

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: | Social History of China |
| Course Code: | CAH2864 |
| Course Duration: | 1 Semester |
| Credit Units: | 3 |
| Level: | B2 |
| Proposed Area: <i>(for GE courses only)</i> | <input 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 supplemented by Chinese |
| 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)

This course explores broader but deeper explanations to the history of Chinese society. The goal of the course is to provide students with the advanced and substantial knowledge of various important topics that together present a very significant picture of the Chinese society, for example, social structure, urbanization and commerce; gender; family and kinship; education and examination system, as well as religion and ritual. One or two topics will be chosen for intensive study. An important emphasis of this course is to help students develop critical thinking, analytical expertise, and skills in assessing historical source materials, presentation and writing. By the end of the semester, students will be able to examine and reflect how the past society continues to influence and shape today's 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. | Recognise the key themes in the history of Chinese society | 25% | √ | | |
| 2. | Examine the current academic works and related research methods with a critical perspective | 25% | √ | √ | √ |
| 3. | Apply the major theories of Chinese social history to interpret the development of the Chinese Society | 25% | √ | | |
| 4. | Reflect the major arguments and viewpoints of various prominent historians | 25% | √ | | |
| | | 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 | | | | |
| Lecture | The lectures provide an overview on the topic each week. Primary source readings, audio-visual presentation, methodological issues and comparative approaches will be conducted in class. Students should offer university-level comments and work with all activities and assignments. | √ | √ | √ | | | | |
| Tutorial | Each student will deliver an oral presentation. Students should read, and organise the assigned or self-selected readings that relate to their research project. The audience should give comments and responses to the presenter. Oral presentation and discussion aim to assess students' critical thinking, analytical skills and understanding of different issues. | √ | √ | √ | | | | |
| Research Project | Student will form into small group and accomplish a research project. The sketch of the project should be presented in tutorial; while the writing report should be submitted after the oral presentation. The research project can evaluate students' writing skills and the ability to use primary and secondary source materials. It can also reflect the student's capacity of applying theories to the understanding of actual society. | √ | √ | √ | | | | |

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: 70% | | | | | | | | |
| Participation in Learning Activities: students need to answer the questions posed by the teacher and summarize the course contents at the end of the class. Students are expected to list the important concepts discussed of the lesson and | √ | √ | √ | | | | 10% | |

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| write a detail. They are required to engage in class discussions and appropriately lead the discussions if possible. They should offer comments based on historical facts and analysis. | | | | | | | | |
| Oral presentation | √ | √ | √ | | | | 20% | |
| Research Project | √ | √ | √ | | | | 40% | |
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| Examination: 30% (duration: 2 hours) | | | | | | | | |
| * 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. Participation in Learning Activities | This assessment will grade on performance in learning activities. | <p>Strong evidence of:</p> <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 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, listening comprehension, ability to participate 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. Oral Presentation | 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, | <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 | <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, | <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 | <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; | <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 |

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| | integration, analysis of the resources. They are required to lead the classmates into participating in the discussion. | composition; <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management | balanced composition; <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management | composition; <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management | <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. | organization, without distinct primary and secondary structure; <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time. |
| 3. Research Project | This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse. | 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- | 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 | <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 | <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 |

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| | | <p>cut subject, distinct themes, ability to interpret the opinions 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>interpret the opinions 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>interpret the opinions 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>personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. | <p>references, no personal idea and/ or unreasonable comment;</p> <ul style="list-style-type: none"> • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research. |
| 4. Examination | <p>An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.</p> | <ul style="list-style-type: none"> • Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and | <ul style="list-style-type: none"> • Good command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression | <ul style="list-style-type: none"> • Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history. • Understanding of concepts and key ideas and connections between them • Innovative ideas with less convincing demonstration | <ul style="list-style-type: none"> • Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history. • Fair understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration | <ul style="list-style-type: none"> • Failure to show knowledge, skills and understanding in lectures of ancient Chinese history. • Poor understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration |

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| | | organized expression | | | | |
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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.)

Social history controversy, social structure, social-cultural values, Tang-Sung transformation, clans and lineage, kinships, marriage and family, gender, urbanization, capitalism, modernization, population and demography, examination system, social mobility, peasant revolutions.

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

Lloyd Eastman, *Family, Fields and Ancestors: Constancy and Change in China's Social and Economic History, 1550-1949*, Oxford: Oxford University Press, 1988.

Benjamin Elman, *Civil Examinations and Meritocracy in Late Imperial China*, Cambridge: Harvard University Press, 2013.

2.2 Additional Readings

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

Li Feng, *Early China: A Social and Cultural History*, Cambridge: Cambridge University Press, 2013.

Joseph McDermott, *A Social History of the Chinese Book: Books and Literati Culture in Late Imperial China*, Hong Kong: Hong Kong University Press, 2006.

Zang Xiaowei (ed), *Understanding Chinese Society*, London: Routledge, 2011.