

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of Chinese and History
with effect from Semester A 2019/20**

Part I Course Overview

Course Title:	Chinese Civilisation – History and Philosophy
Course Code:	GE1501
Course Duration:	One Semester
Credit Units:	3
Level:	A1, B1
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology <input checked="" type="checkbox"/> University Requirements
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: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

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, CAH'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 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.	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.		√		√

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

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	
1. Large Class Learning Activities	<p>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). examine critically the overall historical themes and philosophical concepts . Interactive classroom activities and class works will be involved.</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, 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>		√	√		√	
3. Discussion via e-	The e-Portfolio is a student-oriented platform which can			√	√	√	

Portfolio	<p>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>						
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> <p>Fieldtrips are not required but CAH encourages our teachers to do so. Assessment will be based upon fieldtrip report.</p>		√				√

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> %							
1. Meaningful class participation and performance	√	√				30%	
2. Online Discussion.			√	√	√	5%	
3. Presentation			√	√		25%	
4. Group project		√		√	√	40%	
Examination: <u>0</u> % (duration: ---)							
						100%	

* The weightings should add up to 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. Meaningful class participation and performance (30%)	This part will grade on attendance rate and performance in learning activities. Students require attending lectures, tutorials. They are required to finish class works, actively participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.	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. 	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. 	Limited evidence of : <ul style="list-style-type: none"> • Active in-class participation, listening comprehension, ability to participate 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
3. Online Discussion (5%)	This assessment will grade on rationality, clarity and fluency of argument and comment. Students require answering the questions which will be set for each discussion and response session. Students should demonstrate the ability to build up argument and analyse.	Strong evidence of : <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 	Some evidence of : <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 	Limited evidence of: <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 	<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 	<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

		<p>which can keep to the 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>which can keep to the 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; <p>Ability to respond to other statements rapidly and stimulate class discussion</p>	<p>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>matter;</p> <ul style="list-style-type: none"> • Ability to use references, provide some reasonable personal comments, but no clear demonstration • Ability to respond to other comments in simple terms. 	<p>references, no personal idea and comment, or providing unreasonable comment;</p> <ul style="list-style-type: none"> • Inability to respond to others, devoid of content and unclear comment.
4. Presentation (25%)	<p>This assessment will grade on content and fluency of presentation. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They</p>	<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, 	<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; 	<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; 	<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 	<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

	require showing their abilities to lead the classmates into participating in the discussion.	balanced composition; <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	reading materials; <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	structure; <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Softly voice, indistinct pronunciation and improper diction, seriously over time.
5. Group Project (40%)	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.	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, 	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- 	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 	<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 	<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;

		<p>clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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. 	<p>cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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. 	<p>opinions effectively;</p> <ul style="list-style-type: none"> • 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. 	<p>reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> • 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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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.)

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, [Regions](#), [Ethnic Groups](#)

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.)

