

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Chinese and History**  
**with effect from Semester A in 2017 / 18**

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**Part I Course Overview**

**Course Title:** Special Topics in Chinese Culture

**Course Code:** CAH4535

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B4

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**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

(A 150-word description about the course)

This course aims to enhance students' in-depth knowledge and understanding of Chinese culture on special topics through various historical and contemporary perspectives. Special topics may include Confucianism, Taoism, Buddhism, Chinese literature, Chinese fiction, Chinese drama, the "Xia" tradition in Chinese culture, Chinese commerce and ethics, nature and Chinese ecological thought, Chinese modernity, modern Chinese nationalism, modern Chinese cultural identity, contemporary Chinese literature and culture, Chinese diaspora, Chinese culture in an comparative East Asian/East-West context, and so on. By examining certain key cultural phenomenon, the course will enable students to acquire deeper understanding in particular aspect of Chinese culture and enhance their appreciation of Chinese culture as a whole. The course will also help students to broaden their horizon of knowledge of Chinese culture and to develop critical skills in arriving at independent opinions towards major issues in various topics of Chinese culture.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Command specific historical information about certain topic in Chinese culture, including major events, major periods, major issues, major historical figures, major trends;			√	√
2.	Identify and analyse key issues in certain particular topic in Chinese culture;		√	√	√
3.	Develop critical skills in achieving independent views through comparison and objective evaluation;			√	√
4.	Do sound research on specific topics; and		√	√	√
5.	Communicate effectively on these topics, both verbally and in writing.		√	√	√
		100%			

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

<sup>#</sup> 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		
Readings	Selected pieces of writings, not more than 100 pages per week.	√	√	√				
Video-viewing	Selected visual aids, which could include documentaries, movies, TV dramas	√	√	√				
Lectures	Background information, theories, concepts, synthesis of readings, classroom discussions	√	√	√				
Tutorial Presentations	Teamwork and public communication by tutorial groups				√	√		
Research and Analysis	Discovery and analysis of information, using critical reasoning, from a range of sources, including lectures, discussions, books, articles, television, Internet, documentaries, and the mass media.				√	√		
Essay-writing	Written presentation of information and analysis in a coherent and accessible manner	√	√	√	√	√		
Blackboard	Out-of-class online comments, questions, responses, debates, discussions, reviews of lectures, tutorials and readings if necessary			√		√		

#### 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%							
<b>General in-class and outside-class performance</b> To assess students' performance in class, their attendance and participation in class discussions and online Blackboard discussions, if necessary.	√	√	√	√	√	20%	
<b>Tutorial Presentation about individual or group project</b> To assess students' presentation skills in understanding the required reading materials and issues				√	√	30%	
<b>Written Individual Research Project</b> To assess students' ability in understanding the issues covered in class and their research ability and analytical skills	√	√	√	√		40%	
<b>Quiz(zes)</b> To assess students' comprehension of lecture and tutorial topics__	√	√	√	√	√	10%	
Examination: - (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. General in-class and outside-class performance	Active in participation and discussion	1. Excellent command of specific historical knowledge about certain topic in Chinese culture.	1. Good command of specific historical knowledge about certain topic in Chinese culture.	1. Adequate command of the course content.	1. Familiarity with the subject matter.	
2. Tutorial Presentation about individual or group project	Good research of case studies and arguments	2. Excellent understanding of key issues in certain particular topic in Chinese culture.	2. Good understanding of key issues in certain particular topic in Chinese culture.	2. A certain degree of understanding of key issues in certain particular topic in Chinese culture.	2. Marginal command of course materials, with the ability to describe a few important issues in certain particular topic in Chinese culture.	
3. Written Individual Research Project	Familiarity with readings and application of concepts in case studies	3. Excellent demonstration of research skills as well as critical ability in achieving independent views.	3. Good demonstration of research skills as well as critical ability in achieving independent views.	3. Fair demonstration of research skills as well as critical ability in achieving independent views.	3. Marginal ability and skills in conducting research work and in presentation.	
4. Quiz(zes)	Adhoc quizzes to test student performance	4. Excellent presentation skills to demonstrate an understanding of key concepts and issues of certain particular topic in Chinese culture.	4. Good presentation skills to demonstrate an understanding of key concepts and issues of certain particular topic in Chinese culture.	4. Acceptable presentation skills to demonstrate an understanding of key concepts and issues of certain particular topic in Chinese culture.	4. Marginally acceptable presentation skills to demonstrate an understanding of key concepts and issues of certain particular topic in Chinese culture.	

### 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.)

The teacher will select from the list below the special topics to be included for a particular semester.

Confucianism, Taoism, Buddhism, Chinese literature, Chinese fiction, Chinese drama, Chinese religion, the “Xia” tradition in Chinese culture, Chinese commerce and ethics, nature and Chinese ecological thought, modern Chinese nationalism, modern Chinese cultural identity, contemporary Chinese literature and culture, Chinese diaspora;

Chinese modernity: Hong Kong and the World in 1840; Self-Strengthening Movement; The Rise of Nationalism; New Culture Movement; Literary Revolution; The Rise of Communism; The Liberal Voice; War of Resistance Against Japan; Chinese Communism in Practice; China under “Reform”; The Story of Taiwan; Hong Kong under “One Country Two Systems;” Tibet-related issues, Cross-cultural relations between China and the West/China and East Asia; Chinese responses to the West and our modern way of being; Critical issues such as tradition/modernity, Chinese learning/Western knowledge, nationalism, imperialism, cosmopolitanism, communism, scientism, romanticism and so forth; bilingual literature; competing voices of Chinese modernity; historical contact between China and the West; Chinese cultural identity and modernity.

#### 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.	Immanuel C. Y. Hsu, <i>The Rise of Modern China</i> , Sixth Edition, Oxford: Oxford University Press, 2000
2.	<i>Sources of Chinese Tradition, Vol. II.</i> Wm. Theodore de Bary, Wing-tsit Chan, Chester Tan comp. New York: Columbia University Press, 1960
3.	張之洞：《勸學篇》 (Zhang Zhidong, <i>Exhortation to Study</i> )
4.	梁啟超：《新民說》 (Liang Qichao, <i>A People Made New</i> )
5.	康有為：《大同書》 (Kang Youwei, <i>Cosmopolitanism</i> )
6.	魯迅：《狂人日記》 (Lu Xun, “Madman’s Diary”)
7.	Hu Shi, <i>The Chinese Renaissance</i> , 2 <sup>nd</sup> Ed. New York: Paragon Book Reprint Co., 1963
8.	Hu Shi and Lin Yutang, <i>China’s Own Critics: A Selection of Essays</i> , Westport, Conn.: Hyperion Press, 1981.
9.	Lin Yutang, “The Birth of a New China” in <i>My Country and My People</i> , London: W. Heinemann, 1939.
10.	聶華玲：《桑青與桃紅》 (Nieh Hua-ling, <i>Mulberry and Peach</i> )
11.	於梨華：《又見棕櫚又見棕櫚》 (Yu lihua, <i>Palm Tree Again</i> )
12.	張系國：《沙豬傳奇》 (Zhang Xiguo, <i>Tales of Male Chauvinistic Pigs</i> )
13.	阿誠：《棋王》 (A Cheng, <i>Chess King</i> )

##### 2.2 Additional Readings

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

N/A