

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	FH2C05P
Subject Title	The Underground World of Early Imperial China 早期帝國的地下世界
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil.
Objectives	This course introduces key features of the underground world of early Imperial China. The highlight of the course will be underground architectures, which include religious sites and the tombs. It lays the groundwork and provides a basis for students to understand how archaeological excavations demonstrate the transformation of burial rites, religious beliefs in the afterlife, geomancy and everyday life throughout early and medieval Imperial China. It aims to provide an understanding of cosmopolitanism in Imperial China as well as the cultural interaction between East and the West. Issues and themes may include: history, religion, ritual, hierarchy, art, architecture, archaeology, culture.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: A. have basic knowledge of the historical development of burial rites and customs in China; B. develop aesthetic sensibility of the splendors of the underground world in China; C. understand the philosophical underpinning of afterlife in ancient China and how religious faiths are being reflected in the underground architectures; D. observe the cultural interaction between the East and West; E. develop library and web-based research skills relevant to history, religion and archaeology; F. meet the Chinese reading and writing requirement
Subject Synopsis/ Indicative Syllabus (Note 2)	1. Introduction 2. In search for immortality: customs and etiquettes in burial rites 3. Prehistorical heritage and rituals 4. Royal tombs and a showcase of imperial power and pride I: the tombs of Pre-Qin 5. Royal tombs and a showcase of imperial power and pride II: Burial Customs and Rites of the State of Qin and The Mausoleum of Emperor Qin Shihuang 6. The luxurious burials in the Han Dynasty 7. Underground world of the period of cultural and ethnic convergence

	<p>8. The expression of cosmopolitanism: The Silk Road and the city of Chang'an in Tang Dynasty 9. Foreign religions in Chang'an in Tang Dynasty 10. Everyday Life in Tang Dynasty: burial rituals and objects 11. Burials in the Western Regions 12. Burials of the Khitan empire 13. Conclusion</p>																																																						
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The course comprises 2*50 minutes lecture and 1*50 minutes tutorial each week. Pictorials, audio and video materials will be the teaching aids used in the lectures. Students are required to prepare class readings and watch media items before joining tutorial discussion. At the beginning of the semester students will be assigned a certain topic concerning archaeological discovery of the underground world of early imperial China to study with and later deliver oral presentations in tutorials. A final essay based on students' own interest in the underground world of early imperial China will also be required. Students are required to prepare the final essay with research elements.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="584 891 1385 1417"> <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. Individual tutorial presentations</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Final quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Draft 1 and 2 of the Final Essay</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Final essay</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></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. For the individual tutorial presentations, students will be assigned to present on different topics covered in the lectures by lot-drawing. This is an individual presentation. It can assess the students' understanding of the contents covered in the lectures. At least 5 references are required to be presented to fulfill the Chinese reading requirement.</p> <p>2. The final quiz, comprising 6 simple answer questions, aims at assessing the students' overall grasp of the knowledge learnt during the fieldtrips and also from all the oral presentations.</p> <p>3. Students will be asked to complete one writing project for the subject, including their reference lists. The two drafts of the project, to be graded by Chinese Language Centre, are</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Individual tutorial presentations	20%	√	√	√	√	√		2. Final quiz	30%	√	√	√	√	√		3. Draft 1 and 2 of the Final Essay	10%	√	√	√	√	√	√	4. Final essay	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. Individual tutorial presentations	20%	√	√	√	√	√																																																	
2. Final quiz	30%	√	√	√	√	√																																																	
3. Draft 1 and 2 of the Final Essay	10%	√	√	√	√	√	√																																																
4. Final essay	40%	√	√	√	√	√																																																	
Total	100 %																																																						

	<p>compulsory for the fulfilment of Chinese reading and writing requirements.</p> <p>4. The final version of the writing project, i.e. the final essay, of 3,000 Chinese characters developed from individual contributions to the group presentations, can comprehensively assess the students' general grasp of the subject and their in-depth understanding of some particular aspects of it.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	36 Hrs.
	▪ Tutorials	11 Hrs.
	Other student study effort:	
	▪ Pre-class reading	48 Hrs.
	▪ Report and essay writing	36 Hrs.
	Total student study effort	131 Hrs.
Reading List and References	<p>必讀中文書目 霍巍，《大禮安魂：中國古代墓葬制度》。成都：四川教育出版社，1998。(CR: 1-220 頁)</p> <p>選讀中文書目 陝西省考古研究所，《西安北周安伽墓》。北京：文物出版社，2003。 宿白，《西安地區的唐墓形制》。《文物》，1995 年 12 期。 宿白，《西安地區唐墓壁畫的佈局與內容》。《考古學報》，1982 年 2 期。 蘇秉琦，《中國文明起源新探》。北京：三聯書店，1999。 宋德胤，《喪葬儀觀》。北京：中國青年出版社，1991 年。 齊東方，《隋唐考古》。北京：文物出版社，2002 年。 齊東方，《試論西安地區唐代墓葬的等級制度》，《紀念北京大學考古專業三十周年論文集》。北京：文物出版社，1990 年。 王仲殊，《漢代考古學概說》。北京：中華書局，1984 年。 巫鴻，《黃泉下的美術: 宏觀中國古代墓葬》。北京：生活、讀書、新知三聯書店，2010 年。 西安市文物保護考古所，《西安東漢墓》。北京：文物出版社，2010。</p>	

	中國社會科學院考古研究所、西安市大明宮遺址區改造保護領導小組，《唐大明宮遺址考古發現與研究》。北京：文物出版社，2007。
--	---

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.