- 蘇秉琦：《中國文明起源新探》（北京：三聯出版社，1999），頁 28-84。白壽彝主編，蘇秉琦等著：《中國通史》第 2 冊，（上海：上海人民出版社，1989），頁 45-82。
- Chang, Kwang-chih, *The Archaeology of Ancient China*. New Haven: Yale University Press, 1986, pp. 22-70.
- 楊聯陞：〈國史諸朝興衰芻論〉，載楊聯陞：《國史探微》（臺北：聯經，1983），頁 21-60。
- Meskill, John (ed). *The Pattern of Chinese History: Cycles, Development, or Stagnation?* Westport: Greenwood Press, 1983, pp. 34-52.
- 甘懷真：〈重新思考東亞王權與世界觀——以「天下」與「中國」為關鍵詞〉，載《東亞歷史上的天下與中國概念》（臺北：國立臺灣大學出版中心，2007），頁 1-27。
- Adshad, S.A.M. *China in World History*. New York: St. Martin's Press, 2000, pp. 243-309.
- Rossabi, Morris. (ed). *China Among Equals: The Middle Kingdom and its Neighbors, 10th-14th Centuries*. Berkeley: University of California Press, 1983, pp. 1-13.
- 葛兆光：《中國思想史》（上海：復旦大學出版社，2000），頁 25-66。
- Creel, Herrlee G. *Chinese Thought, from Confucius to Mao Tse-tung*. Chapter 1 "The Chinese View" Chicago: University of Chicago Press, 1953. Mote, Frederick W. *Intellectual Foundations of China*. Chapter 2 "The Beginnings of a World View" New York: McGraw-Hill Pub, 1989.
- 劉創楚、楊慶堃：《中國社會：從不變到巨變》（香港：中文大學出版社，1989），頁 33-44, 45-68。
- 唐蘭：《中國文字學》，（上海：上海古籍出版社，1979），頁 1-25。
- 余英時：〈試說科舉制度在中國史上的功能和意義〉，載《中國文化史通釋》（香港：牛津大學出版社，2010），頁 43-58, 181-208。
- Elman, Benjamin. *A Cultural History of Civil Examinations in Late Imperial China*. Berkeley and LA: University of California Press, 2000, pp. 125-172.
- Elvin, Mark. *The Pattern of the Chinese Past: a Social and Economic Interpretation*. Stanford: Stanford University Press, 1973, pp. 113-130; 164-178; 203-234.
- 李約瑟：《中國古代科學·導論》（香港：香港中文大學出版社，1981），頁 1-28。
- Ho, Peng Yoke. Li, Qi, and Shu: *An Introduction to Science and Civilization in China*, Seattle: University of Washington Press, 1985, pp. 1-52.
- 白凱(Kathryn Bernhardt)：《中國的婦女與財產》（上海：上海書店出版社，2003），頁 8-42。
- 蔣勳：《美的沉思——中國藝術思想芻論》（臺北：雄獅圖書股份有限公司，2003），頁 138-177。
- Thorp, Robert L; Vinograd Richard Ellis. *Chinese Art and Culture*. New York: Harry N. Abrams, 2001, pp. 14-18.
- 黃泉峰：〈聆聽音樂歷史〉，載黃泉峰主編《中國音樂導賞》（香港：商務印書館，2009），頁 174-201。
- Shen, Sin-yau, *China: a Journey into its Musical Art*, Chicago: Chinese Music Society of North America, 2000, pp. 19-31.
- 杜維明：《儒家思想》（臺北：東大圖書股份有限公司，1997），頁 69-84。
- Mote, Frederick W. *Intellectual Foundations of China*. Chapter 3 "Early Confucianism" New York: McGraw-Hill Pub, 1989.
- 方立天：《中國佛教與傳統文化》（上海：上海人民出版社，1988），頁 378-411。
- Wright, Arthur, *Buddhism in Chinese History*. Stanford: Stanford University Press, 1959, pp. 42-64.
- 柳存仁：〈道教為甚麼是多神教〉，《道教史探源》第 4 章（北京：北京大學出版社，2000）。

- Barrett T.H., “Religious Traditions in Chinese Civilization: Buddhism and Taoism.” In Paul S. Ropp ed., *Heritage of China: Contemporary Perspectives on Chinese Civilization* (Berkeley: University of California Press, 1990), pp.138-163.
- 姚大力：〈中國歷史上的民族關係與國家認同〉，《中國學術》2002年第4期，頁187-206。
- Elliot, Mark. “The Manchus as Ethnographic Subject in the Qing.” In Joseph Esherick, Madelein Zelin, and Wen-hsin Yeh, eds., *Empire, Nation, and Beyond: Chinese History in Late Imperial and Modern Times*. Berkeley: Institute of East Asian Studies, 2006, pp. 17-37.

2.2 Additional Readings

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

- 李澤厚：《中國古代思想史論》（臺北：風雲時代出版，1990），頁295-326。
- 馮爾康主編：《中國社會結構的演變》（鄭州：河南人民出版社，1994），頁41-104。
- 傅庚生：《中國文學欣賞舉隅》（北京：北京出版社，2003），頁20-31、201-215。
- 韓琦：〈中國傳統工藝技術在歐洲的傳播〉，載《中國科學技術的西傳及其影響：1582-1793》（石家莊：河北人民出版社，1999），頁134-169。

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

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
Group Project