

# CAH5752: FROM LINGNAN TO THE GREATER BAY AREA

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

From Lingnan to the Greater Bay Area

### Subject Code

CAH - Chinese and History

### Course Number

5752

### Academic Unit

Chinese and History (CAH)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

Chinese

### Medium of Assessment

Chinese

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to provide students with proper humanities perspective to understand how the present-day Greater Bay Area (GBA) has been evolved from the historical notion "Lingnan" (South of the Mountains) over the past two millennia. Going beyond dynastic history, the course considers the region as a cultural entity evolved over times. It offers fundamental knowledge of the region in such areas as human ecology, languages and ethnic compositions, religions and rituals, social institutions and organizations, trade and commercial activities, art and crafts, music and opera, cuisines and other social practices. This course helps students to discover the interdisciplinary nature of cultural and historical analysis and aids their development of such analytical techniques. By locating Hong Kong and Macau against the context of GBA, this course will also help students understand the history of the region as a crucial part of the global network which evolved since at least the 16th century.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate a general understanding of the human ecological, political and social transformation of GBA.	x	x	
2	Discover and analyze cultural features and traditions specific to the area, in particular languages and ethnic compositions, religions and rituals, social institutions and organizations, trade and commercial activities, arts and crafts, music and opera, cuisines and other social practices.	x	x	
3	Contextualize the history of the area against the Greater China, regional and global network of hubs and ports.	x	x	
4	Relate the past with the present to achieve a more accurate historical understanding of the GBA initiatives.	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will apply the core knowledge and concepts on examining the past and present of GBA.	1, 2, 3, 4

2	Readings	Students will expand and consolidate their knowledge on more specialized topics on the past and present of GBA.	1, 2, 3	
3	Documentaries screening	Students will enhance their experiences of understanding the past and present of GBA by watching and discussing selected documentaries.	2, 3, 4	
4	Group discussion and presentations	Students will engage in active discussions, interaction, and reflection on assigned readings and documentaries.	1, 2, 3, 4	
5	Site Visits or Field trips	Students will participate in site visits or field trips to have first-hand experiences of the present of GBA.	3, 4	
6	Writings and Presentations	Students will practice documentation and formulate arguments through academic writings.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Individual Paper (2000 words minimum) on a selected topic on the history and culture of GBA	1, 2, 3, 4	40	-	Yes
2	Individual Site Visit or Field Trip Report	1, 2, 3, 4	30	-	Yes
3	Group discussion and presentations on assigned readings	1, 2, 3, 4	20	-	Yes
4	In-class discussion on documentaries	1, 2, 3, 4	10	-	Yes

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Individual Paper (for students admitted in Semester A 2024/25 &amp; thereafter)

**Criterion**

Grade on the selection of topics, collection and framing of primary and secondary source materials, framework and structure, and fluency of writing.

**Excellent**

(A+, A, A-) Strong evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of cultural heritage; excellent capacity to analyze, synthesize and criticize the subject matter; sound structure and writing skills.

**Good**

(B+, B, B-) Evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of cultural heritage; excellent capacity to analyze, synthesize and criticize the subject matter; sound structure and writing skills.

**Fair**

(C+, C, C-) Some evidence of understanding the subject matter; some evidence of knowledge on cultural heritage, attempts to analyze the subject matter, adequate structuring and writing skills.

**Marginal**

(D) Sufficient familiarity with the subject matter to progress without repeating the course; limited critical and analytic skills; poor organization and writing skills.

**Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

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**Assessment Task**

Individual Site Visit or Field Trip Report (for students admitted in Semester A 2024/25 & thereafter)

**Criterion**

As an indicator of whether students have observed carefully and reflected critically while participating in field trips. Grade on details observed, structure and fluency of the writing.

**Excellent**

(A+, A, A-) Strong evidence of acute observation skills; ability of paying attention to details; sound structure and writing skills.

**Good**

(B+, B, B-) Evidence of acute observation skills; ability of paying attention to details; sound structure and writing skills.

**Fair**

(C+, C, C-) Some evidence of observation skills; ability of paying attention to some details; adequate structuring and writing skills.

