

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title: Chinese Architecture, Gardens and World Heritage

Course Code: CAH5746

Course Duration: 1 semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

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 Course Details

1. Abstract

Until 2019, among those 55 listed World Heritage Sites in China, more than 17 sites are classical architecture and gardens, accounting about 30% in the list. In this respect, classical architecture and gardens are significant representations of history, civilization and culture of the country. This course examines important architectural works that were declared World Heritage Sites in China such as the Great Wall, Forbidden City, Temple of Heaven, Imperial Tombs of Ming dynasty, Confucius Temple, Suzhou Gardens, etc., and analyses different building typologies, functions, spaces, technologies and architectural expressions in terms of palaces, temples, vernacular houses and landscape gardens. Students will be guided to explore how classical architecture and gardens relate to natural environment, national history, ancient society, traditional culture and technology, as well as principles and methods of World Heritage preservation.

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.	Develop an attitude to perceive architecture and gardens as aesthetical, philosophical, historical, religious, technological and functional concepts.		√		
2.	Understand the variety of characteristics and meanings in different buildings and gardens.			√	
3.	Demonstrate abilities to analyse historical significances, cultural connotations and social values of specific sites of architecture and gardens.			√	
4	Reflect and re-examine on spatial traditions and culture.			√	
5	Apply acquired knowledge to a more complex and challenged modern society in terms of heritage preservation and protection.				√
		100%			

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	
Lecture	To introduce concepts, theories, principles and examples with thematic topics, and to demonstrate methods of analysis.	√	√	√			
Seminar	Students are required to complete reading assignments before the seminar in which the instructor monitors student discussions based on specific topics and questions.			√	√	√	
Case Study	Individual student is required to choose a classical building or a classical garden in China as a case for in-depth study and detailed investigation.	√	√	√	√	√	
Tutorial	To provide guidelines, suggests, advice and criticisms to students for completing the case study.	√	√	√		√	

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: 100%							
In-class Discussion: It is conducted during seminars. Students are requested to complete reading assignments before the seminar in which they are asked to present and express their personal points of view and critical thinking on specific topics and questions.			√	√	√	20%	
Case Study Report: To investigate and analyse a selected classical building or a classical garden from various perspectives such as architectural, historical, social and cultural dimensions. It is expected to address how the case contributes conceptual or practical understandings to recent challenge such as heritage preservation.	√	√	√	√	√	50%	
Quiz: One quiz will be arranged during the semester to test students' understanding of subject matters taught in lectures.	√	√	√			30%	
Examination: 0% (duration: _____, if applicable)						100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class Discussion	This part is conducted in Seminars. Students are requested to complete reading assignments before the seminar. They are required to participate actively in discussions and express their ideas.	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 assigned readings and other materials. 	Some 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 assigned readings and other materials. 	Marginally 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 assigned readings and other materials. 	Fail to meet minimum requirements of participation.
2. Case Study Report	An individual project will be developed through the semester on a selected case of Chinese classical architecture or gardens. Teachers will assess students' ability of research and analytical skills by using primary and secondary materials.	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 	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 	<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;

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<p>in accordance with 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. 	<p>in accordance with 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. 		<ul style="list-style-type: none"> seriously insufficient/ no reference; although expression is not clear and part of the idea can be identified; over use of existing quotations and relevant research.
3. Quiz	<ol style="list-style-type: none"> Knowledge of the subject. Critical thinking ability in reviewing relevant researches. Application of relevant theories. Ability in knowledge application 	<ol style="list-style-type: none"> Excellent command of knowledge of Chinese architecture and gardens; Excellent critical thinking ability in reviewing research reports/research articles related to Chinese architecture and gardens; Excellent application of theories in studying architecture and gardens; Excellent ability in knowledge application. 	<ol style="list-style-type: none"> Good command of knowledge of Chinese architecture and gardens; Good critical thinking ability in reviewing research reports/research articles related to Chinese architecture and gardens; Good application of theories in studying architecture and gardens; Good ability in knowledge application. 	<ol style="list-style-type: none"> Marginal command of knowledge of Chinese architecture and gardens; Marginal critical thinking ability in reviewing research reports/research articles related to Chinese architecture and gardens; Marginal application of theories in studying architecture and gardens; Marginal ability in knowledge application. 	<ol style="list-style-type: none"> unsatisfactory command of knowledge of Chinese architecture and gardens; unsatisfactory critical thinking ability in reviewing research reports/research articles related to Chinese architecture and gardens; unsatisfactory application of theories in studying architecture and gardens; unsatisfactory ability in knowledge application.

