學》2018年第9期，頁50-64。
- 趙薇，〈數字時代人文學研究的變革與超越：數位人文在中國〉，《探索與爭鳴》2021年第6期(2021年7月)，頁191-206。

<b>Subject Code</b>	HTM3251
<b>Subject Title</b>	Tourism and Chinese Culture 旅遊與中國文化
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This subject takes a cultural studies perspective and aims at introducing students to issues relating to the exploitation of culture and heritage for tourism and recreation. The causes and consequences of tourism in globalization and culture change are discussed with references to and implications for traditional Chinese culture. The subject will take both macro and micro perspectives. The macro perspective addresses the broad contexts of cultural tourism and tourism culture within which cultural consumption occurs in a leisure-oriented society. This encompasses commoditization in the cultural industries, authenticity in tourist experience, and tourism as experiential learning. The micro perspective deals with the phenomena and diversities of cultural tourism experience. With instances from China tourism and/or Chinese culture, this section will focus on the spectrum of cultural tourism attractions in respect to the planning, marketing and management in cultural tourism product development.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) Identify the contexts and constituents of tourism and its consequences for cultural change in China</li> <li>b) Differentiate cultural tourism and tourism culture</li> <li>c) Analyze and compare the phenomena and diversities of cultural tourism experiences and attractions in China</li> <li>d) Integrate and apply knowledge and skills to evaluate and plan for cultural tourism development in the Chinese context</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	With references to and instances from Chinese culture, key topics to be addressed in this subject include: <ul style="list-style-type: none"> <li>1) Subject overview and introduction: Tourism, culture and Chinese culture in the global-local nexus</li> <li>2) Authenticity and commoditization in cultural tourism</li> <li>3) Cultural tourism and tourism culture</li> <li>4) Tourism as learning through cross-cultural encounters</li> <li>5) A phenomenology of tourist experiences</li> <li>6) A study tour to a cultural tourism site/attraction</li> </ul>

	<ol style="list-style-type: none"> <li>7) Sites and sights: A semiotic approach to cultural tourism attractions</li> <li>8) Ethnic (aboriginal/indigenous) tourism: The performance of culture</li> <li>9) Culinary tourism: The taste of culture</li> <li>10) Museumization: The presentation of culture for tourism</li> <li>11) Mediatized tourism: The representation of culture</li> <li>12) Arts and crafts: Tourist souvenirs</li> <li>13) Subject review and conclusion: Tourism and culture change</li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<p>The subject will adopt an integrated approach to provide students with knowledge and skills to analyze, evaluate and plan for the integration of culture and tourism in a China context. The subject will be facilitated in English through the following teaching and learning methodologies:</p> <ol style="list-style-type: none"> <li>1) Interactive lectures will be used to explore and discuss issues relating to tourism and Chinese culture from cultural studies perspectives. (Learning Outcomes 1-3)</li> <li>2) Problem-based seminars and discussions will be used to help students understand the dimensions and perspectives on the interplay of culture and tourism, and discuss on cultural tourism issues through interactions and exchanges with their peers. (Learning Outcomes 1-4)</li> <li>3) One field trip to a cultural tourism site is planned, half way through the subject, to bring the subject study to a practical/actual context. Participants will be divided into groups and be given different assignments for group projects. Participant observations and data collection via photography and field notes will be required for the completion of group projects. (Learning Outcomes 1-4)</li> <li>4) Group projects (oral presentation, and written report) are used to help students apply theories and concepts to cultural tourism practices in the attraction or destination they have visited. Consisting of oral presentations and written reports, the group projects are intended for the integration of knowledge and application of theory to practice. Specifically, oral presentations are given by student groups to share and exchange their research about issues identified during the field trip, with an intent to develop their communication and presentation skills, whereas written reports are designed to examine the students' analytical and communication skills pertinent to the subject under study. (Learning Outcomes 1-4)</li> <li>5) Documentaries and promotional videos will be used to facilitate teaching and learning. (Learning Outcomes 3-4)</li> </ol>



Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	Review or critique essay	20%	✓	✓	✓	✓
Problem-based seminars and discussions	25%	✓	✓	✓	✓	
Group project presentations	25%	✓	✓	✓	✓	
Group project reports	20%	✓	✓	✓	✓	
Attendance	10%					
Total	100%					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>This subject will follow <b>100% continuous assessment</b>. With respect to the subject learning outcomes, the literature-based review and critique is designed to mainly fulfill the knowledge, comprehension, and competence outcomes. The problem-based seminars and discussions are to mainly fulfill the knowledge synthesis, integration, critical thinking, and problem-solving outcomes. The group project (in the forms of presentations and written reports) is intended to achieve the outcomes of synthesis and integration, critical thinking, knowledge application, and competence in academic communication.</p>						
Student Study Effort Expected	Class contact:					
	▪ Interactive lectures (2 hrs/weekly lecture)	39 Hrs.				
	▪ In-class seminars and discussions (one hour per week)	26 Hrs.				
	▪ Group presentations (10 groups/30 minutes per group, to be embedded in lecture and seminar hours)	13 Hrs.				
	Other student study effort:					
	▪ Subject reading	30 Hrs.				

	<ul style="list-style-type: none"> <li>▪ Assignments</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Research outside class</li> </ul>	20 Hrs.
	<ul style="list-style-type: none"> <li>▪ Total student study effort</li> </ul>	119 Hrs.
<b>Reading List and References</b>	<p><b><u>Textbooks</u></b></p> <p>No textbooks are required, but a subject reading package will be developed and assigned to students on a weekly basis. While some assigned readings are in Chinese, most will be in English.</p> <p><b><u>Suggested references for reading package</u></b></p> <ol style="list-style-type: none"> <li>1. 李伟 (编) (2006), 《旅游文化学》。北京: 科学出版社。</li> <li>2. 余秋雨 (2008), 《文化苦旅》。台北: 爾雅出版社。</li> <li>3. 张朝枝 (2008), 《旅游与遗产保护: 基于案例的理论研究》。天津: 南开大学出版社。</li> <li>4. Bruner, E. (1994). Abraham Lincoln as authentic reproduction: A critique of postmodernism. <i>American Anthropologist</i>, 96(2), 397-415.</li> <li>5. Cohen, E. (1979). A phenomenology of tourist experiences. <i>Sociology</i>, 13, 179-201.</li> <li>6. Dann, G., &amp; Cohen, E. (1991). Sociology and tourism. <i>Annals of Tourism Research</i>, 18, 155-169.</li> <li>7. Jafari, J. (1987). Tourism models: The socio-cultural aspects. <i>Tourism Management</i>, 8, 151-159.</li> <li>8. Lowenthal, D. (1985). <i>The past is a foreign country</i>. Cambridge: Cambridge University Press.</li> <li>9. MacCannell, D. (1973). Staged authenticity: Arrangements of social space in tourist settings. <i>American Journal of Sociology</i>, 79, 589-603.</li> <li>10. MacCannell, D. (1976). <i>The tourist: A new theory of the leisure class</i>. New York: Schocken Books.</li> <li>11. McKercher B., &amp; du Cros, H. (2002). <i>Cultural tourism: The partnership between tourism and cultural heritage management</i>. Binghamton NY: Haworth Press.</li> <li>12. Nash, D., &amp; Smith, V. (1991). Anthropology and tourism. <i>Annals of Tourism Research</i>, 18, 12-25.</li> <li>13. Tribe, J. (2008). The art of tourism. <i>Annals of Tourism Research</i>, 35, 924-944.</li> <li>14. Urry, J. (1990). <i>The tourist gaze: Leisure and travel in contemporary societies</i>. London: Sage.</li> <li>15. Yan, G., &amp; Santos, C. (2009). "CHINA, FOREVER": Tourism discourse and self-orientalism. <i>Annals of Tourism Research</i>, 36, 295-315.</li> </ol>	

