

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	CHC330P
<b>Subject Title</b>	Material Culture in China and East Asia 中國及東亞物質文化
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	The material phenomena surrounding human life are an important channel for reflecting human cultural identity. This course will introduce the basic concepts and theories of material culture, methodological approaches, and the development of related issues, followed by an analysis of Chinese and East Asian artifacts, images, everyday objects, and architecture to explore how they reflect culture and the role they play in cultural activities and the cultural meanings they represent.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a) be equipped with material culture-related knowledge and literacy; b) Understand interdisciplinary material culture related theories; c) Understand and reflect on the characteristics of Chinese and East Asian culture through a material perspective; d) have the ability to collect data, analyze literature and write essays.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: What is Material Culture</li> <li>2. Material Culture Theory and Method</li> <li>3. Material Systems: Material, Technological, and Sociocultural Change</li> <li>4. Distribution and exchange of goods: gifts and commodities</li> <li>5. Buildings and Houses</li> <li>6. Food politics</li> <li>7. Symbolic Meaning of Costumes</li> <li>8. Commodity consumption and globalization : Celadon porcelain, silk and Ukiyoe</li> <li>9. Chinese classical theater, performance and material culture</li> <li>10. Objects and Contemporary Family Life</li> </ol>

<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>Lectures will provide the theoretical frame to analyze the subject's contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students will be asked to contribute to the class orally and in writing, both of which will allow them to reflect on what they learn. A mid-term and a final quiz will test students' grasp of their knowledge of the content of the subject. A term paper will solidify students knowledge of the subject while facilitate their independence in thinking and writing.</p>																																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="496 577 1516 1093"> <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></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class assessment</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Oral presentation</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Final quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Final paper</td> <td>25%</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> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The In-class assessment and discussion, oral presentation and Final quiz are designed to test students' grasp of the factual knowledge of the subject, and consequently allow the teacher to assess the learning outcomes a, b, c and d.</p> <p>The final paper serves the same purpose, with the addition of allowing students rooms for personal interpretation and reflection.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class assessment	10%	✓	✓	✓	✓			2. Oral presentation	35%	✓	✓	✓	✓			3. Final quiz	30%	✓	✓	✓	✓			4. Final paper	25%	✓	✓	✓	✓			Total	100 %																
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<p><b>Reading List and References</b></p>	<ul style="list-style-type: none"> <li>• Adshead, Samuel Adrian M. (Samuel Adrian Miles). <i>Material Culture in Europe and China, 1400-1800: the Rise of Consumerism</i>. New York: St. Martin's Press, 1997.</li> </ul>																																																																						

	<ul style="list-style-type: none"> <li>• Berger, Arthur Asa. 2009 <i>What Objects Mean: An Introduction to Material Culture</i>, CA: Left Coast Press.</li> <li>• Buchli, Victor ed. 2002 <i>The Material Culture Reader</i>, London: Berg.</li> <li>• Clunas, Craig 2016 <i>Superfluous Things: Material Culture and Social Status in Early Modern China</i>. University of Hawai'i Pres.</li> <li>• Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge, UK: Cambridge University Press, 2010.</li> <li>• Finally, Robert 2010 <i>The Pilgrim Art: Cultures of Porcelain in World History</i>. Berkeley: University of California Press.</li> <li>• Gerritsen, Anne, and Stephen McDowall. "Global China: Material Culture and Connections in World History." <i>Journal of world history</i> 23, no. 1 (2012): 3–8.</li> <li>• Leath, Robert A. "'After the Chinese Taste': Chinese Export Porcelain and Chinoiserie Design in Eighteen-Century Charleston." <i>Historical Archaeology</i> 33, no. 3 (1999): 48–61. <a href="http://www.jstor.org/stable/25616724">http://www.jstor.org/stable/25616724</a>.</li> <li>• Miller, Denial. 2008. <i>The Comfort of Things</i>, Cambridge: Polity, 2008.</li> <li>• Nietupski, Paul K., Joan O'Mara, and Karil J. Kucera. <i>Reading Asian Art and Artifacts: Windows to Asia on American College Campuses</i>. Bethlehem, PA: Lehigh University Press, 2011.</li> <li>• Pearce, Susan M. ed. 1994 <i>Interpreting Objects and Collections</i>, Routledge. (<a href="http://site.ebrary.com/lib/ntu/docDetail.action?docID=10057664">http://site.ebrary.com/lib/ntu/docDetail.action?docID=10057664</a>)</li> <li>• Stott, Margaret A. &amp; Barrie Reynolds eds. 1987 <i>Material Anthropology</i>, Univ. Press of America.</li> <li>• Tilley, Chris; Webb Keane; Susanne Kuchler; Mike Rowlands; Patricia Syper eds. 2006 <i>Handbook of Material Culture</i>, Sage.</li> <li>• Menzel, Peter 1994 <i>Material world : a global family portrait</i>; introduction by Paul Kennedy ; text by Charles Mann ; photo editing by Sandra Eisert. San Francisco : Sierra Club Books.</li> <li>• Rawson, Jessica. <i>The British Museum Book of Chinese Art</i>. London: British Museum Press, 2007.</li> <li>• Rujivacharakul, Vimalin, ed. <i>Collecting China: The World, China, and a History of Collecting</i>. Newark: University of Delaware Press, 2011.</li> <li>• Wang, Audrey. <i>Chinese Antiquities: An Introduction to the Art Market</i>. Farnham, UK: Ashgate, 2012.</li>   <li>• 黃應貴主編，2004，物與物質文化，中央研究院民族學研究所。 孟悅、羅剛主編，2008，物質文化讀本，北京大學出版社。 邱澎生，〈物質文化與日常生活的辯證〉，《新史學》，17:4 (2006.12)，頁 1-14。</li> </ul>
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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.