

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title:	The City in Chinese History and Culture
Course Code:	GE1107
Course Duration:	One semester
Credit Units:	3
Level:	B1, A1
Proposed Area: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
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)

The aims of this course are threefold. It aims to:

- 1) explore the changing cultural space of Chinese cities in historical context;
- 2) interrogate the generic yet complex relationship between cities and city dwellers in an inter-disciplinary approach; and
- 3) equip our students with dynamic cultural awareness in the emerging multi-cultural-and-ethnic global society in the 21st century, with a special reference to China in the past and comparison with other cities in the world.

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.	Identify the major characteristics of important Chinese historical cities	20%	✓	✓	
2.	Recognize the formation and transformation of various Chinese historical cities	20%	✓	✓	
3	Compare the cultural, social, and economic significance of representative Chinese cities, and other cities in the world	30%	✓	✓	
4.	Apply their knowledge to discuss real-life issues/problems, such as multi-religious harmony, trade and global capitalism.	30%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
1. Large class teaching and learning	<p>a. In-class group learning will be practiced. Students are encouraged to express their ideas and share their experiences.</p> <p>b. Aided with selective</p>	✓	✓	✓		

	<p>documentaries and movies, large class teaching and learning sessions will be delivered in a lively way to help students visualize the cities and discuss related issues, and to inspire them to comprehend the multi-faceted aspects of cities.</p> <p>c. Students are required to respond to open-ended questions concerning the topics covered.</p> <p>d. This activity will develop a strong sense of curiosity.</p>					
2. Tutorials	<p>a. Small group learning and oral presentations are to be fully utilized to encourage discussion throughout the semester to develop students' problem solving, interpersonal, presentation and communication skills.</p> <p>b. Students are required to demonstrate in-depth and critical answers in response to the course instructor's questions.</p> <p>c. Students, in small group again, are required to read assignments before each tutorial and discuss assigned topics and questions in the class.</p> <p>d. Peer comment and marking will take place in order to enhance peer cooperation and learning.</p>	✓	✓	✓		
3. Online discussion	<p>a. Online discussions on real-life issues/problems will take place to consolidate students' learning experience and encourage peer learning. Students will be encouraged to ask questions actively and criticize each others' viewpoints.</p>			✓	✓	
4. Group project	<p>a. Students, working in small group, are to choose a topic among a range of topics to work on under the close</p>			✓	✓	

	<p>guidance of the course instructors.</p> <p>b. Students are also expected to give a presentation of the outline and scope of their project in tutorials.</p>					
5. Field trip e-portfolio	<p>a. Students will be arranged in various groups to do fieldwork in Hong Kong or near-by Chinese cities (every student is expected to participate in the field trip). It will develop an attitude of discovery.</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		
Continuous Assessment: 100%						
1. Class participation	✓	✓	✓		25%	
2. Online discussion	✓	✓	✓		10%	
3. Field trip e-portfolio			✓	✓	15%	
4. Presentation			✓	✓	15%	
5. Group project			✓	✓	35%	
Examination: 0% (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. Class participation	<p>1.1 Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter.</p> <p>1.2 Ability to Interpret independent opinions effectively and efficiently.</p>	<ul style="list-style-type: none"> • Strong evidence of : • 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 	<p>Some evidence of :</p> <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. 	<p>Limited evidence of :</p> <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. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Online Discussion	<p>2.1 Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.</p> <p>2.2 Ability to respond to other statements rapidly and stimulate class discussion</p>	<p>Strong evidence of :</p> <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 subject, distinct 	<p>Some evidence of :</p> <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 	<p>Limited evidence of:</p> <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 subject, distinct 	<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; • Ability to use references, 	<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>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>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>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>provide some reasonable personal comments, but no clear demonstration</p> <ul style="list-style-type: none"> • 	<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.
3. Field trip report	<p>3.1 Ability to integrate various resources into primary and secondary levels based on field trip.</p> <p>3.2 Ability to integrated ideas and opinions which can keep to the point, clear-cut subject, and distinct themes.</p>	<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; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions 	<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; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions 	<p>Limited 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; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions 	<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; 	<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

		<p>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>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>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. 	<ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<p>reference;</p> <ul style="list-style-type: none"> • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
4. Presentation	<p>4.1 Ability to explain with Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition;</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, balanced composition; • Critical analysis, convincing statement and 	<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; • Critical analysis, convincing statement and creative comment; • Superior 	<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; • Critical analysis, convincing statement and creative comment; • Superior 	<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; 	<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

	4.2 Ability to criticize and analysis with convincing statement and creative comment.	creative comment; <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	<ul style="list-style-type: none"> • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	and/or unreasonable opinion; <ul style="list-style-type: none"> • Softly voice, indistinct pronunciation and improper diction, seriously over time.
5. Group project	5.1 Ability to integrate various resources into primary and secondary levels based on field trip. 5.2 Ability to integrated ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. 5.3 Ability to criticize and analysis with convincing statement and creative comment.	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 in 	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 	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 opinions effectively; • Sufficient and organized references which can be utilized in 	<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 	<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

		<p>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>references which can be utilized 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>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>acceptable.</p>	<p>idea can be identified; over use of existing quotations and relevant research.</p>
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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.)