<b>Subject Code</b>	CHC330P
<b>Subject Title</b>	Material Culture in China and East Asia 中國及東亞物質文化
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	The material phenomena surrounding human life are an important channel for reflecting human cultural identity. This course will introduce the basic concepts and theories of material culture, methodological approaches, and the development of related issues, followed by an analysis of Chinese and East Asian artifacts, images, everyday objects, and architecture to explore how they reflect culture and the role they play in cultural activities and the cultural meanings they represent.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) be equipped with material culture-related knowledge and literacy; b) Understand interdisciplinary material culture related theories; c) Understand and reflect on the characteristics of Chinese and East Asian culture through a material perspective; d) have the ability to collect data, analyze literature and write essays.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1. Introduction: What is Material Culture 2. Material Culture Theory and Method 3. Material Systems: Material, Technological, and Sociocultural Change 4. Distribution and exchange of goods: gifts and commodities 5. Buildings and Houses 6. Food politics 7. Symbolic Meaning of Costumes 8. Commodity consumption and globalization : Celadon porcelain, silk and Ukiyoe 9. Chinese classical theater, performance and material culture 10. Objects and Contemporary Family Life
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	Lectures will provide the theoretical frame to analyze the subject's contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students will be asked to contribute to the class orally and in writing, both of which will allow them to reflect on what they learn. A mid-term and a final quiz will test students' grasp of their knowledge of the content of the subject. A term paper will solidify students knowledge of the subject while facilitate their independence in thinking and writing.

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Oral presentation</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Final quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Final paper</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assessment	10%	✓	✓	✓	✓			2. Oral presentation	35%	✓	✓	✓	✓			3. Final quiz	30%	✓	✓	✓	✓			4. Final paper	25%	✓	✓	✓	✓			Total	100 %						
	Specific assessment methods/tasks			% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																		
		a	b		c	d																																																	
	1. In-class assessment	10%	✓	✓	✓	✓																																																	
	2. Oral presentation	35%	✓	✓	✓	✓																																																	
	3. Final quiz	30%	✓	✓	✓	✓																																																	
4. Final paper	25%	✓	✓	✓	✓																																																		
Total	100 %																																																						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The In-class assessment and discussion, oral presentation and Final quiz are designed to test students' grasp of the factual knowledge of the subject, and consequently allow the teacher to assess the learning outcomes a, b, c and d.</p> <p>The final paper serves the same purpose, with the addition of allowing students rooms for personal interpretation and reflection.</p>																																																							
<b>Student Study Effort Expected</b>	Class contact:																																																						
	▪ lectures						26Hrs.																																																
	▪ tutorials						13Hrs.																																																
	Other student study effort:																																																						
	▪ reading						38Hrs.																																																
	▪ writing						35Hrs.																																																
	▪ discussion						8Hrs.																																																
	Total student study effort						120Hrs.																																																
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>• Adshead, Samuel Adrian M. (Samuel Adrian Miles). <i>Material Culture in Europe and China, 1400-1800 : the Rise of Consumerism</i>. New York: St. Martin's Press, 1997.</li> <li>• Berger, Arthur Asa. 2009 <i>What Objects Mean: An Introduction to Material Culture</i>, CA: Left Coast Press.</li> <li>• Buchli, Victor ed. 2002 <i>The Material Culture Reader</i>, London: Berg.</li> <li>• Clunas, Craig 2016 <i>Superfluous Things: Material Culture and Social Status in Early Modern China</i>. University of Hawai'i Pres.</li> <li>• Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge, UK: Cambridge University Press, 2010.</li> </ul>																																																						

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- Menzel, Peter 1994 *Material world : a global family portrait*; introduction by
- Paul Kennedy ; text by Charles Mann ; photo editing by Sandra Eisert. San Francisco : Sierra Club Books.
- Rawson, Jessica. *The British Museum Book of Chinese Art*. London: British Museum Press, 2007.
- Rujivacharakul, Vimalin, ed. *Collecting China: The World, China, and a History of Collecting*. Newark: University of Delaware Press, 2011.
- Wang, Audrey. *Chinese Antiquities: An Introduction to the Art Market*. Farnham, UK: Ashgate, 2012.
- 黃應貴主編，2004，物與物質文化，中央研究院民族學研究所。  
孟悅、羅剛主編，2008，物質文化讀本，北京大學出版社。  
邱澎生，〈物質文化與日常生活的辯證〉，《新史學》，17:4 (2006.12)，頁 1-14。

