

City University of Hong Kong

Information on a Gateway Education Course offered by Department of Chinese and History with effect from Semester A in 2014 / 2015

Part I

Course Title: Chinese Civilisation-History and Philosophy

Course Code: GE1501

Course Duration: One Semester

Proposed Area: (Please insert "1" for the single **primary area**, and "2" for the **secondary area** if applicable. Students will only earn credit units from the primary area.)

GE Core Course

No. of Credit Units: 3

Level: A1, B1

Medium of Instruction: Chinese (Cantonese/Putonghua) for the Chinese session and English for the English session for the non-local and non-Chinese speaking students.

Medium of Assessment: Chinese for the Chinese session and English for the English session

Prerequisites: (Course Code and Title) Nil

Precursors: (Course Code and Title) Nil

Equivalent Courses: (Course Code and Title) Nil

Exclusive Courses: (Course Code and Title) Nil

Part II

1. Abstract

This course will critically examine historical themes and philosophical concepts from different perspectives. All large class learning activities, tutorials, online discussions and fieldtrip in this course will cover selected topics of Chinese history and philosophy. By recognizing these selected topics, the students will find a close connection with self identification, the relation between individuals and the state, and

between individuals and society. These three central themes will run through the course as main thread in order to foster a better understanding of Chinese civilisation and to strengthen their sense of identity with Chinese culture, the state and the people.

The discussions in all TLAs will touch on the real-life problems used as examples to connect the past with the present. In addition, CCIV's great traditions in the past twelve years to use multimedia (such as film, music, visual arts, Websites etc) and to do fieldtrips (both in Mainland China and Hong Kong) remain important teaching tools.

2. Course Aims

The 3-credit Chinese Civilisation-History and Philosophy course aims to:

1. introduce basic knowledge, key concepts and major events in Chinese history and philosophy;
2. introduce the assessment of source materials;
3. train critical thinking in historical and philosophical analysis and interpretation.
4. help the students identify the “self” in the modern world.

3. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Illustrate key events and the three central themes in Chinese history and philosophy;	
2.	Demonstrate fundamental knowledge of relevant Chinese historical and documentary sources;	
3.	Examine critically the overall historical themes and philosophical concepts and assess ancient source materials through reading assignment and tutorial discussion;	
4.	Apply historical and philosophical knowledge, wisdom and perspectives to criticize current issues;	
5.	Identify the self in the modern world.	

4. Teaching and Learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)

TLAs	Description	CILOs	PILOs
1. Large Class Learning Activities	Large class learning activities on facts, ideas, themes, theories and research findings are designed to (a). illustrate key events and the three central themes in Chinese history and philosophy; (b). Discuss fundamental knowledge of relevant Chinese historical and documentary sources; (c).	1, 2, 3, 5	1, 2, 8

	<p>Examine critically the overall historical themes and philosophical concepts. Interactive classroom activities. E.g. Five-minute comment and summary. Simple quizzes will be used as assessment.</p> <p>Multimedia tools such as film, video, TV show, music, Websites etc will be used in teaching if necessary. This activity will develop a strong sense of curiosity.</p>		
2. Tutorials	<p>According to the guideline by GEC, 20 students will be grouped together to have regular tutorial class.</p> <p>In tutorials, teachers will assess students' analytical skills and their understanding of assigned readings. Students will be divided into four groups to present an assigned topic in tutorials. Students and teachers will assess and give marks to the presentation group according to their performance. By presenting a topic and assessing other classmates' performance, students' analytical skills will be enhanced.</p> <p>Small group tutorials ensure that sufficient opportunities for teacher-learners interaction and peer discussion can be provided. The learning experience will be further enhanced through peer-assisted teaching and learning. Students will be encouraged to ask questions actively and criticize each others' viewpoints.</p>	2, 3, 5	1, 2, 3, 6, 7, 8, 10
3. Discussion via e-Portfolio	<p>The e-Portfolio is a student-oriented platform which can track students' academic progress and enhance the interaction between teachers and students. The e-Portfolio will record students' works such as reflection and online discussion.</p> <p>Online discussion topics will connect with the past and present issues as well as real-life problems from historical and philosophical perspectives.</p>	3, 4, 5	3, 8, 9, 10
4. Fieldtrip (optional)	<p>Visits to historic sites or museums can broaden students' horizons and knowledge about the past and reflect on how history lives in the present day.</p>	2, 5	3, 8, 9, 10

	Fieldtrips are not required but CCIV encourages our teachers to do so. Assessment will be based upon fieldtrip report.	
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5. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs –Some assessment tasks/activities may address more than one CILO.)

