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| Subject Offering Department | Department of Chinese Culture |
| Subject Code | CC 214 |
| Subject Title | Aspects of Chinese Culture 中國文化面面觀 |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite / Co-requisite/ Exclusion | Nil |
| Instructor | |
| Medium of Instruction | English |
| Objectives | This subject provides students with little or no formal training in the studies about China a broad overview of various aspects of its culture that are essential to the understanding of Chinese way of life. The subject will cover major schools of thoughts, the ideal and reality of life in the spiritual and material dimensions, and the practices of the elites as well as the ordinary people from the traditional to the modern period in China. Special attention will be given to those aspects of Chinese culture that not only exert a long-lasting influence within China but also in the international realm. |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. understand the cultural forces that shape the daily practice of Chinese people b. discuss intelligently the development of Chinese culture c. comprehend the role Chinese culture plays in the advancement of human civilization d. compare in an informed way the difference between Chinese culture and other cultures |
| Subject Synopsis/ Indicative Syllabus | Major topics to be covered Historical overview Confucianism and Other schools of philosophy Family and Lineage Medicine and Healing Food and Cuisine Material Culture The Modern Period Chinese cultural interactions with the world |

| Teaching/Learning Methodology | The teacher will make use of the lectures to introduce the main points of the subject material, while students will discuss in tutorials at great length the key issues covered in the lectures. Students will give small group presentations on assigned topics to deepen their understanding of the course materials. A field-trip to a site of cultural significance will allow students to observe first hand culture in practice. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|---|---|---|----------|-----------------------------------|-------------|--|--|--|--|--|--|---|---|---|---|---|--|-----------------|-----|---|---|---|---|--|--|----------------|-----|---|---|---|---|--|--|-------------------|-----|---|---|---|---|--|--|-------|-------|--|--|--|--|--|--|
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr> <tr> <th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th></th></tr> </thead> <tbody> <tr> <td>Occasional quiz</td><td>30%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td></tr> <tr> <td>2 Short papers</td><td>40%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td></tr> <tr> <td>Final examination</td><td>30%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td><td></td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="6"></td></tr> </tbody> </table> | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | | Occasional quiz | 30% | √ | √ | √ | √ | | | 2 Short papers | 40% | √ | √ | √ | √ | | | Final examination | 30% | √ | √ | √ | √ | | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Occasional quiz | 30% | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Short papers | 40% | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final examination | 30% | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ lectures | | | | | | 26 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ tutorials | | | | | | 13 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Reading | | | | | | 40 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Writing | | | | | | 30 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ▪ Preparation for presentations | | | | | | 10 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total student study effort | | | | | | 119 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Reading List and References</p> | <p>Selected sections of the following:</p> <ol style="list-style-type: none"> 1. Anderson, E.N. <i>The Food of China</i>, New Haven: Yale University Press, 1988. 2. Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge: Cambridge University Press, 1996. 3. Ebrey, Patricia Buckley. <i>Confucianism and Family Rituals in Imperial China: A Social History of Writing about Rites</i>. Princeton: Princeton University Press, 1991. 4. Fairbank, John King. <i>China: A New History</i>. Cambridge, Massachusetts: Harvard University Press, 1992. 5. Fung, Yu-Lan and Bodde, Derke. ed. <i>A Short History of Chinese Philosophy</i>. New York: Free Press, 1948. 6. Hinrichs, T.J. <i>Chinese Medicine and Healing: An Illustrated History</i>, Cambridge, Mass.: The Belknap Press of Harvard University Press, 2013. 7. Johnson, David (ed.). <i>Popular Culture in Late Imperial China</i>. Berkeley: University of California Press, 1985. 8. Mote, Frederick W. <i>Imperial China 900-1800</i>. Cambridge, Massachusetts: Harvard University Press, 1999. 9. Mote, Frederick W. <i>Intellectual foundations of China</i>, New York : Knopf, 1971. 10. Owen, Stephen. <i>An Anthology of Chinese Literature</i>. New York: Norton, 1996. 11. Spence, Jonathan. <i>The Search for Modern China</i>, New York: W.W. Norton & Company, 2013. 12. Thorp, Robert et al. <i>Chinese art & culture</i>. New York: Abrams, 2001. 13. Puett Michael & Loh Chirstine. <i>The Path: what Chinese philosophers can teach us about the good life</i>, New York: Simon & Schuster, 2016. 14. 勞思光著，梁美儀編，《中國文化要義新編》。香港：香港中文大學出版社，1998。 15. 陳鼓應，《老莊新論》。香港：中華書局，1991。 |
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