

**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:	<u>Material Culture in Everyday Life in China: A Historical Perspective</u>
Course Code:	<u>GE1135</u>
Course Duration:	<u>1 Semester</u>
Credit Units:	<u>3 Credits</u>
Level:	<u>B1</u>
Proposed Area: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

(A 150-word description about the course)

Objects play an intimate role in everyday life. In this course, we will explore the material culture in the history of China, as reflected from everyday life of Chinese people. We will also examine various types of physical objects (e.g. clothes, food, tea, export ceramics, furniture, jade, jewellery, religious artefacts, and musical instruments) ranging from household goods and tomb objects to court objects and museum collections. Readings, lectures, and discussions will focus on the objects themselves, and secondarily on Chinese people's reflections on objects and the ways they were incorporated into everyday life. Material culture is a broad and interdisciplinary field that explores the cultural meanings objects acquire in context. Within the expert arena of the six faculty members, this course will be looked into from an interdisciplinary perspective, which includes history, cultural studies, anthropology, heritage studies, art history. Both textual and visual sources will be analysed in class. In particular, we will examine how economic and technical developments in creating objects encouraged new ways of thinking about and understanding the world. The course also encourages students to experiment with the practical aspects of museum exhibition display. It is intended that we will organise field trips to museums in Hong Kong or in neighbouring cities such as Guangzhou, Shenzhen, and Macao.

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.	Identify beliefs and perceptions that are external to the object itself and explain what specific objects mean for the people who make and use them	25%	✓		
2.	Analyse cultural, social, and other aspects of Chinese history by the study of artifacts that make up our environment	25%	✓	✓	
3.	Apply a multidisciplinary approach to the study of Chinese material culture	20%	✓	✓	
4.	Develop a range of critical and analytical skills within the context of Chinese material culture.	15%		✓	
5.	Analyse, access and compare the utility of written, material and visual primary sources for understanding objects in Chinese cultural and historical context	15%		✓	
		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	5	
Large Class Teaching and Learning	<p>1. Each week we will analyse a specific aspect of material culture in China in order to gain a better insight into Chinese culture.</p> <p>2. A visual display of the topic outline and the learning objectives will be prepared to help students visualize the flow of the class and the relationships between the topics covered.</p> <p>3. In the class, we will incorporate small-group learning in a large class to enhance critical thinking, promote cognitive elaboration, provide feedback and help students to appreciate diversity.</p> <p>4. In addition, in-class exercises will be assigned to assess students' understanding of the discussed topics.</p>	✓	✓		✓		2hrs/one week
Tutorials	<p>1. Readings (in small groups)</p> <p>2. Discussions Readings and discussions will focus on how political, ethnic, regional, and religious identities have been constructed and shaped by the use and production of material artifacts. The teacher prompts students to explore multiple viewpoints with one other.</p> <p>3. Oral Presentation (in small groups) Each student in small groups will prepare a 7-8 minute presentation (each student only presents once during the course). The presentation should demonstrate student's understanding of the theme and their ability to contextualize the chosen objects.</p>	✓	✓	✓	✓	✓	13hrs/one semester
Exhibition Project	<p>1. Students, working in small group, will select and examine a selection of objects and establish creative strategies for planning an exhibition project on material culture in ancient China through the museum website.</p> <p>2. Students will select a unifying theme for the exhibition by their knowledge of Chinese history and culture. The exhibit should have a clear focus and the role of each object should be made explicit.</p>		✓	✓	✓	✓	