Type of Assessment Tasks / Activities	Weighting	CILO1	PILOs
1. Meaningful class participation and performance. Students' participation and performance in discussions, debates and other class activities in large class teaching activities, tutorials and fieldtrips.	20%	1, 2	1, 2, 8
2. Online Discussion. Students are required to do online discussion with their tutors and fellow students on specified topics to share their opinions and learning experiences.	14%	3, 4, 5	3, 8, 9, 10
3. Presentation. Students will be divided into groups and choose their own topics for an in-class presentation. In preparing for the presentation, students have to make use of both the reference works set by the tutors and their own materials. Each group will be assessed by both peers and teacher.	26%	3, 4	3, 6, 7, 10
4. Group project. The topic will be the same as the group presentation. Each group will modify or revise the presentation contents in accordance with the assessments from their peer and teacher and turn it into a group project. Teachers will assess students' writing skills and their ability to use primary and secondary source materials. During the semester, students will engage in inquiry together with teachers. Students must demonstrate research skills in their group projects such as using CityU library databases, evaluating online information, as well as listing and citing references properly. They are also expected to showcase their personal growth and communication skills during cooperation with their groupmates.	40%	2, 4, 5	3, 7, 10

6. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations

100% coursework and in class participation

Grading pattern: Standard (A+, A, A-...F)

Grading of students' achievement will be in accordance with the Academic Regulations. Grading is assigned based on their performance in assessment tasks/activities.

Meaningful class participation and performance (20 %)- Students' participation and performance in discussions, debates and other class activities in large class teaching activities, tutorials and fieldtrips. Students have to show their pre-class preparation.

Letter Grade	Grade Point	Grade Definitions	Description	In-class discussion Performance
A+ A A-	4.3 4.0 3.7	Excellent	Strong evidence of <ul style="list-style-type: none"> • active in-class participation, positive listening, ability to simulate class discussion and comment on other points. • sufficient pre-class preparation and familiarity with peer reports and other materials. 	<ul style="list-style-type: none"> • Identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter. • Interpret independent opinions effectively and efficiently.
B+ B B-	3.3 3.0 2.7	Good	Some evidence of <ul style="list-style-type: none"> • active in-class participation, positive listening, ability to initiate class discussion and comment on other points. • sufficient pre-class preparation and familiarity with peer reports and other materials. 	<ul style="list-style-type: none"> • Understand crucial aspects of the topics with initiation of sufficient and definite opinions or queries. • Interpret opinions effectively.
C+ C C-	2.3 2.0 1.7	Adequate	Limited evidence of <ul style="list-style-type: none"> • active in-class participation, listening comprehension, ability to participate class discussion and comment on 	<ul style="list-style-type: none"> • Understand adequate aspects of the topics with initiation of opinions or queries.

			<p>other points.</p> <ul style="list-style-type: none"> • sufficient pre-class preparation and familiarity with peer reports and other materials. 	<ul style="list-style-type: none"> • Organize, clarify and supplement the subject matter of the topics.
D	1.0	Marginal	Marginally satisfies the basic requirements of the participation.	Understand the topics and put forward relevant opinions or queries.
F	0.0	Failure	Fail to meet minimum requirements of participation	<ul style="list-style-type: none"> • fail to understand the topics. • Put forward unclear and self-involved opinions.