<b>Subject Code</b>	CHC331P
<b>Subject Title</b>	Oral History and Its Application 口述歷史及其應用
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course provides a comprehensive introduction to the theories and practices of oral history and guides students to explore the use and significance of oral history in constructing history. This subject also aims at developing students' empathy and sense of belonging to our society, through learning how the use of oral history helped construct our societal consciousness.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: identify the key concepts and theoretical frameworks used in oral history;  a) apply methodological concepts and basic skills in conducting interviews, recording, and preserving oral materials in an ethical way; and b) evaluate histories from below and the significance of oral history in historical construction c) develop a cultural understanding of people and community study based on critical insights and social consciousness.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1. Introduction – What's oral history 2. The use of oral history 3. Oral history and memories 4. Theories of oral history 5. Practice of oral history 6. Interview skills and ethics 7. Preservation of oral materials 8. Engaging the community 9. Workshop(I) planning and preparation 10. Workshop (II) on-site interview

	11. Workshop (III) transcribing and editing 12. Workshop (IV) analysis 13. Conclusion							
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	This subject aims at learning by practical application of methodologies. Key concepts and methodologies introduced in lectures will have a practical application as this course will be designed as a collaborative project on oral history in communities, working with a wide range of institutions, NGOs, and/or relevant parties.  Workshops will be provided to guide students in planning, preparing, interviewing, and transcribing collected data. The interview scripts and report will be submitted as their final product to be assessed. At the same time, classroom participation and group presentations will be used to deepen students' understanding of this area.							
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c			
1. In-class assessment		25%	✓	✓	✓			
2. Group Presentation		25%	✓	✓	✓			
3. Interview scripts and report		50%	✓	✓	✓			
Total		100 %						
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  The interview scripts and report are designed to measure the students' attainments of intended learning outcomes, especially in applying the interview skills and analytical framework of oral history. In-class assessment and Group presentation are aimed at developing a strong understanding of key concepts and approaches in oral history by reading and discussing certain assigned materials.								
<b>Student Study Effort Expected</b>	Class contact:							
▪ Lectures		18 Hrs.						
▪ Tutorials		13 Hrs.						
▪ Workshops		8 Hrs.						

	Other student study effort:	
	▪ Interviews and Preparation	24 Hrs.
	▪ Transcribing and editing scripts	30 Hrs.
	▪ Analysing	12 Hrs.
	▪ Reading	24 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>• Ritchie, Donald A.(唐納德·里奇)；王芝芝、姚力譯，《大家來做口述歷史》台北：遠流出版社，1997。</li> <li>• Robertson, Beth M.(羅伯遜)；黃煜文譯，《如何做好口述歷史= Oral history handbook》。台北：五觀藝術管理，2004。</li> <li>• Thompson, P.(保羅·湯保遜)著；單方明等譯，《過去的聲音：口述歷史》，香港：牛津大學出版社，1999。</li> <li>• 王惠玲、羅家輝，《記憶景觀：香港仔漁民口述歷史》，香港：三聯書店，2015。</li> <li>• 札奇斯欽：《一個蒙古老人的回憶：札奇斯欽口述歷史》，熱河：內蒙古大學出版社，2015。</li> <li>• 吳俊雄、曾家燕編，《又喊又笑：阿婆口述歷史》，香港：新婦女協進會，1998。</li> <li>• 定宜莊、汪潤編，《口述史讀本》，北京：北京大學出版社，2011。</li> <li>• 定宜莊：《老北京人的口述歷史（修訂本）》，北京：中國社會科學出版社，2019。</li> <li>• 林德政：《試閱口述歷史採訪的理論與實踐：新舊臺灣人的滄桑史（2版）》（台北：五南，2018）</li> <li>• 邱淑婷，《港日影人口述歷史：化敵為友》，香港：香港大學出版社，2012。</li> <li>• 張慧真，《從十一萬到三千：淪陷時期香港教育口述歷史》，香港：牛津大學出版社，2005。</li> <li>• 張學良口述，唐德剛著，《張學良口述歷史》，台北：遠流出版，2009。</li> <li>• 梁妃儀等編《協助社群認同發展的口述歷史實踐：綜合理論與實務的操作手冊》，台北：唐山出版社，2003年。</li> <li>• 游鑑明，《傾聽她們的聲音：女性口述歷史的方法與口述歷史的運用》，台北：左岸文化，2002。</li> <li>• 馮志弘、陳朗。《本地生活寫作：記憶與信仰：口述歷史·民族誌教學》。香港：學術專業圖書中心，2020。</li> <li>• 當代上海研究所編，《口述歷史的理論與實務：來自海峽兩岸的探討》，上海：上海人民出版社，2007。</li> <li>• 葉漢明，《口述史的性別維度：從工作與家庭對香港製衣業男、女工人的意義切入探討》，香港：香港中文大學香港亞太研究所，2014。</li> </ul>	