	<p>3. This project should consist of the following three parts: exhibition proposal, object analysis, and final paper.</p> <p>a. Exhibition Proposal: This consists of a brief description of the proposed topic, the selection of artifacts (at least 5 objects for each student), and the related references.</p> <p>b. Object Analysis: Each student should choose at least 5 objects to analyse (individually or in small groups). Using the criteria on the Analysis Form (materials, design, production, use, association, meaning), each student should propose relevant questions for research and discussion about their chosen objects. The four-step process for object analysis: observation, discussion, research and document, and interpretation.</p> <p>c. Final Paper: The final paper should be of at least 2000 words. The paper should discuss the overall theme and analyse each selected object according to this theme. Each student should also relate the objects to each other and place them in historical and cultural context.</p>						
<p>Museum Visit</p>	<p>1. Introduce students to the museum before the visit. Spend a few hours on its website. Museum objects are powerful learning tools. Objects can become passageways into history. They can connect a moment in time, a person's life, a set of values and beliefs.</p> <p>2. Create opportunities for students to work together in groups.</p> <p>3. Interact with students during the visit. Pose open-ended questions, explain aspects of exhibitions, and encourage students to talk about what they are seeing and experiencing.</p> <p>4. Write a museum visit report to document the findings from students after visiting the museum.</p>			✓	✓	✓	One day or two days

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: <u>100%</u>							
Class Participation and Class Discussion Active class participation(e.g. response to in-class questions) and group discussions.	✓	✓		✓		20%	
Group Presentation and Presentation Exercise 1. 7-8 minute oral presentation by every student on their group project. 2. Students' performance will be assessed according to the content, analytical and critical thinking, language and communication, problem-solving and team work skills demonstrated. 3. Evaluation criteria for group includes :Evidence of cooperative behaviour(3 points) ; Appropriate time and task management(2 points). 4. Evaluation criteria for individual work(15 points) includes: Presentation was effective, organised and focused on the research question(5 points); PowerPoint presentation was used effectively to illustrate the research question(4 points); Presentation was clear ,concise, and professional in nature(4 points);Presentation was delivered in the allocated time frame (2 points) .	✓	✓		✓	✓	20%(Group 5% +Individual 15%)	
Museum Visit Report 1. A report is required for each field trip to address how the field trip relates to the subject matter in all classes. 2. The museum visit report should be of at least 500 words. 3. Each report must be accurate, clear, concise, and objective. It should summarize what students have learned and experienced.			✓	✓	✓	15%	
Exhibition Project 1. Exhibition Proposal(Group 15%) 2. Object Analysis(Individual 10%) 3. Final Paper(Individual 20%) Evaluation criteria for group includes: Intro: Purpose clearly stated (5 points); Application to text(5points);Conclusion/Bibliography(5 points). Evaluation criteria for individual work includes: Intro/Topic		✓	✓	✓	✓	45%(Group 15% +Individual 30%)	

sentence (6 points); Source development (6 points); Personal analysis(8 points).							
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Examination: 0% (duration: ---)

** 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 Class Discussion (20%)	1.Preparation; 2.Contribution to discussion; 3.Group Skills; 4.Communication Skills; 5. Attendance.	Strong evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Some evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Limited evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Marginally satisfies the basic requirements of the participation.	Does not meet minimum requirements of participation.
2. Museum Visit Report (15%)	1.Content; 2.Organization; 3. Language.	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. 	Some 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 	Limited 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 	<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. 	<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/