Online Discussion (14 %)- Students are required to do online discussion with their tutors and fellow students on specified topics to share their opinions and learning experiences.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	<p>Strong evidence of</p> <ul style="list-style-type: none"> • rich content, ability to integrate various resources based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • ability to respond to other statements rapidly and stimulate class discussion.
A	4.0		
A-	3.7		
B+	3.3	Good	<p>Some evidence of</p> <ul style="list-style-type: none"> • rich content, ability to integrate various resources based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the
B	3.0		
B-	2,7		

			<p>point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • ability to respond to other statements rapidly and stimulate class discussion.
<p>C+</p> <p>C</p> <p>C-</p>	<p>2.3</p> <p>2.0</p> <p>1.7</p>	Adequate	<p>Limited evidence of</p> <ul style="list-style-type: none"> • rich content, ability to integrate various resources based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • ability to respond to other statements rapidly and stimulate class discussion.
D	1.0	Marginal	<ul style="list-style-type: none"> • adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • loose organization; • ability to express relevant points to the subject matter; • ability to use references, provide some reasonable personal comments, but no clear demonstration; • ability to respond to other comments in simple terms.
F	0.0	Failure	<ul style="list-style-type: none"> • vague and devoid of content, weak ability to integrate limited resources ; • loose organization, without distinct primary and secondary levels; • unsystematic ideas which cannot express the subject matter or relevant themes; • summary of references, no personal idea and comment, or providing unreasonable comment;

			<ul style="list-style-type: none"> • inability to respond to others, devoid of content and unclear comment.
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Presentation (26%)- Students will be divided into groups and choose their own topics for an in-class presentation. In preparing for the presentation, students have to make use of both the reference works set by the tutors and their own materials. Each group will be assessed by both peers and teacher.

Letter Grade	Grade Point	Grade Definitions	Description
A+ A A-	4.3 4.0 3.7	Excellent	<p>Strong evidence of</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • rigorous organization, coherent structure, balanced composition; • critical analysis, convincing statement and creative comment; • superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
B+ B B-	3.3 3.0 2.7	Good	<p>Some evidence of</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • rigorous organization, coherent structure, balanced composition; • critical analysis, convincing statement and creative comment; • superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.
C+ C C-	2.3 2.0 1.7	Adequate	<p>Limited evidence of</p> <ul style="list-style-type: none"> • rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • rigorous organization, coherent structure, balanced composition; • critical analysis, convincing statement and creative comment; • superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

D	1.0	Marginal	<ul style="list-style-type: none"> • loose organization, but acceptable identified content. • adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; • simple and unilateral comments, without clear explanation; • acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.
F	0.0	Failure	<ul style="list-style-type: none"> • limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • loose organization, without distinct primary and secondary structure; • devoid of personal comment and/or unreasonable opinion; • softly voice, indistinct pronunciation and improper diction, seriously over time.

Field trip report (optional)- Students will be arranged in various groups and led by the course instructors to do fieldwork in near-by Chinese cities.

Letter Grade	Grade Point	Grade Definitions	Description
A+	4.3	Excellent	Strong evidence of <ul style="list-style-type: none"> • rich content, ability to integrate various resources into primary and secondary levels based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • sufficient and organized references which can be utilized in accordance with the topic. • exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.
A	4.0		
A-	3.7		
B+	3.3	Good	Some evidence of <ul style="list-style-type: none"> • rich content, ability to integrate various resources
B	3.0		

B-	2,7		<p>into primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • sufficient and organized references which can be utilized in accordance with the topic. • exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.
C+	2.3	Adequate	<p>Limited evidence of</p> <ul style="list-style-type: none"> • rich content, ability to integrate various resources into primary and secondary levels based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • sufficient and organized references which can be utilized in accordance with the topic. • exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.
C	2.0		
C-	1.7		
D	1.0	Marginal	<ul style="list-style-type: none"> • adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • loose organization; • ability to express relevant points to the subject matter; • references are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • sentence fluency and diction is acceptable.
F	0.0	Failure	<ul style="list-style-type: none"> • vague and devoid of content, weak ability to integrate limited resources ; • loose organization, without distinct primary and secondary levels;

			<ul style="list-style-type: none"> • unsystematic ideas which cannot express the subject matter or relevant themes; • summary of references, no personal idea and/ or unreasonable comment; • seriously insufficient/ no reference; • although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
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Group Project (40 %)- The group project is designed to have students work in teams to discuss and explore the selected topic.

