

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2023/24**

Part I Course Overview

Course Title: Archaeology and Civilization of Early China

Course Code: CAH5745

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

This course addresses the contributions of archaeology to, and its interactions with, the study of civilization in early China. Probed is a corpus of knowledge on key Chinese archaeological discoveries and developments in institutions, methods, theories and the ethos involved, and how these aspects relate to its intimate interplay with the history and culture of early China. These contents are spelled out in representative regions and exemplified in specific archaeological or (pre)historical subjects. The course exposes students to this specialized field of study on past material culture and offers them a unique set of knowledge, perspectives, as well as analytical and epistemological know-how, so that they can learn to be more prepared and intellectually robust to think and judge on the intricate world of civilizations and cultures like those of early 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 the study of Chinese civilization.	20%	✓		
2.	Demonstrate knowledge on the features, subjects and contributions of archaeology for the study of early China.	20%	✓		
3.	Differentiate key importance and characteristics of study on material culture and that on text-based sources.	20%	✓		
4.	Apply the understanding of academic connection between archaeology and other related disciplines to general intellectual inquiries.	20%		✓	
5.	Analyse in depth the types of interactive nexus between archaeology and civilization in various facets over time, so as to build up a sound and critical awareness of the development of civilization in early China.	20%			✓
		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 and In-class Discussion	Lectures and in-class discussion activities are designed to demonstrate the key concepts, facts, theories, themes, and research findings in Chinese archaeology, and inquire knowledge of relevant Chinese archaeological findings and examine the research outputs and archaeological reports.	✓	✓	✓			
Reading	Book chapters and articles related to the topic.		✓	✓	✓		
Tutorial, Presentation & Discussion	Group discussions and presentations are required. In tutorials, teachers will assess students' analytical skills and understanding of assigned readings. Students will be divided into small groups to present on specific topics. 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: 100%							
Participation in Class Students should proactively participate in and contribute to discussion activities conducted in lectures and tutorials, and any other related classroom activities (including those carried out via on-line platforms).	✓	✓	✓	✓		20%	
Presentation Students need to develop their own points and ideas academically.		✓		✓		30%	
Proposal Writing Students need to write a formal, well-edited proposal around the middle of the semester to introduce and discuss the topic chosen as their final paper project.	✓	✓	✓	✓		15%	
Final Paper 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 academic sources properly and apply methods skilfully. The ideas should be arranged logically to support the argument.			✓		✓	35%	
Examination: 0% (duration: -)						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. Participation in Class	Students actively participate in discussions, debates and other class activities (including those carried out via on-line platforms) in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.	Strong evidence of: <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. 	Some evidence of: <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. 	<ul style="list-style-type: none"> • Marginally satisfies the basic requirements of the participation. 	<ul style="list-style-type: none"> • Fail to meet minimum requirements of participation
2. Presentation	This assessment will be graded on content and fluency of presentation as well as the organization 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, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the	Strong evidence of: <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, 	Some evidence of: <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, 	<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. 	<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; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	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.	exact time-management.	exact time-management.		
3. Proposal Writing	This assessment will be graded on content, organization, and the academic feasibility of the chosen topic. Students should demonstrate the ability to select promising topics, ask quality academic questions, utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude (even though at this stage the conclusion may be preliminary) 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 later utilized in accordance with the topic; Exact and fluent expression, good sense of context, able to use various research methods and writing skills to 	<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 later utilized in accordance with the topic; Exact and fluent expression, good sense of context, able to use various writing skills to communicate the feasibility of 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; 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.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		communicate the feasibility of the chosen topic with proper diction.	chosen topic with proper diction.		
4. Final Paper	This assessment will be graded 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; 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>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. 	<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.

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 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

1. Anne Underhill (ed), *A Companion to Chinese Archaeology*, New York: Wiley-Blackwell, 2013.
2. Li Liu and Xingcan Chen, *The Archaeology of China: From the Late Paleolithic to the Early Bronze Age*, Cambridge: Cambridge University Press, 2012.
3. Feng Li, *Early China: A Social and Cultural History*, Cambridge: Cambridge University Press, 2013.
4. Chang Kwang-chih, *The Archaeology of Ancient China* (4 edition), New Haven: Yale University Press, 1987.
5. 張光直著，《古代中國考古學》，北京：生活·讀書·新知三聯書店，2013。
6. 楊楠編，《考古學讀本》，北京：北京大學出版社，2006。
7. 陳星燦著，《20世紀中國考古學史研究論叢》，北京：文物出版社，2009。

2.2 Additional Readings

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

1. 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.
2. Gideon Shelach-Lavi, *The Archaeology of Early China: From Prehistory to the Han Dynasty*, Cambridge: Cambridge University Press, 2015.
3. 中國社會科學院考古研究所編著，《華南及東南亞地區史前考古》，北京：文物出版社，2006。
4. 張光直著，《美術·神話與祭祀》，瀋陽：遼寧教育出版社，2002。