**Marginal**

(D) Sufficient observation skills; poor organization and writing skills.

**Failure**

(F) Little evidence of observation skills; very poor organization and writing skills.

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**Assessment Task**

Group Discussion and Presentations on Assigned Readings (for students admitted in Semester A 2024/25 & thereafter)

**Criterion**

Grade on students' comprehension of assigned readings and their presentation skills.

**Excellent**

(A+, A, A-) Strong evidence of superior grasp of the assigned readings, excellent organization and presentation skills, good cooperation, coordination, and interaction among group members.

**Good**

(B+, B, B-) Evidence of superior grasp of the assigned readings, excellent organization and presentation skills, good cooperation, coordination, and interaction among group members.

**Fair**

(C+, C, C-) Some evidence of grasp of the assigned readings, adequate organization and presentation skills, attempts to achieve cooperation, coordination and interaction among members.

**Marginal**

(D) Sufficient grasp of the assigned readings; poor organization and presentation skills, little evidence of cooperation, coordination and interaction among group members.

**Failure**

(F) Little evidence of grasping the assigned readings, organization and presentation skills. Showing little or no attempts of cooperation, coordination and interaction among group members.

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**Assessment Task**

In-class discussion on documentaries (for students admitted in Semester A 2024/25 & thereafter)

**Criterion**

Grade on active participation in in-class discussion and other learning activities in both lectures and tutorials.

**Excellent**

(A+, A, A-) Strong evidence of active participation in in-class discussion and other learning activities in lectures and tutorials.

**Good**

(B+, B, B-) Evidence of active participation in in-class discussion and other learning activities in lectures and tutorials.

**Fair**

(C+, C, C-) Some evidence of participation in in-class discussion and other learning activities in lectures and tutorials.

**Marginal**

(D) Sufficient evidence of participation in in-class discussion and other learning activities in lectures and tutorials.

**Failure**

(F) Little or no evidence of participation in in-class discussion and other learning activities in lectures and tutorials.

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**Assessment Task**

Individual Paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Grade on the selection of topics, collection and framing of primary and secondary source materials, framework and structure, and fluency of writing.

**Excellent**

(A+, A, A-) Strong evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of cultural heritage; excellent capacity to analyze, synthesize and criticize the subject matter; sound structure and writing skills.

**Good**

(B+, B) Evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of cultural heritage; excellent capacity to analyze, synthesize and criticize the subject matter; sound structure and writing skills.

**Marginal**

(B-, C+, C) Sufficient familiarity with the subject matter to progress without repeating the course; limited critical and analytic skills; poor organization and writing skills.

**Failure**

(F) Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

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**Assessment Task**

Individual Site Visit or Field Trip Report (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

As an indicator of whether students have observed carefully and reflected critically while participating in field trips. Grade on details observed, structure and fluency of the writing.

**Excellent**

(A+, A, A-) Strong evidence of acute observation skills; ability of paying attention to details; sound structure and writing skills.

**Good**

(B+, B) Evidence of acute observation skills; ability of paying attention to details; sound structure and writing skills.

**Marginal**

(B-, C+, C) Sufficient observation skills; poor organization and writing skills.

**Failure**

(F) Little evidence of observation skills; very poor organization and writing skills.

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**Assessment Task**

Group Discussion and Presentations on Assigned Readings (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Grade on students' comprehension of assigned readings and their presentation skills.

**Excellent**

(A+, A, A-) Strong evidence of superior grasp of the assigned readings, excellent organization and presentation skills, good cooperation, coordination, and interaction among group members.

**Good**

(B+, B) Evidence of superior grasp of the assigned readings, excellent organization and presentation skills, good cooperation, coordination, and interaction among group members.

### Marginal

(B-, C+, C) Sufficient grasp of the assigned readings; poor organization and presentation skills, little evidence of cooperation, coordination and interaction among group members.

### Failure

(F) Little evidence of grasping the assigned readings, organization and presentation skills. Showing little or no attempts of cooperation, coordination and interaction among group members.

## Assessment Task

In-class discussion on documentaries (for students admitted from Semester A 2022/23 to Summer Term 2024)

### Criterion

Grade on active participation in in-class discussion and other learning activities in both lectures and tutorials.

