

# CAH3534: LINGNAN'S CULTURE AND HERITAGE

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Lingnan's Culture and Heritage

### Subject Code

CAH - Chinese and History

### Course Number

3534

### Academic Unit

Chinese and History (CAH)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

CTL3534 Lingnan's Cultural Traditions and Heritage

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to provide students with a fundamental knowledge of Lingnan's cultural traditions and heritage in such areas as painting, music, opera, drama, religion, architecture, horticulture, and cuisine, which have historical, aesthetic,

archaeological, scientific, ethnological and/or anthropological value. This course also helps students to discover the interdisciplinary nature of cultural and historical analysis and aids their development of such analytical techniques.

### Course Intended Learning Outcomes (CILOs)

| CILOs |   | Weighting (if DEC-A1 DEC-A2 DEC-A3 app.) |   |   |
|-------|---|--|---|---|
| 1     | Describe the distinctive features of Lingnan' s cultural traditions and heritage in such areas as painting, music, opera, drama, religion, architecture, horticulture, and cuisine;             |  |   | x |
| 2     | Discover and analyze the significant features of Lingnan' s cultural traditions and heritage in such areas as painting, music, opera, drama, religion, architecture, horticulture, and cuisine; |  |   | x |
| 3     | Reflect critically on the cultural and historical meanings of selected areas of cultural traditions and heritage:   |  | x |   |
| 4     | Discuss the contexts for the development of a Lingnan culture vis-a-vis the main traditions of Chinese culture and other regional cultural traditions and heritage.                             |  |   | x |

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

| TLAs | Brief Description   | CILO No.   | Hours/week (if applicable) |
|------|---|------------|----------------------------|
| 1    | Get familiar with Lingnan' s cultural traditions and heritage through lectures, films and fieldtrips. | 1          |                            |
| 2    | Extend the knowledge of Lingnan' s cultural traditions and heritage through journal writing.          | 2, 3       |                            |
| 3    | Review the concepts via test.   | 1, 2, 3, 4 |                            |
| 4    | Read documents and exchange ideas in tutorial sessions.   | 1, 2, 3, 4 |                            |

**Assessment Tasks / Activities (ATs)**

|   | <b>ATs</b>                      | <b>CILO No.</b> | <b>Weighting (%)</b> | <b>Remarks (e.g. Parameter for GenAI use)</b> |
|---|---------------------------------|-----------------|----------------------|---|
| 1 | Written Assignment              | 1, 2, 3, 4      | 30                   |   |
| 2 | Presentation and written report | 1, 2, 3, 4      | 30                   |   |
| 3 | Test                            | 1, 2, 3, 4      | 30                   |   |
| 4 | Participation                   | 1, 2, 3, 4      | 10                   |   |

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Written Assignment

**Criterion**

As an indicator reflecting students' participation and attentiveness during field site visits. Grade on contents, organization and fluency of writing.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

**Good (B+, B, B-)**

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

**Fair (C+, C, C-)**

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

**Marginal (D)**

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

**Failure (F)**

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

**Assessment Task**

Presentation and written report

**Criterion**

Grade on selection of topics, collection and uses of primary and secondary source materials, creativity in presentation, as well as contents, organizations and fluency of written reports.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

**Good (B+, B, B-)**

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

**Fair (C+, C, C-)**

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

**Marginal (D)**

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

**Failure (F)**

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

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**Assessment Task**

Test

**Criterion**

Grade on students' comprehension of assigned readings.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

**Good (B+, B, B-)**

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

**Fair (C+, C, C-)**

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

**Marginal (D)**

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

**Failure (F)**

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

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**Assessment Task**

Participation

**Criterion**

Grade on active participation in learning activities in both lectures and tutorials.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

**Good (B+, B, B-)**

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.

**Fair (C+, C, C-)**

Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.

**Marginal (D)**

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.

**Failure (F)**

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

## Part III Other Information

### Keyword Syllabus

Lingnan culture, Lingnan School of painting, Music in Lingnan, Cantonese Opera, Chiu Chow Opera, Architecture in Lingnan, the Ancestral Temple in Lingnan, Cuisine in Lingnan, Kungfu Tea, Religion in Lingnan, Regional cultural traditions and heritage, China's main cultural traditions.

