



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



Bachelor of Arts (Honours)
In
Bilingual Interdisciplinary Chinese Studies
雙語跨學科中國研究(榮譽)文學士
(2019 / 20)

Programme Code

課程編號

77403

Definitive Programme Document

課程大綱



Table of Contents

Programme Information

Part I	Rationale and Aims
Part II	Intended Learning Outcomes
Part III	Entrance Requirements
Part IV	Curriculum
Part V	General Assessment Regulations
Part VI	Programme Management

Subject Syllabi

List of Subjects

Syllabi

This Definitive Programme Document is subject to review and changes which the programme offering Faculty / Department / School can decide to make from time to time. Students will be informed of the changes as and when appropriate.

Programme Information

Full name of Programme Studies	BA(Hons) in Bilingual Interdisciplinary Chinese Studies
Mode of Attendance	Full-time
Duration	The norm is 2 years; maximum duration is 4 years
Award	BA(Hons) in Bilingual Interdisciplinary Chinese Studies 雙語跨學科中國研究(榮譽)文學士
Medium of Instruction	Putonghua and English
Programme Host	Department of Chinese Culture
Planned Intake number	23
Head of Department	Prof. HAN Xiaorong Room HJ630 Tel: 3400 8933 Email: xiaorong.han@polyu.edu.hk
Programme Leader	Dr PAN Lu Room HJ604 Tel: 3400 8947 Email: lu.pan@polyu.edu.hk

Contributing departments & programmes

- School of Accounting & Finance
- School of Hotel and Tourism Management
- Department of Applied Social Sciences
- Department of Chinese and Bilingual Studies
- English Language Centre

Part I:

Rationale and Aims

The programme is designed to equip students with knowledge in Chinese culture as well as personal skills which they can apply in pursuing their career and in making contributions to the government, economy and society of Hong Kong, China and the rest of the world. The general aim of the programme is to educate and train its students into individuals who are

1. morally aware and capable of self-improvement,
2. strongly committed to the welfare of society,
3. culturally informed and effective in communication skills,
4. respectful of the rule of law,
5. socially responsible, and
6. observant of business ethics and business common-sense.

Part II

Intended Learning Outcomes

PolyU aspires to develop all its students as all-round graduates with professional competence, and has identified a set of highly valued attributes as the learning goals for students. While many of these attributes can be developed through the curriculum of this programme, some (including competent professionals, creative problem solvers, effective communicators and educated global citizens) are primarily addressed through co-curricular activities offered by faculties, departments, and various teaching and learning support units of the university. Students are encouraged to make full use of these opportunities.

(a) Institutional Learning Outcomes

The graduates of the programme will be

1. **Competent professional:** Graduates should be able to integrate and apply in practice the fundamental knowledge and skills required for functioning effectively as an entry-level professional.
2. **Critical thinker:** Graduates should be able to examine and critique the validity of information, arguments, and different viewpoints, and reach a sound judgment on the basis of credible evidence and logical reasoning.
3. **Effective communicator:** Graduates should be able to comprehend and communicate effectively in English and Chinese, orally and in writing, in professional and daily contexts.
4. **Innovative problem solver:** Graduates should be able to identify and define problems in professional and daily contexts, and produce creative and workable solutions to the problems.
5. **Lifelong learner:** Graduates should recognise the need for continual learning and self-development, and be able to plan, manage and improve their own learning in pursuit of self determined development goals.
6. **Ethical leader:** Graduates should have an understanding of leadership and be prepared to lead a team, and should acknowledge their responsibilities as professionals and citizens to society and their own nation, and be able to demonstrate ethical reasoning in professional and daily contexts.

(b) Programme Learning Outcomes

BICS graduates will be able to

1. write lucidly in modern Chinese and English for general communication as well as for administrative and business purposes,
2. speak fluent Putonghua Chinese and English in administrative, business and everyday situations,
3. know the habits and social customs of people in Hong Kong and other places in China,

4. interact in a socially appropriate manner with people from all walks of life,
5. articulate their understanding of Chinese culture for people from a variety of backgrounds,
6. make judgment on the basis of a solid grounding in Chinese culture when applied to, for example, government policy, institutional development, social and cultural problems,
7. employ their background in Chinese culture to a variety of areas in a range of specializations, such as posts in government, business and NGOs.

With these attributes, BICS graduates will be able to pursue careers in many fields that require an understanding of Chinese culture and the ability to communicate it well in Chinese and English. These fields include publication, education, the media, tourism, cultural institutions and public and private sectors on cultural matters.

Alignment of Subjects & Teaching Methods with Intended Learning Outcomes

The design of BABICS is informed by the conviction that one can best contribute to the betterment of one's self, nation, the society one lives in, and fellow citizens of the world when one is versed in one's native culture and can speak and write to share one's understanding of that culture with other peoples while learning from theirs. The learning outcomes of BABICS, therefore, are the manifestations of the application of the students' cultural knowledge and language skills to practical use.

In this light, students are enriched culturally by the majority of the subjects offered in the core and the 5 specific areas, which enable them to interact effectively with people from a diversity of backgrounds. Some of the subjects are oriented more towards language, which make students competent communicators. The subjects from contributing departments and programmes, such as Hotel and Tourism Management, Applied Social Sciences, and Accounting and Finance, add a particularly practical bent to the curriculum, which heighten students' ability in serving in the private and public sectors. Moreover, the scope of the programme is such that students will, having come to appreciate the diversity of cultures, become educated global citizens.

BABICS adopts a variety of teaching methods, depending on the nature of the subjects and the learning outcomes the subjects are designed to deliver. In addition to lectures, tutorials, group discussions, presentation, projects and individual consultations, the language subjects, for example, make use of the language laboratory with its audio-visual resources. Similarly, subjects that involve the use of modern communication techniques utilize films and various types of information technology. A few subjects take students out on site visits, while others, such as WIE,

afford opportunities for students to interact socially and professionally with people from different backgrounds in the working world. All these methods provide a rich learning environment that contributes to the realization of the intended learning outcomes.

Curriculum Map: ILOs & Corresponding Subjects

University Level	Institutional Learning Outcomes	Subject Code																						
		C313	C340	CL33	EL33	CC30	CC31	AP33	CC30	CC31	CC31	AP33	CC30	CC31	CC30	CC32	CC31	CC30	CC31	CC31	CC34	CC34	HTM3	AF26
	1. Competent professionals: Graduates should be able to integrate and apply in practice the fundamental knowledge and skills required for functioning effectively as an entry-level professional.	✓	✓	✓	✓	✓	✓		✓	✓	✓								✓			✓	✓	✓
	2. Critical thinker: Graduates should be able to examine and critique the validity of information, arguments, and different viewpoints, and reach a sound judgment on the basis of credible evidence and logical reasoning.	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
	3. Effective communicator: Graduates should be able to comprehend and communicate effectively in English and Chinese, orally and in writing, in professional and daily contexts.	✓	✓	✓	✓		✓		✓	✓		✓							✓			✓	✓	
	4. Innovative problem solver: Graduates should be able to identify and define problems in professional and daily contexts, and produce creative and workable solutions to the problems.	✓	✓			✓				✓					✓	✓		✓				✓	✓	✓

University Level	Institutional Learning Outcomes	Subject Code																					
		C313	C402	CLC3351P	ELL33821	CC331853C	CC33153601	APS339011	CC331111	CC331111	CC331111	APS3360	CC331526	CC33126	CC33161	CC33176	CC33161	CC33141	CC33141	CC33141	CC33141	HTM3251	AF2602
	5. Lifelong learner: Graduates should recognise the need for continual learning and self-development, and be able to plan, manage and improve their own learning in pursuit of self determined development goals.	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	6. Ethical leader: Graduates should have an understanding of leadership and be prepared to lead a team, and should acknowledge their responsibilities as professionals and citizens to the society and their own nation, and be able to demonstrate ethical reasoning in professional and daily contexts.	✓						✓		✓	✓	✓	✓		✓	✓	✓	✓				✓	

Programme Level	Programme Learning Outcomes	Subject Code																					
		CC313	CC402	CLC33	ELC33	CC308	CC315	APSS360	CC303	CC311	CC311	APSS360	CC305	CC312	CC306	CC316	CC317	CC316	CC314	CC424	CC441	HTM325	AF2602
	*1. Write lucidly in modern Chinese and English for general communication as well as for administrative and business purposes	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	*2. Speak fluent Putonghua Chinese and English in administrative, business and everyday situations	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3. Know the habits and social customs of other place in people in Hong Kong and other place of China						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	4. Interact in a socially appropriate manner with people from all walks of life	✓	✓	✓	✓	✓						✓				✓	✓	✓				✓	✓
	5. Articulate their understanding of Chinese culture for people from a variety of backgrounds	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	6. Make judgments on the basis of a solid grounding in Chinese culture when applied to, for example, government policy, institutional development, social and cultural problems	✓	✓			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
	7. Employ their background in Chinese culture to a variety of areas in a range of specializations, such as posts in government, business and NGOs.	✓				✓		✓		✓		✓		✓	✓	✓		✓	✓			✓	✓

* The language subjects, including CC3161/CC3161P, CLC3351P, and ELC3321, provide training in either Chinese or English. They therefore serve to realize Programme Learning Outcomes 1 and 2 in only one of these two languages.

Part III

Entrance Requirements

A Higher Diploma, an Associate Degree or the equivalent from a recognised institution in relevant disciplines such as Chinese language, history, philosophy, art, literature, culture, ethics, religions and other related fields.

Priority will be given to applicants with a HKDSE score of level 3 or above in both Chinese language and English language and other relevant subjects, including Applied Learning subjects with an attainment at Distinction level, or the equivalent in other public examinations.

Part IV

Curriculum

The curriculum of BABICS consists of two parts:

1. General University Requirements (GUR)
2. Major Study Requirements

The overall credit requirements for BABICS are listed in the following table

General University Requirements	9 credits
Major Study Requirements	54 credits
Total	63 credits

Students can take up to 75 credits (maximum study load 21 credits per semester) in a 2-year programme without incurring extra cost within the normal study period. To take advantage of the maximum credits they are allowed to take, BABICS students are encouraged to choose electives in other disciplines.

To be eligible for a Bachelor of Arts (Honors) Degree in BICS, a student has to

1. complete successfully a minimum of 63 credits, of which 9 to fulfill General University Requirements (GUR) and 54 credits to fulfill Major Study Requirements,
2. demonstrate that of the 63 credits specified in 1 above, at least 15 are taken in Chinese or English, and the remaining 48 in the other language.
3. complete successfully 3 credits of Work-Integrated Education (WIE), which count towards the 51 credits of Major Study Requirements described above, and
4. earn a cumulative GPA of 2.00 or above at graduation.

a) General University Requirements (GUR)

Under GUR, a student must fulfill these requirements:

1. Cluster Areas Requirement (CAR): Complete successfully 6 credits of CAR subjects from the following four Cluster Areas:
 - Human nature, relations and development
 - Community, organization and globalization
 - History, culture and world views
 - Science, technology and environment

No more than 3 credits can be taken from any of the four areas. A full listing of CAR subjects is available at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>

2. China Studies Requirement (CSR): Of the 6 credits of CAR described in 1 above, three has to come from a CAR subject designated as “China-related.”
3. Chinese and English Reading/Writing Requirement: Students have to fulfill this requirement by taking CAR subjects with a Chinese and English Reading and Writing requirement component. These subjects may coincide with the same CAR subjects as required in 1 above.
4. Service Learning (SL): A student has to complete successfully one 3-credit subject in Service Learning. A full listing of SL subjects is also available at: <https://www2.polyu.edu.hk/as/Polyu/GUR/index.htm>
5. Language and Communication Requirement (LCR): A student would be considered for credit transfer based on their previous studies in AD/HD programmes and their academic performance. Those who do not meet the equivalent standard of the undergraduate degree LCR will be required to take degree LCR subjects offered by the Chinese Language Centre and the English Language Centre.

b) Major Study Requirements

There are three components to the Major Study Requirements:

1. 3 credits of Work-Integrated Education
2. 3 credits of Capstone Project
3. 48 credits of Discipline Specific Requirements, which consist of
 - 6 credits of Discipline-Specific Language Requirement
 - 12 credits of Core Subjects
 - 30 credits of Specific Areas Subjects

Work-Integrated Education (WIE)

WIE is normally taken in the first semester of the second year of study. The 3 credits of WIE are considered training credits and are not taken into consideration in the calculation of the student's GPA.

Capstone Project

The Capstone Project can take various forms such as a thesis, a poster presentation, an exhibition and a photo-essay, but must include a significant writing component. (A thesis, for example, should not be shorter than 4500 Chinese words or 3300 English words.) Students are encouraged to declare the topic of the Capstone Project in the third semester of their study, and complete the Project under the supervision of an advisor in the fourth semester.

Discipline Specific Requirements (DSR)

DSR consists of the following:

- **Discipline-Specific Language Requirement:** The default subjects for this requirement are CLC3351P and ELC3321
- **Core Subjects:** The Core Subjects are designed to equip students with a foundational knowledge of some of the key aspects of the study of Chinese culture. Students have to take 4 compulsory subjects.
 - ◆ CC308/CC308P Discovering Chinese Culture in the Field
 - ◆ CC315/CC315P Cultural Contact between China and the West
 - ◆ APSS3601 Government and Public Administration in Contemporary China
 - ◆ CC309/CC309P Chinese Film and Its Social and Historical Context
- **Specific Area Subjects:** The 5 specific areas indicate the possible directions in which students can pursue in the further study of Chinese culture. Students have to take 2 subjects from each of the following 5 areas, including the compulsory subject, which is marked with an asterisk below.

[1] Culture and Society (6 credits)

1. CC310/CC310P Confucianism, Classical Learning and the State*
2. CC311/CC311P Ancient Chinese Customs
3. APSS360 Social Problems and Social Issues in Contemporary China

[2] History and Institution (6 credits)

1. CC305/CC305P Modern Chinese History and Culture*
2. CC312/CC312P Women in China
3. CC306/CC306P Politics and Military Affairs in Imperial China

[3] Thoughts and Religion (6 credits)

1. CC3231/CC3231P Major Religions in China*
2. CC316/CC316P Guided Studies in The Four Books
3. CC307/CC307P Chinese Folk Religions and Beliefs

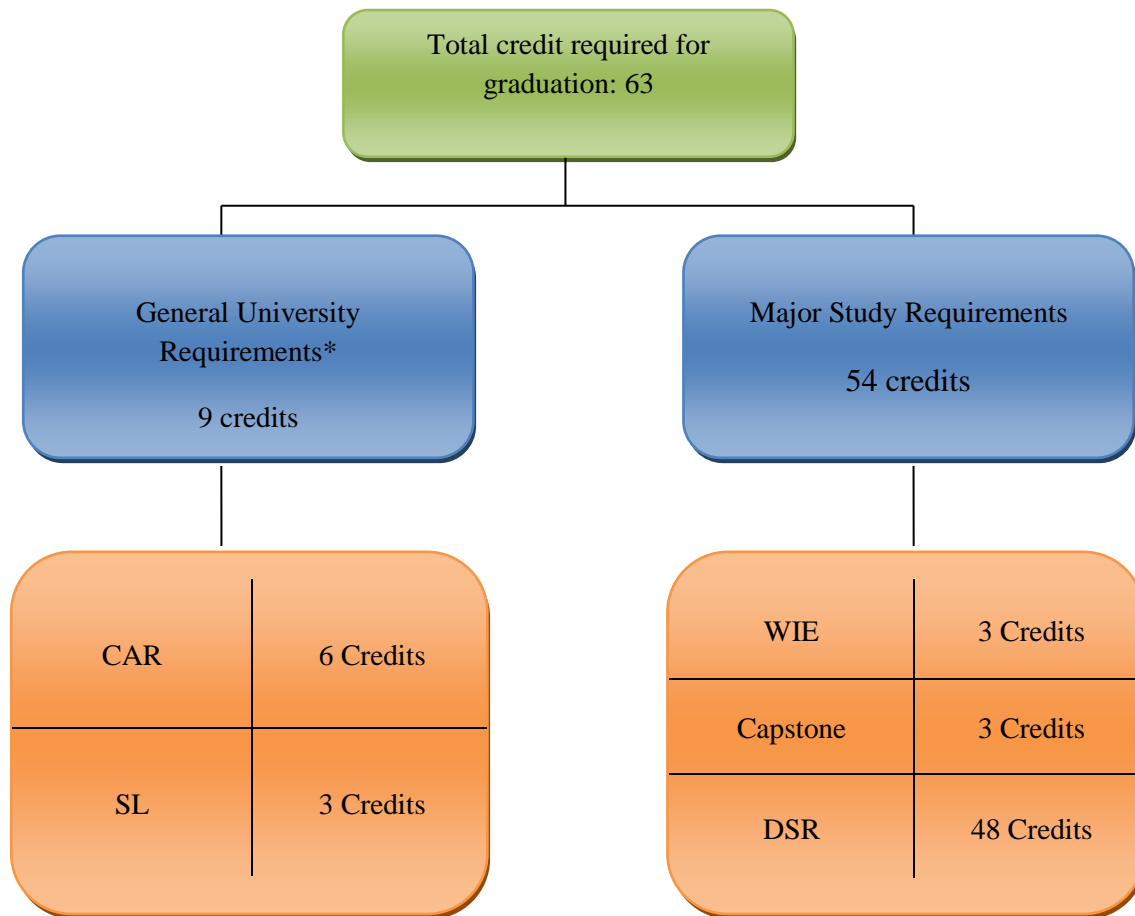
[4] Literature and Arts (6 credits)

1. CC3161/CC3161P The Art of Literary and Practical Chinese Writing*
2. CC314/CC314P Art and Culture of China
3. CC4241/CC4241P Chinese Traditional Theatre and Performing Arts

[5] Policy and Management (6 credits)

1. CC4151/CC4151P Chinese Cultural Policy and Heritage Management*
2. HTM3251 Tourism and Chinese Culture
3. AF2602 Global Economic Environment

Total credit requirement for BABICS



* Students are also expected to meet the equivalent of Undergraduate Degree Language and Communication Requirements. Credit transfer may be considered based on their previous studies in AD/HD programmes.

