

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	CHC2HM02P
Subject Title	Chinese Geography and the Culture of Travel 中國的地理與旅遊文化
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion subjects for CHC2HM02P: CC2HM02, CC2HM02P, CC2H02, CC2H02P and CC229 and CHC2HM02
Objectives	<p>This subject explores the interaction between geography and cultural history. Natural and man-made boundaries and routes by land and water have defined China's past and present. The subject will describe the resources and ecology that favoured building the first settlements and then cities in the loess plateau by the Yellow River and later shifted population eastward. It sketches the role mountains such as the Five Sacred Peaks held in religious and political life. By introducing hypotheses of how cities relate to the surrounding countryside, it will offer critical perspectives on geography. The subject charts changing conceptions of the Chinese world from "all under heaven" to a nation situated on the continent of Asia and seeks to show how notions of sovereignty changed the perceptions of travel from a harsh necessity for civil service, trade, or pilgrimage to a leisure pastime and route to self-knowledge. Through close reading of texts on geography and travel and literary and visual texts depicting cities, mountains and streams, in addition to guided writing (by the instructor and Chinese writing tutor) in a topic of the students' choices, students can discover how cultural values, events, and relationships define China's geography.</p>
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) comprehend the geography of China and its interaction with culture for defining major regions and dialect groups, transportation routes and borders; (b) chart the changing concepts of Chinese sovereignty from "all under heaven" (<i>tianxia</i>) to a nation (<i>guojia</i>) located on the continent of Asia and how the state enabled, hindered, or protected travellers; (c) describe the factors causing cities and monuments to be first built in the loess plateau along the Yellow River and subsequently shifted eastward; (d) state the variety of purposes for travel, for civil service, trade, pilgrimage, exile, or leisure and document the factors supporting to travel; (e) read and comprehend texts on geography, exploration, famous sites, and travel with attention to cultural and historical context and bring them to the service of personal enrichment; (f) fulfil Chinese Reading and Writing Requirements. Students who complete the Chinese-language subject will be able to complete Reading and Writing Requirements (CR, CW). CC will be responsible for the writing tutorials

	and oversee CR, CW tasks.
<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<ol style="list-style-type: none"> 1. China’s Geography in Cultural Perspective: “All under Heaven” (<i>Tianxia</i>) 2. Rivers and Seas: Water and Mythical Beasts as Factors in State Formation 3. The Formation of <i>Guojia</i>: The Nine States, Tribute Vessels, and Monuments to the Past 4. The Five Peaks, Sacred Mountains and Pilgrimage 5. The Imperial Cities and Countryside: Who Lives Beyond the Walls? 6. The Silk Road: Merchants, Monks and Trade with Central Asia 7. The Buddhist Influence on Travel, Temples and Disappearing Statues 8. Individual Meetings with Instructor on Final Paper Subject 9. Individual Meetings with Instructor on Final Paper Subject 10. A Tale of Two Cities: The Architecture Legacy of the Ming Dynasty Capitals 11. Visiting Famous Sites and Remembering the Past Landscape Poetry: 12. Consumer Culture and the Business of Printing Travel Guides 13. Final Quiz
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Lectures and tutorials are structured to foster teacher-student interaction as well as respectful, active dialogue among students. Lectures will cover the material, introducing the physical geography of China, key texts, and frameworks for understanding geography and travel (both historical concepts and analytic approaches). Students will be asked to formulate questions on the readings before class; they will have chances to question one another in lecture. Students will be asked to demonstrate their understanding of the items assigned for major readings (CR) in a brief oral report during an individual meeting with the instructor and in short abstracts of two books or articles. The tutorial aims to build skills in identifying key themes, concepts, and values and elaborating on the content of literary and visual materials.</p> <p>Students will use the first and second drafts of the paper to <u>explicate</u> an idea or image that they find interesting, in order to show the conceptualization of geography in cultural history, focusing on changing social relationships and the emergence of travel culture. After submitting the drafts, the writing tutors will have one-on-one sessions with the students to discuss their drafts. In addition, the students will have individual meetings with the instructor to discuss the paper outline. The final paper, broadly conceived to cover the content of the subject, will ideally build on the “Explication essay” and comments received on the two drafts, to bring together the key concepts learned in class and thus synthesize all five learning outcomes.</p>