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|  | <ul style="list-style-type: none"><li>• 蔡寶瓊編，《千針萬線：香港成衣工人口述史》，香港：進一步多媒體有限公司，2008。</li><li>• Abrams, Lynn. <i>Oral History Theory</i>. London: Routledge, 2010.</li><li>• DeBlasio, D.M., Charles F.G., David H.M., Stephen H.P., &amp; Howard L.S. (2009). <i>Catching stories: A practical guide to oral history</i>. Ohio University Press.</li><li>• MacKay, N., Mary K.Q., &amp; Barbara W.S. (2013). <i>Community oral history toolkit</i> (5 vols.). Left Coast Press.</li><li>• Perks, R., &amp; Alistair T. (2015). <i>The oral history reader</i> (3rd ed.). Routledge.</li><li>• Yow, V.R. (2014). <i>Recording oral history: A guide for the humanities and social sciences</i> (3rd ed.). Rowman and Littlefield.</li></ul> |
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<b>Subject Code</b>	CHC408P
<b>Subject Title</b>	History, Meditation, Imagination and Intangible Heritage – the Invention of Chinese Martial Arts Tradition 歷史、修行、想象與非遺 – 中國武術傳統的創造
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The subject is to expand student’s knowledge about Chinese history and culture through the Chinese martial arts. With an exploration of how the martial arts tradition was developed in history and had influence on Chinese culture, students will be guided to understand various aspects such as using of martial arts, self- cultivation, Imagination and Intangible Heritage.</p> <p>Through this subject, the history of Chinese marital arts from antiquity to the Twenty-First Century will be discussed. Issues relate to history, culture, bodies in history, nationalism, cultural imaginary, immigration, organization, Sino-sphere and case study, will be dressed and students will get more understanding about the transformation of Chinese culture.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) trace the development and evolution of Chinese martial arts</li> <li>b) understand why and how the Chinese martial arts tradition were shaped</li> <li>c) appreciate the transformation of Chinese martial arts tradition</li> <li>d) reflect on the contemporary significance and the future of Chinese martial arts and Chinese culture as well</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) Introduction——Definitions of Chinese Martial Arts</li> <li>2) Study of Chinese Martial Arts (I)——Beginning, Knowledge and Sources</li> <li>3) Study of Chinese Martial Arts (II)——Methodology and Interpretation</li> <li>4) History of Chinese Martial Arts——Military Aspect</li> <li>5) History of Chinese Martial Arts——Civil Aspect</li> <li>6) Chinese Martial Arts and National Identity (I)</li> <li>7) Chinese Martial Arts and National Identity (II)</li> <li>8) The Self-cultivation Tradition of Ancient China</li> </ol>