Not applicable to students admitted before Semester A 2022/23

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, Classical, Architecture, Gardens, World Heritage, Building Typologies, Building Parts & Terminologies, Features of Traditional Architecture, Ornaments & Decorations, Fengshui Theory, Ritual Architecture, Imperial Palaces, Buddhist & Taoist Temples, Vernacular Dwellings, Classical Gardens, World Heritage, Preservation Principles, The Great Wall, Forbidden City, Temple of Heaven, Imperial Tombs of Ming Dynasty, Confucius Shrine, Shaolin Buddhist Temple, Wudang Mountain Taoist Complex, Summer Palace, Classical Gardens of Suzhou, Ancient City of Pingyao, Ancient Villages in South Anhui, Fujian Tulou, Kaiping Diaolou, Ritual & Etiquette, Fengshui, Heaven, Emperor, Ancestor, Clan, Filial Piety, Family Ethics, Burial Tradition, Buddhist & Taoist Vision, Attitude to Nature, Seclusion, Outstanding Universal Value, Authenticity, Integrity.

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.	梁思成、林洙《中國建築藝術》(香港：中和出版有限公司，2019)
2.	梁思成《圖像中國建築史》(香港：三聯書店，2001)
3.	[宋] 李誠《營造法式》(北京：中華書局 1992)
4.	侯幼彬《中國建築美學》(北京：中國建築工業出版社，2009)
5.	童寯《論園》(北京：北京出版社，2016)
6.	[明]計成著，陳植注，陳從周校《園冶注釋》(北京：中國建築工業出版社，1988)
7.	陳從周《說園》(上海：同濟大學出版社，1994)
8.	世界遺產中心《世界遺產公約操作指南》(巴黎：聯合國教科文組織，2015)

2.2 Additional Readings

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

1.	李庚《長城》(鄭州：大象出版社，2004)
2.	于倬雲著《紫禁城宮殿》(香港：商務印書館，2002)
3.	李元龍《天壇》(北京：朝華出版社，1998)
4.	胡漢生《明十三陵》(北京：中國青年出版社，1998)
5.	陳傳平《曲阜孔廟、孔林、孔府》(西安：三秦出版社，2004)
6.	王征、周申《少林寺》(北京：東方出版社，1996)
7.	祝筍《武當山》(北京：中國水利水電出版社，2006)
8.	劉托《頤和園》(北京：中國水利水電出版社，2004)
9.	王鸞《蘇州古典園林：中國的世界文化與自然遺產》(上海：上海辭書出版社，2003)
10.	董培良《平遙古城》(太原：山西經濟出版社，2006)
11.	陳東林、凌軍、劉星《徽州古民居：西遞、宏村》(北京：中國旅遊出版社，2006)
12.	黃漢民《福建土樓》(臺北：漢聲雜誌社，1994)
13.	張國雄《開平碉樓》(廣州：廣東人民出版社，2005)
14.	孫大章《禮制建築》(臺北：光復書局 / 北京：中國建築工業出版社，1992.)
15.	王伯揚《中國古建築大系·帝王陵寢建築：地下宮殿》(北京：中國建築工業出版社，1993)
16.	韋然《中國古建築大系·佛教建築：佛陀香火塔寺窟》(北京：中國建築工業出版社，1993)
17.	喬勻《道教建築：神仙道觀》(北京：中國建築工業出版社，1992)
18.	陸元鼎、楊谷生編《中國民居建築》(廣州：華南理工大學出版社，2003)