		<ul style="list-style-type: none"> exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>the topic.</p> <ul style="list-style-type: none"> exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	sense of context, ability to use various writing skills to make the paper convincing with proper diction.		<p>no reference;</p> <ul style="list-style-type: none"> although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
<p>3. Group Presentation and Presentation Exercise (20%)</p>	<p>Evaluation criteria for group includes :</p> <ol style="list-style-type: none"> Evidence of cooperative behaviour ; Appropriate time; Task management. <p>Evaluation criteria for individual work includes:</p> <ol style="list-style-type: none"> Presentation was effective, organised and focused on the research question; PowerPoint presentation was used effectively to illustrate the research question; Presentation was clear ,concise, and professional in nature; Presentation was delivered in the allocated time frame . 	<p>Strong evidence of accurate and comprehensive description of material, rich contents, thorough understanding, well-organized and detailed. Arguments are convincing, contain new ideas. Correct pronunciation, voice and body language are in tune with the contents of topic, has natural posture, very good time management.</p>	<p>Some evidence of accurate and comprehensive description of material, rich contents, thorough understanding, well-organized and detailed. Arguments are convincing, contain new ideas. Correct pronunciation, voice and body language are in tune with the contents of topic, has natural posture, very good time management.</p>	<p>Limited evidence of accurate and comprehensive description of material, rich contents, thorough understanding, well-organized and detailed. Arguments are convincing, contain new ideas. Correct pronunciation, voice and body language are in tune with the contents of topic, has natural posture, very good time management.</p>	<p>Marginally satisfies the requirements, contents are broad, details missing or incorrect, loose structure, reasoning needs to be improved. Indistinct speech, voice and body language remain unchanged, overruns (by approx.5 minutes)</p>	<p>Does not meet the minimum requirements, has a very general idea of the facts, contents is fragmentary, no structure, arguments not convincing. Indistinct speech, voice and body language are rigid, unable to express clearly, seriously overruns (by more than 5 minutes)</p>
<p>4. Final Paper (20%)</p>	<p>Evaluation criteria for individual work includes:</p> <ol style="list-style-type: none"> Intro/Topic sentence ; Source development ; Personal analysis. 	<p>Strong evidence of original thinking; good organisation, capacity to analyse and synthesise; superior grasp of</p>	<p>Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of</p>	<p>Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to</p>	<p>Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</p>	<p>Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of</p>

		subject matter; evidence of extensive knowledge base.	issues; evidence of familiarity with literature.	simple problems in the material.		literature.
5. Exhibition Project Exhibition Proposal (Group 10%)and Object Analysis (Individual 15%)	<p>Evaluation criteria for Exhibition Proposal (group)includes: 1.Intro/Purpose clearly stated ; 2.Application to text; 3.Conclusion /Bibliography.</p> <p>Evaluation criteria for Object Analysis (individual)includes: 1.Content; 2.Organizaiton; 3.Analytical and critical thinking.</p>	Shows highly active participation in learning activities, displays spirit of group collaboration. Rich contents of project, ability to sift useful information, and distinguish primary from secondary materials, able to apply and develop. Ability to integrate new concepts into the knowledge base and values, leading to refreshing the topic, full of inspiration. Structure of the text is compact, well-organized and coherent, concepts are clear and comprehensive, logical link to topic, with prominent core, well-supported arguments. Reference works comprehensive and supplementary to the topic. Accurate description, fluent text, strong linguistic awareness, able to use various kinds of writing techniques to	Shows active participation in learning activities, displays group spirit. Rich contents of project, ability to distinguish relevant information and use suitable material, suitable to develop. Ability to integrate new concepts in the knowledge base and values, leading to enrichment of the contents. Structure of the text is well-organized and coherent. Expression of ideas is comprehensive, clear, with a logical link to the topic, and has a prominent core. Ability to combine and integrate multifaceted facts and views, raises clear and reasonable personal judgments and views, with well-supported arguments. Many reference works are suitably applied. Text flow fluent, correct use of words,	Shows some participation in learning activities, and marginal display of group spirit. Contents of project is basically correct, able to distinguish basic information, and put to apt use, with marginal development. Able to integrate the newly learnt concepts into knowledge base and values, leading to enrichment of contents and some innovation. Text is well-structured, basically clear and coherent. Expression of ideas is clear and there is a central core. Ability to combine and integrate multifaceted facts and views, with basic support. Reference works are satisfactory and useful. Text flow is fluent and natural, use of language is clear, suitable diction.	Shows limited participation in learning activities but has some display of group spirit. Contents of project is very general, able to distinguish basic information, and apply partial with occasional omission or error. Limited ability to integrate newly acquired concepts into knowledge base and values. Contents of project are not comprehensive, and lack innovation. The text is loosely structured and somewhat incoherent, though the expression of ideas is linked to the core of the topic. Reference works are insufficient, able in part to express reasonable personal judgment and views, albeit unclear. Text flow is not fluent and lacks proper diction.	Shows little or no participation in learning activities and fails to display group spirit. Contents of project are copied and/or lack depth, many lacunae, unable to distinguish basic information, and only collects some elementary sources, unable to integrate new concepts into knowledge base and values. Contents of project are fragmentary and incoherent. There is no distinction between primary and secondary materials, there is no connection between ideas, there is no logical link to topic, unable to give personal judgment and views, or view is vague and irrational. Reference books are seriously insufficient or lacking. Text flow is problematic, although there is some expression of ideas.