* Students can take up to a maximum of 21 credits per semester, and are thus encouraged to explore other areas of academic interest beyond what is required by the programme, including subject offered by CLC and ENGL to better their communication skills.

(c) Curriculum Progression

BABICS is a credit-based programme where students' progress is measured by credit accumulation, i.e., credits earned by passing individual designated subjects can be accumulated and counted towards the final award of the degree.

Progression Pattern

The following progression pattern is recommended for students of BABICS. It takes into consideration the need to cover the core subjects in the early part of their studies to ensure that they can best profit from the specific area subjects. The language subjects are evenly spread out over four semesters.

Semester 1

Core Subject #1	1 subject
Core Subject #2	1 subject
CAR subject	1 subject
Discipline Specific Language (CLC)	1 subject
Service Learning	1 subject
Specific Area subjects	2 subjects from Area 1 - 5

Semester 2

Core Subject #3	1 subject
CAR subject	1 subject
Discipline Specific Language (ELC)	1 subject
Specific Area subjects	2 subjects from Area 1 - 5

Semester 3

Core Subjects #4	1 subject
Specific Area subject	4 subjects from Area 1 - 5
WIE	1 subject

Semester 4

Specific Area subjects	2 subjects from Area 1 - 5
Capstone	1 subject

The maximum number of credits to be taken by a student in a semester is 21 units, unless exceptional approval is given by head of the programme hosting department.

Exemption and Exclusion

- (a) Students may be exempted from taking any specified subjects, including mandatory General University Requirements (GUR) subjects, if they have successfully completed similar subjects previously in another programme or have demonstrated the level of proficiency/ability to the satisfaction of the subject offering Department. Subject exemption is normally decided by the subject offering Department.
- (b) If students are exempted from taking a specified subject, the credits associated with the exempted subject will not be counted towards meeting the award requirements (except for exemptions granted at admission stage). It will therefore be necessary for the students to consult the programme offering Department and take another subject in order to satisfy the credit requirement for the award.

Both the subject leader concerned and the programme leader will make the decision with regard to exemption and exclusion. Their decision is final.

Credit Transfer

Students may be given credit for recognized previous study to be counted towards meeting the credit requirements of the BA (Hons) award.

Applications for exemption from taking a subject by credit transfer on the basis of lower-level credits obtained as a part of a qualification for entry to BABICS are normally not approved.

Credit transfer may be done with or without the grade being carried over; the former should normally be used when the credits were gained from PolyU. Credit transfer with the grade being carried over may be granted for subjects taken from outside the University, if deemed appropriate, and with due consideration to the academic equivalence of the subjects concerned and the comparability of the grading systems adopted by the University and the other approved institutions.

Duration of Completion

For regular students, the normal duration of completion of the programme is 2 years over 4 semesters.

Students who wish to study at their own pace need to seek approval from the Head of the Department by completing Form AS114 before the commencement of the semester concerned. Once a student has been approved to become a self-paced student, he or she will remain as such throughout his/her entire study.

The maximum duration of completion for both regular and self-paced students must not exceed 4 years.

Part V

General Assessment Regulations

1. Principles of Assessment

- 1.1. Assessment of learning and assessment for learning are both important for assuring the quality of student learning. Assessment of learning is to evaluate whether students have achieved the intended learning outcomes of the subjects that they have taken and have attained the overall learning outcomes of the academic programme at the end of their study. Appropriate methods of assessment that align with the intended learning outcomes should be designed for this purpose. The assessment methods will also enable the teacher to differentiate students' different levels of performance within the subject. Assessment for learning is to engage students in productive learning activities through purposefully designed assessment tasks.
- 1.2. Assessment will also serve as feedback to students. The assessment criteria and standards should be made explicit to students before the start of the assessment, and feedback provided should link to such criteria and standards. Timely feedback should be provided to students so that they are aware of their progress and attainment for the purpose of improvement.
- 1.3. The ultimate authority in the University for the confirmation of academic decisions is the Senate, but for practical reasons, the Senate has delegated to the Faculty Board the authority to confirm the decisions of Boards of Examiners of the Department provided these are made within the framework of the General Assessment Regulations. Recommendations from Board of Examiners which fall outside these Regulations shall be ratified by the Academic Regulations Committee (ARC) and reported to the Senate.

2. Assessment Methods

- 2.1. Students' performance in a subject shall be assessed by continuous assessment and/or examinations.

Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately.
- 2.2. Assessment methods and parameters of subjects shall be determined by the subject offering Department.
- 2.3. At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessments to be used within the assessment framework as specified in the definitive programme document.

3. Subject Assessment Review Panel (SARP) and Board of Examiners (BoE)

- 3.1. Subject Assessment Review Panel (SARP) may be formed by the Head of the Department offering the subjects to review and finalise the subject grades for submission to the Board of Examiners.
- 3.2. Board of Examiners (BoE) will meet at the end of each semester (except for Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects) to consider the examination results of the programme and make decisions on a) the classification of awards to be granted to each student on completion of the programme; b) deregistration cases; and c) cases with extenuating circumstances. The BoE will include the Head of Department, staff members associated with the programme and some other senior staff members, where appropriate.
- 3.3. Any decisions by the BoE outside the general assessment regulations of the University, supported by the Faculty Board, should be referred to the Academic Regulations Committee for ratification. All such cases shall be reported to the Senate. Decisions by BoE outside the programme regulations but within the general assessment regulations of the University fall within the authority of the Faculty Board.
- 3.4. Students shall be formally notified of decisions affecting them after the BoE meeting except for those cases which require ratification of the Faculty Board. These latter students shall be formally notified of decisions after the Faculty Board's ratification or, if a decision is outside the general assessment regulations, after the Academic Regulations Committee ratifies that decision. In any prior communication of results to these students it shall be clearly indicated that they are subject to formal ratification.
- 3.5. Students could make appeal against assessment results in writing to his/her Head of Department within 7 working days upon the public announcement of the examination results. For procedures and grounds for appeal, please refer to the Student Handbook on AS's website: <http://www.polyu.edu.hk/as/web/index.php>

4. Progression/Academic Probation/Deregistration

- 4.1. The Board of Examiners shall, at the end of each semester (except for Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects), determine whether each student is
- (i) eligible for progression towards an award; or
 - (ii) eligible for an award; or
 - (iii) required to be deregistered from the programme.

When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. Once when a student is able to pull his GPA up to 2.0 or above at the end of the probation semester, the status of "academic probation" will be lifted. The status of "academic probation" will be reflected in the examination result notification but not in transcript of studies.

- 4.2. A student will have 'progressing' status unless he falls within any one of the following categories which may be regarded as grounds for deregistration from the programme:
- (i) the student has exceeded the 3 years maximum period of registration for this programme; or
 - (ii) the student's GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
 - (iii) the student's GPA is lower than 2.0 for three consecutive semesters.
- 4.3. The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term.
- 4.4. In the event that there are good reasons, the BoE has the discretion to recommend that students who fall into categories (ii) or (iii) above to stay on the programme, and these recommendations will be presented to the Faculty Board for final decision.

5. Failed/Incomplete Subjects

- 5.1. Students who are given a fail or an “incomplete” grade for a subject will not be given any of the credits of the subject concerned. They will have to enrol in the subject again or its equivalent to fulfill the requirements of the programme.
- 5.2. Normally there will be no reassessment for a failed or incomplete subject in this programme except for: (1) cases that involve extenuating circumstances which provide good reasons for the Subject Leader, with the endorsement of the Programme Leader, to give the student another opportunity to be assessed, such assessment shall be treated the same as normal assessment, i.e. its outcomes shall be taken and graded accordingly, and it shall be completed in good time to allow it to be reviewed by the Subject Assessment Review Panel; and (2) cases that involve a subject which will not be offered in the following semester but is at the same time a pre-requisite for other subjects offered in the following semester. Under such circumstances, the Heads of Hosting Departments may give the student concerned exceptional approval to take the two subjects concurrently.

6. Retaking of Subjects

- 6.1. Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.

The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (GPA). If students have passed a subject but failed after retake, credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. (The grades obtained in previous attempts will only be reflected in transcript of studies.)

- 6.2. In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject.

7. Exceptional Circumstances

7.1. Absence from an assessment component

If a student is unable to complete all the assessment components of a subject due to illness or other circumstances which are beyond his control and considered by the Subject Assessment Review Panel as legitimate the Panel will determine whether the student will have to complete a late assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and before the commencement of the following academic year (except that for Summer Term, which may take place within 3 weeks after the finalisation of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the Faculty Board Chairman shall decide on an appropriate time for completion of the late assessment.

7.2. Aegrotat award

7.2.1. If a student is unable to complete the requirements of the programme in question for the award due to very serious illness, or other very special circumstances which are beyond his control, and considered by the Board of Examiners as legitimate, the Faculty Board will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.

7.2.2. A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the Board of Examiners; the student's exercise of this option shall be irrevocable.

7.2.3. The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.

7.2.4. An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the Board of Examiners may determine whether the award should be classified provided that they have adequate information on the students' academic performance.

7.3. Other particular circumstances

A student's particular circumstances may influence the procedures for assessment but not the standard of performance expected in assessment.

8. Grading

8.1. Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject shall be graded as follows:

Subject grade	Short description	Elaboration on subject grading description
A+	Exceptionally Outstanding	The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards.
A	Outstanding	The student's work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards.
B+	Very Good	The student's work is very good. It exceeds the intended subject learning outcomes in most regards.
B	Good	The student's work is good. It exceeds the intended subject learning outcomes in some regards.
C+	Wholly Satisfactory	The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes.
C	Satisfactory	The student's work is satisfactory. It largely meets the intended subject learning outcomes.
D+	Barely Satisfactory	The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes.
D	Barely Adequate	The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards.
F	Inadequate	The student's work is inadequate. It fails to meet many of the intended subject learning outcomes.

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

8.2. A numeral grade point is assigned to each subject grade, as follows:

Grade	Grade Point
A+	4.5
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1
F	0

8.3. At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$GPA = \frac{\sum_n \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_n \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term, but for subjects which have been retaken, only the grade obtained in the final attempt will be included in the GPA calculation

In addition, the following subjects will be excluded from the GPA calculation:

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved without any grade assigned
- (v) Subjects from which a student has been allowed to withdraw (i.e. those with the grade 'W')

- (vi) Training credits such as WIE

Subject which has been given an "S" subject code, i.e. absent from examination, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance and is capped at 4.0.

9. Eligibility for Award

9.1. A student would be eligible for award if he satisfies all the conditions listed below:

- (i) Accumulation of the 63 credits for the award BA (Hons), and 25% credits in relation to subjects which are delivered in Chinese (Putonghua) or English, respectively; and
- (ii) Satisfying the residential requirement for at least 1/3 of the credits to be completed for the award he is currently enrolled; and
- (iii) Satisfying all the "compulsory" and "elective" requirements as defined in this definitive programme document; and
- (iv) Having a Grade Point Average (GPA) of 2.0 or above at the end of the programme; and
- (v) Satisfying other requirements as stipulated in this definitive programme document e.g. Work-integrated education (WIE)

9.2. A student is required to graduate as soon as he satisfies all the conditions for award. Subject to the maximum study load of 21 credits per semester, a student may take more credits than he needs to graduate on top of the prescribed credit requirements for his award in or before the semester within which he becomes eligible for award.

10. Guidelines for Award Classification

- 10.1. For calculating the weighted GPA (and award GPA) to determine the Honours classification of students who satisfy the graduation requirements, a University-wide standard weighting will be applied to all subjects of the same level, with a weighting of 2 for Level 1 and 2 subjects, a weighting of 3 for Level 3 and 4 subjects.
- 10.2. The guidelines for award classification are stated in the table below. In using these guidelines, the Board of Examiners shall exercise its judgement in coming to its conclusions as to award for each student, and where appropriate, may use other relevant information.
- 10.3. The Board of Examiners will also take into account the overall performance of a particular student in determining the award classification. The Award Grade Point Average (Award GPA, i.e. the GPA calculated based on the prescribed credit requirements) and the Grade Point Average will be used as a guide for determining award classifications.
- 10.4. Any subjects passed after the graduation requirement has been met or subjects taken on top of the prescribed credit requirements for award shall not be taken into account in the grade point calculation for award classification (see Sections 8.3 and 10.3 above). However, if a student attempts more elective subjects (or optional subjects) than those required for graduation in or before the semester in which he becomes eligible for award, the elective subjects (or optional subjects) with a higher grade/contribution shall be included in the grade point calculation (i.e. the excessive subjects attempted with a lower grade/ contribution, including failed subjects, will be excluded).
- 10.5. The following are guidelines for Boards of Examiners' reference in determining award classifications:

Award Classifications	Guidelines
1 st	The student's performance/attainment is outstanding, and identifies him as exceptionally able in the field covered by the programme in question.
2:i	The student has reached a standard of performance/attainment which is more than satisfactory but less than outstanding.
2:ii	The student has reached a standard of performance/attainment judged to be satisfactory, and clearly higher than the "essential minimum" required for graduation.
3 rd	The student has attained the "essential minimum" required for graduation at a standard ranging from just adequate to just satisfactory.

- 10.6. A Pass-without-Honours degree award will be recommended only under exceptional circumstances, when the student has demonstrated a level of final attainment which is below the 'essential minimum' required for graduation with Honours from the programme in question, but has nonetheless covered the prescribed work of the programme in an adequate fashion, while failing to show sufficient evidence of the intellectual calibre expected of Honours degree graduates. For example, if a student in an Honours degree programme has a Grade Point Average (GPA) of 2.0 or more, but his Weighted GPA is less than 2.0, he may be considered for a Pass-without-Honours classification.

Part VI

Programme Management

Programme Leadership

The Head of Department exercises overall responsibility for the quality of the programme and the Programme Leader is accountable for the day-to-day operation to the Head of Department. The Programme Leader will provide academic and organizational leadership to the programme through the Departmental Undergraduate Programme Committee.

Undergraduate Programme Committee

The Committee is made up of the Head of the Department, the Programme Leader and other faculty members deemed necessary.

The Undergraduate Programme Committee will exercise overall academic and operational responsibility over BICS and its development within defined policies, procedures and regulations including the following:

- (a) The effective conduct, organisation and development of the Programme, including
 - ensuring the appointment of staff as required by the Programme (subject, stage, admissions, placement, etc.), in consultation with the Head of Department;
 - ensuring that the Programme is staffed and resourced to agreed levels through recommendations to, and negotiations with, Head of Department;
 - ensuring that the mechanics of operation, including Programme/stage/ subject time-tabling, teaching rooms, access to special facilities, etc., is organised and effective;
 - the coordination of teaching and other input;
 - the nomination of proposed external examiner(s), where necessary and as required by the professional bodies, for the approval of the Faculty/School Board; and
 - the implementation of policies for monitoring student progress, student counselling, placements, etc.
- (b) Stimulating the development of teaching methods and programme materials, through Head of Department, subject leaders, and the Educational Development Centre, as appropriate.
- (c) Reviewing academic regulation, admissions policies and assessment/ examination methods.

- (d) Formal submissions to appropriate professional bodies, normally via the Head of Department and in accord with the University's established procedures.
- (e) The continuing critical review of the rationale, aims, intended learning outcomes (ILOs) and the alignment of teaching, learning and assessment with the ILOs, programme learning outcomes assessment and its results, and the improvement and development of the programme(s).
- (f) Defining and maintaining the academic standards of the Programme.
- (g) Ensuring that the views of the students and other key stakeholders on the Programme are known and taken into account.
- (h) Evaluating the operation, health and progress of the Programme as defined in the University's Programme Review procedures.