Letter Grade	Grade Point	Grade Definitions	Description
A+ A A-	4.3 4.0 3.7	Excellent	<p>Strong evidence of</p> <ul style="list-style-type: none"> • rich content, ability to integrate various resources into primary and secondary levels based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • sufficient and organized references which can be utilized in accordance with the topic. • exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.
B+ B B-	3.3 3.0 2.7	Good	<p>Some evidence of</p> <ul style="list-style-type: none"> • rich content, ability to integrate various resources into primary and secondary levels based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • sufficient and organized references which can be utilized in accordance with the topic. • exact and fluent expression, good sense of context, ability to use various writing skills to make the paper

			convincing with proper diction.
C+	2.3	Adequate	<p>Limited evidence of</p> <ul style="list-style-type: none"> • rich content, ability to integrate various resources into primary and secondary levels based on demand ; • rigorous organization, coherent structure, systematic composition; • clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • sufficient and organized references which can be utilized in accordance with the topic. • exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.
C	2.0		
C-	1.7		
D	1.0	Marginal	<ul style="list-style-type: none"> • adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • loose organization; • ability to express relevant points to the subject matter; • references are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • sentence fluency and diction is acceptable.
F	0.0	Failure	<ul style="list-style-type: none"> • vague and devoid of content, weak ability to integrate limited resources ; • loose organization, without distinct primary and secondary levels; • unsystematic ideas which cannot express the subject matter or relevant themes; • summary of references, no personal idea and/ or unreasonable comment; • seriously insufficient/ no reference; • although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

8. Equivalent Courses (generally not applicable to GE courses)

NIL

Part III

Keyword Syllabus:

Aesthetics, Agriculture, Arts, Asian countries, Buddhism, China, Chinese Civilisation, Civil Examination System, Clan, Commerce, Confucianism, Daoism, Dynastic Cycle, Family, Gender, History, Intellectual Foundations, Intelligentsia, Language, Lineage, Literature, Medicine, Music, Operas, Philosophy, Political Institution, Power Structure, Science, Technology, World

Course Outline:

	Contents
1	<p>Introduction. An analysis of the three central themes: self identification, the relation between individuals and the state, and the relation between individuals and society in Chinese history and philosophy</p>
2	<p>Topic: Chinese Civilisation: Origins and Special Traits. What is Chinese civilization? Where did Chinese civilization come from? What can we learn about Chinese civilization from archaeological findings? Were there multiple birthplaces of China’s civilization?</p> <p>Theme: Students will reflect on the identity of the Chinese people when learning about the birth of Chinese civilization.</p>
3	<p>Topic: Dynastic Cycle in Chinese History. Why did many dynasties exist in Chinese history? What were the major factors to influence the rise and fall of these dynasties? Economic-administrative factors? Geographical factors and social forces? Climate change?</p> <p>Theme: Students will reflect on the relation between individuals and the state when learning about the rise and fall of Chinese dynasties.</p>
4	<p>Topic: China and the World in the Pre-modern Period. How did the ancient Chinese view the world? What happened on the Silk Road? Why did neighboring countries such as Japan, Korea, and Vietnam use Chinese? Why did Chinese civilization have an influence on neighboring countries widely? How did Western culture enter China during the Ming and Qing dynasties—its path, its content, and its influence?</p> <p>Theme: This helps students understand how the ancient Chinese looked at the outside world and handled relations with other peoples. Students will learn how to define Chinese people from cultural perspectives in order to explore self-identity in the modern world.</p>
5	<p>Topic: Intellectual Foundations. What were the core ideas of Chinese thinkers (such as Confucianism, Legalism, and Daoism)? When and why was Buddhism introduced to China? Why was China, with its rich cultural heritage, so easily and thoroughly won over by Buddhism? What were Chinese answers to the meanings of life, human nature, good and evil, and death?</p> <p>Theme: Students will explore the main characteristics of the great thought schools, topics including social ethics, political philosophy and the principle of individual behaviours, in order to reflect on self-identity, the relation between individuals and the state, as well as the relation between individuals and society.</p>

