

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

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| Subject Code | CHC318 |
| Subject Title | Pre-modern Chinese History and Culture |
| Credit Value | 3 |
| Level | 3 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | This course surveys the essential elements of Chinese history and culture before 1840. It discusses important issues of politics, economy, society, and intellectuals in pre-modern China. It also studies how these different fields may interact with each other and then give us a more complex and interesting picture of pre-modern China. Through learning and studying pre-modern Chinese history, this course will cultivate students' identity with Chinese culture. |
| Intended Learning Outcomes <i>(Note 1)</i> | Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) understand the monarchy as an institution in Chinese empires, and (b) have knowledge about the developments and trends of the economy during traditional Chinese society, and (c) understand how literati or scholar-officials played an important role in pre-modern China, and (d) realize the different interaction patterns between state and society in different regions and at different times, and (e) acquire the big picture of the changing intellectual history. (f) cultivate an ability to consider how different domains of Chinese history interact with each other. |
| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | <ol style="list-style-type: none"> 1) The institution and transition of the Chinese monarchy 2) The resources for legitimacy in the Chinese empires 3) The process and causes of the southward shift of the economic centre 4) The developments and transitions of cities and the changing status of merchants |

| | <ol style="list-style-type: none"> 5) The forming of aristocracy and its influence before the Tang dynasty 6) Literati after the Song dynasty and the civil service examinations 7) Political and social transitions in the conquest dynasties 8) Literati in local society and their local organizations 9) Developments of Buddhist and lineage organizations in local society 10) Different intellectual schools in pre-Qin 11) Confucianism and its main changes from the Han dynasty to the Qing dynasty 12) Introduction to historiography and different genres in classical Chinese 13) Conclusion and discussion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology (Note 3)</p> | <p>Classes will consist of lectures that introduce the subject's materials and classroom discussions where the materials will be analysed in depth. Students are responsible for the sources and secondary materials before class. The methodology is essentially interactive. Classroom discussions will not only test students' grasp of the content of the course but also enable the teacher to address problems that cause difficulties to students' learning. Students' reports and papers will enhance their understanding of the course and their skill in writing academic papers.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p> | <table border="1" data-bbox="536 1272 1391 1787"> <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>f</th> </tr> </thead> <tbody> <tr> <td>1. Reading report & Oral Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Mid-term quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>3. Term paper</td> <td>40%</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> <ol style="list-style-type: none"> 1. The instructor will assign readings to students every week. The readings include textbooks written by modern scholars and sources written in Classical Chinese. The contents include political, economic, social, and intellectual pre-modern Chinese history. Students need to read them carefully and present or discuss these readings in tutorials. 2. The mid-term quiz is designed to assess students' understanding of the lectures. The quiz is scheduled to be held | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | f | 1. Reading report & Oral Presentation | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Mid-term quiz | 30% | ✓ | ✓ | ✓ | ✓ | | ✓ | 3. Term paper | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Reading report & Oral Presentation | 30% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Mid-term quiz | 30% | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Term paper | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>in the tenth week. Therefore, the quiz will test students' knowledge of the topics on Chinese political, economic, and social history.</p> <p>3. The term paper is about 2000 words on a topic related to the course subjects. It is designed to assess students' mastery of the main content of the course and their ability to pursue their own learning.</p> | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lectures | 27 Hrs. |
| | ▪ Discussions and students' reports | 12 Hrs. |
| | Other student study effort: | |
| | ▪ Readings | 60 Hrs. |
| | ▪ Writings | 20 Hrs. |
| | Total student study effort | 119 Hrs. |
| Reading List and References | <ol style="list-style-type: none"> 1. 錢穆，《國史大綱》，臺北，臺灣商務印書館，1974 修訂一版。 2. 錢穆，《中國歷代政治得失》，台北：東大圖書公司，1984。 3. 傅樂成，《中國通史》，臺北，大中國圖書公司，1979 年新編排二版。 4. 鄧廣銘，田余慶，戴逸等，《中國通史》，北京：中國大百科全書出版社，2020。 5. 傅樂成，《漢唐史論集》，台北：聯經出版事業公司，1977。 6. 杜正勝主編，《中國文化史》，臺北，三民書局，民國八十五年修訂初版。 7. 梁庚堯，《中國社會史》，臺北，臺大出版中心，2014。 8. 梁庚堯，《宋代科舉社會》，臺北，臺大出版中心，2015。 9. 杉生正明，《疾馳的草原征服者：遼、西夏、金、元》，臺北：商務，2017。 10. 蕭啟慶，《元代的族群文化與科舉》，臺北：聯經，2008。 11. 蕭啟慶，《內北國而外中國：蒙元史研究》，北京：中華書局，2007。 12. 余英時，《中國知識階層史論：古代篇》，台北：聯經出版事業公司，1980。 13. 韓森（Valeri Hansen）著，包偉民譯，《變遷之神：南宋時期的民間信仰》，杭州：浙江人民出版社，1999。 | |

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| | <p>14. 傅衣凌，〈明清農村社會經濟〉北京市：三聯，1961。</p> <p>15. 何柄棣著，徐泓翻譯，〈明清社會史論〉 (<i>The Ladder of Success in Imperial China: Aspects of Social Mobility, 1368-1911</i>) 台北：聯經，2013。</p> <p>16. Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge: Cambridge University Press, 2022; 3rd ed.</p> <p>17. Jacques Gernet, Translated by J. R. Foster, Translated by Charles Hartman. <i>A History of Chinese Civilization</i>. Cambridge: Cambridge University Press, 1996.</p> <p>18. Roberts, J.A.G. <i>A History of China. 3rd ed.</i> London: Bloomsbury Publishing, 2011.</p> <p>19. Tanner, Harold M. <i>China: A History, Volume 1</i>. Indianapolis: Hackett Publishing, 2014。</p> |
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020