		make the text more convincing, excellent diction	strong linguistic awareness, very appropriate diction.			
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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.)

Material culture, Everyday life, Chinese history, Object analysis, Chinese food, Chinese clothing, Chinese furniture, Chinese dress, Jade, Bronze vessel, Chinese ceramics, Religious artifacts, Cultural production, Art objects, Material artifacts, Museum, Emperorship, Consumption, Visual culture, Buddhism, Mass production.

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.)

1.	Attfield, Judy.(2000), <i>Wild Things : The Material Culture of Everyday Life</i> , Oxford [England] : New York, N.Y. : Berg,pp75-96
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2.2 Additional Readings

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

1.	Edwards, Elizabeth., Gosden, Chris. and Phillips, Ruth B. (ed.) (2006), <i>Sensible Objects : Colonialism, Museums, and Material Culture</i> , Oxford : Berg, pp199-222.
2.	Finlay, Robert. (2010), <i>The Pilgrim Art : The Culture of Porcelain in World History</i> , Berkeley : University of California Press,pp253-296.
3.	Hua Mei(2011), <i>Chinese Clothing</i> , Cambridge ; New York : Cambridge University Press.pp53-54.
4.	K.C.Chang(ed.)(1977), <i>Food in Chinese Culture: Anthropological and Historical Perspectives</i> , New Haven : Yale University Press.pp18-20.
5.	Thorp, Robert L. and Vinograd, Richard Ellis. (2001) , <i>Chinese Art and Culture</i> , New York : Harry N. Abrams.

Electronic resources:

Media resources:

Chen Xiaoqing(2012), *A Bite of China*[videorecording], Hong Kong: Panorama Corporation.

Flagstaff House Museum of Tea Ware(1998),*The Art of Tea Drinking* [videorecording], Hong Kong : Provisional Urban Council of Hong Kong.

Imperial Treasures of Chinese Art [videorecording], Santa Clara, Calif. : Lee & Lee Communications.

O.E.T. Foundation for Culture ; directed by Deben Bhattacharya(1992), *Instruments and Music* [videorecording], Guilford, Conn. : Audio-Forum.

Online Resources:

National Palace Museum
www.npm.gov.tw/

The Palace Museum
www.dpm.org.cn/
Xian Museum

www.xabwy.com/

A Visual Sourcebook of Chinese Civilization
<http://depts.washington.edu/chinaciv/>

Possible Instructors of the Proposed Course:

(Please identify one or more staff members who can teach the course.)

Department	Name of Staff	Telephone	Email
CAH	Mr KWOK, Kam Hung	34422991	hungzai
CAH	Mr LI, Guo	34422813	ciguo
CAH	Dr QIAN, Hua	34422379	ciqian
CAH	Mr WONG, King Chung	34422990	cikcwong
CAH	Dr ZHANG Wanmin (AP)	34426530	ctzhangw
EN	Dr LOU, Jackie Jia (AP)	34428536	jialou

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 1,2,3,5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 2,3,5
PILO 3: Demonstrate critical thinking skills	CILO 4
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	
PILO 6: Demonstrate effective oral communication skills	
PILO 7: Demonstrate an ability to work effectively in a team	CILOs 3 and 5
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILOs 2 and 5
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 5

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Exhibition Project