City University of Hong Kong
Course Syllabus

offered by College/School/Department of Chinese and History
with effect from Summer 2023

Part I Course Overview

Course Title:	Chinese Civilisation – History and Philosophy
Course Code:	GE1501
Course Duration:	One Semester
Credit Units:	3
Level:	A1, B1
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	Chinese (Cantonese/Putonghua) for the Chinese session and English for the English session for the non-local and non-Chinese speaking students.
Medium of Assessment:	Chinese for the Chinese session and English for the English session
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 will critically examine Chinese historical themes and philosophical concepts from various perspectives. All learning activities, including large-class lectures, discussions, and an online platform, will cover selected topics of Chinese history and philosophy. By learning selected topics, students will be able to appreciate individual-society-state relationships; and hence to develop a sense of civility. These central themes will run through the course as the main thread in order to foster a better understanding of Chinese nation and state building from antiquity to the present.

The discussions in all TLAs will touch on the real-life issues to connect the past with the present. In addition to reading texts, multimedia (such as film, music, visual arts, Websites etc.) is employed and fieldtrips are coordinated to keep afresh the experience of learning Chinese civilisation.

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.	Illustrate key events and the three central themes in Chinese history and philosophy;			√	
2.	Demonstrate fundamental knowledge of relevant Chinese historical and documentary sources;			√	
3.	Apply historical and philosophical knowledge, wisdom and perspectives to reflect on current issues;		√	√	
4.	Examine critically selected historical and contemporary issues concerning nation building and national security in a wider sense;			√	√
5.	Develop a sense of civility by rethinking the impact of Chinese civilisations on modern world.		√		√
	** If weighting is assigned to CILOs, they should add up to 100%.*	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	
1. Large Class Learning Activities	Large class learning activities on facts, ideas, themes, theories and research findings are designed to (a). illustrate key events and the three central themes in Chinese history and philosophy; (b). discuss fundamental knowledge of relevant Chinese historical and documentary sources; (c). examine critically the overall historical themes and philosophical concepts. Interactive classroom activities and class works will be involved. Multimedia tools such as film, online video, TV show, music, Websites etc. will be used in teaching if necessary. This activity will develop a strong sense of curiosity.	√	√	√	√	√	
2. Readings	Chapters, articles and supplementary materials on special topics of Chinese history and philosophy.	√	√			√	

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___%							
1. 3 In-class quizzes (only the two quizzes with the highest marks will be counted; each carries 20%) Demonstrate an understanding of Chinese history and philosophy. Test comprehension and retention of lecture content. Marks will be evenly distributed among the quizzes.	√	√				40%	
2. Discussion To cultivate active thinking among students, there will be guided discussion in class, through which students			√	√	√	15%	

develop the ability to apply knowledge and perspectives to reflect on current issues, and develop a sense of civility.							
3. <u>Research project</u> Written essay in 1500-2000 words for each student on a selected topic related to historical themes and philosophical concepts.		√		√	√	45%	
Examination: __0__% (duration: ---)							
** The weightings should add up to 100%.*						100%	

Compulsory Course Requirement

Quiz on national security education				√		Students must pass the quiz in order to complete this course.

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. 3 In-class quizzes (40%)	• Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter; • Ability to interpret independent opinions effectively and efficiently.	• Strong evidence of: • Positive listening, ability to stimulate class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with peer reports and other materials	Some evidence of: • Positive listening, ability to initiate class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with peer reports and other materials.	Limited evidence of: • 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 class discussion and comment on other points.	Fail to meet minimum requirements of class discussion and comment on other points.
2. Discussion (15%)	• Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Ability to give feedback on fellow students' presentations.	Strong evidence of: • 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 themes,	Some evidence of: • 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,	Limited evidence of: • 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 themes,	• 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	• 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

		ability to interpret the opinions effectively; Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.	clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.	ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.	references, provide some reasonable personal comments, but no clear demonstration; • Ability to respond to other comments in simple terms.	personal idea and comment, or providing unreasonable comment; • Inability to respond to others, devoid of content and unclear comment.
3. Research project (45%)	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: • 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,	Some evidence of: • 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,	Limited evidence of: • 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	• 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	• 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;