Programme Executive Group

The Programme Executive Group, defined by and responsible to the Departmental Undergraduate Programme Committee, will normally manage the day-to-day operation of the programme within the agreed scheme. The Group will operate informally under the organization of the Programme Leader and typically include staff with key programme responsibilities.

The membership of the Programme Executive Group is comprised of:

- Programme Leader (Chairman)
- Representatives from the contributing subject areas, all of whom should teach on the programme
- Staff with specified programme responsibilities

External membership may be proposed where directly relevant to the operation of the programme.

Staff/Student Consultative Group

It is important that there be adequate and effective opportunities for discussion of the programme between students and staff, in a context that allows wide student participation.

The Student/Staff Consultative Group provides a formal channel through which student views can be obtained. The Group is comprised of student representatives of every level of the programme, and staff members involved in all the subject areas and activities of the programme. The Group will meet whenever deemed necessary by its members to discuss any matter directly related to the programme and to report or make recommendations, as felt necessary, to the Programme Committee Advisors.

Academic Advising

In order to ensure that students receive academic advice properly throughout their studies and be provided with accurate information about programmes, academic regulations and procedures, a team of academic staff is designated to be the Departmental Academic Advisors.

A Departmental Academic Advisor, as front-line advisor to students, is responsible for providing students with relevant and current information about curriculum and programme requirements, advising students of the suitable combination of subjects before subject registration in each semester, giving academic advice to students related to their studies, assisting students in solving problems encountered in their studies, and referring students to other helping resources for further information.

Academic advising at the institutional level primarily for matters related to the GUR is provided by the Office of General University Requirements.

Subject Syllabi

List of Subjects

Work-Integrated Education

Course code	Subject name
CC313	Work-Integrated Education

Capstone Project

Course code	Subject name
CC402	Capstone Project in Chinese Culture

Discipline Specific Language

Course code	Subject name
CLC3351P	Academic writing and communication in Chinese
ELC3321	English for Students of Chinese Cultural Studies

Core Subject

Course code	Subject name
CC308 / CC308P	Discovering Chinese Culture in the Field
CC315 / CC315P	Cultural Contact between China and the West
APSS3601	Government and Public Administration in Contemporary China
CC309 / CC309P	Chinese Film and Its Social and Historical Context

Specific Area 1

Course code	Subject name
CC310 / CC310P	Confucianism, Classical Learning and the State
CC311 / CC311P	Ancient Chinese Customs
APSS360	Social Problems and Social Issues in Contemporary China

Specific Area 2

Course code	Subject name
CC305 / CC305P	Modern Chinese History and Culture
CC312 / CC312P	Women in China
CC306 / CC306P	Politics and Military Affairs in Imperial China

Specific Area 3

Course code	Subject name
CC3231 / CC3231P	Major Religions in China
CC316 / CC316P	Guided Studies in The Four Books
CC307 / CC307P	Chinese Folk Religions and Beliefs

Specific Area 4

Course code	Subject name
CC3161 / CC3161P	The Art of Literary and Practical Chinese Writing
CC314 / CC314P	Art and Culture of China
CC4241 / CC4241P	Chinese Traditional Theatre and Performing Arts

Specific Area 5

Course code	Subject name
CC4151 / CC4151P	Chinese Cultural Policy and Heritage Management
HTM3251	Tourism and the Chinese Culture
AF2602	Global Economic Environment

Subject Description Form

Subject Code	CC313
Subject Title	Work-Integrated Education
Credit Value	3 Training credits
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	In line with PolyU's Strategic Plan for all-round development of students, this subject aims to improve students' professional competencies and overall development through training in the workplace. Students will have a chance to apply what they have learned from the subject offerings of BICS in a work context, exercise their language and cultural skills, and gain first-hand knowledge of the challenges of a work place. The WIE Coordinator and the Workplace Supervisor will play supportive roles in the students' WIE experience.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) gain a practical understanding of the applicability of language and cultural skills in the development of professional competence, b) cultivate personal attributes that will benefit them in the workplace, c) assess one's strengths and weaknesses so as to better prepare for a career, d) develop creative and critical thinking and problem-solving skills, e) identify goals for future personal and professional development, and f) heighten awareness of and appreciation for the importance of cultural sensitivity in human interactions.
Subject Synopsis/ Indicative Syllabus	Orientation: This take place in the semester before WIE is to begin, and consists of briefings given by the WIE Coordinator on the aims, procedures and assessment criteria of WIE, professional attitudes and ethics, duties and responsibilities of the students and the WIE Coordinator, and skills of coping with difficulties in the workplace. Students are encouraged to propose to the WIE Coordinator for approval a potential employer who is willing to serve as a Workplace Supervisor for the WIE.

	<p>Training: Students will be placed in organizations/companies where their language and cultural knowledge can be utilized for a minimum of 160 hours of on-the-job training. The WIE Coordinator will liaise with potential Workplace Supervisors to arrange, if needed, for interviews and briefings, and to identify particular objectives for the students during the training.</p> <p>It is advisable for students to get in touch with the WIE Coordinator when necessary.</p>																																														
<p>Teaching/Learning Methodology</p>	<p>In addition to orientation and training students are encouraged to consult the WIE Coordinator when appropriate. Students should first of all approach their Workplace Supervisors for immediate advice at the workplace.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="488 770 1437 1352"> <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.Orientation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Performance Appraisal Checklist</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final Report</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 colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Responsibility of Students</p> <p>On completion of the job placement, students will evaluate their WIE training in the form of portfolios which include:</p> <ul style="list-style-type: none"> ○ identification of personal achievements which will reflect the extent to which intended WIE outcomes have been achieved, through the completion of a WIE Final Report at the end of the placement, and ○ a reflective journal maintained regularly during the student’s WIE experience, which is optional but encouraged. <p>Responsibility of Workplace Advisors</p> <p>Since employers play an important role in supervising students in the</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1.Orientation	20%	✓	✓	✓	✓	✓	✓	2. Performance Appraisal Checklist	40%	✓	✓	✓	✓	✓	✓	3. Final Report	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.Orientation	20%	✓	✓	✓	✓	✓	✓																																								
2. Performance Appraisal Checklist	40%	✓	✓	✓	✓	✓	✓																																								
3. Final Report	40%	✓	✓	✓	✓	✓	✓																																								
Total	100%																																														

	<p>WIE training, an appraisal checklist will be sent to the Workplace Advisors to assess the workplace competencies of BABICS students. Knowledge and skills to be evaluated by employers include:</p> <ul style="list-style-type: none"> ○ Language skills: The use of English and/or Chinese (including Putonghua) in organizational communication and the development of interpersonal/ business relationships ○ Work attitude: Punctuality, initiative, manners, respect for corporate culture, appreciation of human values, leaderships/supervision, etc. ○ Reasoning: Ability to think critically to solve problems and cope with uncertainties in the workplace ○ Personal and professional development: Identification of achievements during the 160 hours' training and areas of weakness for improvement in the future. <p>Responsibility of the WIE Coordinator</p> <p>By collating and assessing learning portfolios from students and evaluation from employers, the WIE Coordinator will award a grade (Pass or Fail) for endorsement by the Department's Subject Assessment Review Panel (SARP), to complete the WIE training exercise.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Orientation 	<p>2 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Placement 	<p>160 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Reading job materials 	<p>10 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparing Final Report 	<p>20 Hrs</p>
	<p>Total student study effort</p>	<p>192 Hrs.</p>

Subject Description Form

Subject Code	CC402
Subject Title	Capstone Project in Chinese Culture 中國文化畢業習作
Credit Value	3
Level	4
Pre-requisite / Co-requisite / Exclusion	Nil
Objectives	Capstone Project provides a structured context in which students can reflect upon their study of Chinese culture in a systematic way and demonstrate their mastery over a related topic. The experience of undertaking the Capstone Project will prove useful to the students' career development and further academic pursuit. The final product of the project can be a thesis, a photo essay, an exhibition or in other formats deemed appropriate after due consultation with the supervisor. The Capstone Project should include a significant writing component. A thesis, for example, should be at least 4,500 Chinese or 3,300 English words in length.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. conduct independent research on the topic of the project; b. organize and present one's research findings in an effective and convincing way; c. be creative and analytical in undertaking a sustained project; d. work independently under minimal supervision; and e. be disciplined in time management in handling tasks under high pressure.
Subject Synopsis/ Indicative Syllabus	Students are briefed of the nature of the Capstone Project upon their enrollment in BICS, and are encouraged to begin the process of formulating a topic as soon as possible. By the third semester of their study, they will be assigned a Project Supervisor who will guide them in designing the project. They will then work with the supervisor in the fourth semester, during which they will pursue a course of research relevant to the topic of the project, write up drafts, hold regular consultation with the Supervisor, and finalize and present their findings in a format described in Objectives above.
Teaching/Learning Methodology	Capstone Projects are coordinated by the Project Coordinator. Each student will be assigned a Project Supervisor. While the Supervisor will meet with the students regularly to provide necessary assistance, it remains the responsibility of the students to complete the project independently.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	Final project product	100%	✓	✓	✓	✓	✓
	Total	100 %					
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The success of any kind of sustained endeavors depends on the attributes captured in the above 5 learning outcomes, which are in turn reinforced in the students as they go through the process of completing the capstone project. The final product of the project is therefore a good measure of the degree to which the students have realized the said learning outcomes.</p>						
Student Study Effort Expected	Class contact:						
	▪ Consultation		5 Hrs.				
	Other student study effort:						
	▪ Independent research		60 Hrs.				
	▪ Finalizing the end-product of the project		60 Hrs.				
	Total student study effort		125 Hrs.				
Reading List and References	The reading varies from project to project, and will be supplied by the supervisor of the project.						

Subject Description Form

Subject Code	CLC3351P
Subject Title	Academic Writing and Communication in Chinese
Credit Value	3
Level	3
Pre-requisite	Nil
Co-requisite	Nil
Exclusion	Nil
Objectives	To aid their study and research in Chinese culture, this subject aims at fostering students' knowledge in (1) writing academic papers on topics of traditional and modern Chinese culture (2) comprehending classical Chinese language, texts, and publications, and (3) making presentations on topics/issues about Chinese culture.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) write an academic paper on Chinese culture, complete with all the major components, (b) express oneself properly to general and initiated audiences on topics of Chinese culture in oral presentations, (c) use dictionaries and other reference tools of classical Chinese for understanding classical words in terms of sound, form and meaning, (d) master the essence of classical Chinese grammar and to apply the concepts of modern punctuation and scansion to the reading of classical texts, (e) understand different types of classical books and different ways of annotating classical texts, and to master the structural components, and their generic features of traditional publications.
Subject Synopsis/ Indicative Syllabus	<p>Indicative Content:</p> <ul style="list-style-type: none"> - The understanding and writing (with exercises) of major components of modern academic papers on Chinese culture, - The uses of classical Chinese dictionaries and relevant reference tools - Reading of classical Chinese grammar with exercises, - Key notions of text annotation such as commentary (箋), note (註), further explanation (疏), index (索引) etc., - Key notions of structural components of classical Chinese books,

	<p>such as preface (序), synopsis (提要), main text (卷、章) postscript (跋), appendix (附錄), lost materials but retrieved (佚文), etc.,</p> <p>- understanding the requirements and techniques of oral presentations</p>																																															
Teaching/Learning Methodology	The subject will motivate the students' active participation by various types of assignments: collaborations, individual presentations, and group discussions. Teaching materials will be presented in both printed and audio-visual mode. Teacher consultation will be offered to the students depending on individual need. Lessons will be delivered in Putonghua.																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Academic paper</td> <td>35%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Comprehension of classical texts with no punctuations</td> <td>25%</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Introducing classical Chinese book(s)</td> <td>20%</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Oral presentation</td> <td>20%</td> <td></td> <td></td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>The outcome of study will be graded by continuous assessment of assignments above described.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Academic paper	35%	√	√	√	√	√	2. Comprehension of classical texts with no punctuations	25%		√	√	√	√	3. Introducing classical Chinese book(s)	20%		√	√	√	√	4. Oral presentation	20%			√	√	√	Total	100%					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
		a	b	c	d	e																																										
1. Academic paper	35%	√	√	√	√	√																																										
2. Comprehension of classical texts with no punctuations	25%		√	√	√	√																																										
3. Introducing classical Chinese book(s)	20%		√	√	√	√																																										
4. Oral presentation	20%			√	√	√																																										
Total	100%																																															
Student Study Effort Required	<table border="1"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ Lectures & Seminars</td> <td>39 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Outside class practice</td> <td>3 x 15 = 45 Hrs.</td> </tr> <tr> <td>▪ Self-study</td> <td>3 x 15 = 45 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td>129 Hrs.</td> </tr> </table>	Class contact:		▪ Lectures & Seminars	39 Hrs.	Other student study effort:		▪ Outside class practice	3 x 15 = 45 Hrs.	▪ Self-study	3 x 15 = 45 Hrs.	Total student study effort	129 Hrs.																																			
Class contact:																																																
▪ Lectures & Seminars	39 Hrs.																																															
Other student study effort:																																																
▪ Outside class practice	3 x 15 = 45 Hrs.																																															
▪ Self-study	3 x 15 = 45 Hrs.																																															
Total student study effort	129 Hrs.																																															

Reading List and References

參考書目

1. 馬建忠：《馬氏文通》。北京：商務印書館，1933。
2. 邵成萱：《馬氏文通易覽》。北京：瑞安仿古印書局，1934。
3. 俞樾等著：《古書疑義舉例五種》。北京：中華書局，1956。
4. 朱熹：《四書集註》。香港：香港太平書局，1968。
5. 楊樹達：《詞詮》。香港：商務印書館，1968。
6. 清王引之：《經傳釋詞》。香港：商務印書館，1971。
7. 劉國鈞：《中國古代書籍史話》。香港：中華書局，1972。
8. 張玉書等編纂：《康熙字典》。北京：中華書局，1973。
9. 王力：《古漢語通論》。香港：典文出版社，1975。
10. 舒新城等編纂：《辭海》。香港：中華書局，1976。
11. 啟功：《詩文聲律論稿》。香港：中華書局，1977。
12. 朱謙之：《老子校釋》。北京：中華書局，1984。

學術論文

13. 方震華，2011。「養兵衛民--募兵制合理化論述在宋代的建構」。《中央研究院歷史語言研究所集刊》，第八十二本，第一分，民國一〇〇年三月，43-78。
14. 羅志田，1997。「夷夏之辨與道治之分」，《學人》第十一輯 1997年6月 江蘇文藝出版社，75-106。
15. 吳旻旻，2010。「漢畫石像「車馬出行圖」之帝國想像」，《漢學研究》第28卷第4期，民國99年12月，1-33。
16. 丁福祥譯，2011。「現代中國文學感時憂國的精神」，《中央研究院歷史語言研究所集刊》第八十二本，第二分 出版日期: 民國一〇〇年六月。
17. 王軍，2009。「淺談古書序跋在被本鑒定中的作用」，《中小學圖書情報世界》，2009年第一期，57-59。
18. 劉淑芬，2011。「唐、宋時期的功德寺--以懺悔儀式為中心的討論」，《中央研究院歷史語言研究所集刊》第八十本，第二分出版日期: 民國九十八年六月，262-323。

	<p>19. 林富士，2009。「《太平經》的神仙觀念」，《中央研究院歷史語言研究所集刊》第八十本，第二分出版日期: 民國九十八年六月，218-262。</p> <p>20. 夏志清著，劉紹銘譯，1979。《中國現代小說史》，傳記文學出版社。</p> <p>21. 黃仁宇，2010。《中國大歷史》，聯經出版事業股份有限公司。</p> <p>22. 梁秉鈞著，黃淑嫻等編，2013。《也斯的 50 年—香港文學與文化論集》。香港：中華書局。</p> <p>23. 陳國偉，2013。「被翻譯的身體 ---跨語際實踐下的身體錯位敘事與文體秩序 第二章」，《越境與譯徑---當代台灣推理小說的身體翻譯與跨國生成》。台北：聯合文學出版社，89-97。</p>
--	--

Subject Description Form

Subject Code	ELC3321
Subject Title	English for Students of Chinese Cultural Studies
Credit Value	3
Level	3
Pre-requisite / Co-requisite / Exclusion	LCR English subjects (unless exempted)
Objectives	This subject aims to develop the English language skills required by students of Chinese cultural studies to communicate effectively in their future professional careers.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. plan, organise and write discursive articles, b. deliver effective oral presentations to a range of audiences, and c. organise and write reports which describe and interpret survey data. <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.</p>
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Extended writing Summarising, synthesising and critiquing sources; applying appropriate organisational patterns to a range of discursive texts; maintaining coherence and cohesion in writing; achieving appropriate style and tone in writing; employing appropriate referencing skills. 2. Planning presentations Defining topic, scope, purpose and audience; researching topics; organising information and ideas effectively; applying sequencing and signposting language effectively; speaking effectively in groups and in public forums; using effective non-verbal interaction strategies; practising impromptu presentations. 3. Language appropriacy Using context-sensitive language in spoken and written English. 4. Language development Developing relevant grammar and vocabulary.

