

**The Hong Kong Polytechnic University**

**Subject Description Form**

<b>Subject Code</b>	FH2CM05
<b>Subject Title</b>	Understanding Chinese Civilization through Archaeology 從考古看早期中華帝國文明
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: FH2C05, FH2C05M, FH2C05P, FH2C05X, FH2C05Y, FH2CN05, FH2CN05P, FH2CN05M, FH2CN05X, FH2CN05Y, FH2CM05P and FH2CM05M.
<b>Objectives</b>	This course introduces key archeological discoveries in China from the Neolithic period to medieval times, including relics of ancient urban architectures, religious sites, military and agricultural constructions, tombs and mausoleums. Students will be led to understand how archaeological excavations can demonstrate historical and social transformations, religious beliefs, geomancy and everyday life, as well as cosmopolitanism and the cultural interactions between China and Eurasian countries.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to:  A. have basic knowledge of the historical development of China from the Neolithic period to medieval China; B. develop aesthetic sensibility of the splendors of the underground world in ancient China; C. understand the philosophical and religious underpinning of afterlife in ancient China and how religious faiths are being reflected in the archeological discoveries; D. observe the cultural interactions between medieval China and Eurasian countries; E. develop fieldwork, library and web-based research skills relevant to the study of history, religion and archaeology; F. meet English reading and writing requirement
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	1. Introduction: Understanding Archaeology 2. Important archeological excavation in China: an overview 3. Neolithic Sites in China 4. Archeological discoveries of Shang and Western Zhou Dynasties 5. Archeological discoveries of the Spring and Autumn Period and the Warring States Period 6. A showcase of imperial power I: archeological discoveries of the state of Qin and the Qin Empire

	<ol style="list-style-type: none"> <li>7. A showcase of imperial power II: archeological discoveries of Han Empire</li> <li>8. Cultural and ethnic diversity during the Six Dynasties</li> <li>9. The expression of cosmopolitanism I: The Silk Road and the city of Chang'an</li> <li>10. The expression of cosmopolitanism II: foreign religions</li> <li>11. Everyday life in Tang Dynasty</li> <li>12. Archeological discoveries in non-Han region I: Western Regions</li> <li>13. Archeological discoveries in non-Han region II: Khitan empire</li> </ol>																																																						
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>The subject comprises lectures and interactive tutorials. The lectures will be aided by presentation of pictorial and video materials. Students are required to read assigned readings before the class meeting. In tutorial sessions, students will discuss reading materials and present their research to share their insights and demonstrate their comprehensive learning outcome. A final essay on archaeological discoveries in China will be required.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="533 909 1445 1693"> <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. Final Quiz</td> <td>20%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>2. Oral Presentation/ Group Project</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Individual Final Term Paper (including 10% of EW assessed by ELC and 30% by subject teacher on content)</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Attendance and Active Participation</td> <td>10%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></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 final quiz, comprising 3-4 open-ended questions, will help students gauge the key concepts covered in the lectures.</p> <p>Oral presentations or group projects scheduled in tutorial sessions can best assess the students' overall grasp of the knowledge and skills.</p> <p>Final quiz, oral presentation/group project and term paper should only</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Final Quiz	20%	√	√				√	2. Oral Presentation/ Group Project	30%	√	√	√	√	√	√	3. Individual Final Term Paper (including 10% of EW assessed by ELC and 30% by subject teacher on content)	40%	√	√	√	√	√	√	4. Attendance and Active Participation	10%	√	√					<b>Total</b>	<b>100 %</b>						
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	<p>be answered successfully upon completion of the reading in the required reading list.</p> <p>The individual term paper of 1,500-2,500 English words, finalized in accordance with the instructor’s comments and feedbacks, will best assess the students' command of the knowledge and skills learnt from the subject and their ability to present specific aspects of the subject. Students must obtain a D or above on the EW assignment to pass the subject.</p> <p>Students’ active participation in lectures, tutorial discussions and online Blackboard learning is essential in ensuring students’ understanding and improving presentation skills.</p>	
<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>▪ Preparation, Reading, and Self-study</li> </ul>	42 Hrs.
	<ul style="list-style-type: none"> <li>▪ Pre-class reading</li> </ul>	36 Hrs.
	<ul style="list-style-type: none"> <li>▪ Report and essay writing</li> </ul>	12 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p><b>Required readings:</b> Fagan, Brian. <i>Archaeology: a Brief Introduction</i>. Upper Saddle River, NJ: Prentice Hall, c2003. (Page 1 to 200)</p> <p><b>Supplementary readings:</b> Bendann, E. <i>Death Customs: An Analytical Studies of Burial Rites</i>. London, New York: Routledge, 1996. Chang Kuang-chi. <i>Art, Myth and Ritual: the Path to Political Authority in Ancient China</i>. Cambridge: Harvard University Press, 1988. Johan, Elverskog. <i>Buddhism and Islam on the Silk Road</i>. Philadelphia: University of Pennsylvania Press, c2010. <b>Karentzky, Patricia Eichenbaum. <i>Arts of the Tang court</i></b>. Hong Kong; New York: Oxford University Press, 1996. Lewis, Mark Edward. <i>China’s Cosmopolitan Empire: The Tang Dynasty</i>. Cambridge, Mass.: Belknap Press of Harvard University Press, 2009. Li Chi. <i>The Beginnings of the Chinese Civilization</i>. Singapore: Springer, 2020. Li Chi. <i>Anyang: a Chronology of Discovery, Excavation, and Reconstruction of the Ancient Capital of the Shang Dynasty</i>. Singapore: Springer, 2021.</p>	

	<p>Li Yung-ti. <i>Kingly crafts: the archaeology of craft production in late Shang China</i>. New York: Columbia University Press, 2022.</p> <p>Lin, James ed. <i>The Search for Immortality: Tomb Treasures of Han China</i>. New Haven: Yale University Press, 2012.</p> <p>Liu Li and Chen Xingcan. <i>State Formation in Early China</i>. London: Duckworth, 2003.</p> <p>Wriggins, Sally Hovey. <i>The Silk Road Journey with Xuanzang</i>. Boulder and Oxford: Westview Press, 2004.</p> <p>Wright, Arthur F.. <i>Buddhism in Chinese History</i>. Stanford: Stanford University Press, 1959.</p> <p>Zheng Dekun. <i>Studies in Chinese Archaeology</i>. Hong Kong: Hong Kong Chinese University Press, 1982.</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 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