	<p>9) Chinese Martial Arts and Spiritual Practice</p> <p>10) The Fiction Literature in Ancient China</p> <p>11) The Fiction, Imagination, and Chinese Martial Arts</p> <p>12) The Trend of Intangible Culture Heritage</p> <p>13) Case study—Chinese martial arts as an Intangible Culture Heritage</p>																																														
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The Subject teacher will follow the Syllabus to teach every topic clearly and to analyse variety primary and secondary sources, including documents, pictures, literatures, and movies. Also, discussion will be an activity to do the conversation between subject teacher and students. Views will be shared fully during the discussion.</p> <p>Students should participate in a discussion and finish the assessments including oral presentation, term paper and quiz. From the discussion and assessments, students will learn how to analyse variety of written and cultural texts, including classical and modern literature’s works, historical documents, films and martial arts performances. Also, subject teacher will fully explain the criteria of the assessments including, topic selection, literature review and writing.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="494 1142 1428 1646"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>30%</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Final Paper</td> <td>40%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Oral Presentation (30%): measuring the student’s ability on collecting, analysing, and expression of written and cultural texts. Based on the presentation topic, students have to read multiple sources and to discuss with group members. An overall grasp of the knowledge and skills will be assessed.</li> <li>2. Quiz (30%): assessing the level of knowledge students have achieved and their ability to reflect the culture of Chinese martial arts.</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Presentation	30%	✓	✓		✓			2. Quiz	30%		✓	✓	✓			3. Final Paper	40%	✓		✓	✓			Total	100 %						
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2. Quiz	30%		✓	✓	✓																																										
3. Final Paper	40%	✓		✓	✓																																										
Total	100 %																																														

	3. Final paper (40%): measuring the student's ability on collecting and analysing of written and cultural texts, as well as their writing ability. Inquiry and creativity are focal points.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	48 Hrs.
	▪ Written Report	33 Hrs.
	▪ Discussion	12 Hrs.
	Total student study effort	132 Hrs.
<b>Reading List and References</b>	<p>● Major Reading</p> <ol style="list-style-type: none"> <li>1. 林小美等：《清末民初中國武術文化發展研究》。杭州：浙江大學，2012。</li> <li>2. 林百原：《中國武術史》。台北：五洲，2012。</li> <li>3. 唐豪：《少林武當考.太極拳與內家拳.內家拳》。台北：大展，2014。</li> <li>4. 馬明達：《說劍叢稿》。蘭州：蘭州大學，2000。</li> <li>5. 麥勁生：《止戈為武（增訂版）》。香港：三聯，2022。</li> <li>6. Amos, Daniel Miles, <i>Hong Kong martial artists: sociocultural change from World War II to 2020</i>. Lanham, Maryland: Rowman &amp; Littlefield, 2021.</li> <li>7. Avron Albert Boretz, <i>Gods, Ghosts, and Gangsters: Ritual Violence, Martial Arts, and Masculinity on the Margins of Chinese Society</i>. Honolulu: University of Hawaii Press, 2011.</li> <li>8. Lorge, Peter A. <i>The Chinese Martial Arts—From Antiquity to the Twenty-First Century</i>. New York, N.Y. : Cambridge University Press 2012.</li> <li>9. Schmiege, Anthony L., Peter A. <i>Watching Your Back: Chinese Martial Arts and Traditional Medicine</i>. Honolulu: University of Hawaii Press 2005.</li> <li>10. Shaha, Meir. <i>The Shaolin Monastery</i>. Honolulu: University of Hawaii Press, 2008.</li> </ol> <p>● Recommended Reading</p> <ol style="list-style-type: none"> <li>1. 于志均：《中國傳統武術史》。北京：中國人民大學，2006。</li> </ol>	

2. 李吉遠：《明代武術史研究》。北京：中國社會科學，2018。
3. 徐震：《國技論略》。太原：山西科學技術，2003。
4. 張純本、崔樂泉：《中國武術史》。台北：文津，1993。
5. 郭希望汾：《中國體育史》。上海：商務印書館，1935。
6. 郭裔：《晚清民國時期的廣東武術》。廣州：華南理工大學，2013。
7. 程大力：《中國武術：歷史與文化》。四川：四川大學，1995。
8. 褚民誼：《國術源流考》。台北：安逸，2008。
9. 鄭仕一：《中國武術審美哲學：現象學詮釋》。台北：文史哲，2006。
10. 龔鵬程：《武藝叢談》。濟南：山東畫報，2009。
11. Boddy, Kasia. *Boxing: a Cultural History*. London: Reaktion Books, 2008.
12. Brian Kennedy and Elizabeth Guo. *Jingwu: the School that Transformed Kung Fu*. Berkeley: Blue Snake Books, 2010.
13. Judkins, Benjamin N. and Nielson, John. *The Creation of Wing Chun: a Social History of the Southern Chinese Martial Arts*. New York: Suny Press, 2015.
14. Lu, Zhouxiang and Fan, Hong. *Sport and Nationalism in China*. London: Routledge, 2014.
15. Morris, Andrew D. *Marrow of the Nation: A History of Sport and Physical Culture in Republican China*. Berkeley, Calif.: University of California Press, 2004.