<p>Teaching/Learning Methodology</p>	<p>The subject is designed to introduce students to the communication skills, both oral and written, that they may need to function effectively in their future professions. These skills will be necessary for successful employment in any organisation where internal and/or external communication is conducted in English.</p> <p>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving drafting and evaluating texts, mini-presentations and discussions. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.</p> <p>Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</p>																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="480 824 1426 1357"> <thead> <tr> <th data-bbox="480 824 783 1037" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="783 824 943 1037" rowspan="2">% weighting</th> <th colspan="3" data-bbox="943 824 1426 965">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="943 965 1102 1037">a</th> <th data-bbox="1102 965 1262 1037">b</th> <th data-bbox="1262 965 1426 1037">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 1037 783 1106">1. Extended writing</td> <td data-bbox="783 1037 943 1106">30%</td> <td data-bbox="943 1037 1102 1106">✓</td> <td data-bbox="1102 1037 1262 1106"></td> <td data-bbox="1262 1037 1426 1106"></td> </tr> <tr> <td data-bbox="480 1106 783 1176">2. Oral presentation</td> <td data-bbox="783 1106 943 1176">40%</td> <td data-bbox="943 1106 1102 1176"></td> <td data-bbox="1102 1106 1262 1176">✓</td> <td data-bbox="1262 1106 1426 1176"></td> </tr> <tr> <td data-bbox="480 1176 783 1283">3. Report of survey data</td> <td data-bbox="783 1176 943 1283">30%</td> <td data-bbox="943 1176 1102 1283"></td> <td data-bbox="1102 1176 1262 1283"></td> <td data-bbox="1262 1176 1426 1283">✓</td> </tr> <tr> <td data-bbox="480 1283 783 1357">Total</td> <td data-bbox="783 1283 943 1357">100 %</td> <td data-bbox="943 1283 1102 1357"></td> <td data-bbox="1102 1283 1262 1357"></td> <td data-bbox="1262 1283 1426 1357"></td> </tr> </tbody> </table> <p data-bbox="480 1413 1426 1482">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="480 1503 1426 1682">This subject adopts the method of 100% continuous assessment. Students' oral and writing skills are evaluated through assessment tasks related to the learning outcome areas. Students are assessed on the accuracy and the appropriacy of the language used in fulfilling the assessment tasks, as well as the selection and organisation of ideas.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Extended writing	30%	✓			2. Oral presentation	40%		✓		3. Report of survey data	30%			✓	Total	100 %			
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																														
		a	b	c																												
1. Extended writing	30%	✓																														
2. Oral presentation	40%		✓																													
3. Report of survey data	30%			✓																												
Total	100 %																															

Student Study Effort Required	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Classwork-related, assessment-related, and self-access work	78 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Oshima, A. & Hogue, A. (2006). <i>Writing academic English</i> (4th ed.). White Plains, NY: Pearson/Longman.</p> <p>Fink, A. (2003). <i>The survey kit</i> (2nd ed.). Thousand Oaks, Calif: Sage Publications.</p> <p>Goatly, A. (2000). <i>Critical reading and writing: An introductory coursebook</i>. London: Routledge.</p> <p>Kendall-Tackett, K. A. (2007). <i>How to write for a general audience: a guide for academics who want to share their knowledge with the world and have fun doing it</i>. Washington, DC: American Psychological Association.</p> <p>Kuiper, S. (2007). <i>Contemporary business report writing</i> (3rd ed.). Cincinnati, OH: Thomson/South-Western.</p> <p>Townsend, J. (2004). <i>The presentations pocketbook</i>. Alresford: Management Pocketbooks.</p>	

Subject Description Form

Subject Code	CC308 / CC308P
Subject Title	Discovering Chinese Culture in the Field 發現中國文化
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC308: CC308P Exclusion for CC308P: CC308
Objectives	As the old Chinese saying goes, travel and experience afford greater learning than books. Direct observation of cultural sites is essential for students in the humanities. Abstract learning and concrete experience will become one when students combine book learning with on-site visits. This course will focus on three topics: Traditional Arts and City, Historical Figures and Sites, as well as Clans and Rituals. Students will have the opportunity to go on study tours to cultural and historical sites of Hong Kong.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) grasp the fundamental methodology of conducting on-site studies in the field of Chinese culture; b) grasp the skills of presenting cultural phenomena and heritage; c) independently conduct historical field studies according to their own research needs; d) strengthen their professional knowledge through both theoretical and practical learning.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>Part One : Traditional Arts and the City</p> <ol style="list-style-type: none"> 1) Traditional Chinese operas in Hong Kong (Kunqu and Cantonese Opera) 2) A study tour to the Cantonese Opera Heritage Hall of Hong Kong Heritage 3) The cultural significance of the traditional operas in modern society (evaluation & students' presentation) <p>Part Two : Historical Figures and Sites</p> <ol style="list-style-type: none"> 4) New Asia College, Contemporary Neo-Confucianism and the Chinese cultural crises in the 20th century 5) A study tour to New Asia College and the former campus (New Asia Middle School) 6) Hong Kong's role in the development of Contemporary Neo-Confucianism (evaluation & students' presentation) <p>Part Three : Religion and Society</p> <ol style="list-style-type: none"> 7) Religious belief and practices in traditional Chinese communities 8) A study tour to the Pingshan Cultural Heritage Trail and the Exhibition Hall of the Deng Clan 9) The cultural significance of the religious belief and practices to the community on the Pingshan Cultural Heritage Trail (evaluation & students' presentation)
<p>Teaching/Learning Methodology</p>	<ol style="list-style-type: none"> 1) This course is divided into three learning units, each taught by a professor. Before each field trip, the professor in charge will introduce theoretical concepts related to the topic of the field trip, and significant details of the sites. 2) During each field trip, the professor in charge will provide on-site explanations and answer students' queries. 3) After the field trip, the students will give oral presentations under the guidance of the professor. 4) Besides attending all the lectures, students are required to attend at least two of the three field trips.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Written Report	40%	✓	✓	✓	✓
	2. Fieldtrip Report	30%	✓	✓	✓	✓
	3. Oral Presentation	20%	✓	✓	✓	✓
	4. Class Participation & Discussion	10%	✓	✓	✓	✓
	Total	100%				
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>First, for the intended learning outcomes (a) and (d), the written report (3000 words) and fieldtrip report (2,500 words) aim to assess students' overall mastery of the content and methodology of historical and cultural field activities as well as their writing and speaking ability.</p> <p>Second, for the intended learning outcomes (b) and (c), Class participation, discussion and the oral presentation will help assess the students' degree of involvement and ability to respond questions appropriately. Students will be judged according to the contributions they make towards the advancement of classroom discussion, the coherence of their remarks and the relationship they bear to the content of the subject.</p>						
Student Study Effort Expected	Class contact:					
	▪ Lectures		20 Hrs.			
	▪ Tutorials		10 Hrs.			
	▪ Fieldtrips		24 Hrs			
	Other student study effort:					
	▪ Reading		30 Hrs.			
	▪ Writing		30 Hrs.			
	▪ Discussion		10 Hrs.			
	Total student study effort		124 Hrs.			

**Reading List and
References**

1. 白先勇策劃、林皎紅主編，《姹紫嫣紅牡丹亭：四百年青春之夢》。臺北：遠流出版事業股份有限公司，2004。
2. 杜正勝，〈五服制的族群結構與倫理〉，載氏著，《古代社會與國家》。臺北：允晨文化，1992，頁 855-876。
3. 科大衛，〈祠堂與家廟——從宋末到明中葉宗族禮儀的演變〉，《歷史人類學學刊》，卷 1 期 2（2003 年 10 月），頁 1-20。
4. 周愛靈著，羅美嫻譯，《花果飄零：冷戰時期殖民地的新亞書院》。香港：商務印書館，2010。
5. 葉紹德編撰，張敏慧校訂，《唐滌生戲曲欣賞：一，帝女花、牡丹亭驚夢》。香港：匯智出版有限公司，2015。
6. 翟志成，〈救亡思潮與民族主義〉，收入氏著，《馮友蘭學思生命前傳：1895-1949》。臺北：中央研究院近代史研究所，2007，頁 15-56。
7. 翟志成，〈圓亭憶往錄〉，收入新亞書院編，《多情六十年——新亞書院的過去、現在與未來》。香港：香港中文大學新亞書院，2009，頁 152-156。
8. 黎健，《香港粵劇敘論》。香港：三聯書店，2010。
9. 錢穆，《新亞遺鐸》。臺北：東大圖書公司，1989。
10. James L. Watson. "From the Common Pot: Feasting with Equals in Chinese Society," in James L. Watson and Rubie S. Watson, *Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories*. Hong Kong: Chinese University Press, 2005, pp. 105-124. (中譯版：華琛，〈同吃一盆菜：中國社會中的平等宴會〉，載華琛、華若璧著，《鄉土香港——新界的政治、性別及禮儀》。香港：中文大學出版社，2011，頁 83-98。)

Subject Description Form

Subject Code	CC315 / CC315P
Subject Title	Cultural Contact between China and the West 中西文化接觸
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC315: CC315P / CC224 / CC2C08 / CC2C08P Exclusion for CC315P: CC315 / CC224 / CC2C08 / CC2C08P
Objectives	Cultural contact is an inevitable feature of the global era, where people with different cultural backgrounds come together every day. Yet, for its frequent occurrences that at times give rise to mutual understanding and respect, such contact is also rife with mishaps, resulting in tension and even conflicts. This subject will study a diversity of materials, including memoirs, diaries, travelogues and literary works to gain an understanding of the nature and process of such contacts, and to analyze critically the cultural assumptions that shape the encounters between China and the West, including the underlying colonial, religious, commercial, intellectual and political drives. The course will also provide a historical overview of the contact between China and the West since the mid-nineteenth century. Students will develop a culturally sensitive attitude in the process, and apply what they learn from the subject to similar cross-cultural situations that they experience or witness in their lives.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) possess a fundamental knowledge of the history of cultural interactions between China and the West, especially in the last 150 years, b) discuss in an informed way the possibilities and pitfalls of cross-cultural communications, c) analyze with historical insights the success and failure China's interactions with other countries, d) exercise cultural sensitivity in their dealings with people with a different cultural background, and e) understand the concept of hybridity that characterizes all cultures in the world today.
Subject Synopsis/ Indicative Syllabus	1. Introduction: Image, Imagination and Representation: China and the West

	<ol style="list-style-type: none"> 2. Commerce and Trade: The Silk Road 3. Travels: The Mongol Rule and Marco Polo 4. Religion: Matteo Ricci and Xi Xue Dong Jian (西學東漸), or the Coming of Western Ideas to the Oriental World 5. Nationalism: Ideas of Modern China under Western Influence 6. Cities: Shanghai as Method 7. Sports: Ping-Pong Politics 8. Colonies: Hong Kong and Macau's Experience 9. Immigration: Chinatowns and Chinese Diaspora 10. Art: Export Paintings and Globalization 																																															
Teaching/Learning Methodology	<p>The content knowledge of the subject will be taught in a combination of lectures and student-led discussions. Students will be asked to submit written responses to the readings through quiz and final paper, where students have to bring to bear all the key concepts that they learn from the subject and their own research findings. The final assignment is an oral presentation of a mock exhibition proposal with any topic that related to Cultural Contact between China and the West. Field trip to Hong Kong Maritime Museum is organized as a part the lecture for the last topic on export paintings.</p>																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 8%;">a</th> <th style="width: 8%;">b</th> <th style="width: 8%;">c</th> <th style="width: 8%;">d</th> <th style="width: 8%;">e</th> </tr> </thead> <tbody> <tr> <td>1. Class participation and attendance</td> <td>10%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Mid-term Quiz</td> <td>20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Final paper</td> <td>30%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>4. Final project</td> <td>40%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Class participation and attendance	10%	✓	✓	✓	✓	✓	2. Mid-term Quiz	20%	✓	✓	✓	✓	✓	3. Final paper	30%	✓	✓	✓	✓	✓	4. Final project	40%	✓	✓	✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
		a	b	c	d	e																																										
1. Class participation and attendance	10%	✓	✓	✓	✓	✓																																										
2. Mid-term Quiz	20%	✓	✓	✓	✓	✓																																										
3. Final paper	30%	✓	✓	✓	✓	✓																																										
4. Final project	40%	✓	✓	✓	✓	✓																																										
Total	100%																																															

Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Reading	38 Hrs.
	▪ Writing	35 Hrs.
	▪ Discussions/activities	8 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p>*Major Readings</p> <ul style="list-style-type: none"> • Bernard L., "Other People's History", <i>The American Scholar</i>, Vo. 59, No.3 (Summer 1990). 397-405 • Bickers, Robert A. and Jeffrey N. Wasserstrom (1995) "Shanghai's 'Dogs and Chinese Not Admitted' Sign: Legend, History and Contemporary Symbol," <i>The China Quarterly</i>, no. 142 (June): 444-66. • *Carroll, John. <i>Edge of Empires: Chinese Elites and British Colonials in Hong Kong</i>. Hong Kong: Hong Kong University Press, 2007, pp.16-36. • Ch'en, Jerome. <i>China and the West, Society and Culture 1815-1937</i>. Hutchinson of London, 1979. 39-91. • *Conner, Patrick, <i>The Hongs of Canton: western merchants in south China 1700-1900, as seen in Chinese export paintings</i>. London: English Art Books, 2009, pp.1-10 and 25-73. • Gregory, J. (2003). <i>The West and China Since 1500</i>. New York: Palgrave Macmillan. Palgrave Macmillan, 2003. 153-203. • Hall, Stuart. "Encoding, Decoding", in Simon During Ed. <i>The Cultural Studies Reader</i>. London: Routledge, 1993. 90-103. • *Guillen-Nuñez, César. "The Portrait of Matteo Ricci." <i>Journal of Jesuit Studies</i> 1, no. 3 (2014): 443-64. • Lee, Haiyan (2009) "The Ruins of Yuanmingyuan: Or how to enjoy a national wound," <i>Modern China</i>, vol. 35, no. 2: 155-90. • *Lee, Leo Ou-fan. (1999). "Shanghai Modern: Reflections on Urban Culture in China in the 1930s". <i>Public Culture</i>, 11(1), 75-107. • *Liu, Xinru. <i>The Silk Road: Overland Trade and Cultural Interactions in Eurasia</i>. Washington, DC: American Historical 	

Association, 1998.

