

The Hong Kong Polytechnic University
Subject Description Form

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

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| Subject Code | FH2CM05P |
| 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 FH2CM05M. |
| 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) | <p>Upon completion of the subject, students will be able to:</p> <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 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 Chinese reading and writing requirement |

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| <p>Subject Synopsis/ Indicative Syllabus (Note 2)</p> | <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 (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> |

**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.Final Quiz | 20% | √ | √ | | | | √ |
| 2. Oral Presentation/ Group Project | 30% | √ | √ | √ | √ | √ | √ |
| 3. Individual Final Term Paper(including 10% of CW assessed by CLC and 30% by subject teacher on content) | 40% | √ | √ | √ | √ | √ | √ |
| 4. Attendance and Active Participation | 10% | √ | √ | | | | |
| Total | 100 % | | | | | | |

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The final quiz, comprising 3-4 open-ended questions, will help students gauge the key concepts covered in the lectures.

Oral presentations or group projects scheduled in tutorial sessions can best assess the students' overall grasp of the knowledge and skills learnt.

Final quiz, oral presentation/group project and term paper should only be answered successfully upon completion of the reading in the required reading list.

The individual term paper of 2,000-3,000 Chinese characters, 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 CW assignment to pass the subject.

Students' active participation in lectures, tutorial discussions and online Blackboard learning is essential in ensuring students' understanding and improving presentation skills.

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| Student Study Effort Expected | Class contact: | |
| | ▪ Lectures | 26 Hrs. |
| | ▪ Tutorials | 13 Hrs. |
| | Other student study effort: | |
| | ▪ Preparation, Reading, and Self-study | 42 Hrs. |
| | ▪ Assessment: Essay Writing | 36 Hrs. |
| | ▪ Assessment: Oral Presentation/ Group Project | 12 Hrs. |
| | Total student study effort | 129 Hrs. |
| Reading List and References | <p>必讀書目</p> <p>陳淳。《考古學入門》。北京：北京大學出版社，2009。（1-200頁）</p> <p>選讀書目</p> <p>樊錦詩，陳萬雄，《發現敦煌》。香港：商務印書館，1998。</p> <p>霍巍，《大禮安魂：中國古代墓葬制度》。成都：四川教育出版社，1998。</p> <p>李濟，《李濟考古學論文選集》。北京：文物出版社，1990。</p> <p>李學勤，《東周與秦代文明》。上海：上海人民出版社，2007。</p> <p>林梅村，《漢唐西域與中國文明》。北京：文物出版社，1998。</p> <p>林梅村，《絲綢之路考古十五講》。北京：北京大學出版社，2006。</p> <p>林梅村，《西域考古與藝術》。北京：北京大學出版社，2017。</p> <p>穆舜英，祁小山，《新疆彩陶》。北京：文物出版社，1998。</p> <p>陝西省考古研究所，《西安北周安伽墓》。北京：文物出版社，2003。</p> <p>宿白，《考古發現與中西文化交流》。北京：文物出版社，2012。</p> <p>蘇秉琦，《中國文明起源新探》。北京：三聯書店，1999。</p> <p>齊東方，《隋唐考古》。北京：文物出版社，2002年。</p> <p>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。</p> <p>王炳華，《吐魯番的古代文明》。烏魯木齊：新疆人民出版社，1992。</p> <p>王炳華，《新疆訪古散記》。北京：中華書局，2007。</p> | |

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| | <p>王仲殊,《漢代考古學概說》。北京:中華書局,1984年。</p> <p>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。</p> <p>西安市文物保護考古所,《西安東漢墓》。北京:文物出版社,2010。</p> <p>許宏,《何以中國》。北京:生活、讀書、新知三聯書店,2014。</p> <p>許宏,《大都無城:中國古都的動態解讀》。北京:生活、讀書、新知三聯書店,2016。</p> <p>張光直,《古代中國考古學》。北京:生活、讀書、新知三聯書店,2013。</p> <p>張光直,《考古學專題六講》。北京:生活、讀書、新知三聯書店,2013。</p> <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。</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.