<b>Subject Code</b>	CHC4151P
<b>Subject Title</b>	Museum Studies and Cultural Management 博物館研究與文化管理
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>In the past decade, the number of large institutions, especially museums and art galleries, in Hong Kong and China has proliferated in line with the rapid socio-economic development and the importance attached by the state and cities to their image and soft power. The cultivation of management talents for cultural and cultural institutions and the study of related theories and practices have also become a central concern for academics and the cultural industry.</p> <p>This course aims to offer the students, who are well-equipped in their knowledge in history and culture, an introduction to the up-to-date theories, practices and mechanism in museum studies and cultural management in the region and beyond. Definitions, characteristics, historical background, international trends in museums studies, cultural and arts institution management, heritage preservations, and development models and prospects for both cultural policies and the cultural industry in present-day will be studied. The course cover industry-based subjects and museum administration topics while exploring, in-depth, contemporary issues and cases in Hong Kong, Mainland China and abroad.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>Recognize trends, basic theories, structures of museum studies and cultural management in both local and global context</li> <li>Gain the basic skills in the classification, curation, conservation and display of objects and knowledge</li> <li>learn to interpret, define, communicate, and advocate for the dignity, values and cultural rights of all members of society</li> <li>Conduct independent research in a museum management context</li> <li>Develop the skill set to manage programs and resources that preserve and publicly present cultural and natural heritage in non-profit and for-profit arts and cultural organizations and such as fine art museums, history museums, science museums and natural history museums in both local and national context</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>Introduction to Museum Studies I: What is a Museum?</li> <li>Introduction to Museum Studies II: Theories and Basic Concepts</li> <li>Museum and Archive: Material and Digital</li> <li>What is a Curator?</li> <li>Structures and Design of an Exhibition</li> <li>Research Methods</li> </ol>

	<p>7. Case studies I: Europe and the US  8. Case Studies II: Hong Kong, Mainland China, Taiwan  9. Case studies II: Other Regions  10. Heritage Preservation and Cultural Policy  11. On-site field trip to Cultural Institutions I  12. On-site field trip to Cultural Institutions II</p>																																																						
<p><b>Teaching/Learning Methodology</b>  <i>(Note 3)</i></p>	<p>The course consists of lectures, tutorial sessions and fieldtrips, but is essentially research-oriented. Student will read assigned readings before class and discuss issues brought up in the lecture. There are fieldtrips for students to visit and study selected cultural sites for preparation of their case study. Students in groups will submit short fieldtrip reports or internship report after the visit. Students will further submit group written reports based on case study of particular issues for classroom discussions.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i></p>	<table border="1" data-bbox="494 817 1428 1568"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment and discussion</td> <td>10%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Mid-term test</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Field trip report presentation</td> <td>30%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Case study with oral and written reports</td> <td>40%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>甲、 In-class assessment and discussion help to assess students' degree of dedication to the course and ability to present coherently and respond appropriately</p> <p>乙、 Mid-term test timely gauges students' learning ability while enables teacher to adjust their teaching in the second half of the semester</p> <p>丙、 Fieldtrip reports in groups enable students to work as teams and teacher to know their research ability and presentation skill</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. In-class assessment and discussion	10%	✓	✓					2. Mid-term test	20%	✓	✓	✓				3. Field trip report presentation	30%			✓	✓	✓		4. Case study with oral and written reports	40%			✓	✓	✓		<b>Total</b>	<b>100 %</b>						
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	<p>丁、 The written case study report, in the form of an individual or a collective research paper, best assess students' overall ability to conduct research and present their findings in an accessible way</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	22 Hrs.
	▪ Tutorial/seminar	11 Hrs.
	▪ Fieldtrips	6 Hrs.
	Other student study effort:	
	▪ Reading	35 Hrs.
	▪ Writing	30 Hrs.
	▪ Discussion	12 Hrs.
	Total student study effort	116 Hrs.
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>• Alexander, E. P., Alexander, M., &amp; Decker, J. (2017). <i>Museums in Motion : An Introduction to the History and Functions of Museums</i> (Vol. Third edition). Lanham, Maryland: Rowman &amp; Littlefield Publishers.</li> <li>• Ambrose, T., &amp; Paine, C. (2012). <i>Museum Basics</i> (Vol. 3rd ed). Abingdon, Oxon: Routledge.</li> <li>• ARROWSMITH Rupert Richard, <i>Modernism and the Museum: Asian, African, and Pacific Art and the London Avant-Garde</i>, Oxford University Press, 2011, 264 pages</li> <li>• BENJAMIN Walter, <i>The Work of Art in the Age of Mechanical Reproduction, and Other Writings on Media</i>, Belknap Press, 2008, 448 pages</li> <li>• Bennett, T. (1995). <i>The Birth of the Museum: History, Theory, Politics</i>. London and New York: Routledge.</li> <li>• Bishop, Claire, and Dan Perjovschi. <i>Radical Museology: or, What's "Contemporary" in Museums of Contemporary Art?</i> 2nd revised edition. London: Koenig Books Ltd, 2014.</li> <li>• BOURRIAUD Nicolas, <i>Relational Aesthetics</i>, Les Presse Du Reel, 1998, 125 pages</li> <li>• BOURRIAUD Nicolas, <i>Postproduction : Culture as Screenplay: How Art Reprograms the World</i>, Lukas &amp; Sternberg, 2006, 96 pages</li> </ul>	