- *Marco Polo, *The Travels of Marco Polo*, tr. Ronald Latham. Middlesex: Penguin PB, 1958.83-133
- Mungello, D.E. *The Great Encounter of China and the West, 1500-1800*. Rowman & Littlefield, 2009. 1-10.
- Said, Edward W. *Orientalism*. New York: Pantheon Books, 1978.
- *Spence, Jonathan. *The Chan's Great Continent: China in Western Minds*. New York: Norton, 1998. 1 - 19.
- Spence, Jonathan D. *The Memory Palace of Matteo Ricci*. London: Quercus, 2008.1-23.
- *Sun Yat-sen, "Three People's Principles," in William Theodore de Bary, Wing-tsit Chan, and Chester Tan, eds., *Sources of Chinese Tradition, Vol. 2* (New York: Columbia University Press, 1960), pp. 105-117. (For Chinese version, see 孫中山: 〈三民主義與中國民族之前途〉, 見胡漢民編《總理全集》下冊, 頁71-81.
- *Xu, Guoqi. *Olympic Dreams: China and Sports, 1895-2008*. Cambridge, Mass.: Harvard University Press, 2008, pp. 35-54; 117-163.
- Wiest, Jean Paul. "Matteo Ricci: pioneer of Chinese-Western dialogue and cultural exchanges". *International Bulletin of Missionary Research*, Jan, 2012, Vol.36(1), p.17-20
- Wittkower, Rudolf. "Marvels of the East," in *Allegory and the Migration of Symbols*. London: Thames and Hudson, 1977. 76-92.
- *Wong, K. Scott (1995) "Chinatown: Conflicting Images, Contested Terrains," *MELUS*, vol. 20, no. 1 (Spring): 3-15.
- Wong, Winnie Won Yin. *Van Gogh on Demand: China and the Readymade*. Chicago/London : University of Chicago Press, 2013, pp. 35-79.
- 安宇, 周棉主編。2000。《留學生與中外文化交流》。南京: 南京大學出版社。
- 2. 李喜所。1987。《近代中國的留學生》。北京: 人民出版社。
- 周宁, 《2000年中国看西方》。北京市: 团结出版社, 1999
- 郭嵩燾等, 王立誠編校。1998。《郭嵩燾等使西記六種》。香港: 三聯書店(香港)有限公司。

- | | |
|--|---|
| | <ul style="list-style-type: none">• 容閔，石霓譯注.2003.《容閔自傳：我在中國和美國的生活》。上海：百家出版。• 徐振保. 1996.《中外文化交流記趣》。上海：復旦大學出版社。• 7. 梁元生，2008.《邊緣與之間》 香港：三聯書店(香港)有限公司, 2008. |
|--|---|

Subject Description Form

Subject Code	APSS3601
Subject Title	Government and Public Administration in Contemporary China
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject introduces students to major concepts and issues involved in the study of government and public administration in contemporary China. It gives students basic exposure to the politics, government, and public administration in China and allow them to understand and explore some of the critical issues it faces.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) Understand the basic government and administration structures in the greater China; b) Utilize the basic conceptual tools in analyzing the deep-rooted governance issues of the modernizing China; c) Examine critically the possible changes of the government and administrative structures; d) Communicate clearly impacts of the globalized civic values on the political and administrative structures of China.
Subject Synopsis/ Indicative Syllabus	<p>The Making of Socialist Government in China: A Brief Introduction to the formation of the PRC government in 1949</p> <p>Governance and Administrative reform in Post-Mao China: Its history, the change of leadership, and its impact.</p> <p>State Government and the Possibility of the Emergence of Civil Society in China.</p> <p>The dynamic between Central and Local Governments.</p> <p>Local Governance: Village and Township Direct Elections. JQ1510 .G68 2004.</p> <p>Globalised Debates and Concerns: Human Rights, Democracy, Citizenship and Social Development.</p> <p>One Country Two Systems: The formation of the Hong Kong and Macau Special Administrative Regions.</p> <p>Hong Kong and Macau Government and Administration Structures.</p>

Teaching/Learning Methodology	The approach will be comprised of lectures and seminars. In the seminars, small groups of 3 to 5 students are to be assigned to undertake selected topics and present their work to the seminar class. Students are also encouraged to participate actively in tutorials/seminars.																																							
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1" data-bbox="480 443 1430 1010"> <thead> <tr> <th data-bbox="480 443 783 651" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="783 443 943 651" rowspan="2">% weighting</th> <th colspan="4" data-bbox="943 443 1430 584">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="943 584 1062 651">a</th> <th data-bbox="1062 584 1182 651">b</th> <th data-bbox="1182 584 1302 651">c</th> <th data-bbox="1302 584 1430 651">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 651 783 725">1. Term paper</td> <td data-bbox="783 651 943 725">60%</td> <td data-bbox="943 651 1062 725">✓</td> <td data-bbox="1062 651 1182 725">✓</td> <td data-bbox="1182 651 1302 725">✓</td> <td data-bbox="1302 651 1430 725">✓</td> </tr> <tr> <td data-bbox="480 725 783 831">2. Seminar presentation</td> <td data-bbox="783 725 943 831">30%</td> <td data-bbox="943 725 1062 831">✓</td> <td data-bbox="1062 725 1182 831">✓</td> <td data-bbox="1182 725 1302 831">✓</td> <td data-bbox="1302 725 1430 831">✓</td> </tr> <tr> <td data-bbox="480 831 783 936">3. Seminar participation</td> <td data-bbox="783 831 943 936">10%</td> <td data-bbox="943 831 1062 936">✓</td> <td data-bbox="1062 831 1182 936">✓</td> <td data-bbox="1182 831 1302 936">✓</td> <td data-bbox="1302 831 1430 936">✓</td> </tr> <tr> <td data-bbox="480 936 783 1010">Total</td> <td data-bbox="783 936 943 1010">100%</td> <td colspan="4" data-bbox="943 936 1430 1010"></td> </tr> </tbody> </table> <p data-bbox="480 1066 1430 1137">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="480 1155 991 1189">Seminar Presentation and Participation:</p> <p data-bbox="480 1211 1430 1458">Students have to present in groups on their critical views on selected issues to demonstrate how much they have understood the processes and mechanisms of government and public administration in the greater China. They are expected to use case materials to illustrate how they could apply the theories and concepts they have learned in lectures and generate critical discussions. This exercise will show how well they have learned and how effective they are as communicators.</p> <p data-bbox="480 1480 687 1514">Written Report:</p> <p data-bbox="480 1536 1430 1711">Students will write a group report of about 3000 words based on their group presentation and the feedback they have received from tutors and classmates. In this exercise, students can demonstrate their competence in written communication, logical thinking, critical ability and problem-solving capacity.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Term paper	60%	✓	✓	✓	✓	2. Seminar presentation	30%	✓	✓	✓	✓	3. Seminar participation	10%	✓	✓	✓	✓	Total	100%				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																						
		a	b	c	d																																			
1. Term paper	60%	✓	✓	✓	✓																																			
2. Seminar presentation	30%	✓	✓	✓	✓																																			
3. Seminar participation	10%	✓	✓	✓	✓																																			
Total	100%																																							

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Study for examination	12 Hrs.
	▪ Preparation for and writing group presentation and individual report	20 Hrs.
	▪ Self-directed studies	50 Hrs.
	Total student study effort	121 Hrs.
Reading List and References	<p>Essential:</p> <ol style="list-style-type: none"> 1) Gries, Peter Hays and Stanley Rosen. (Eds.) (2004). <i>State and Society in 21st Century China: Crisis, Contention, and Legitimation</i>. New York: Routledge Curzon. 2) Howell, Jude. (Ed.) (2004). <i>Governance in China</i>. Lanham, MD.: Rowman and Littlefield Publishers. 3) Jensen, Lionel M. and Timothy B. Weston. (Eds.). (2007). <i>China's Transformations: The Stories beyond the Headlines</i>. Lanham, Md.: Rowman and Littlefield. <p>Supplementary:</p> <ol style="list-style-type: none"> 1) Dittmer, Lowell and Guoli Liu. (Eds.) (2006). <i>China's Deep Reform: Domestic</i> 2) <i>Politics in Transition</i>. Lanham, Md.: Rowman and Littlefield. 3) Gallagher, Mary Elizabeth. (2005). <i>Contagious Capitalism: Globalization and the Politics of Labor in China</i>. Princeton, N.J.: Princeton University Press. 4) Lieberthal, Kenneth. (2004). <i>Governing China: From Revolution through Reform</i>, 2nd edition. New York: Norton. 5) Liu, Meiru. (2001). <i>Administrative reform in China and its Impact on the Policy-making Process and Economic Development after Mao: Reinventing Chinese Government</i>. Lewiston, NY: Edwin Mellen Press. 6) O'Brien, Kevin J. (1990). <i>Reform without Liberalization: China's National People's Congress and the Politics of Institutional Change</i>. Cambridge: Cambridge University Press. 7) Perry, Elizabeth J. and Merle Goldman. (Eds.) (2007). <i>Grassroots Political Reform in Contemporary China</i>. Cambridge, Mass.: Harvard University Press. 8) Scott, I. (2005). <i>Public Administration in Hong Kong: Regime Change and its Impact on the Public Sector</i>. Singapore: Marshall Cavendish. 	

Subject Description Form

Subject Code	CC309 / CC309P
Subject Title	Chinese Film and Its Social and Historical Context 中國電影及其社會與歷史背景
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC309: CC309P / CC225 / CC2C12 / CC2C12P Exclusion for CC309P: CC309 / CC225 / CC2C12 / CC2C12P
Objectives	Film affords the viewers a window to examine the society from which it emerges. Chinese film first captured people's attention in 20s and flourished in 30s. Yet, its subsequent development was slowed down by the War of Resistance against the Japanese invasion, the Civil War and the post-1949 political instability. The subject aims at exploring the very close relationship between Chinese films and contemporary Chinese history through the examination of films, covering not only the development in the Mainland, but also in Taiwan and Hong Kong.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) know the course of the development of Chinese films and the setbacks they encountered, (b) comprehend the close relationship between Chinese films and contemporary history and society, and (c) appreciate the uniqueness of Chinese films.
Subject Synopsis/ Indicative Syllabus	1) Introduction: the complexity of Chinese film history 2) The audacious and liberal thirties 3) Struggling for survival in occupied Shanghai 4) Confusion in the post-war years 5) New aspirations of the fifties 6) The suffocated film world during the Cultural Revolution 7) Breakthroughs in the eighties 8) In search of a new voice in the nineties 9) The loud new millennium

Teaching/Learning Methodology	<p>The subject puts high emphasis on the examination of the artistic language of individual film in order to explore the pulse of the time when the film was produced. Students are therefore required to watch the films assigned before the lectures in order to participate in the discussion with the teacher. Students are also required to watch current Chinese films and then write short reviews on them. Students will learn how to collect source materials and to do research that will result in the writing of academic reports under the guidance of the teacher.</p>																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="520 562 1433 1144"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Occasional class exercise</td> <td>10%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Presentation</td> <td>25%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Film Review</td> <td>30%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Final Paper</td> <td>35%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Occasional class exercises measure students' familiarity with the subject materials, preparing them for a deeper understanding of the films being studied.</p> <p>The presentation measures students' ability to analyzing in an indepth way the various facets of a film and connects it to the wider milieu in which the film appears.</p> <p>The film review is used to measure students' capability in evaluating a chosen Chinese films</p> <p>The term paper measures students' ability in undertaking guided research. A report is considered good if it provides creative and critical views on Chinese films and connects the films with their social and historical context. In addition, the term paper can assess student's reading and writing skills in both English and Chinese.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Occasional class exercise	10%	✓	✓	✓	2. Presentation	25%	✓	✓	✓	3. Film Review	30%				4. Final Paper	35%				Total	100%			
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																				
		a	b	c																																		
1. Occasional class exercise	10%	✓	✓	✓																																		
2. Presentation	25%	✓	✓	✓																																		
3. Film Review	30%																																					
4. Final Paper	35%																																					
Total	100%																																					
Student Study Effort Required	Class contact																																					
	<ul style="list-style-type: none"> ▪ Seminars 		39 Hrs.																																			
	Other student study effort																																					
	<ul style="list-style-type: none"> ▪ Reading 		25 Hrs.																																			
	<ul style="list-style-type: none"> ▪ Writing 		30 Hrs.																																			

	<ul style="list-style-type: none"> ▪ Film Watching 	25 Hrs.
	<ul style="list-style-type: none"> ▪ Discussion 	10 Hrs.
	Total student study effort	129 Hrs.
Reading List and References 參考書目	基本參考影片： <ol style="list-style-type: none"> 1. 孫瑜：《大路》（1934） 2. 袁牧之：《馬路天使》（1937） 3. 李萍倩：《少奶奶的扇子》（1939） 4. 桑弧：《太太萬歲》（1947） 5. 費穆：《小城之春》（1948） 6. 鄭君里：《烏鴉與麻雀》（1949） 7. 黃佐臨：《為了和平》（1956） 8. 蘇里：《劉三姐》（1960） 9. 魯韜：《李雙雙》（1962） 10. 謝晉：《舞台姐妹》（1965） 11. 李文化：《決裂》（1975） 12. 顏學恕：《野山》（1985） 13. 田壯壯：《盜馬賊》（1986） 14. 李少紅：《血色清晨》（1990） 15. 吳文光：《我的紅衛兵時代》（1993） 16. 田壯壯：《藍風箏》（1993） 17. 黃建新：《背靠背，臉對臉》（1994） 18. 姜文：《陽光燦爛的日子》（1994） 19. 賈樟柯：《小武》（1997） 20. 婁燁：《蘇州河》（2000） 21. 顧長衛：《孔雀》（2004） 22. 寧浩：《瘋狂的石頭》（2006） 參考書： <ol style="list-style-type: none"> 1. 倪震：《北京電影學院故事：第五代電影前史》。北京：作家出版社，2002。 2. 梅冰、朱靖江：《中國獨立紀片檔案》。陝西師範大學出版社，2004。 3. 程季華、李少白、邢祖文：《中國電影發展史》（上、下卷）。香港：文化資料出版社，1978。 4. 陸弘石：《中國電影史 1905-1949》。北京：文化藝術出版社，2005。 	

	<ol style="list-style-type: none">5. 張建勇等：《當代中國電影》（上、下）。中國社會科學出版社，1989。6. 楊遠嬰、潘樺、張專編：《90年代的第五代》。北京：北京廣播學院出版社，2000。7. 歐陽江河：《中國獨立電影訪談錄》。香港：牛津出版社，2007。8. Berry, Chris. <i>Perspectives on Chinese cinema</i>. British Film Institute, 1991.9. Clark, Paul. <i>Chinese cinema – Culture politics since 1949</i>. Cambridge University Press, 1987.
--	---

Subject Description Form

Subject Code	CC310 / CC310P
Subject Title	Confucianism, Classical Learning and the State 儒學經學與國家
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC310: CC310P Exclusion for CC310P: CC310
Objectives	The course examines the relationship between Confucianism, classical learning and the state in traditional China. It discusses the impact of Confucian thought on the political ideas as well as the political and social institutions in Chinese history. It also studies the Confucian idea of moral self-cultivation and the maintenance of the social order, in addition to the practice of Confucian social programs.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) know the main thoughts and influences of important Confucians, (b) understand the content and significance of Confucian advocacies for personal cultivation, (c) have knowledge about the Confucian designs on maintaining political and social order as well as on organizing community life, (d) acquire the method and ability to read the Confucian classics with understanding, and (e) form independent judgment on historical consequences of Confucian thoughts and proposals.

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) The formation of Confucianism: people, texts, ideas and advocacies 2) Main ideas of Confucius, Mencius, and the early schools of philosophy on government and education 3) Confucianism as the state ideology and the political culture in Han times 4) Confucianism in the Wen-jin period: philosophic discourse and humanistic awakening 5) Tang dynasty Confucianism and Confucians in the vogue of Buddhism 6) The beginning of Neo-Confucianism: appeal and theoretical foundation of Northern Song lixue/learning of principles 7) Zhu Xi's intellectual achievements and influence 8) The thought of Wang Yangming and its influence 9) Neo-Confucian classics 10) Neo-Confucian impacts on late imperial Chinese political culture and social life 11) Orientations in Confucian learning in late imperial times: learning of principles, statecraft learning, and evidential learning 12) Confucian institutions of sacrificial and canonization and their political and cultural significance 13) The agenda of modern Confucianism
Teaching/Learning Methodology	<p>Classes will consist of lectures that introduce the subject's materials and classroom discussions where the materials are analyzed in depth. Students are responsible for the source and secondary materials before class, and writing the term paper and the reading report. The methodology is essentially interactive. Classroom discussions and the two quizzes will not only test students' grasp of the content of the course but also enable the teacher to address problems that cause difficulties to students' learning. Students' reports and papers will enhance their understanding of the course and their skill in writing academic papers.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. mid-term quizze	25%	✓	✓	✓	✓	
2. Reading report & Oral Presentation	25%	✓	✓	✓	✓	✓	
3. Term paper	50%	✓	✓	✓	✓	✓	
Total	100%						
	<p>1. The mid-term quizze is designed to assess students' understanding of the thoughts of the major Confucians and their ability to read and comprehend classical texts.</p> <p>2. Written reports and their classroom presentation are especially suited for students' presentation of their own understanding of issues arising from the lectures. They also make it easy for the teacher to evaluate their mastery of the intended learning outcomes.</p> <p>3. The term paper of about 2000 words on a topic derived from the course subject matter is designed to assess students' mastery of the main content of the course and their ability to pursue their own learning.</p>						
Student Study Effort Required	Class contact :						
	▪ Seminars					39 Hrs.	
	Other student study effort :						
	▪ Readings					60 Hrs.	
	▪ Writings					30 Hrs.	
	▪ Discussion					3 Hrs.	
	Total student study effort						132 Hrs.
Reading List and References	<p>1. 包弼德著，劉寧譯：《斯文：唐宋思想的轉型》。南京：江蘇人民出版社，2001。</p> <p>2. 史華茲著，程鋼譯：《古代中國的思想世界》。南京：江蘇人民出版社，2004。</p> <p>3. 白川靜著，加地伸行、范月嬌合譯：《中國古代文化》。臺北：文津出版社，1983。</p> <p>4. 朱維錚：《中國經學史十講》。上海：復旦大學出版社，</p>						

