

The Hong Kong Polytechnic University
Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

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| Subject Code | FH2CN05X |
| Subject Title | The Underground World of Early Imperial China 早期帝國的地下世界 |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil. |
| Objectives | This course introduces key features of the underground world of early Imperial China. The highlight of the course will be underground architectures, which include religious sites and the tombs. It lays the groundwork and provides a basis for students to understand how archaeological excavations demonstrate the transformation of burial rites, religious beliefs in the afterlife, geomancy and everyday life throughout early and medieval Imperial China. It aims to provide an understanding of cosmopolitanism in Imperial China as well as the cultural interaction between East and the West. Issues and themes may include: history, religion, ritual, hierarchy, art, architecture, archaeology, culture. |
| Intended Learning Outcomes <i>(Note 1)</i> | Upon completion of the subject, students will be able to: A. have basic knowledge of the historical development of burial rites and customs in China; B. develop aesthetic sensibility of the splendors of the underground world in China; C. understand the philosophical underpinning of afterlife in ancient China and how religious faiths are being reflected in the underground architectures; D. observe the cultural interaction between the East and West; E. develop library and web-based research skills relevant to history, religion and archaeology; F. meet the English reading and writing requirement |
| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | Week 1-13 (Hong Kong), with study tours in Xi'an scheduled during Easter Break 1. Introduction 2. In search for immortality: customs and etiquettes in burial rites 3. Prehistorical heritage and rituals 4. Royal tombs and a showcase of imperial power and pride I: the tombs of Pre-Qin 5. Royal tombs and a showcase of imperial power and pride II: Burial |

| | <p>Customs and Rites of the State of Qin and The Mausoleum of Emperor Qin Shihuang</p> <p>6. The luxurious burials in the Han Dynasty</p> <p>7. Underground world of the period of cultural and ethnic convergence</p> <p>8. The expression of cosmopolitanism: The Silk Road and the city of Chang'an in Tang Dynasty</p> <p>9. Foreign religions in Chang'an in Tang Dynasty</p> <p>10. Everyday Life in Tang Dynasty: burial rituals and objects</p> <p>11. Burials in the Western Regions</p> <p>12. Burials of the Khitan empire</p> <p>13. Conclusion</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> <p>(Note 3)</p> | <p>The subject comprises the 13 weeks of lectures and tutorials with study tours in Xi'an scheduled during Easter Break. Pictorials, audio and video materials will be the teaching aids used in the lectures. Students are required to prepare class readings and watch media items before joining tutorial discussion. Study tours will be preceded by lectures on the relevant topics; Cultural visits to historical heritages and museums in Xi'an will provide vivid support to what have been covered in the lectures. The study tour will enhance students' comprehensive understanding to the theme of the subject. At the beginning of the semester students will be assigned a certain topic concerning archaeological discovery of the underground world of early imperial China to study with and later deliver oral presentations in tutorials. A final essay based on students' own interest in the underground world of early imperial China will also be required. Students are required to prepare the final essay with research elements.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p> | <table border="1" data-bbox="536 1144 1409 1800"> <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. Individual tutorial presentations</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Final quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Draft 1 and 2 of the Final Essay</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. 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> <p>1. For the individual tutorial presentations, students will be assigned to present on different topics covered in the lectures by lot-drawing. This is an individual presentation. It can assess the students' understanding of the</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | f | 1. Individual tutorial presentations | 20% | √ | √ | √ | √ | √ | | 2. Final quiz | 30% | √ | √ | √ | √ | √ | | 3. Draft 1 and 2 of the Final Essay | 10% | √ | √ | √ | √ | √ | √ | 4. Final essay | 40% | √ | √ | √ | √ | √ | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Individual tutorial presentations | 20% | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Final quiz | 30% | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Draft 1 and 2 of the Final Essay | 10% | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Final essay | 40% | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>contents covered in the lectures. At least 5 references are required to be presented to fulfill the English reading requirement.</p> <p>2. The final quiz, comprising 6 simple answer questions, aims at assessing the students' overall grasp of the knowledge learnt during the fieldtrips and also from all the oral presentations.</p> <p>3. Students will be asked to complete one writing project for the subject, including their reference lists. The two drafts of the project, to be graded by English Language Centre, are compulsory for the fulfilment of English reading and writing requirements.</p> <p>4. The final version of the writing project, i.e. the final essay, of 1,500-2,500 English words developed from individual contributions to the group presentations, can comprehensively assess the students' general grasp of the subject and their in-depth understanding of some particular aspects of it.</p> | |
| <p>Student Study Effort Expected</p> | <p>Class contact:</p> | |
| | <ul style="list-style-type: none"> ▪ Lectures | <p>30 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Tutorials | <p>12 Hrs.</p> |
| | <p>Study tours</p> | <p>20 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Pre-class reading | <p>40 Hrs.</p> |
| | <ul style="list-style-type: none"> ▪ Report and essay writing | <p>30 Hrs.</p> |
| | <p>Total student study effort</p> | <p>132 Hrs.</p> |
| <p>Reading List and References</p> | <p>Required English readings: Lin, James ed. <i>The Search for Immortality: Tomb Treasures of Han China</i>. New Haven: Yale University Press, 2012. (ER: 356 pages in total).</p> <p>Selective English readings: Bendann, E. <i>Death Customs: An Analytical Studies of Burial Rites</i>. London, New York: Routledge, 1996. Johan, Elverskog. <i>Buddhism and Islam on the Silk Road</i>. Philadelphia: University of Pennsylvania Press, c2010. Karentzky, Patricia Eichenbaum. <i>Arts of the Tang court</i>. Hong Kong; New York: Oxford University Press, 1996. Lewis, Mark Edward. <i>China's Cosmopolitan Empire: The Tang Dynasty</i>. Cambridge, Mass.: Belknap Press of Harvard University Press, 2009. Wriggins, Sally Hovey. <i>The Silk Road Journey with Xuanzang</i>. Boulder and Oxford: Westview Press, 2004. Wright, Arthur F.. <i>Buddhism in Chinese History</i>. Stanford: Stanford University Press, 1959. Wu Hung. <i>The Art of the Yellow Springs: Understanding Chinese Tombs</i>. Honolulu: University of Hawaii Press, 2010. Zheng Dekun. <i>Studies in Chinese Archaeology</i>. Hong Kong: Hong Kong Chinese University Press, 1982.</p> | |

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020