- COLLECTIVE, *Protecting Asia's Heritage: Yesterday and Tomorrow*, Silkworm Books - Siam Society, 2020, 256 pages
- DENTON Kirk A., *Exhibiting the Past: Historical Memory and the Politics of Museums in Post-socialist China*, University of Hawaii Press, 2013, 250 pages
- DROTNER Kirsten, SCHRODER Kim Christian (edited by), *Museum Communication and Social Media, The Connected Museum*, Routledge Research in Museum Studies, 2013, 226 pages
- KRAUSS Rosalind, *The Originality of the Avant-garde and Other Modernist Myths*, Macula, Collection Vues, 2000, 358 pages
- Genoways, H. H., Ireland, L. M., & Catlin-Legutko, C. (2016). *Museum Administration 2.0*. Lanham, MD: Rowman & Littlefield Publishers.
- Johnson, A., Huber, K. A., Cutler, N., Bingmann, M., & Grove, T. (2017). *The Museum Educator's Manual: Educators Share Successful Techniques* (Vol. Second edition). Lanham, Maryland: Rowman & Littlefield Publishers.
- Latham, K., & Simmons, J. (2014). *Foundations of Museum Studies: Evolving Systems of Knowledge: Evolving Systems of Knowledge*. Santa Barbara: Libraries Unlimited.
- Piacente, M., & Lord, B. (2014). *Manual of Museum Exhibitions* (Vol. Second edition). Lanham, Maryland: Rowman & Littlefield Publishers.
- Portnova, T. (2019). Information Technologies in Art Monuments Educational Management and the New Cultural Environment for Art Historian. TEM Journal, 8(1), 189–194. <https://doi.org/10.18421/TEM81-26>
- SAID Edward W., *Orientalism*, Penguin Classics, 2003, 432 pages
- Self, R. (2014). *The Architecture of Art Museums: A Decade of Design: 2000 - 2010*. London: Routledge.
- SMITH Laurajane, *Uses of Heritage*, London: Routledge, 2006, 352 pages
- SONODA Naoko, *New Horizons for Asian Museums and Museology*, Springer, 2016, 204 pages
- STUBBS John H., THOMSON Robert G., *Architectural Conservation in Asia*, National Experiences and Practice, Routledge, 2016, 626 pages

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|  | <ul style="list-style-type: none"><li>• TYTHACOTT Louise, <i>Collecting and Displaying China's 'Summer Palace' in the West, The Yuanmingyuan in Britain and France</i>, Routledge, 2017, 172 pages</li><li>• Tzortzi, K. (2015). <i>Museum Space: Where Architecture Meets Museology</i>. Farnham, Surrey, England: Routledge.</li></ul> |
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