

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Summer Term 2019

Part I Course Overview

Course Title: Discovering China from a Global Perspective

Course Code: CAH2399

Course Duration: 1 Semester

Credit Units: 3 credits

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

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)

The purpose of this course is to enhance students' professional knowledge and analytical skills in Chinese culture, history and society through a 28-day or above field trips, on-site teaching and learning. Students are expected to make use of the historical perspective as the starting point and take place in the 4-week field trip to explore various aspects of Chinese culture. A variety of topics in Chinese studies will be involved, such as ancient Chinese documentary, archaeology, art, religion, cities, architecture, literature, historical figures, literature, cultural heritage, the Silk Road Economic Belt and the 21st-Century Maritime Silk Road (B&R).

This course is conducted under experiential learning module. It comprises two components: experiential learning and professional onsite teaching. For experiential learning, students have the opportunity to come into direct contact with the relics and cultural heritages at the historical sites. The 4-week field investigation provides them with an appropriate learning environment to absorb the significance of cultural connotation and cultural exchange which are related to their learning. Where possible, they can have the opportunity to experience the cultural activities such as ancient arts performance, ancient pottery making, archaeological excavations, etc. For professional onsite teaching, the instructors will guide the students and discuss the theme of the course during the field trip which will help further strengthen our teaching concepts. Instructors will coordinate with the students to set the objectives, methods and expectations of the field trip and reflect on how the results of the investigation can be used effectively in the group project. The onsite teaching enables students to have a more holistic understanding on the relationships between the historical and present aspects of cultural development. This course also allows students to examine cultural interactions between China and the global world from the Han dynasty to present, so as to explore the development and interactions of world cultures and its cultural exchange through discovery learning.

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	Demonstrate knowledge of significant events, prominent figures and primary historical materials in the history of ancient China.	25%	√	√	
2	Increase global awareness through examining critically crucial issues related to the cultural interactions and the cultural exchange in China from the Han dynasty until the present day.	25%	√	√	
3	Evaluate and reflect on the values of conservation and inheritance of Chinese relics in global perspectives.	25%		√	√
4	Apply the field study approaches learnt from site visit to conduct a small-scale research on Chinese culture.	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	4	
Lectures	Lecturing on selected topics, case analysis, issues pertaining to the visiting sites. Lectures are mostly conducted at the local Universities.	√	√	√		14 hours / trip
Tutorials	Group discussions, oral presentations, class exercises, debate, role simulations, individual observation and sharing.	√	√	√		7 hours / trip
Field Study	On-site investigation, museums visit, documents searching, interviewing local people, scenes recording.	√	√	√	√	At least 28 Days

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. Participation and performance in class and site visit		√	√		10%	Students are required to contribute to in-class or on-site discussion, and give feedback on the group presentation. They also need to respond to questions during lectures and site visits. Students must complete the worksheets and class exercises, and hand in the coursework at a designated time.
2. Individual reflective reports	√	√	√		40% (20%, 20%)	Students are required to submit 2 individual reflective reports during and after the trip. In the first report (20%), they should determine the scope of required information and address the related issues about the objects or the site. They also need to provide suggested scheme(s) or plan(s) of action such as interview local people, conduct oral history interview, search for evidence, in order to elaborate and explain what they have found. Feedback from teachers will be

						<p>given during the trip. The first report will act as a formative assessment with 1500-2000 words.</p> <p>In the second report (20%), students are required to describe and analyse their arguments by making use of their findings and information collected. They also need to conduct a self-evaluation. The second report will act as a summative assessment with 2000-2500 words.</p> <p>In this AT, students must present their discovery and inspiration through the scene and the trip experienced, and then prepare well-structured and well-organised reports with creativity. This AT will be an element of constructivism of the pedagogy and stimulate students' ability on self-directed learning and self-discovery.</p>
3. Group Project	√	√	√	√	50% (20%,30%)	<p>The Group project consist of two parts:</p> <ol style="list-style-type: none"> 1. Group presentation (20%) Students will be divided into several small groups to examine the cultural, historical and social issues about the sites through group presentations after the visits. In the presentation, students will be required to present their investigation on a subject matter of the sites. Students should also prepare a plan on how they will apply their knowledge to practice through video production. 2. Discovery video (30%) Students are required to produce a fieldwork video to present their observations and findings emphasising the areas of discovery / innovation / creativity. The video should be developed in reference to students' observations on highlighted issues during the trips and their verbal