	<p>2002。</p> <p>5. 朱維錚主編：《傳統文化的再估計》。上海：上海人民出版社，1986。</p> <p>6. 朱鴻林：《中國近世儒學實質的思辨與習學》。北京：北京大學出版社，2005。</p> <p>7. 牟宗三：《宋明儒學的問題與發展》。臺北：聯經出版事業股份有限公司，2003。</p> <p>8. 牟復禮著，王立剛譯：《中國思想之淵源》。北京：北京大學出版社，2009。</p> <p>9. 余英時：《士與中國文化》。上海：上海人民出版社，2003。</p> <p>10. 余英時：《宋明理學與政治文化》。臺北：允晨文化實業股份有限公司，2004；桂林：廣西師範大學出版社，2006。</p> <p>11. 余英時：《從價值系統看中國文化的現代意義：中國文化與現代生活總論》。臺北：時報文化出版事業有限公司，1984。</p> <p>12. 余英時：《現代儒學的回顧與展望》。北京：三聯書店，2004。</p> <p>13. 杜維明著，陳靜譯：《儒教》。上海：上海古籍出版社，2008。</p> <p>14. 周予同著，朱維錚編：《周予同經學史論著選集》（增訂本）。上海：上海人民出版社，1998。</p> <p>15. 唐君毅：《中國哲學原論·原教篇：宋明儒學思想之發展》。臺北：臺灣學生書局，1984。</p> <p>16. 徐復觀著，蕭欣義編：《儒家政治思想與民主自由人權》。臺北：八十年代出版社，1979、1988[增訂]。</p> <p>17. 馬克斯·韋伯著，王容芬譯：《儒教與道教》。北京：商務印書館，2002。</p> <p>18. 常建華：《宗族志》。上海：上海人民出版社，1998。</p> <p>19. 梁漱溟：《中國文化要義》。香港：三聯書店香港分店，1987；上海：上海人民出版社，2005。</p> <p>20. 陳弱水：《唐代文士與中國思想的轉型著》。桂林：廣西師範大學出版社，2009。</p> <p>21. 陳榮捷：《王陽明傳習錄詳註集評》。臺北：臺灣學生書局，1983。</p> <p>22. 陳榮捷：《近思錄詳註集評》。臺北：臺灣學生書局，1992。</p> <p>23. 陳榮捷著，朱榮貴編：《宋明理學之概念與歷史》。臺北：</p>
--	---

	<p>中央研究院中國文哲研究所籌備處，2000。</p> <p>24. 陳蘇鎮：《漢代政治與〈春秋〉學》。北京：中國廣播電視出版社，2001。</p> <p>25. 黃進興：《優入聖域：權力、信仰與正當性》。臺北：允晨文化實業股份有限公司，1994。</p> <p>26. 葛兆光：《古代中國文化講義》。臺北：三民書局，2005；上海：復旦大學出版社，2006。</p> <p>27. 閻步克：《樂師與史官：傳統政治文化與政治制度論集》。北京：三聯書店，2001。</p> <p>28. 錢穆：《中國文化演進之幾個階程》。香港：香港中文大學，1983。</p> <p>29. 錢穆：《中華文化十二講》。臺北：東大圖書股份有限公司，2006。</p> <p>30. 錢穆：《宋明理學概述》。臺北：中華文化出版事業委員會，1962。</p> <p>31. Ebrey, Patricia Buckley. <i>Confucianism and Family Rituals in Imperial China: A Social History of Writing about Rites</i>. Princeton, N.J.: Princeton University Press, 1991.</p> <p>32. Elman, Benjamin A. <i>A Cultural History of Civil Examinations in Late Imperial China</i>. Berkeley: University of California Press, 2000.</p>
--	--

Subject Description Form

Subject Code	CC311 / CC311P
Subject Title	Ancient Chinese Customs 中國古代習俗
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC311: CC311P Exclusion for CC311P: CC311
Objectives	The course introduces students to ancient Chinese social customs such as the rites of passage in different major regions and dialect communities in China. It explores the reasons for the differences in customs and rites across space and time and relates them to the characteristics of Chinese culture.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) know the major traditional ritual institutions and prevalent social customs; (b) understand how traditional rites and customs interacted with cultural values and religious beliefs; (c) chart the Neo-Confucian efforts to foster changes in social customs and the resultant social transformation in late imperial times; (d) understand the reasons behind temporal and regional differences in social customs; and (e) read and comprehend texts of traditional rites and etiquette.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> (1) Introduction: Customs, rites, and social order (2) Songs, divination, and the institution of Confucian rites (3) Social customs and cultural interaction of social groups (4) Religious ceremonies and changes in social custom (5) Cultural significance of seasonal rites and festival celebrations (6) Customs in daily life manifested in different social strata and regions (7) Ancestral halls and lineages: Social significance, state regulations and results in practice (8) Rites for adulthood and marriage: Changes and regional characteristics of classical rites (9) Funeral, burial and sacrificial rites: Changes and regional characteristics of classical rites

	<p>(10) Efforts to transform social customs: The institutions of communal drinking and community compacts as rites</p> <p>(11) Zhu Xi's <i>Family Rituals</i> and social transformation in late imperial times</p> <p>(12) Ritual communications in the written form</p> <p>(13) The flow of gifts: Reciprocity and social networking</p> <p>(14) The coming of Western customs and the interaction of Chinese and Western rituals</p>																																															
<p>Teaching/Learning Methodology</p>	<p>Lectures will introduce class materials while tutorials will be given to students' discussion on ritual texts and/or pictures of ritual performance. There will be two knowledge-based quizzes to assess students' understanding of major concepts and significance of certain rites and customs. Students will be guided to write a research-oriented term paper which is derived from the course.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="520 824 1430 1462"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Quizzes</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>1. Oral presentation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Classroom participation and discussion</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table> <p>1. The two quizzes are designed to assess students' understanding of the temporal and regional forms and characteristics of prevailing social customs.</p> <p>2. Oral presentations will enable the students to present their own understanding of issues arising from the lectures.</p> <p>3. Class participation & discussion will help to assess the students' degree of involvement and ability to respond appropriately, and will be judged by the contribution the students make towards the advancement of classroom discussion, the coherence of their remarks and the relationship they bear to the content of the subject.</p> <p>4. The term paper is designed to assess the students' mastery of the</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Quizzes	20%	✓	✓	✓	✓		1. Oral presentation	15%	✓	✓	✓	✓	✓	2. Classroom participation and discussion	15%	✓	✓	✓	✓	✓	3. Term paper	50%	✓	✓	✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
		a	b	c	d	e																																										
1. Quizzes	20%	✓	✓	✓	✓																																											
1. Oral presentation	15%	✓	✓	✓	✓	✓																																										
2. Classroom participation and discussion	15%	✓	✓	✓	✓	✓																																										
3. Term paper	50%	✓	✓	✓	✓	✓																																										
Total	100%																																															

	main content of the course as well as their ability to develop and express what they have learnt.	
Student Study Effort Required	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Reading	60 Hrs.
	▪ Writing	30 Hrs.
	▪ Discussion	3 Hrs.
	Total student study effort	132 Hrs.
Reading List and References	<p>The Chinese readings are for the designation of Putonghua and the English readings are for the designation of English:</p> <ol style="list-style-type: none"> 1. 丁世良、趙放主編：《中國地方誌民俗資料彙編》（東北、西北、西南、中南、東南、華北、華東卷）。北京：書目文獻出版社，1989-1995。 2. (日) 中川忠英編著：《清俗紀聞》。方克、孫玄齡譯，北京：中華書局，2006。 3. 《中國民俗大系》（每省一卷）。蘭州：甘肅人民出版社，2003-2004。 4. 文史知識編輯部編《古代禮制風俗漫談》（1-4集）。北京：中華書局，1997。 5. 王秋桂主編：《中國節日叢書》10卷（春節，元宵，清明，端午，七夕，中元，中秋，重陽，冬至，過年）。臺北：行政院文化建設委員會，1995。 6. 《古逸叢書》三編本(丁鼎點校解說本)。北京：清華大學出版社，2006。 7. (日) 白川靜，何乃英譯：《中國古代民俗》。西安：陝西人民美術出版社，1988；王巍譯，瀋陽：春風文藝出版社，1991。 8. 李天綱：《中國禮儀之爭：歷史·文獻和意義》。上海：上海古籍出版社，1998。 9. 沈文倬：《宗周禮樂文明考論》。杭州：浙江大學出版社，1999。 10. 沈從文：《中國古代服飾研究》。上海：上海書店出版社，2002。 11. 周一良、趙和平：《唐五代書儀研究》。北京：中國社會科 	

	<p>學出版社，1995。</p> <p>12. 苑利主編：《二十世紀中國民俗學經典》8卷（物質民俗，史詩歌謠卷，信仰民俗卷，學術史卷，民俗理論卷，社會民俗卷，神話卷，傳說故事卷）。北京：社會科學文獻出版社，2002。</p> <p>13. 酒井忠夫：《增補中國善書の研究》。東京：國書刊行會，1999-2000。</p> <p>14. 費成康：《中國家族傳統禮儀》。上海：上海社會科學院出版社，2003。</p> <p>15. 彭林：《中國古代禮儀文明》。北京：中華書局，2004。</p> <p>16. 彭林：《中華傳統禮儀概要》。高等教育出版社，2006。</p> <p>17. 陳戍國：《中國禮制史》6卷。長沙：湖南教育出版社，1998。陳高華、徐吉軍主編：《中國風俗通史》。上海：上海文藝出版社，2001。</p> <p>18. (清) 陳夢雷等編：《古今圖書集成·經濟彙編·禮儀典》。台北：文星書店，1964；臺北：鼎文書局，1977。</p> <p>19. 黃一農：《兩頭蛇：明末清初的第一代天主教徒》。上海：上海古籍出版社，2006。</p> <p>(清) 黃以周，王文錦點校：《禮書通故》。北京：中華書局，2001。楊志剛：《中國禮儀制度研究》。上海：華東師範大學出版社，2001。</p> <p>楊樹達：《漢代婚喪禮俗考》。上海：上海古籍出版社，2000。</p> <p>(法) 葛蘭言，趙丙祥、張宏明譯：《古代中國的節慶與歌謠》。桂林：廣西師範大學出版社，2005。</p> <p>齊濤主編：《中國民俗通志》（生養志、信仰志、喪葬志、婚嫁志、服飾志、節日志）。濟南：山東教育出版社，2007。</p> <p>閻雲翔 (Yan, Yunxiang) 著，李放春、劉瑜譯：《禮物的流動：一個中國村莊中的互惠原則與社會網路》(The Flow of Gifts: Reciprocity and Social Networks in a Chinese Village)。上海：上海人民出版社，2000。</p> <p>鍾敬文主編：《中國民俗史》6冊。北京：人民出版社，2008。</p> <p>(宋) 聶崇義纂輯：《新定三禮圖》。北京：中華書局，1992 影印。</p> <p>27. (比利時) 鐘鳴旦，何乃英譯：《禮儀的交織：明末清初中歐文化交流中的喪葬禮》。上海：上海古籍出版社，2009。</p> <p>28. Bodde, Derk. <i>Festivals in Classical China: New Year and other Annual Observances During the Han Dynasty, 206 B.C.-A.D. 220.</i></p>
--	---

	<p>Princeton, N.J.: Princeton University Press, 1975.</p> <p>29. Ebrey, Patricia Buckley. <i>Chu Hsi's Family Rituals : A Twelfth-Century Manual for the Performance of Cappings, Weddings, Funerals, and Ancestral Rite</i>. Princeton, N.J.: Princeton University Press, 1991.</p> <p>30. Ebrey, Patricia Buckley. <i>Confucianism and Family Rituals in Imperial China: a social history of writing about rites</i>. Princeton, N.J.: Princeton University Press, 1991.</p> <p>31. Ebrey, Patricia Buckley: "Taking out the Grand Carriage: Imperial Spectacle and the Visual Culture of Northern Song Kaifeng" <i>Asia Major</i>, 1999.</p> <p>32. Garrett, Valery: <i>Chinese Clothing: An Illustrated Guide</i>, Oxford University Press, 1994.</p> <p>33. Gernet, Jacques: <i>Daily Life in China on the Eve of the Mongol Invasion, 1250-1276</i>, Stanford University Press, 1962.</p> <p>34. Guo, Qitao: <i>Ritual Opera and Mercantile Lineage: The Confucian Transformation of Popular Culture in Late Imperial Huzhou</i>, Stanford University Press, 2005.</p> <p>35. Han Yu: "Memorial on the Bones of the Buddha" (諫迎佛骨表)</p> <p>36. Hansen, Valerie: <i>Negotiating Daily Life in Traditional China: How Ordinary People Used Contracts, 600-1400</i>, New Haven: Yale University Press, 1995.</p> <p>37. Johnson, David: <i>Spectacle and Sacrifice: The Ritual Foundations of Village Life in North China</i>, Harvard University Press, 2011</p> <p>38. Ko, Dorothy: <i>Cinderella's Sisters: A Revisionist History of Footbinding</i>, Berkeley: University of California Press, 2005.</p> <p>39. Kreinath, Jens, et al. <i>Theorizing Rituals: Annotated Bibliography of Ritual Theory, 1966-2005</i>, Leiden: Brill, 2006.</p> <p>40. Kuo, Ya-pei: "'The Emperor and the People in One Body': The Worship of Confucius and Ritual Planning in the Xinzheng Reforms, 1902-1911," <i>Modern China</i>, 2008.</p> <p>41. Lee, Jung: "Finely Aware and Richly Responsible: The Daoist Imperative," <i>Journal of the American Academy of Religion</i>, 2000.</p> <p>42. Pines, Yuri: "Disputers of the 'Li': Breakthroughs in the Concept of Ritual in Preimperial China," <i>Asia Major</i>, 2000.</p> <p>43. Puett, Michael: <i>To Become a God Cosmology, Sacrifice, and Self-Divinization in Early China</i>, Cambridge: Harvard University Asia Center, 2004.</p> <p>44. Teiser, Stephen: "Ghosts and Ancestors in Medieval Chinese Religion: The Yü-lan-p'en Festival as Mortuary Ritual," <i>History of Religions</i>, 1986</p> <p>45. Ricci, Matteo: <i>On Friendship: One Hundred Maxims for a Chinese Prince</i>, Timothy Billings, trans. New York: Columbia</p>
--	--

University Press, 2009

46. Zito, Angela: *Of Body and Brush: Grand Sacrifice as Text/Performance in Eighteenth-century China*, University of Chicago Press, 1997

Subject Description Form

Subject Code	APSS360
Subject Title	Social Problems and Social Issues in Contemporary China
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	To enable students to acquire sociological perspectives and concepts for understanding social issues and problems in the Chinese society and to develop a good understanding on the major social problems confronting contemporary Chinese society.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) acquire sociological perspectives and frameworks for understanding and analyzing social issues and problems b) apply perspectives and frameworks acquired in this subject to analyze major social problems confronting the contemporary Chinese society c) have a heightened awareness on the ethical dimension of different approaches to social problem resolution
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Introduction <ul style="list-style-type: none"> - what is a social problem? Definition and characteristics - perspectives on studying social problems 2) Historical Context of Contemporary China <ul style="list-style-type: none"> - what is happening happen in Contemporary China? - what are the major social and political forces? 3) Selected problems in Contemporary China <ul style="list-style-type: none"> - Poverty - Corruption - Migrant laborers - Sex work and underground red-light district - Unemployment - Drug - Street children

	<ul style="list-style-type: none"> - Risk-youth - Marital crisis - Sick person and sick society <p>4) Conclusion</p>																												
Teaching/Learning Methodology	In this subject, different teaching materials such as films, videos, newspapers and magazines will be used to help students understand the social problems in contemporary Chinese society. A reflexive teaching and learning approach will be also adopted to stimulate the dialogue between teacher and students to discuss the social problems in China and how it relates to their own life experiences in Hong Kong. Fieldwork exercises maybe conducted in mainland China and students can directly observe the some social problems directly.																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1.Term Paper</td> <td>50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Seminar Presentation</td> <td>40%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3.Participation</td> <td>10%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100%</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>Seminar Presentation and Participation:</p> <p>Students have to present in groups their critical views on selected issues to demonstrate how much they have understood the social problems and social issues in contemporary China. They are expected to use case materials to illustrate how they can apply the theories and concepts they have learned in lectures and generate critical discussions. This exercise will show how well they have learned and how effective they are as communicators.</p> <p>Written Report:</p> <p>Students will write a group report of about 3000 words based on their group presentation and the feedback they have received from tutors and classmates. In this exercise, students can demonstrate their competence in written communication, logical thinking, critical ability and problem-solving capacity.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1.Term Paper	50%	✓	✓	✓	2. Seminar Presentation	40%	✓	✓	✓	3.Participation	10%	✓	✓	✓	Total	100%			
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																									
		a	b	c																									
1.Term Paper	50%	✓	✓	✓																									
2. Seminar Presentation	40%	✓	✓	✓																									
3.Participation	10%	✓	✓	✓																									
Total	100%																												

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Study for examination	12 Hrs.
	▪ Preparation for and writing group presentation and individual report	20 Hrs.
	▪ Self-directed studies	50 Hrs.
	Total student study effort	121 Hrs.
Reading List and References	<p><u>Essential</u></p> <ol style="list-style-type: none"> 1) Rubington, E. & Weinberg, M. S. <i>The study of Social Problems: Seven Perspectives</i>. 7th ed. Oxford: Oxford University, 2011. 2) Loseke, D. R. <i>Thinking about Social Problems: An Introduction to Constructionist Perspectives</i>. 2nd ed. N.Y.: Aldine de Gruyter, 2003. <p><u>Supplementary</u></p> <ol style="list-style-type: none"> 1) Stoltz, P. et al (eds.) <i>Gender Equality, Citizenship and Human Rights: Controversies and Challenges in China and the Nordic Countries</i>, London: Routledge, 2010. 2) Deborah, D. & Wan, F. (eds.) <i>Creating Wealth and Poverty in Postsocialist China</i>, Stanford, Calif.: Stanford University Press, 2009. 3) Chan, Z. (ed.) <i>Health issues in Chinese Contexts</i>. New York: Nova Science Publishers, 2009. 	

