

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CHC1M45P
Subject Title	History and Culture of Chinese Cities 中國城市的歷史與文化
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	
Objectives	<p>“Better City, Better Life.” Cities play an important role throughout the whole Chinese history. This subject pinpoint the origins, development and literary writing of important Chinese cities to help students make sense of the Chinese civilisation.</p> <p>The course begins with the capital construction and the political function of the early China, during which its traditional institutions and Confucian values were gradually matured. Chang’an and Luoyang, the two capitals of the Han and Tang Dynasties, became the political and cultural centres. The colourful Tang poems depict the cityscape and everyday life. Bianliang and Lin’an, the capital from the Northern to the Southern Song Dynasty, Song Ci shows the prosperity of urban economy as well as the war and migration. Beijing and Nanjing, the capitals from Yuan, Ming, Qing Dynasties to the Republic, present the political changes, ethnic integration and cultural diversity. The vernacular novels, such as <i>The Dream of the Red Chamber</i>, describe the detailed characteristics of urban life. At the same time, the relationship between cultural celebrities and cities, such as Han Yu and Chaozhou, Su Shi and Huizhou, is also worthy of in-depth study.</p> <p>With a focus on the cities and literature, the subject explores the cultural experience and the characteristic patterns of literary writing in the history of China. With an aim of enhancing students’ awareness of the diverse cultural development, the subject is suitable for those who are interested in Chinese literature and varieties of Chinese regional culture.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) deepen their understanding of the development of cities and cultural tradition of capitals in the history of China; (b) obtain a comparative perspective on the literary writings with regard to the regional differences and the personalities of the poets; (c) gain insight on the everyday life of the royalty, literati and ordinary people in terms of their hardship and happiness, desperation and hope, as well as imperial imagination and self-expression; (d) compare the similarities and differences in the capital design of the dynasties from ancient to modern times, as well as the literary writings of the cities in different regions;

	(e) fulfil Reading and Writing Requirements. Students who take this subject in Putonghua will be able to fulfil Chinese Reading and Writing Requirements.																																																						
Subject Synopsis/ Indicative Syllabus (Note 2)	<ol style="list-style-type: none"> 1. The brief history and the capital changes of China: from ancient times to the Republic; 2. Chang'an: the Confucian values and the capital of Han Dynasty; 3. Luoyang: the imperial capital in the poetry of Tang Dynasty; 4. Chengdu: the great poet Du Fu and the city in southwestern China; 5. Bianliang: the prosperity of urban life in the Northern Song; 6. Lin'an: the war and the migration in the Southern Song; 7. Chaozhou and Huizhou: the cultural celebrities and the cities' image; 8. Nanjing: urban planning and construction from Ming to the Republic; 9. Beijing: political capital and cultural centre in late imperial China; 10. Jiangnan and South China: regional differences and urban characteristics between the cities. 																																																						
Teaching/Learning Methodology (Note 3)	<p>Lectures will provide the theoretical frame and research methodology to analyse the subject's contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students in teams will be required to give oral presentations on assigned topics, which will allow them to reflect on what they have learned. A final quiz will test students' grasp of their knowledge of the content of the subject. A term paper (2,000-3,000 Chinese characters) will solidify students' knowledge of the subject while facilitate their independence in thinking and writing.</p>																																																						
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1" data-bbox="536 1240 1394 1980"> <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>1. Final Quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Term Paper (30% content + 10% CW from CLC)</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CW</td> <td></td> </tr> <tr> <td>3. Oral Presentation (with 10% CR)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CR</td> <td></td> </tr> <tr> <td>4. Attendance and participation</td> <td>10%</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>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Final Quiz	30%	✓	✓	✓	✓			2. Term Paper (30% content + 10% CW from CLC)	40%	✓	✓	✓	✓	CW		3. Oral Presentation (with 10% CR)	20%	✓	✓	✓	✓	CR		4. Attendance and participation	10%	✓	✓	✓	✓			Total	100 %						
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	<ol style="list-style-type: none"> 1. For fulfilment of the Chinese Writing Requirement, the term paper will be 2,000-3,000 words in length (including at least 700 characters for the first draft and 2,000 characters for the second draft). It summarizes in a sustained piece of writing paper understanding of history and culture of Chinese cities covered in the subject. All Intended Learning Outcomes will be evaluated. 2. For fulfilment of the Chinese Reading Requirement, group oral presentation need to read the specified materials in tutorials. In order to complete the term paper, students need to collect and read the relevant historical materials, literature works and research books and articles. 3. Final quiz, comprises multiple choice questions and short questions, will be given to the students to assess their understanding of cultural traditions, development and long-standing history and culture of Chinese cities in general. 4. Oral presentation and class discussion enable students to delve further into the topics introduced in lectures and therefore gauge students' ability in all five intended learning outcomes. 5. Students must obtain a D or above on the Writing Requirement assignment to pass the subject. 	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26Hrs.
	▪ Tutorials	13Hrs.
	Other student study effort:	
	▪ Readings	48Hrs.
	▪ Written report	33Hrs.
	Total student study effort	120Hrs.
Reading List and References	<p>Required</p> <ol style="list-style-type: none"> 1. 陳橋驛主編，《中國七大古都》，北京：中國青年出版社，2005，頁 58-102、141-185。 2. (美)施堅雅(G. William Skinner)主編，葉光庭等譯：《中華帝國晚期的城市》，北京：中華書局，2000，頁 37-83、112-175。〔Skinner, G. William ed. <i>The City in Late Imperial China</i>. Stanford: Stanford University Press, 1977.〕 <p>Recommended</p> <ol style="list-style-type: none"> 1. 薛鳳旋，《中國城市及其文明的演變》，北京：世界圖書出版公司，2015。 	

	<ol style="list-style-type: none"> 2. 薛鳳旋、劉欣葵，《北京：由傳統國都到中國式世界城市》，北京：社會科學文獻出版社，2014。 3. 趙岡，《中國城市發展史論集》，北京：新星出版社，2006。 4. 程章燦，《舊時燕：文學之都的傳奇》，南京：南京大學出版社，2021。 5. 馬鳴謙，《唐詩洛陽記：千年古都的風物之美》，杭州：浙江人民出版社，2022。 6. 陳平原、王德威、關愛和編，《開封：都市想象與文化記憶》，北京：北京大學出版社，2013。 7. 胡曉真，《明清敘事文學中的城市與生活》，南京：譯林出版社，2019。 8. （日）石田幹之助著，錢婉約譯，《長安之春》，北京：清華大學出版社，2015。 9. （美）劉易斯·芒福德（Lewis Mumford）著，宋俊嶺、倪文彥譯：《城市發展史：起源、演變和前景》，北京：中國建築工業出版社，2005。〔Mumford, Lewis. <i>The City in History: Its Origins, Its Transformations, and Its Prospects</i>. Harcourt, 1968.〕 10. （美）約翰遜（L. C. Johnson）主編，成一農譯：《帝國晚期的江南城市》，上海：上海人民出版社，2005。〔Johnson, Linda Cooke ed. <i>Cities of Jiangnan in Late Imperial China</i>. New York: State University of New York Press, 1993.〕
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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