

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Chinese Archaeology

Course Code: CAH3851

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English supplemented by Chinese *

Medium of Assessment: English

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

* *Restricted to terms and explanation of terms that are not widely cited in English.*

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course addresses the contributions of archaeology to, and its interactions with, Chinese history. Probed is a corpus of knowledge on key Chinese archaeological discoveries and developments in institution, method, theory and the ethos involved, and how these aspects relate to its intimate interplay with the historiography of China. These contents will be systemized in correlation to Chinese chronological developments (Prehistory to Ming); spelled out in representative regions; and exemplified in specific archaeological or historical subjects, or selected aspects. The course exposes students to this specialized field of study on past material culture; inculcates a sensibility for the significance of interdisciplinary dialogue and its creative tension; and offers them a unique set of knowledge, perspectives, as well as analytical and epistemological know-how, so that they can be more prepared and intellectually robust to think and judge on the intricate world of cultures like those of China.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize major archaeological contributions to Chinese historical studies.	20%	✓		
2.	Demonstrate knowledge on the features and contributions of academic integration and co-effects shared and enjoyed by both disciplines.	20%	✓		
3.	Differentiate key importance and characteristics of study on material culture and that of text-based sources from Prehistory to Ming in China.	20%	✓		
4.	Apply the understanding of academic connection and co-effect between the two disciplines to general intellectual inquiries, historical or contemporary.	20%		✓	
5.	Analyse in depth the types of interactive nexus between the two disciplines in various facets over time, so as to build up a sound and critical awareness for interdisciplinary dynamics and their implications to other cross-discipline circumstances.	20%			✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	In-class learning activities on facts, ideas, themes, theories and research findings are designed to demonstrate the key concepts, theories and themes in Chinese archaeology, and discuss knowledge of relevant Chinese archaeological findings and examine the research outputs and archaeological reports. Interactive in-class activities are included, e.g. five-minute comment and summary.	✓	✓	✓				
Reading	Books, articles and archaeological reports related to the topics.		✓	✓	✓			
Tutorial and Presentation	Group discussions and presentations are required. In tutorials, teachers will assess students' analytical skills and their understanding of assigned readings. Students will be divided into small groups to present on assigned topics. Teachers will assess and grade the presentation groups according to their performance. Through presentations and peer assessments, students' analytical skills will be enhanced.			✓		✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 60%								
1. Class participation and discussion: Student should proactively contribute to class by offering ideas and asking questions consistently both in lectures and tutorials. They should listen when others talk, both in groups and in class, use	✓	✓	✓	✓			10%	

appropriate terminology and be able to synthesize or indicate gaps or extensions to the topics. Students are asked at the end of the lesson to pose one question and summarize the course contents based on that day's lecture. Students will take quizzes in class.								
2. Presentation: Students need to develop their own points and express their creative ideas fluently.		✓		✓			10%	
3. One written assignment (around 1000 words): The written assignment helps students reflect on key concepts, theories and knowledge of Chinese archaeology. Concepts, theories and knowledge should be relevant, accurately described and all relevant components are included.	✓	✓	✓				10%	
4. Final paper (around 3000 words): students are required to write a final paper on a selected topic in academic form. They are required to generate their own arguments originally, use historical sources properly and apply methods skilfully. The ideas should be arranged logically to support the argument.			✓		✓		30%	
5. Examination: 40% (duration: 2 Hours)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and discussion	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, able to simulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, able to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Presentation	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection,	<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 	<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 	<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, 	<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 	<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

	<p>integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p>	<p>statement and creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</p>	<p>creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</p>	<p>convincing statement and creative comment; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</p>	<p>pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</p>	<p>comment and/or unreasonable opinion; Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</p>
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3. Written Assignment	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a convincing and creative manner.	<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; • Creative, and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. <p>Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction.</p>	<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; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<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; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. <p>Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</p>	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Able 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. 	<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.
4. Final Paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization,

	<p>primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a convincing and creative manner.</p>	<p>secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative, and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>primary and secondary levels based on demand ;</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, systematic composition; • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>resources;</p> <ul style="list-style-type: none"> • Loose organization; • Able 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. 	<p>without distinct primary and secondary levels;</p> <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.
5. Examination	<p>An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.</p>	<ul style="list-style-type: none"> • Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections 	<ul style="list-style-type: none"> • Good command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections 	<ul style="list-style-type: none"> • Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history. • Understanding of concepts and key ideas and connections 	<ul style="list-style-type: none"> • Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history. • Fair understanding of concepts and key ideas and connections between them • Ideas without convincing 	<ul style="list-style-type: none"> • Failure to show knowledge, skills and understanding in lectures of ancient Chinese history. • Poor understanding of concepts and key ideas and connections between them • Ideas without convincing

		between them • Innovative ideas with convincing demonstration • Good and organized expression	between them • Innovative ideas with convincing demonstration • Good and organized expression	between them • Innovative ideas with less convincing demonstration	demonstration	demonstration
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Chinese Archaeology, Chinese History, Archaeological Discoveries, Historical Texts, Material Culture Study, Adaptive Systems, Meanings of Material Culture, Artifact, Archaeological Site/Feature/Context, Archaeological/Historical Approaches, Prehistory, Chinese Dynasties, Interdisciplinary Dialogue and Exchange.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Chapters taken from the following books

Anne Underhill (ed), *A Companion to Chinese Archaeology*, New York: Wiley-Blackwell, 2013.

Li Liu and Xingcan Chen, *The Archaeology of China: From the Late Paleolithic to the Early Bronze Age*, Cambridge: Cambridge University Press, 2012.

Xiaoneng Yang, *New Perspectives on China's Past: Twentieth-Century Chinese Archaeology*, New Haven: Yale University Press, 2004.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Falkenhausen, Lothar von. *Chinese Society in the Age of Confucius (1000-250 BC): The Archaeological Evidence*. Los Angeles: Cotsen Institute of Archaeology, University of California, 2006.

Chang Kwang-chih, *The Archaeology of Ancient China* (4 edition), New Haven: Yale University Press, 1987.

Gideon Shelach-Lavi, *The Archaeology of Early China: From Prehistory to the Han Dynasty*, Cambridge: Cambridge University Press, 2015.