

**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

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| Course Title: | Architecture and Space in Chinese Culture |
| Course Code: | GE1125 |
| 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> | <i>Generally None</i> |
| Exclusive Courses: <i>(Course Code and Title)</i> | NIL |

Part II Course Details

1. Abstract

(A 150-word description about the course)

‘Architecture and Space in Chinese Culture’ is an interdisciplinary course that introduces students to discover different forms, functions and expressions of buildings and spaces in Chinese culture and society from various perspectives of academic fields, including architecture, archaeology, literature and fine art. Encompassing examples from China and other countries of the world, the course will examine different types of buildings from pre-historic age to modern time, with a thematic focus on how architecture relates to society and culture. Students will read literal and philosophical texts, view architectural drawings and images, observe antique objects and artifacts, and look at visual art in order to analyze buildings and spaces historically, philosophically and aesthetically. Through field study, group project and critical writings, students will interact with the actual built environment, to reflect on specific architectural space with reference to political, economic, religious and spiritual concepts.

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 space as aesthetical, philosophical, historical, political, religious and spiritual concepts. | | ✓ | | |
| 2. | Discover the variety of characteristics and meanings in different buildings and urban spaces by using analytical methods. | | | ✓ | |
| 3. | Demonstrate abilities to appreciate the visual, functional and physical transformations that are expressed in our built environment. | | | ✓ | |
| 4. | Employ skills for inter-disciplinary study and field study that are also applicable to other subjects and enquiries. | | | ✓ | |
| 5. | Reflect and re-examine on spatial tradition and culture of China and Hong Kong. | | | ✓ | |
| 6. | Apply acquired knowledge to a more complex and challenged built-society of the contemporary world. | | | ✓ | |
| | | 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 | 5 | 6 | |
| 1. Lectures | To introduce concepts, theories and examples with thematic topics, and to demonstrate methods of cross-cultural and interdisciplinary studies. Students will be assigned to read reference articles before the lecture. Each lecture includes a 10-minute short written question on the lecture topic for students to complete in class. | ✓ | ✓ | ✓ | | | | |
| 2. Tutorials | To instruct, discuss and review assignments and projects of the course. Students are encouraged to ask questions actively. Students are required to make an oral presentation of their case-study in the final session. *By completing all assignments and projects under the instruction of teachers, students will learn interdisciplinary approaches to the subject matters, such as 'Architecture in Archaeology', 'Architecture in Literature' and 'Architecture in Fine Art'. This experience will help students applying same skills and methods in studying other subjects, for example, students studying Chinese History, Chinese Literature and Chinese Art will be obviously beneficial by referring to Chinese Architecture. | | ✓ | ✓ | ✓ | ✓ | | |
| 3. Field Study | Students will team up to visit a built site either in Hong Kong or China under the supervision of the course instructor, in order to learn outside of the classroom. It will help students to develop curiosities about architecture and space in reality. *Students shall investigate what cultural connotations the site contains in particular and how it relates to the modern surroundings socially, by using interdisciplinary point of views. | | | | ✓ | ✓ | | |
| 4. Group Project | Students will team up to do a field-study, a case-study and an oral presentation, so as to learn skills of collaboration and learn from each other. | | ✓ | | | | ✓ | |
| 5. Course Concluding Forum | To summarize and conclude the course with interdisciplinary perspectives. Students are required to express and exchange their questions and reflections on recent issues of our society related to course topics. | | | | | ✓ | ✓ | |

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 | 6 | | |
| Continuous Assessment: 100% | | | | | | | | |
| 1. In-class Performance: Students are required to complete a 10-minute short written question in every lecture, and must complete all assignments in tutorial classes. *Students will get feedback about their short written questions in the next lecture, with grade in 100-point marking format. | ✓ | ✓ | ✓ | | | | 20% | |
| 2. Lecture Topic Research Essay: Students are required to select a lecture-topic-of-research and to study related reference readings, and write a 1500-word essay on the selected topic as a mid-term paper. This is a self-directed learning activity. *Students will get feedback about their essays in week-10 (or before they start to do the case study), with grade in 100-point marking format. | ✓ | ✓ | ✓ | | | | 30% | |
| 3. Case Study Report: Students are required to submit a case-study-report on an architectural site related to the lecture-topic-research by employing skills of interdisciplinary study. This is a group project. *The report shall analyse a specific case from interdisciplinary perspectives as many as possible, and applying theories from 2 different academic fields taught in class will be the minimal requirement. It shall identify the relationship between the physical site and the culture of the local society. It shall address how the case contributes conceptual or practical understandings to recent architectural issues. Proposals or reflections on solutions or problems of urban development in the surroundings are most encouraged. The report may consist of different forms of expression (e.g. visual images, drawings, architectural models, writings or video recordings). * Because the submission of this assignment is at the end of the semester, students normally will not get feedback about their reports. However, students can apply to review the feedback in the next semester. Please see item-6 | | ✓ | | ✓ | ✓ | ✓ | 30% | |