### Excellent

(A+, A, A-) Strong evidence of active participation in in-class discussion and other learning activities in lectures and tutorials.

### Good

(B+, B) Evidence of active participation in in-class discussion and other learning activities in lectures and tutorials.

### Marginal

(B-, C+, C) Sufficient evidence of participation in in-class discussion and other learning activities in lectures and tutorials.

### Failure

(F) Little or no evidence of participation in in-class discussion and other learning activities in lectures and tutorials.

## Additional Information for AR

Not applicable to students admitted before Semester A 2022/23

## Part III Other Information

### Keyword Syllabus

Lingnan, Great Bay Area, Pearl River Delta, Canton, Hong Kong, Macau, human ecology, languages, ethnic compositions, religions, rituals, social institutions, social organizations, trade and commerce, art and crafts, music, opera, cuisines

### Reading List

#### Compulsory Readings

	Title
1	薛愛華：《朱雀：唐代的南方意象》，北京：生活·讀書·新知三聯書店，2015年。
2	Wang Gungwu, "Introduction: Imperial China Looking South." In Victor H. Mair and Liam Kelley, eds., <i>Imperial China and Its Southern Neighbours</i> . Singapore: ISEAS, 2018.
3	科大衛：《皇帝和祖宗：華南的國家與宗族》，香港：商務印書館（香港）有限公司，2017年。
4	劉志偉：《地域社會與文化的結構過程：珠江三角洲研究的歷史學與人類學對話》，《歷史研究》2003年第1期第54-64頁。
5	程美寶、黃素娟主編：《省港澳大眾文化與都市變遷》，北京：社會科學文獻出版社，2017年。

6	Michael Tsin Nation, <i>Governance, and Modernity in China: Canton, 1900-1927</i> Stanford, Calif.: Stanford University Press, 1999.
7	傅高義著，凌可豐、丁安華譯：《先行一步：改革中的廣東》，廣州：廣東人民出版社 1992年。
8	《粵港澳大灣區發展規劃綱要》 ( <a href="https://www.bayarea.gov.hk/filemanager/tc/share/pdf/Outline_Development_Plan.pdf">https://www.bayarea.gov.hk/filemanager/tc/share/pdf/Outline_Development_Plan.pdf</a> )

### Additional Readings

	Title
1	Carl L. Crossman, <i>The Decorative Arts of the China Trade: Paintings, Furnishings, and Exotic Curiosities</i> , Woodbridge, Suffolk: Antique Collectors' Club, 1991, "Introduction".
2	David Howard, <i>A Tale of Three cities: Canton, Shanghai &amp; Hong Kong: Three Centuries of Sino-British Trade in the Decorative Arts</i> , London: Sotheby's, 1997.
3	Paul Van Dyke, <i>The Canton Trade: Life and Enterprise on the China Coast, 1700-1845</i> , Hong Kong: Hong Kong University Press, 2005.
4	李慶新：《瀕海之地：南海貿易與中外關係史研究》，北京：中華書局，2010年。
5	吳義雄：《“廣州英語”與19世紀中葉以前的中西交往》，《近代史研究》，2001年第3期，第172-202頁。
6	Joseph S. P. Ting (ed.), <i>The Maritime Silk Route: 2000 Years of Trade on the South China Sea</i> , Hong Kong: Urban Council of Hong Kong, 1996.
7	Ralph Croizier, <i>Art and Revolution in Modern China: the Lingnan (Cantonese) School of Painting, 1906-1951</i> , Berkeley: University of California Press, 1988, pp. 88-106.
8	賴伯疆：《廣東戲曲簡史》，廣州：廣東人民出版社，2009年。
9	李新魁：《廣州方言研究》，廣州：廣東人民出版社，1995年。
10	Ching, May Bo, "Chopsticks or Cutlery? How Canton Hong Merchant Entertained Foreign Guests in the Eighteenth and Nineteenth Centuries?", in Kendall Johnson (ed.), <i>Narratives of Free Trade: The Commercial Cultures of Early US-China Relations</i> , Hong Kong University Press, 2012, 99-115.