6	<p>Topic: The Formation of Society in Traditional China. What were the characteristics of Chinese society? What was the social structure in Chinese history and its modern transformations? What was the importance of clan and lineages in Chinese society? What are the traditions of clan and lineages in the New Territories?</p> <p>Theme: Students will explore the formation of Chinese society in order to reflect on the relation between individuals and society.</p>
7-13	<p>Selected Topics:</p> <p>A. Topic: Language and Literature. What is the history of Chinese writing, from the oracle bone script to the simplification of Chinese characters? How are Poetry and <i>Ci</i> composed? How can Chinese Novels be appreciated?</p> <p>Theme: Students will learn about the formation of Chinese language in history in order to reflect on the identity of Chinese people.</p> <hr/> <p>B. Topic: The Civil Examination System and the Intelligentsia. When did the civil examination system (科舉制度) emerge? What was the syllabus of the examination? What was the impact of the civil examination system on social mobility in traditional China? What were the historical merits and weaknesses of the system? What role did the intelligentsia—the gentry (士) or scholar-officials—play in traditional Chinese history?</p> <p>Theme: Students will explore the social structure in the past in order to reflect on the relation between individuals and society. They also will learn how the individual became an official in order to reflect the relation between individuals and the state.</p> <hr/> <p>C. Topic: Agriculture and Commerce. Why was traditional China called an agricultural society? What were the major characteristics of Chinese agriculture? Why did commerce start to grow from the Song dynasty—why did it flourish, how did it operate, and what code of conduct did merchants follow? What was the development of finance and monetary policies, culture of consumerism, and foreign trade, commercial towns, urban and ports in Chinese history?</p> <p>Theme: Students will explore the formation of Chinese society in order to reflect on the relation between individuals and society.</p> <hr/> <p>D. Topics: Science, Technology and Medicine. What are the significant inventions Chinese civilization made? The “Four Great Inventions” (paper</p>

making, printing, gunpowder, and the compass)? Tableware? Stirrup? Musical instruments? Farm tools? Transport vehicles? What influence did they have on the country's history, cultural lives, and ancient people's daily lives? Why did scientific revolution not take place in China?

Theme: Students will explore the main characteristics of Chinese civilization by learning the development of science, technology and medicine in Chinese history, in order to reflect on the relation between individuals and society.

E. Topic: Family and Gender. Why did the Chinese attach great importance to the kith-and-kin ties that bind families and generations into extensive clans? What were the rules and rituals for a traditional clan, and the rights and duties of its members? How was the institutionalization of the clan in the Song dynasty? Why did footbinding emerge in traditional society? What was the changing status of women – legal and social – from at least Han times, through May Fourth, and the 1950 Marriage Law?

Theme: Students will explore the formation of Chinese society in order to reflect on the relation between individuals and society.

F. Topics: Arts and Aesthetics. What are the spirits of Chinese arts such as painting, calligraphy, sculptures and architecture? What is the relationship between arts and aesthetics? How can a piece of arts be appreciated? What are the values of Chinese arts in modern time?

Theme: Students will identify the characteristics of Chinese art and how it affects the aesthetic values of human beings from the past to present in order to reflect on self-identity and the relation between individuals and society.

G. Topic: Music and Operas. What kinds of music and operas exist in China? What are the differences between Chinese and Western music? What are the differences between Peking opera, Kun opera and Cantonese opera? How can performances of Chinese music and operas be appreciated? What does modernization and globalization of Chinese music mean?

Theme: Students will learn about Chinese music in order to reflect on the identity of Chinese people.

H. Topic: Confucianism. What was the growth of Confucianism from its pre-Qin infancy through the Song and down to the various modern schools? What were the viewpoints of Confucianism on the holism of human beings and the universe, the doctrine of good human nature, and the theory of self-cultivation?

Theme: Students will explore the main characteristics of Confucianism, topics including social ethics, political philosophy and the principle of individual behaviours, in order to reflect on self-identity, the relation between individuals and the state, as well as the relation between individuals and society.

I. Topic: Buddhism. How did Buddhism enter and spread across China and how did it grow during later ages, particularly how it adapted itself to Chinese society, becoming a sinicized religion. What influence did Buddhism have on arts, material culture, society, and politics?

Theme: Students will explore the main characteristics of Buddhism, topics including social ethics, life philosophy and the principle of individual behaviours, in order to reflect on the self-identity and the relation between individuals and society.

J. Topic: Daoism. Was Daoism a thought or religion? What were the viewpoints of Daoism on the quest for immortality, nature, politics, and society? What is the relationship between Daoism and folk beliefs such as Wong Tai Sin?

Theme: Students will explore the main characteristics of Daoism, topics including social ethics, political philosophy, life philosophy and the principle of individual behaviours, in order to reflect on self-identity, the relation between individuals and the state, as well as the relation between individuals and society.