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Participation, including questions for discussion and an oral report on major readings CR	20%	√	√	√	√	√	CR
2. Individual meeting with the instructor to present paper topic	10%	√	√		√		CR CW	
3. Midterm Quiz	20%	√	√	√	√			
4. Final paper (including Drafts 1 & 2, which consists 10% and will be assessed by CLC to fulfill Chinese writing requirement, and the Final Draft, 30%)	10% + 40%	√	√	√	√	√	√ CW	
Total	100 %							
<p>The assessment methods above intend to achieve the ILOs from three different approaches: 1) written quiz to test students' comprehension of the materials covered in the class; 2) oral presentations and discussions with the instructor to evaluate and improve students' preparedness for the final project; 3) final paper with intensive writing tutoring to guide students' writing projects. Through these approaches, students will have better understanding not only of the topics introduced in this class but also of the practice of independent writing projects.</p>								
Student Study Effort Expected	Class contact:							
	▪ Lectures						26 Hrs.	
	▪ Tutorials						13 Hrs.	
	Other student study effort:							
	▪ Reading						38 Hrs.	
	▪ Writing						35 Hrs.	
	▪ Group-based research (10-minute oral report)						8 Hrs	

	Total student study effort	120 Hrs.
<p>Reading List and References</p> <p>Note: This list of references is extensive but not all mandatory. The average reading assignment is 20-page in English or 40-50 in Chinese per week.</p>	<p><i>Essential Readings:</i></p> <ol style="list-style-type: none"> 1. (CR)葛劍雄著《長城》。 2. (CR)錢穆 著《古史地理論叢》臺北：東大圖書有限公司，1982。頁 96-133, 134-139, 209-244。 3. 卜正民著《為權力祈禱：佛教與晚明中國士紳社會的形成》張華譯（南京：江蘇人民出版社，2008）。 4. 卜正民著《維梅爾的帽子：從一幅畫看十七世紀全球貿易》黃中憲譯（臺北：遠流出版事業股份有限公司，2009）。 5. (CR)葉舒憲、蕭兵、鄭在書合著《山海經的文化尋蹤：想像地理學與東西文化碰撞》武漢市：湖南人民出版社，2004。第一、二章。 6. 瓊瑤著《剪不斷的鄉愁》香港：皇冠出版公司，1996。 7. (CR)蘇曉康等著《河殤集外集》臺灣：風運時代出版公司，1990 8. Gatrell, Anthony C. <i>Distance and Space: A Geographical Perspective</i> (New York: Oxford University Press, 1983). 9. Williams, Raymond. <i>The country and the city</i> (London: Chatto and Windus, 1973). 10. Chao, Paul K. I. with Foreword by Joseph Needham. <i>The Changing Geography of China</i> (Hong Kong: The Commercial Press, 1990). 11. Mote, Frederick. "The Transformation of Nanking, 1350-1400," in G. William Skinner, ed., <i>The City in Late Imperial China</i> (Stanford, CA; Stanford University Press, 1977), pp. 101-154. 12. von Glahn, Richard. "'All Under Heaven'": Borders of Land and Sea," in Edward L. Shaughnessy, ed., <i>China: The Land of the Heavenly Dragon</i> (London: Duncan Baird, 2000), pp. 12- 23. 13. Appadurai, Arjun. "How Histories Make Geographies: Circulation and Context in Global Perspective." <i>Transcultural Studies</i> No. 1 (2010): 4-13. 14. Strassberg, Richard. <i>A Chinese Bestiary: Strange Creatures from the Guideways through the Mountains and Seas</i> (Shanghai Jing) (Berkeley: University of California Press, 2002). 15. Strassberg, Richard. <i>Inscribed Landscapes: Travel Writing from Imperial China</i> (Berkeley and Los Angeles: University of California Press, 1994). Introduction (pp. 1-56), and pp. 63-66, 67-72. <p><i>Secondary Readings:</i></p> <ol style="list-style-type: none"> 16. De Certeau, Michel. <i>The Practice of Everyday Life</i>, trans. Stephen Rendall (Minneapolis, MN: University of Minnesota Press, 2011). 	

	<p>17. Fa Hien, translated by James Legge. <i>A record of Buddhistic kingdoms; Being an account by the Chinese monk Fa, -Hien of his travels in India and Ceylon (A.D. 399-414) in search of the Buddhist books of discipline</i> (New York: Dover Books, 1965).</p> <p>18. Liu, Lydia. <i>Clash of Empires: The Invention of China in Modern World Making</i> (Cambridge, MA: Harvard University Press, 1994).</p> <p>19. Wu Hong. <i>Monumentality in Early Chinese Art and Architecture</i> (Stanford, CA: Stanford University Press, 1995).</p> <p>20. Skinner, G. William, <i>Marketing and social structure in rural China</i> (Ann Arbor: Association for Asian Studies, 1964).</p> <p>21. Williams, Raymond. <i>The country and the city</i> (London: Chatto and Windus, 1973).</p> <p>22. John Einarsen. <i>The Sacred Mountains of Asia</i> (Shambhala, 1995).</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 completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.