Cities, culture, Chinese culture, ethnic, diversity, cultural awareness, art, trade, gender, religions, politics, diasporas, multiculturalism, orientalism, colonialism, imperialism, nationalism, literary representation, regionalization, globalization, and glocalization

2. Reading List

2.1 Compulsory Readings

Elvin, Mark and William Skinner (eds.), *The Chinese City Between Two Worlds* (Stanford: Stanford University Press, 1974).

2.2 Additional Readings

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

Chung, Anita, *Drawing boundaries: architectural images in Qing China* (Honolulu: University of Hawaii Press, 2004).

Delgado, James P., *Gold rush port: the maritime archaeology of San Francisco's waterfront* (Berkeley: University of California Press, 2009).

Elisseeff, Vadime (ed.), *The silk roads: highways of culture and commerce* (New York: Berghahn Books, 2000).

Esherick, Joseph W. (ed.), *Remaking the Chinese city: modernity and national identity, 1900-1950* (Honolulu: University of Hawai'i Press, 2002).

Harvey, David, *Paris, capital of modernity* (New York: Routledge, 2003).

Heng, Chye Kiang, *Cities of aristocrats and bureaucrats: the development of medieval Chinese cityscapes* (Honolulu: University of Hawai'i Press, 1999).

Hershatter, Gail, *The Workers of Tianjin, 1900-1949* (Stanford: Stanford University Press, 1986).

Ingham, Michael, *Hong Kong: a cultural and literary history* (Hong Kong: Hong Kong University Press, 2007).

Kuo, Jason C. (ed.), *Visual culture in Shanghai 1850s-1930s* (Washington, D.C.: New Academia Pub., 2007).

Lane, Frederic C., *Venice, a maritime republic* (Baltimore: Johns Hopkins University Press, 1973).

Lee, Leo Ou-fan, *Shanghai modern: the flowering of a new urban culture in China 1930-1945* (Cambridge, Mass.: Harvard University press, 1999).

Liang, Samuel Y., *Mapping modernity in Shanghai: space, gender, and visual culture in the Sojourners' city, 1853-98* (London: Routledge, 2010).

Marcuse, Peter and Ronald van Kempen (eds.), *Globalizing cities: a new spatial order?* (Oxford: Blackwell, 2000).

Naquin, Susan, *Peking: temples and city life, 1400-1900* (Berkeley: University of California Press, 2000).

Nenzi, Laura, *Excursions in identity: travel and the intersection of place, gender, and status in Edo Japan* (Honolulu: University of Hawai'i Press, 2008).

Norwich, John Julius (ed.), *The great cities in history* (London: Thames & Hudson, 2009).

Rowe, William T., *Hankow: Conflict and Community in a Chinese City, 1796-1895* (Stanford: Stanford University Press, 1989).

Skinner, G. William (ed.), *The City in Late Imperial China* (Stanford: Stanford University Press, 1997).

Taunton, Matthew, *Fictions of the city: Class, culture and mass housing in London and Paris* (Basingstoke: Palgrave Macmillan, 2009).

Turnbull, C. M., *A History of Singapore, 1819-1988* (Singapore: Oxford University Press, 1989, 2nd ed.).

Wang, Di, *Street culture in Chengdu: public space, urban commoners, and local politics, 1870-1930* (Stanford: Stanford University Press, 2003).

Wasserstrom, Jeffrey N., *Global Shanghai, 1850-2010: a history in fragments* (London: Routledge, 2009).

Wong, Siu-Lun, *Emigrant entrepreneurs: Shanghai industrialists in Hong Kong* (Hong Kong: Oxford University Press, 1988).

Xiong, Victor Cunrui, *Sui Tang Chang'an* (Ann Arbor: Center for Chinese Studies, University of Michigan, 2000).

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	CILO 2
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 1 and 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	
PILO 7: Demonstrate an ability to work effectively in a team	CILOs 3 and 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 and 4
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 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