

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

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

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			
			a	b	c	d
	1. In-class activities and assignments	30	✓	✓	✓	✓
	2. Quiz [^]	30	✓	✓	✓	✓
	3. Site visit report# (20% by instructors, 10% by CLC for CW requirement)	30	✓	✓	✓	✓
	3. Site visit report presentation (group)	10	✓	✓	✓	✓
	Total	100				
	<p>In-class discussion activities during tutorials will be used to assess students' level of understanding of the course contents (ILO (a) to (d)). Assignments, which include reading case studies on geo-cultural heritage sites and prehistory Chinese culture studies, will be used during the course to assess the students understanding of ILOs (a) to (d).</p> <p>The quiz is intended to assess the understanding of various items highlighted in the intended subject learning outcomes (a) to (d).</p> <p>Each student is required to write a site visit report of at least 2000 Chinese characters, and group presentations will be conducted in week 13; both are aimed at evaluating the students' achievements in course material and critical thinking, i.e., learning outcomes (a) to (d).</p> <p>[^] To fulfil the CR requirement, in addition to the contents covered in lectures and tutorials, students are expected to read the prescribed text (specified in the Reading List and References section) in order to perform satisfactorily in the quiz.</p> <p>[#] Each student needs to submit a site visit report (20% + 10% by CLC). Students will submit two drafts (first draft: 700 characters, usually around week 5, second draft: 1500 characters, usually around week 9) to CLC for feedbacks before submitting the final version (2000 characters). The first two drafts will be graded by CLC (10%) and the final version will be graded by course instructor (20%). Students must obtain a passing grade in the site visit report in order to pass this subject with CR/CW requirement.</p>					
Student Study Effort Expected	Class contact:					
	▪ Lectures/Tutorial		35 Hrs.			
	▪ Site visit		4 Hrs.			
	Other student study effort:					
	▪ Self-study		39 Hrs.			

	<ul style="list-style-type: none"> ▪ Preparation for assignments and reports 	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Mandatory Reading Lists</p> <p>冉宏, 林雷雨, 趙昊, 謝振斌, 黎海超, 王沖, 徐斐宏和許丹陽, 四川廣漢市三星堆遺址祭祀區, 考古, 2022, p.735-753.</p> <p>周膺, 良渚文化與中國文明的起源, 杭州市: 浙江大學出版社, 2010, 249p.</p> <p>Selected Chapters</p> <p>第三章, 良渚文化聚落與中國最初的複雜社會, p. 65 -82.</p> <p>第四章, 良渚文化的民族學特徵, p.83-106.</p> <p>第五章, 良渚文化的心靈鏡像, 三, 美學意象, p.120- 130.</p> <p>第七章, 文化進化論意義上的良渚文化, p.171- 196.</p> <p>第七章, 後現代考古與良渚學, 一, 知識考古學, p.197- 209.</p> <p>張之恒, 中國新石器時代考古, 南京大學出版社, 2004, 323p.</p> <p>Selected Chapters</p> <p>第一章概論, p.1 - 20.</p> <p>第二章 黃河中游地區的新石器時代文化, 第一節, 二, 仰紹文化, p.29 -42.</p> <p>第三章 黃河上游的新石器時代文化, 第一節, 馬家窯文化, p.85-95.</p> <p>第四章 黃河下游的新石器時代文化, 第四節, 龍山文化, p.118 – 131.</p> <p>第六章 長江下游地區的新石器時代文化, 第三節, 三, 良渚文化, p.205-223.</p> <p>第八章 中國北方地區的新石器時代文化, 第一節, 三, 紅山文化, p.281-284.</p> <p>第九章, 中國新石器時代考古學簡史, p.307 - 317.</p> <p>Reference English books</p> <p>Geoffrey Eugene, C., Hole, F., and Underhill, A. P., The production and use of stone tools at the Longshan period site of Liangchengzhen, China, Yale University, 2007, 881p.</p> <p>Hung, L.Y. and Kidder, T.R., Pottery production, mortuary practice, and social complexity in the Majiayao culture, NW China(ca.5300-400BP), Washington University in St. Louis, 2011, 403p.</p> <p>Katheryn, M. L., Han, R.B. and Sun, S. Y., The beginnings of metallurgy in China, Lewiston, N.Y.: Edwin Mellen Press, 2000, 435p.</p> <p>Liu, L., Development of chiefdom societies in the middle and lower Yellow River Valley in Neolithic China: A study of the Longshan culture from the perspective of settlement patterns, Harvard University, 1994, 561p.</p>	

Maschner, H.D.G., Darwinian archaeologies, New York: Plenum Press, 1996, 261p

Ma, X.L., Emergent social complexity in the Yangshao culture: analyses of settlement pattern and faunal remain from lingbao, Western Henan, China(c.4900-3000BC), Oxford: Archaeopress, 2005, 142p.

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Dong, G. H., Zhang, F. Y., Liu, F. W., Zhang, D. J., Zhou, A. F., Yang, Y. S., and Wang, G. H., Multiple evidences indicate no relationship between prehistoric disasters in Lajia site and outburst flood in upper Yellow River valley, China, Science China Earth Sciences, 2018, p.441-449.

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

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東南亞考古論文集, 香港大學美術博物館, 1995,525p.

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

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