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| below for grading of the report. | | | | | | | | |
| 4. Oral Presentation: Students are required to make an oral presentation of their case-study in class. This is a group project. *Students will get feedback right after their presentations, in the form of verbal comments. | | ✓ | | | | ✓ | 20% | |
| Examination: <u>0</u> % (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. In-class Performance | This part will grade on performance in learning activities. Students are required to attend lectures, tutorials. They have to respond to questions and finish five minute summaries in lectures. They are also required to participate actively in discussions and express their ideas in tutorials. Students have to show their pre-class preparation. | 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 initiate class discussion and comment on other points. • sufficient pre-class preparation and familiarity with assigned readings and other materials. | Limited evidence of <ul style="list-style-type: none"> • active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. • sufficient pre-class preparation and familiarity with assigned readings and other materials. | Marginally satisfies the basic requirements of the participation. | Fail to meet minimum requirements of participation |
| 2. Lecture Topic Research Essay | An individual paper will be developed through the semester on a lecture topic. Teachers will assess students' understanding of reading assignments, writing skills and critical thinking 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 | 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 | 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 | <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; • seriously insufficient/ no reference; • although expression is |

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| | | interpret the opinions effectively; <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. | interpret the opinions effectively; <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. | organized references which can be utilized in accordance with the topic. <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. | | not clear, part of the idea can be identified; over use of existing quotations and relevant research. |
| 3. Case Study Report | A group project will be developed through the semester on a selected case or a site of Chinese architecture. 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 in accordance with | 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 in accordance with | 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 accordance with the topic. • exact and fluent expression, good sense of context, | <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; • seriously insufficient/ no reference; • although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research. |

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| | | <p>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. • teamwork and collaboration. | <p>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. • teamwork and collaboration. | <p>ability to use various writing skills to make the paper convincing with proper diction.</p> <ul style="list-style-type: none"> • teamwork and collaboration. | | |
| 4. Oral Presentation | <p>This assessment will grade on content and fluency of presentation. The group delivering 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 are required to show their abilities to lead the classmates into participating in the discussion.</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 creative comment; • superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. • teamwork and collaboration. | <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 presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. • teamwork and collaboration. | <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 presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. • teamwork and collaboration. | <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; • softly voice, indistinct pronunciation and improper diction, seriously over time. |

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.)

- Subjects: Chinese Architecture, Space, Culture, Society.
Topics: Myths & Symbols, Man & Nature, Public & Private, War & Peace, Religions & Beliefs, Spirits & Traditions, Death & Immortality, Home & Family, Landscape & Paradise, Urbanization & Globalization.
Examples: Settlement in Pre-historic China, Stonehenge, Pyramid, Acropolis, Agora, Forum, Basilica, Amphitheatre, Forbidden City, Champs-Elysees Avenue, Grand Mall, The Great Wall; Athens, Rome, Beijing, Chang'an, Suzhou, Paris, Washington D.C., Hong Kong; Buddhist Monastery, Christian Church, Islamic Mosque; Temple of Heaven, Ancestral Hall, Confucius Memorial, Mausoleum, Tomb; Courtyard House, Landscape Garden, Shopping Malls in Hong Kong.
Cultures: Pre-historic, Pre-modern, Modern, Post-modern; China, Egypt, Ancient Greek and Rome, Maya, Incas, Aztecs; Buddhism and Zen, Daoism, Confucianism, Christianity, Islamic.
Concepts: Polis, City, Republic, Defence System, Borderland Development, Sanctity, Secularity, Heaven, Ancestor, Rite, Ritual, Clan, Kinship, Loyalty, Filial Piety, Fengshui, Burial Tradition, Residence, Marriage, Gender, Seniority, Ethic, Seclusion, Retreat, Industrialization, Capitalism, Consumerism.
Activities: Lecture, Tutorial, Field Study, Group Project, Forum.
Assignments: Reading, Lecture Topic Research Essay, Case Study Report, Oral Presentation.