		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, ability to use various writing skills to make the paper convincing with proper diction.	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, ability to use various writing skills to make the paper convincing with proper diction.	the opinions effectively; • 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.	reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable.	• Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Assessment Task	Criterion	Pass	Failure			Remarks
Quiz on national security education	• Ability to demonstrate an understanding of the National Security Law, bioethics, and professional ethics.	• 60% or above of questions are correct	• Below 60% of questions are correct			If failed the quiz, students must retake the quiz until pass in order to complete the course.

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.)

Aesthetics, Agriculture, Arts, Asian countries, Bioethics, Buddhism, China, Chinese Civilisation, Civil Examination System, Clan, Commerce, Confucianism, Daoism, Dynastic Cycle, Ethnicity, Family, Gender, History, Intellectual Foundations, Intelligentsia, Language, Lineage, Literature, Local and Regional History, Medicine, Music, National Security Law, Operas, Philosophy, Political Institution, Power Structure, Professional Ethics, Science, Technology, World

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.)

- 蘇秉琦：《中國文明起源新探》，北京：三聯出版社，1999。
- 余英時：《中國文化史通釋》，香港：牛津大學出版社，2010。
- Hsu Cho-yun. *China: A New Cultural History*, translated by Timothy D. Baker, Jr. and Michael S. Duke. New York: Columbia University Press, 2012.

*The Chinese publications are for Chinese sessions while the English publication is for English sessions.

2.2 Additional Readings

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

- 孫康宜、宇文所安主編，劉倩等譯：《劍橋中國文學史》上下冊，北京：三聯，2013。
- 葛兆光：《何為中國？疆域、民族、文化與歷史》，香港：牛津大學，2014。
- 劉永華編：《中國社會文化史讀本》，北京：北京大學出版社，2011。
- Endymion Wilkinson. *Chinese History: A New Manual*, Fifth edition. Cambridge, MA: Endymion Wilkinson, c/o Harvard University Asia Center, 2018.
- Patricia Buckley Ebrey. *The Cambridge Illustrated History of China*, 2nd edition. Cambridge: Cambridge University Press, 2010.
- Valerie Hansen. *The Open Empire: A History of China to 1800*. New York: W.W. Norton & Company, 2015.
- Xingpei Yuan 袁行霈 et al. (eds.). *The History of Chinese Civilisation*, 4 vols., translated by David R. Knechtges. Cambridge: Cambridge University Press, 2012.

*The Chinese publications are for Chinese sessions while the English publications are for English sessions.

2.3 Required Readings for the Quiz on National Security Education

1. Bioethics: A comparative cultural study on Western individualism and Chinese familism
Fan, R. (2002). Reconsidering surrogate decision making: Aristotelianism and Confucianism on ideal human relations. *Philosophy East and West*, 52.3, 346-372.
2. Types of security: national, economic, network, environmental/sustainable
Kirshner, J. (2013). *Globalization and National Security*. Routledge, 1-34.
3. Respect, responsibility, gratitude
Chan, S. Y. (2006). The Confucian notion of Jing (respect). *Philosophy East and West*, 229-252.
4. Constitution of the People's Republic of China, at:
https://www.elegislation.gov.hk/doc/hk/a406/eng_translation_(a406)_en.pdf;

5. The Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China, at:
https://www.basiclaw.gov.hk/en/basiclaw/index.html;
6. The Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region, at:
https://www.elegislation.gov.hk/doc/hk/a406/eng_translation_(a406)_en.pdf;

Annex
(for GE courses only)

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, 2
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 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	CILO 3
PILO 7: Demonstrate an ability to work effectively in a team	CILO 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, 2, 3, 4, 5
PILO 9: Value ethical and socially responsible actions	CILO 1
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 3, 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
Research Project