Subject Description Form

Subject Code	CC305 / CC305P
Subject Title	Modern Chinese History and Culture 中國近代歷史與文化
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC305: CC305P / CC210 Exclusion for CC305P: CC305 / CC210
Objectives	The history of modern China can be seen as a continuing series of socio-political-cultural campaigns that undermined Chinese culture from its appearance to its innermost code. Rescuing the country from subjugation, and the nation from genocide became the main thrusts of the salvation movements that underlined almost all significant historical events and gradually weakened and unraveled China's established orders and institutions. By the application of the salvation thread as its theoretical framework, this subject aims at exploring the origins, processes, and consequences of major historical events in modern China, such as the First and the Second Opium Wars, the Taiping and the Boxer Rebellions, the Tongzhi Restoration, the Self-strengthening Campaign, the Sino-Japanese War in 1894-5, the Hundred Days Reforms in 1898 and the collapse of the thousand-years- dynasty system in 1911.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) map all crucial moments in the transitional period and have a comprehensive picture of socio-political-cultural history of modern China as well as the decision-making process in the Chinese government; b) comprehend the root of national humiliations and the rampancy of Chinese nationalism; c) reflect the strong as well as the weak points of the Chinese and the Western cultures with the comparative perspectives and acquire a better understand of cultural interactions between China and the West; d) reflect upon Chinese national identity; and e) enlarge their global outlook and examine Chinese matters from both regional and international perspectives.

Subject Synopsis/ Indicative Syllabus	(1) Introduction and Qing China on the Eve of the (2) Encounters with Imperialism (3) Rebellions and Reforms in the Late Qing (4) Revolution and a Troubled Republic (5) New Culture and the Rise of Mass Politics (6) The Nationalist Revolution (7) Interparty Rivalries and War with Japan (8) Civil War and the Birth of the People’s Republic (9) Maoist China (10) “Reform and Opening Up”: the PRC after Mao (11) Nationalist Taiwan						
Teaching/Learning Methodology	Lectures will provide the theoretical framework to analyze the subject’s contents, while tutorials will serve as a platform for in-depth discussions of selected topics from the readings. A compulsory field visit introduces students to the importance of archival documents in historical studies. Students in teams will be required to give oral presentations on assigned readings which will allow them to reflect on what they have learned. A final quiz will test students’ grasp of their knowledge of the content of the subject. And finally, a term paper will solidify the intended learning outcomes while facilitating independent thinking and writing.						
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e	
Quiz	25%	✓	✓	✓			
Class presentation	25%	✓	✓	✓	✓	✓	
Paper	50%				✓	✓	
Total	100%						
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The quiz is designed to assess students’ attainments in the intended learning outcomes (a), (b) and (c). It assesses their knowledge of the political and ideological movements that shaped twentieth-century China.							

	<p>Class presentation allows students to engage research outputs of professional historians and contemplate how events that took place in China since the mid-nineteenth century could be understood under regional, national and international contexts. It contributes to ILO (a) to (e).</p> <p>The term paper is designed to assess the students in the intended learning outcomes (d) and (e) that require their ability to enlarge their global outlook and examine Chinese matters from both regional and international perspectives.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures and quiz	24 Hrs.
	▪ Tutorials	6 Hrs.
	Other student study effort:	
	▪ Readings and preparation for class presentations	55 Hrs.
	▪ Field Visit (Dr. Sun Yat-sen Museum)	3 Hrs.
	▪ Term paper	32 Hrs.
	Total student study effort	120 Hrs.
Reading List and References*	<ol style="list-style-type: none"> 1. 史景遷著，溫洽溢譯，《追尋現代中國》，中、下冊。台北：時報文化出版公司，2001。 2. 徐中約著，計秋楓、鄭會欣譯，《中國近代史》，下冊。香港：中文大學，2002。 3. 張玉法，《中國現代史》。台北：東華書局，民國 66 年初版，2001 增訂版。 4. 張玉法，《中華民國史稿》。台北：聯經出版公司，1998。 5. 陳永發，《中國共產革命七十年》。台北：聯經出版公司，1998。 6. 郭廷以，《近代中國史綱》。台北：曉園出版有限公司，1994。 7. 費正清、麥克法夸爾主編；王建朗等譯，《劍橋中華人民共和國史:1949-1982》。北京：中國社會科學出版社，1998。 8. 費正清著；劉尊棋譯，《偉大的中國革命 1800-1985》。北京：世界知識出版社，2001。 9. 費正清編、楊品泉等譯，《劍橋中華民國史，1912-1949》。北京：中國社會科學出版社，1993。 10. 黃仁宇，《中國大歷史》。北京：三聯，1997。 11. 張玉法，《中國近代現代史》。臺北：東華書局，1992。 12. Chow Tse-tsung. <i>The May Fourth Movement: Intellectual</i> 	

Revolution in Modern China, 1915-1924. Cambridge, Mass.: Harvard University Press, 1963.

13. Fairbank, John K. *The Cambridge History of China.* New York: Cambridge University Press, 1978. vol.12-13)
14. Fairbank, John King. *The Great Chinese Revolution, 1800-1985.* New York: Harper & Row Co., 1986. (Reading Requirement: pp.165-368)
15. Hsü, Immanuel Chung-yueh, *The Rise of Modern China.* New York: Oxford University Press, 1990.
16. MacFarquhar, Roderick and John K. Fairbank. *The Cambridge History of China.* New York: Cambridge University Press, 1978. vol. 14-15.
17. Spence, Jonathan D. *The Search for Modern China.* New York: W.W. Norton, 1999.

*The list above is purely for reference. Prescribed readings will be announced in the first meeting of the subject. As an English-medium subject in Chinese history, proficiency in Chinese will be an advantage but is by no means expected of students.

Subject Description Form

Subject Code	CC312 / CC312P
Subject Title	Women in China 中國婦女
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC312: CC312P / CC1C06 / CC1C06P Exclusion for CC312P: CC312 / CC1C06 / CC1C06P
Objectives	No account of contemporary China would be complete without due considerations of the active and vocal roles women are playing in the private and public spheres nowadays. These changes, however, did not come about as a result of the efforts of modern women advocates alone, but in fact represented the last phase of a long process of transformations that the women situations had gone through in history. This subject allows students to go beyond the modern period into the ancient past, where they will learn not only about the social and familial odds with which women had to contend, but also the many remarkable contributions they made to the development of Chinese culture.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) appreciate the complexity of the women's situation in traditional China, b) recognize the odds that women had to contend with in traditional China, and the remarkable accomplishment they achieve notwithstanding, c) understand the gap between ideal and reality in the fulfillment of traditional women's roles, d) chart the changes in the women's situations in China up to the modern times, and e) reflect on issues of social inequality, of which the women's situation in China is an example.

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Traditional Women’s Roles: Daughter, Wife, Mother 2) The Virtue of Submission 3) Women in the Patriarchal Family: the Nei-Wai Division 4) Marriage and Concubinage 5) Footbinding 6) In the Public Sphere I: Literary Women 7) In the Public Sphere II: Women Entrepreneurs 8) Living on the Margin: Nuns, Courtesans and Warriors 9) The Strictures of Neo-Confucianism: Rationalizing Repression 10) On the Eve of a New Era 																																															
Teaching/Learning Methodology	<p>Lectures will provide the theoretical frame to analyze the subject’s contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students will be asked to contribute to the class orally and in writing, both of which will allow them to reflect on what they learn. A mid-term and a final quiz will test students’ grasp of their knowledge of the content of the subject. A term paper will solidify students knowledge of the subject while facilitate their independence in thinking and writing.</p>																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="480 1059 1425 1664"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Mid-term quiz</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Final quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Short writing assignments</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Final paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The mid-term quiz, final quiz and short writing assignments are designed to test students’ grasp of the factual knowledge of the subject, and consequently allow the teacher to assess the learning outcomes a, b, c and d.</p> <p>The final paper serves the same purpose, with the addition of allowing students rooms for personal interpretation and reflection and can therefore be used to assess learning outcome e as well</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Mid-term quiz	15%	✓	✓	✓	✓		2. Final quiz	20%	✓	✓	✓	✓		3. Short writing assignments	25%	✓	✓	✓	✓	✓	4. Final paper	40%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
		a	b	c	d	e																																										
1. Mid-term quiz	15%	✓	✓	✓	✓																																											
2. Final quiz	20%	✓	✓	✓	✓																																											
3. Short writing assignments	25%	✓	✓	✓	✓	✓																																										
4. Final paper	40%	✓	✓	✓	✓	✓																																										
Total	100 %																																															

Student Study Effort Expected	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	38 Hrs.
	▪ writing	35Hrs.
	▪ discussion	8 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. 李貞德等編，《台灣學者中國史研究論叢---婦女與社會》。北京：中國大百科全書出版社，2005。 2. 沈復，《浮生六記》。長沙：湖南文藝出版社，1995。 3. 高彥頤(Dorothy Ko)，李志生譯，《閨塾師：明末清初江南的才女文化》。江蘇：人民出版社，2005。 4. 高彥頤(Dorothy Ko)，苗延威譯，《纏足：「金蓮崇拜」盛極而衰的演變》。台北：左岸文化，2007。 5. 曼素恩(Susan Mann)，楊雅婷譯，《蘭瑰寶錄：晚明至盛清時的中國婦女》。台北：左岸文化出版社，2005年。 陳東原，《中國婦女生活史》。台北：台灣商務，1994。 6. 期刊：《近代中國婦女史研究》。 7. 黃嫣梨，《妝臺與妝臺以外—中國婦女史研究論集》，牛津大學出版社（中國）有限公司，1999。 8. 劉詠聰，《德、才、色、權：論中國古代的女性》。台北：麥田出版社，1998。 9. Chang, Kang-I and Haun Saussy. 1999. <i>Women Writers of Traditional China: an anthology of poetry and criticism</i>. Stanford: Stanford University Press. 10. Ebrey, Patricia. 2002. <i>Women and the Family in Chinese History</i>. New York , Routledge 11. Mann, Susan and Yu-yin Cheng, 2001. <i>Under Confucian Eyes: Writings on Gender in Chinese</i>. Berkeley: University of California Press. 12. Raphals, Lisa. 1998. <i>Sharing the Light: Representations of Women and Virtue in Early China</i>. Albany, NY: State University of New York. 	

Subject Description Form

Subject Code	CC306 / CC306P
Subject Title	Politics and Military Affairs in Imperial China 中國帝制時代的政治與軍事
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC306: CC306P / CC202 Exclusion for CC306P: CC306 / CC202
Objectives	The subject aims to introduce students to political and military history of imperial China, stretching from the third century BC to the seventeenth century AD. Topics will cover the power structures, political institutions, political philosophies, diplomacy, as well as the military strategies, military institutions and perceptions of war in traditional China. It also aims at interpreting the inter-relationship between politics and military affairs from various perspectives. The continuity and change of Chinese politics and military affairs from past to present will also be examined.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) understand the roots of political and military institutions of Modern China; b) have a critical understanding of the political philosophies and perceptions of war in traditional China; c) comprehend the difficulties in applying theories into practices in politics and military; and d) understand the formation of Chineseness as a national identity.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) From Feudal China to Imperial China.: The Political Philosophies Behind 2) Emperor System : Its Strength and Its Weakness 3) Bureaucracy: Civilian and Military Affairs 4) Central Government and Local Government 5) Coups, Rebellions and Revolutions 6) Grand Strategies in Pre-Qin Period: Sun Zi and Others 7) From Chariots to Horsemen 8) From Arrows to Cannons 9) China as a Sea power in pre-modern China
Teaching/Learning Methodology	In addition to reading materials, the lectures make good use of videos of historical documental on selected events about politics and wars in

	<p>imperial China. Students are required to make presentations on assigned topics. Consultations are provided by the instructor to help the students understand the subject matter in general, and prepare their presentations in particular. Students are also required to read the assigned readings. Field studies to museums, historical sites will be organized, on an optional basis.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="472 477 1420 1158"> <thead> <tr> <th data-bbox="472 477 775 712" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="775 477 935 712" rowspan="2">% weighting</th> <th colspan="4" data-bbox="935 477 1420 636">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="935 636 1051 712">a</th> <th data-bbox="1051 636 1174 712">b</th> <th data-bbox="1174 636 1297 712">c</th> <th data-bbox="1297 636 1420 712">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="472 712 775 786">1. In-class discussion</td> <td data-bbox="775 712 935 786">20%</td> <td data-bbox="935 712 1051 786">✓</td> <td data-bbox="1051 712 1174 786">✓</td> <td data-bbox="1174 712 1297 786">✓</td> <td data-bbox="1297 712 1420 786"></td> </tr> <tr> <td data-bbox="472 786 775 904">2. Group Presentation</td> <td data-bbox="775 786 935 904">20%</td> <td data-bbox="935 786 1051 904">✓</td> <td data-bbox="1051 786 1174 904">✓</td> <td data-bbox="1174 786 1297 904">✓</td> <td data-bbox="1297 786 1420 904">✓</td> </tr> <tr> <td data-bbox="472 904 775 1081">3. Three Written Reports</td> <td data-bbox="775 904 935 1081">60% (20% each)</td> <td data-bbox="935 904 1051 1081">✓</td> <td data-bbox="1051 904 1174 1081">✓</td> <td data-bbox="1174 904 1297 1081">✓</td> <td data-bbox="1297 904 1420 1081">✓</td> </tr> <tr> <td data-bbox="472 1081 775 1158">Total</td> <td data-bbox="775 1081 935 1158">100%</td> <td colspan="4" data-bbox="935 1081 1420 1158"></td> </tr> </tbody> </table> <p data-bbox="469 1218 1423 1294">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="469 1317 1423 1816">First, the in-class discussion and group presentation are designed to encourage the students to complete assigned readings before the meeting and to actively participate in discussion, so as to evaluate their understanding of main concepts and arguments of the reading materials. These two tasks also provide students opportunities to express their critical views on the topics and to hone their skills of presentation and debate.; Second, the three written reports are designed to assess the students' depth of knowledge of what they are assigned to read in the course and their capabilities in analyzing the sources critically and creatively. The writing tasks also demand students to grasp the skill of presenting their comments of historical sources with a logical flow of ideas and in a cohesive manner.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. In-class discussion	20%	✓	✓	✓		2. Group Presentation	20%	✓	✓	✓	✓	3. Three Written Reports	60% (20% each)	✓	✓	✓	✓	Total	100%				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
		a	b	c	d																																		
1. In-class discussion	20%	✓	✓	✓																																			
2. Group Presentation	20%	✓	✓	✓	✓																																		
3. Three Written Reports	60% (20% each)	✓	✓	✓	✓																																		
Total	100%																																						
<p>Student Study Effort Expected</p>	Class contact:																																						
	<ul style="list-style-type: none"> ▪ Lectures 		26 Hrs.																																				

	<ul style="list-style-type: none"> ▪ Tutorials 	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Readings 	40 Hrs.
	<ul style="list-style-type: none"> ▪ Writings 	30 Hrs.
	<ul style="list-style-type: none"> ▪ Field visits 	10 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. Mote, Frederic W. <i>Imperial China 900-1800</i>, Cambridge, Mass.: Harvard University Press, 1999. 2. di Cosmo, Nicola, (ed.), <i>Military Culture in Imperial China</i>, Cambridge, Mass: Harvard University Press, 2009. 3. Ebrey, Patricia Buckley. <i>The Cambridge Illustrated History of China</i>. Cambridge University Press, 2010. 4. Standen, Naomi ed., <i>Demystifying China: New Understandings of Chinese History</i>. Rowman & Littlefield, 2013. 5. Keightley, David. "What Did Make the 'Chinese'?—Some Geographical Perspective." <i>Education About Asia</i> 9.2 (Fall 2004): 17-23. 6. Chang Kwang-chih. "The Rise of Kings and the Formation of City-States," in <i>The Formation of Chinese Civilization: An Archaeological Perspective</i>, ed. Sarah Allan. New Haven and London: Yale University Press, 2005, pp. 125-139. 7. Yates, Robin D. S. "Early China," in <i>War and Society in the Ancient and Medieval Worlds: Asia, the Mediterranean, Europe, and Mesoamerica</i>. Edited by Kurt Raaflaub and Nathan Rosenstein. Cambridge, Mass.: Center for Hellenic Studies, Trustees for Harvard University, pp.7-45. 8. Goldin, Paul R. "Steppe Nomads as A Philosophical Problem in Classical China" in Paula L. W. Sabloff ed., <i>Mapping Mongolia: Situating Mongolia in the World from Geologic Time to the Present</i>. University of Pennsylvania Museum of Archaeology and Anthropology, 2011, pp. 220-246. 9. Loewe, Michael. "The failure of the Confucian ethic in Later Han 	

times,” in *Divination, Mythology and Monarchy in Han China*. Cambridge: Cambridge University Press, 1994, pp. 249-266.