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.)

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| 1 | Liang Ssu-ch'eng, <i>A Pictorial History of Chinese Architecture</i> (Cambridge: MIT Press, 1984) |
| 2 | David Baker (ed.), Jacques Gernet (fwd.), <i>The Great Wall</i> (London: Michael Joseph Ltd., 1982) |
| 3 | Ronald G. Knapp and Kai-Yi Lo (ed.), <i>House, Home, Family</i> (Honolulu: University of Hawaii Press, 2005) |
| 4 | Alfreda Murck, Wen Fong, <i>A Chinese Garden Court</i> (New York: Metropolitan Museum of Art, 1985) |

2.2 Additional Readings

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

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| 1 | Yu, Zhuoyun, <i>Palaces of the Forbidden City</i> (New York: Viking, 1984) |
| 2 | Wang Boyang, <i>Imperial Mausoleums and Tombs</i> (Wien/New York: Springer, 1998) |
| 3 | Sun Dazhang, <i>Ritual and Ceremonious Buildings</i> (Wien: Springer-Verlag, 2002) |
| 4 | Yuheng Bao, <i>Buddhist Art and Architecture of China</i> (Lewiston: Edwin Mellen Press, 2004) |
| 5 | Mimi Lobell, <i>Spatial Archetypes</i> ("ReVision", Sebastopol: ReVision Publishing, vol.6, No.2, Fall 1983) |
| 6 | Charlie Xue, <i>Building a Revolution: Chinese architecture since 1980</i> (Hong Kong: Hong Kong University Press, 2006) |
| 7 | 樓慶西著《中國古建築二十講》(北京:生活·讀書·新知三聯書店, 2001) |
| 8 | 王其鈞著《中國民居三十講》(北京:中國建築工業出版社, 2005) |
| 9 | 薛求理《全球化衝擊:海外建築設計在中國》(上海:同濟大學出版社, 2006) |
| 10 | 鍾華楠《城市化危機》(香港:商務印書館有限公司, 2008) |

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 | CILOs 1: Students are required to select a lecture-topic-research and to study related reference readings individually. CILOs 4: Students are required to investigate and to discover facts and truth in the field-study by themselves. |
| PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology | CILOs 2, 4: Students are required to do a case-study on a built site related to the lecture-topic-research by employing skills of inter-disciplinary study. |
| PILO 3: Demonstrate critical thinking skills | CILOs 2, 5, 6: Students are required to ask questions which relate to the course subject and to discuss such questions between each other in the course-concluding-forum . |
| PILO 4: Interpret information and numerical data | |
| PILO 5: Produce structured, well-organised and fluent text | CILOs 1, 2, 3: Students are required to write a 1500-word essay on the lecture-topic-of-research as a mid-term paper . |
| PILO 6: Demonstrate effective oral communication skills | CILOs 5: Students are required to make an oral presentation of their case-studies in class. |
| PILO 7: Demonstrate an ability to work effectively in a team | CILOs 4: Students are required to team up and work together in the field-study , the case-study , and the oral presentation . |
| PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues | CILOs 5: The approach of this course is comparative study (China vs. World and prehistoric vs. modern) and students are required to do a case-study on a built site either in Hong Kong or China , and they are encouraged to compare with cases from other cultures in the world . |
| PILO 9: Value ethical and socially responsible actions | CILOs 6: After the study of this course, students are able to behave how to identify, respect, participate, act, interact and respond to particular social spaces ethically. |
| PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation | CILOs 1, 2, 5: Students are trained to examine existing buildings and spaces from different perspectives and multiple disciplines. They will show their interests and curiosities in discovery of cultural values and social meanings of our built environment, by completing the case-study-report on a site chosen by students themselves. |

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 |
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| <p>Case Study Report: Students are required to submit a case-study-report on a built site related to the lecture-topic-research by employing skills of inter-disciplinary study. This is a group project.</p> |