

The Hong Kong Polytechnic University
Subject Description Form

Subject Code	FH2CM05M
Subject Title	Understanding Chinese Civilization through Archaeology 從考古看早期中華帝國文明
Credit Value	3
Level	2
Pre-requisite / Co- requisite/ Exclusion	Exclusion: FH2C05, FH2C05M, FH2C05P, FH2C05X, FH2C05Y, FH2CN05, FH2CN05P, FH2CN05M, FH2CN05X, FH2CN05Y, FH2CM05 and FH2CM05P.
Objectives	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.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> 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 the medieval China and Eurasia countries; and E. develop fieldwork, library and web-based research skills relevant to the study of history, religion and archaeology.
Subject Synopsis/ Indicative Syllabus (Note 2)	<ol style="list-style-type: none"> 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 7. A showcase of imperial power II: archeological discoveries of Han Empire 8. Cultural and ethnic diversity during the Six Dynasties 9. The expression of cosmopolitanism I: The Silk Road and the city of Chang'an 10. The expression of cosmopolitanism II: foreign religions 11. Everyday life in Tang Dynasty 12. Archeological discoveries in non-Han region I: Western Regions 13. Archeological discoveries in non-Han region II: Khitan empire

<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>The subject comprises lectures, tutorials and study tours to Xi'an. The two-hour lectures will be aided by presentation of pictorial and video materials. Field trips will be preceded by lectures on the relevant topics; students are required to read assigned readings before the class meets. In the one-hour tutorial session, students will discuss reading materials and present their research after each cultural tour to share their insights and demonstrate their comprehensive learning outcome.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="518 566 1469 987"> <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. Quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Study tour group oral presentation and report</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Final written essay</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>4. 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> <ol style="list-style-type: none"> 1. The quiz comprising multiple choice questions and simple answer questions, will help students gauge the key concepts in Chinese history, customs and etiquette in burial rites, theories in archaeology covered in the first week's lectures. 2. Students will be asked to form study groups. Numbers of group members will be determined according to the enrollment. Each group will be assigned to give oral presentation after a cultural visit. The oral presentations, each lasted for twenty minutes and given in tutorials, can comprehensively assess the earlier stage of these students' understanding of the subject. 3. The final written essay, of 1,500–2,500 English words 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. 		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Quiz	30%	√	√					2. Study tour group oral presentation and report	30%	√	√	√	√	√		3. Final written essay	40%	√	√	√	√	√		4. Total	100 %						
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<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials ▪ Study tours <p>Other student study effort:</p>	<p>16 Hrs.</p> <p>12 Hrs</p> <p>20 Hrs.</p>																																														

▪ Pre-class reading	42 Hrs.
▪ Report and essay writing	36 Hrs.
Total student study effort	126 Hrs.

Reading List and References	<p>Supplementary readings:</p> <p>Bendann, E. <i>Death Customs: An Analytical Studies of Burial Rites</i>. London, New York: Routledge, 1996.</p> <p>Chang Kuang-chi. <i>Art, Myth and Ritual: the Path to Political Authority in Ancient China</i>. Cambridge: Harvard University Press, 1988.</p> <p>Fagan, Brian. <i>Archaeology: a Brief Introduction</i>. Upper Saddle River, NJ: Prentice Hall, c2003.</p> <p>Johan, Elverskog. <i>Buddhism and Islam on the Silk Road</i>. Philadelphia: University of Pennsylvania Press, c2010.</p> <p>Karentzky, Patricia Eichenbaum. <i>Arts of the Tang court</i>. Hong Kong ; New York : Oxford University Press, 1996.</p> <p>Lewis, Mark Edward. <i>China's Cosmopolitan Empire: The Tang Dynasty</i>. Cambridge, Mass.: Belknap Press of Harvard University Press, 2009.</p> <p>Li Chi. <i>The Beginnings of the Chinese Civilization</i>. Singapore: Springer, 2020.</p> <p>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 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.