### Reading List

#### Compulsory Readings

|    | Title   |
|----|---|
| 1  | Edward Hetzel Schafer, <i>The Vermilion Bird: Tang Images of the South</i> , Floating Worlds Editions 2008 (1st edition 1967), pp. 1-17.  |
| 2  | Valery M. Garrett, <i>Heaven is high, the emperor far away: Merchants and Mandarins in old Canton</i> , Oxford, New York: Oxford University Press, 2002, Ch. 1 and 3.   |
| 3  | Carl L. Crossman, <i>The Decorative arts of the China trade: paintings, furnishings, and exotic curiosities</i> , Woodbridge, Suffolk: Antique Collectors' Club, 1991, "Introduction" .   |
| 4  | Kingsley Bolton, <i>Chinese Englishes: a sociolinguistic history</i> Cambridge; New York: Cambridge University Press, 2003, pp. 146-196.  |
| 5  | Sidney C. H. Cheung, "The Invention of Delicacy: Cantonese Food in Yokohama Chinatown" , in David Y. H. Wu and Sidney C.H. Cheung (eds.), <i>The Globalization of Chinese Food</i> , Honolulu: University of Hawaii Press, 2002, Ch. 10.                        |
| 6  | Ralph Croizier, <i>Art and revolution in modern China: the Lingnan (Cantonese) school of painting, 1906-1951</i> , Berkeley: University of California Press, 1988, pp. 88-106 ( "The Lingnan School: Style and Content" ).                                      |
| 7  | May Bo Ching, "Classifying Peoples: Ethnic Politics in Late Qing Native-Place Textbooks and Gazetteers" , in Tze-ki Hon and Robert Culp (eds.), <i>The Politics of Historical Production in Late Qing and Republican China</i> , Leiden: Brill, 2007, pp. 55-77 |
| 8  | Sau Y. Chan, <i>Improvisation in a ritual context: the music of Cantonese opera</i> , Hong Kong: Chinese University Press, 1991, pp. 89-137.  |
| 9  | Michael Tsin, "Canton Remapped" , in Joseph Esherick (ed.), <i>Remaking the Chinese city: modernity and national identity, 1900-1950</i> , Honolulu, University of Hawaii Press, 2000, Ch. 2.   |
| 10 | Matthew Turner, <i>Made in Hong Kong: A History of Export Design in Hong Kong 1900-1960</i> , Hong Kong: Hong Kong Museum of History, 1988, pp. 7-15.   |

**Additional Readings**

|   | Title   |
|---|---|
| 1 | Garrett, Valery. Traditional Chinese clothing: in Hong Kong and South China 1840-1980, Hong Kong: Oxford University Press, 1987.  |
| 2 | Howard, David. A tale of three cities: Canton, Shanghai & Hong Kong: three centuries of Sino-British trade in the decorative arts, London: Sotheby' s, 1997.  |
| 3 | Jacobson, Dawn. Chinoiserie, Hong Kong: Phaidon Press Ltd., 1993,   |
| 4 | Ruan Huaduan, "Traditional Crafts of Guangdong Province" , in Gems from the South: Traditional Crafts of Guangdong Province, Hong Kong: University Museum and Art Gallery, the University of Hong Kong, 2002. |
| 5 | Schiffer, Herbert. China for America: export porcelain of the 18th and 19th centuries, Schiffer Publicatoin Co., 1980.  |
| 6 | Ting, Joseph S. P. (ed.). The Maritime Silk Route: 2000 Years of trade on the South China Sea, Hong Kong: Urban Council of Hong Kong, 1996.   |
| 7 | Van Dyke, Paul. The Canton trade: life and enterprise on the China coast, 1700-1845, Hong Kong: Hong Kong University Press, 2005.   |
| 8 | Online Resources: <a href="http://www.lingnanart.com/lingnan-master-ch.htm">http://www.lingnanart.com/lingnan-master-ch.htm</a>   |