						<p>introduction, analysis and commentaries on different types of objects for investigation such as historical remains, relics, stone and ancient bronze objects, or the ancient social culture reflected in the site. The video should last for 20-25 minutes, and be uploaded to a designated platform, which will be accessible to CAH students for idea and experience sharing. (Depending on the actual resources allocated, exhibition, website, or small-scale publishing of students' works may be conducted in order to fully utilise the knowledge to contribute to the community.)</p>
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. Participation and performance in class and site visit (10%)	Engagement on participation in class and site visit. The quality of teamwork.	Strong evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Some evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Limited evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Marginally satisfies the criterion. Low engagement on participation in class and site visit. Limited participation in teamwork.	Does not meet the standard of criterion.
2. Individual reflective reports (40%)	Reflection on the lecture, tutorial or field study. The ability to describe the key points of what they have learnt. The incentive to indicate incomprehensible issues.	Strong evidence of active reflection on the lecture, tutorial or field study, very clear description of key points, concrete indication of incomprehensible issues.	Fair reflection on the lecture, tutorial or field study, clear description of some crucial points, concrete indication of incomprehensible issues.	Limited reflection on the lecture, tutorial or field study, limited description of some crucial points, limited indication of incomprehensible issues.	Reflect on the lecture, tutorial or field study, very limitedly, poor description of learning contents, limited indication of incomprehensible issues.	Does not meet the standard of criterion.
3. Group Project (50%)	<p>For the group presentation:</p> <p>Participation in group work, the quality of presentation content, analysis and organization, presentation skills, expression and time-management.</p> <p>For the discovery video:</p>	<p>For the group presentation:</p> <p>Excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition;</p>	<p>For the group presentation:</p> <p>Accurate and comprehensive description of material, rich contents, good understanding. Well-structured, good arguments, well-reasoned. Clear pronunciation,</p>	<p>For the group presentation:</p> <p>Accurate description of material, satisfactory contents, some misunderstandings. Structured and fair arguments. Pronunciation is not accurate, voice and body language are</p>	<p>For the group presentation:</p> <p>Fail to describe the material accuracy, contents are not well-structured. Poor arguments. Pronunciation is not accuracy, voice and body language are not well-balanced. Lack of time management.</p>	Does not meet the standard of criterion.

	<p>Degree on integrating new information with old knowledge into new knowledge, the quality of contents, the structure in presentation of the project.</p>	<p>critical analysis, convincing statement and creative comment; superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</p> <p>For the discovery video:</p> <p>Able to integrate new learning with old knowledge and can thus create new knowledge. Rich contents of project, ability to sift useful information, and distinguish primary from secondary materials, able to apply and develop. Ability to integrate new concepts into the knowledge base and values, leading to refreshing the topic, full of inspiration. Structure of the</p>	<p>voice and body language are well-balanced. Natural posture, good time management.</p> <p>For the discovery video:</p> <p>Able to integrate limited new learning with old knowledge and can create some new knowledge. Satisfactory contents of project, ability to sift information, and distinguish primary from secondary materials. Ability to integrate learnt concepts into the knowledge base and values. Structure of the video is compact, and well-organized, concepts are clear and comprehensive, logical link to topic, well-supported arguments.</p>	<p>not well-balanced. Poor time management.</p> <p>For the discovery video:</p> <p>Fair contents of project, sometimes can sift information, can rarely distinguish primary from secondary materials. Limited ability to integrate learnt concepts into the knowledge base and values. Structure of the video is well-organized, concepts are clear, satisfactory quality of arguments. Reference works are sometimes useful to the topic.</p> <p>Shows fair participation in group learning activities, Display limited spirit of group collaboration. Accurate description, fluent presentation with some unclear contents.</p>	<p>For the discovery video:</p> <p>Fair contents of project, not able to sift information and distinguish primary from secondary materials. Limited ability to integrate learnt concepts into the knowledge base and values. Structure of the video is not well-organized, concepts are unclear, poor arguments. Reference works are irrelevant to the topic. Poor presentation of the project. Poor participation in group learning activities, cannot display spirit of group collaboration.</p>	
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		<p>video is compact, well-organized and coherent, concepts are clear and comprehensive, logical link to topic, with prominent core, well-supported arguments.</p> <p>Reference works are comprehensive and supplementary to the topic.</p> <p>Accurate description, fluent presentation, strong linguistic awareness, able to use various kinds of techniques to make the contents more convincing.</p> <p>Shows highly active participation in group learning activities, displays spirit of group collaboration.</p>	<p>Reference works are useful to the topic. Accurate description, fluent presentation, able to use various kinds of techniques to make the contents more convincing.</p> <p>Shows active participation in group learning activities, displays spirit of group collaboration.</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.)

Historical relics, cultural heritage, Chinese history, globalisation, discovery and actively learning, site investigation, field study, experiential learning.

2. Recommended Reading

(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. 《二十四史》，北京：中華書局，1997。
2. 石雲濤，《三至六世紀絲綢之路的變遷》。北京：文化藝術出版社，2007。
3. 阮煒，《文明的表現：對 5000 年人類文明的評估》。北京：北京大學出版社，2001。
4. 林健忠等，《「一帶一路」與香港》。香港：三聯書店香港有限公司，2016。
5. 林梅村，《松漠之間：考古新發現所見中外文化交流》。北京：三聯書店，2007。
6. 謝弗：《唐代的外來文明》，北京：中國社會科學出版社，1995。
7. 羅天佑，梁操雅，《實地考察探究：理論與實踐》。香港：學術專業圖書中心，2011。
8. Barnes, Linda L. *Needles, herbs, gods, and ghosts : China, healing, and the West to 1848*. Cambridge, Mass. : Harvard University Press, 2005.
9. *Chinese Heritage in the Making*. Amsterdam University Press, 2018.
10. Jeffrey N. Wasserstrom, *Twentieth-Century China: New Approaches*. London: Taylor and Francis, 2013.
11. Jia Jinhua, *Gender, Power, and Talent - The Journey of Daoist Priestesses in Tang China*. New York; Chichester, West Sussex: Columbia University Press, 2018.
12. Lim Tai-Wei, Tseng Katherine Hui-Yi, Lim Wen Xin, *China's One Belt One Road Initiative*, London: Imperial College Press, 2016.
13. Remler Dahlia K. Van Ryzin, Gregg Gerard, *Research methods in practice : strategies for description and causation*. Los Angeles : SAGE, 2015.