

## 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>	CHC1CM15P
<b>Subject Title</b>	Splendours of Imperial China
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion: CC1C15P & CC1CM15P & CHC318
<b>Objectives</b>	The subject is tailor-made for students who are interested in learning about pre-modern China, but have not received instructions in Chinese history in their earlier schooling. It will provide indispensable background information to the subject "Contemporary China and its Culture". Students will be introduced to the splendour and glory of Chinese civilization of the imperial period from the founding of the Qin Dynasty in 221 BC to the downfall of the Qing Dynasty in 1912 such as the earlier scientific progress, the innovation of bureaucratic system and civil service examination system, which laid the foundation of the great Chinese Empire with its vast territories and far-reaching cultural influences. The subject will adopt thematic approach to study historical topics relevant to this period offering new interpretations and reappraisals of important historical events and eminent historical figures to enrich students' understanding of Chinese history.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  (a) critically describe and review the key events in Imperial China (b) describe the important institutions and systems in the imperial age which are still practiced in modern times (c) grasp the various relations between Imperial China and other civilizations from Han to Qing (d) study history in an objective and critical way (e) develop a great sense of national identity (f) read with greater comprehension (g) write academic papers
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. The First Emperor and the First Empire : Qin and Han Dynasties and the formation of the centralized government and autocratic rule.</li> <li>2. Buddhism conquered China: Foreign Religion assimilated in Chinese Society and Culture after the Han Dynasty.</li> <li>3. Emperor Tang Taizong and Empress Wu : the model emperors</li> </ol>

	<p>and female rulers in Chinese history.</p> <ol style="list-style-type: none"> <li>4. The Tang-Song Civil Service Examination: A profound system enhancing learning and promoting social mobility for the next 1,000 year.</li> <li>5. Confucian Scholar-Officials in Power: A prosperous and a culturally advanced Song Dynasty, a new interpretation.</li> <li>6. Rulers on the Horseback: The Mongols Conquered the World in 13<sup>th</sup> and 14<sup>th</sup> Centuries.</li> <li>7. Revival of Chinese Empire: A new light of Ming Culture and its accomplishment on literature, performing arts, science and technology.</li> <li>8. East meets West: Jesuits coming to China in 16<sup>th</sup> and 17<sup>th</sup> Centuries and the impact of Christianity on China.</li> <li>9. Peak of enlightened despotism: the Conquering of China by the Manchu and the Qing autocracy in 17<sup>th</sup> and 18<sup>th</sup> Centuries.</li> <li>10. From Tributary system to Treaty system: China entered the World Order after 1842.</li> </ol>
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<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The lectures will be aided by visual historical documentaries on selected topics in imperial China. To enhance self-study abilities, students are required to make an oral presentation on a team basis of assigned topics during tutorials. Consultations are provided by the instructor to help the students to prepare their presentations in particular, and to understand the subject matter in general. Students are also required to read selected articles recommended by the instructor.</p>
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<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<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> <th rowspan="2"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CR</td> </tr> <tr> <td>2. Tutorial and Presentation</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CR</td> </tr> <tr> <td>3. Final Paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CW</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>To satisfy Chinese Reading Requirement, students have to demonstrate familiarity with the item marked (CR) in Reading List and References.</p> <p><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Participation in discussion during lectures and tutorial sessions allows the instructor to gauge student’s efforts in learning. Group delivering oral participation on a historical issue from the angles</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Quizzes	20%	✓	✓	✓	✓	✓	✓	CR	2. Tutorial and Presentation	40%	✓	✓	✓	✓	✓	✓	CR	3. Final Paper	40%	✓	✓	✓	✓	✓	✓	CW	Total	100 %							
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3. Final Paper	40%	✓	✓	✓	✓	✓	✓	CW																																													
Total	100 %																																																				

	<p>of ILO (a) to (g) is expressed by interactive means, for instance, Power Point. Students will learn to work as a team in collecting primary and secondary resources, in-depth reading, discussion, and through analysis and synthesis of various perspectives and interpretations of the research topic. Each group member should present solely on his/her part. Weighting is based on content and fluency of presentation, group cooperation and individual performance in interacting with classmates and leading discussions.</p> <ol style="list-style-type: none"> <li>2. The purposes of the mid-term and the final quizzes including factual and interpretative questions evolved from lecture notes and assigned readings are to help students revise what they have learnt from the lectures. It may require factual recall and articulation of opinions on the part of the students on all the ILOs.</li> <li>3. The final paper is a writing assignment which may further develop from the group oral presentation or on a topic in consultation with the instructor, making it an apt assessment of ILO (a) to (g) as well. Each student has to fulfill the required length of 2,000 to 3,000 characters in the final paper. The final paper aims to let students, after small group oral presentation, discussion, feedback and reflection, develop certain extent of knowledge on the historical issue and reflect what they have learnt by utilizing primary and secondary sources to write a clear logical essay form paper with proper citation and bibliography, in well structure with fluent written language.</li> </ol>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Readings</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Discussion</li> </ul>	15 Hrs.
	<ul style="list-style-type: none"> <li>▪ Writing</li> </ul>	25 Hrs.
Total student study effort	119 Hrs.	
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. (CR)楊聯陞(1983)：《國史探微》，(臺北：聯經出版事業公司)</li> <li>2. Morris Rossabi(1983)(ed.), <i>China Among Equals</i>, Berkeley: University of California Press</li> <li>3. David Johnson (ed.)(1985), <i>Popular Culture in Late Imperial China</i>, Berkeley: University of California Press</li> <li>4. 邢義田(1987)：《秦漢史論叢》，(臺北：東大圖書公司)</li> <li>5. 何炳棣(著), 葛劍雄(譯) (1989)：《1368-1953 中國人口研究》，(上海：上海古籍出版社)</li> <li>6. John King Fairbank (1992), <i>China: A New History</i>, Cambridge, Massachusetts: Harvard University Press</li> <li>7. 李治安等(1993)：《中國古代官僚政治》，(北京：書目文獻出版社)</li> </ol>	

	8. 許理和(著), 李四龍等(譯)(1998)：《佛教征服中國》,(南京：江蘇人民出版社) 9. Frederick W. Mote (1999), <i>Imperial China 900-1800</i> , Cambridge, Massachusetts: Harvard University Press. 10. 陶晉生等(2004)：《宋史》,(新北：國立空中大學) 11. 周良霄(2006)：《皇帝與皇權》(修訂本),(上海：上海古籍出版社) 12. 陳高華(2009)：《元代文化史》,(廣州：廣東教育出版社)
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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