10. Skaff, Jonathan Karam. “Tang Military Culture and Its Inner Asian Influences,” in Nicola Di Cosmo ed., *Military Culture in Imperial China*. Harvard University Press, 2011, pp. 165-191.
11. Hartwell, Robert. “Demographic, Political, and Social Transformations of China, 750-1550.” *Harvard Journal of Asiatic Studies* 42.2 (1982): 365-442.
12. Wang Gungwu. “The Rhetoric of a Lesser Empire: Early Sung Relations with Its Neighbors,” in Morris Rossabi ed., *China among Equals: The Middle Kingdom and Its Neighbors, 10th-14th Centuries*. University of California Press, 1983, pp. 47-65.
13. Dardess, John W. “Did the Mongols Matter? Territory, Power, and the Intelligentsia in China from the Northern Song to the Early Ming,” in *The Song-Yuan-Ming Transition in Chinese History*. Harvard University Asia Center, 2003, pp. 111-134.
14. Mote, Frederick W. “The T’u-mu Incident of 1449,” in Frank a. Kierman, Jr. and John King Fairbank eds., *Chinese Ways in Warfare*. Cambridge, Mass.: Harvard University Press, 1974, pp. 243-272.

Subject Description Form

Subject Code	CC3231 / CC3231P
Subject Title	Major Religions in China 中國主要宗教 (佛教、道教、基督教、伊斯蘭教)
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC3231: CC3231P Exclusion for CC3231P: CC3231
Objectives	Major religions in China are usually considered to consist of Buddhism, Daoism, Islam, Christianity, and arguably Confucianism. While part of this course expediently follows this classification, it highlights a more complicated historical and social reality, in which boundaries between these “religions” are not clear and the majority of Chinese people hardly see themselves as exclusively devoted to any of them. Therefore, the students will on the one hand learn about the essential teachings, practices, and historical outline of each of these religions, and on the other hand, explore the diversity within each religion and the shared repertoire among the different ones. Ultimately, they will be guided to reflect upon the Chinese characteristics of religion, the particular ways and key concepts to discuss Chinese religions, and the modern construction of “religion” itself.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) understand the multi-religious and multicultural nature of Chinese society; b) know the basic history, religious teachings, and canonical practices of Confucianism, Buddhism, Daoism, Islam, and Christianity in China; c) comprehend the modes and conditions of acculturation; d) acquire a clear and overall picture of the religious dimensions of Chinese culture; e) develop critical reading and academic writing skills; and f) familiarize themselves with key theories and concepts to describe

	and discuss Chinese religions scholarly.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Students' reflection on their experience of religions 2) The Pre-Axial religion in China 3) Confucian theories about piety, spirituality, and ritual practices 4) The origin, teachings and practices of Daoism, and its relationship to Daoist philosophy 5) The arrival of Buddhism, its teachings and practices, and its early interaction with Daoism 6) The Buddhist and Daoist monastic life 7) The creation of Chan Buddhism 8) Catholicism in China 9) Islam in China 10) Protestant Christianity in China 11) Modern transformation of and interactions among major religions in China 12) The definitions and characteristics of "Chinese religions" 13) The major religions in Hong Kong
Teaching/Learning Methodology	<p>The reading assignments consist of some of the most influential religious texts in China and scholarly case studies of intriguing religious phenomena. No general, introductory essay will be assigned for reading. Instead, the instructor will lecture in class the historical backgrounds, explain difficult terms, and relate the particular text or case to a broader societal or historical realm. She will also read together and discuss with the students some of the most intriguing excerpts from the assigned or other primary sources. Short documentaries or video clips will be screened in class to illustrate the religious experiences. The class will also take a fieldtrip to a local monastery.</p> <p>Students are required to attend the lectures, submit 6 short reflections on weekly reading assignments (two of which have to be based on English reading assignments), participate in classroom discussions, conduct a group presentation regarding religions in Hong Kong, and write a response commenting on the presentation conducted by another group.</p> <p>The short reflections will not only test students' grasp of the content of the course, but also enable the teacher to address the interests and difficulties that students have in their learning. Students should be</p>

prepared to reiterate what they have written in the reports to the entire class for classroom discussion. Through writing the reflections, preparing for the group presentation, and commenting on other students' presentation, students can engage with the course materials, ability of critical thinking, and skills in making academic reasoning and arguments.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
1. 6 Reflections	30%	✓	✓	✓	✓	✓	✓
2. Group presentation	30%	✓	✓	✓	✓	✓	✓
3. Response to another presentation	30%	✓	✓	✓	✓	✓	✓
4. class attendance	5%	✓	✓	✓	✓		✓
5. discussion participation	5%	✓	✓	✓	✓		✓
Total	100 %						

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

The short reflections ensure that the students read the assignments in an engaged, critical way, which is the scholarly foundation in the discipline of the humanities. It also substantially facilitates the communication between the instructor and students and guarantees the quality of classroom discussion. Thus it leads to all the intended learning outcomes.

- 1) The group presentation regarding one of the major religions in Hong Kong encourages the students to observe and explore religion in their own life and to use the historical, doctrinal and theoretical knowledge that they learn from this course to investigate local religious phenomena. It requires the students' engagement with the

	<p>lectures and reading materials. Thus it leads to all the intended learning outcomes.</p> <p>2) The students will be asked to write a 2000-word response to critically comment on one of the group presentations other than their own. It requires the students to study more than one religion and thus encourages their appreciation of religious/cultural diversity. Instead of passively attending their classmates' presentation, the students will earn a perspective of an assessor. Not only do they need to use what they learn from the lectures and readings to critique their peers' work, they will also learn important lessons such as what makes an argument convincing or unconvincing, and how to argue for and against a statement. Thus it leads to all the intended learning outcomes.</p> <p>3) The lectures bring the contents of the reading assignments into their historical and religious contexts. They aim at producing a scholarly mindset regarding religions. Thus it leads to all the intended learning outcomes except (e).</p> <p>4) Active classroom participation transforms the students from mere recipients of knowledge to active learners throughout the semester. Thus it leads to all the intended learning outcomes except (e).</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	▪ Classroom discussion	1 Hrs.
	▪ Group presentation	0.5 Hrs.
	Other student study effort:	
	▪ Readings	45 Hrs.
	▪ Writings	20 Hrs.
	▪ Group project	10 Hrs.
Total student study effort	115.5 Hrs.	

<p>Reading List and References</p>	<ol style="list-style-type: none"> 1. Bodiford, William M. ed. <i>Going Forth: Visions of Buddhist Vinaya</i>, Honolulu: University of Hawai'i Press, 2005. 2. Brook, Timothy (卜正民), 〈儒家士大夫的宗教：董其昌的佛教與徐光啟的基督教〉，《中國學術》，2004，第1期，頁174-198。 3. 陳慎慶編，《諸神嘉年華：香港宗教研究》，Oxford University Press, 2002。 4. 郭朋，《壇經校釋》，北京：中華書局，1983（2006重印） 5. 林富士編，《中國史新論——宗教史分冊》，台北：中央研究院、聯經，2010。 6. Lipman, Jonathan N. <i>Familiar Strangers: A History of Muslims in Northwest China</i>, Seattle and London: University of Washington Press, 1997. 7. 劉智，〈天方三字幼義〉，周燮藩主編，《清真大典》（第十七冊），合肥：黃山書社，2006。 8. Schipper, Kristofer. <i>The Taoist Body</i>, Berkeley: University of California Press, 1993. 9. Shahar, Meir. <i>The Shaolin Monastery: History, Religion, and the Chinese Martial Arts</i>, Honolulu: University of Hawai'i Press, 2008. 10. Uhalley, Stephen Jr. and Xiaoxin Wu ed. <i>China and Christianity</i>, London and New York: Routledge, 2001. 11. 王明道，《我們是為了信仰》，香港：晨星書屋，1994。 12. Welch, Holmes. <i>The Practice of Chinese Buddhism 1900-1950</i>. Cambridge, Mass.: Harvard University Press, 1973. 13. 饒宗頤，《老子想爾注校證》，上海：上海古籍出版社，1991。
------------------------------------	--

Subject Description Form

Subject Code	CC316 / CC316P
Subject Title	Guided Studies in the Four Books 四書導讀
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC316: CC316P / CC203/ CC2C19 / CC2C19P Exclusion for CC316P: CC316 / CC203/ CC2C19 / CC2C19P
Objectives	<ol style="list-style-type: none"> 1) To introduce to students the intellectual foundation of China that was solidified by the Confucian Classics. 2) To enable students to understand the ethical and social relations advocated by ancient Chinese philosophers that remain influential in modern times. 3) To guide students to comprehend the modern relevance of classical wisdom. 4) To guide students to appreciate the beauty of classical Chinese language.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) know the basic philosophical assumptions and ethical views of the Confucian thought. b) know the values and ideals Chinese people cherished in the past. c) understand why Confucianism has been the mainstream thought in Chinese history. d) identify impact of Confucian ideas on present-day society. e) generate ideas to better the self and society with reference to Confucian precepts.

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) The Four Books in Chinese history and culture 2) Conceptual programs for a peaceful world 3) Aspiration and education of a gentleman 4) Value and ways of learning 5) Sense of humanity and humaneness 6) Rites and rituals in personal cultivation and social life 7) Human nature and nourishment of the mind-and-heart 8) Proper manifestation of human relationships 9) Propriety in governing and handling public affairs 10) Contemporary relevance of Confucian teachings to self and society
Teaching/Learning Methodology	<p>Discussion and debate of classical ideas and precepts against contemporary moral issues and ethical expressions will be conducted throughout the course to motivate the students' sense of social obligation and help them formulate ideas for personal and social betterment.</p> <p>Quizzes on the meaning of classical texts and background of classical terms and their use in set contexts will be conducted to ensure students' understanding of the text and ability to apply what is learned.</p> <p>Students will read assigned annotated texts before class. Teacher will first make sure basic textual understanding is achieved in lecture, and will then expound his/her reading of the texts and compare notes with students. Selected students in each lecture will do short presentations on classical expressions for wider classroom discussion.</p> <p>For the tutorial class, students will present, debate, and discuss on assigned topics relating the ideas and propositions of the classical texts with contemporary issues. Students will revise what they have presented and discussed in class into papers for further comments by teacher.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Attendance and discussion	15%	✓	✓	✓	✓	✓
	2. Term-end quiz	35%	✓	✓	✓		
	3. Tutorial presentation	25%	✓	✓	✓	✓	✓
	4. Written report / term paper	25%	✓	✓	✓	✓	✓
	Total	100%					

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

- The term-end quiz is appropriate for gauging the student’s overall understanding of the subject.
- The oral presentation in classroom, conducted in prepared speech, debate, and interactive discussion, is appropriate for judging the student’s appreciation of what he or she has learned and how well he or she can convey in context his or her points.
- The written report/term paper, developed from the tutorial presentation or other topic selected by the student, is appropriate for strengthening the student’s ability to articulate what he or she has learned from the course and from his or her own research. It can best tell to what extent the student has achieved in independent and critical thinking and clear and lucid writing.

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Discussion	6 Hrs.
	▪ Writing	36 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<p>Reading List: 李申，《四書集注全釋》。成都：巴蜀書社，2002。 楊伯峻，《孟子譯注》。北京：中華書局，2005。 楊伯峻，《論語譯注》。北京：中華書局，1980。</p> <p>References: Ames, Roger T., and Henry Rosemont, Jr., trans. <i>The Analects of Confucius: A Philosophical Translation</i>. New York: Ballantine Books, 1999. 中譯本：余瑾譯，《論語的哲學詮釋》。北京：中國社會科學出版社，2003。 陳來，《古代宗教與倫理：儒家思想的根源》。北京：三聯書店，2009。 陳來，《古代思想文化的世界：春秋時代的宗教、倫理與社會思想》。臺北：允晨，2006。 陳麗桂，《近四十年出土簡帛文獻思想研究》。臺北：五南圖書，2013。 Fingarette, Herbert. <i>Confucius: The Secular as Sacred</i>. New York: Harper & Row, 1972. 葛瑞漢（A. C. Graham）著，張海晏譯，《論道者：中國古代哲學論辯》。北京：中國社會科學出版社，2003。 顧立雅（H. G. Creel）著，王正義譯，《孔子與中國之道》。臺北：韋伯文化國際，2003。 河北省文物研究所，《定州漢墓竹簡論語》。北京：文物，1997。 何晏（190-249）、邢昺（932-1010），《論語注疏》。《十三經注疏整理本》。北京：北京大學出版社，1980。 Lau, D. C., trans. <i>Confucius: The Analects</i>. Hong Kong: Chinese University Press, 1992. Lau, D. C., trans. <i>Mencius</i>. Hong Kong: Chinese University Press, 2003. Legge, James, trans. <i>The Chinese Classics</i>. Vol. I & II. Taipei: SMC</p>	

	<p>Publishing, 1994.</p> <p>李澤厚，《論語今讀》。香港：天地圖書，1998。</p> <p>李澤厚，《中國古代思想史論》。北京：人民出版社，1985。</p> <p>Nylan, Michael, and Thomas Wilson. <i>Lives of Confucius</i>. New York: Doubleday, 2010.</p> <p>錢穆，《論語新解》。北京：三聯書店，2005。</p> <p>錢穆，《四書釋義》。臺北：聯經出版事業公司，1994。</p> <p>史華茲 (Benjamin I. Schwartz) 著，程鋼譯，《古代中國的思想世界》。南京：江蘇人民出版社，2004。</p> <p>Shun, Kwong-loi. <i>Mencius and Early Chinese Thought</i>. Stanford, Calif.: Stanford University Press, 1997.</p> <p>王中江，《簡帛文明與古代思想世界》。北京：北京大學出版社，2011。</p> <p>朱熹，《四書章句集注》。北京：中華書局，1983。</p>
--	--

Subject Description Form

Subject Code	CC307 / CC307P
Subject Title	Chinese Folk Religions and Beliefs 中國民間信仰
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC307: CC307P / CC212 Exclusion for CC307P: CC307 / CC212
Objectives	The subject discusses the diversity and complexity of Chinese folk religions and beliefs, including Buddhism, Daoism, popular cults and their impact on both traditional and modern Chinese society and politics. The subject also examines the inaccurate images of Chinese folk religions and beliefs propagated by popular fiction and films.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) develop a sophisticated understanding of the elements of Chinese folk religions in Hong Kong, China and overseas Chinese communities. b) understand why and how Chinese folk religions and beliefs co-exist with the three major religions in traditional and modern China. c) become acquainted with disciplinary and interdisciplinary methodologies for the study of folk beliefs, including history, religious studies, anthropology and sociology. d) explain the significance of particular sites, such as temples and shines, for Chinese folk religions.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Definition of Chinese Folk Religions and Beliefs. 2) Relationship between Chinese Buddhism, Daoism and Chinese Folk Religions and Beliefs. 3) The Role of Chinese Folk Religions and Beliefs in Chinese Society. 4) Peasant Rebellions and Chinese Folk Religions and Beliefs. 5) The Sea God and the Sea Goddess: Dragon Kings 龍王 and the Heavenly Empress 天后. 6) The Eight Immortals Belief 八仙信仰. 7) The Worship of God of War 關帝信仰.

	<p>8) The Worship of Wen Chang, the God of Study scholarships 文昌信仰.</p> <p>9) The City God 城隍 and the Dragon Mother, the Goddess of River 龍母.</p> <p>10) Local Chinese Folk Religions and Beliefs.</p>																																		
<p>Teaching/Learning Methodology</p>	<p>The instructor will use daily life examples to illustrate how Chinese people from the past to the present perceive their popular religions and beliefs. Teaching aids such as documentary DVDs will be used in the lectures. The instructor will also organize guided field study to local temples to provide students with first-hand materials to enrich their understanding of Hong Kong popular religions and beliefs.</p> <p>Apart from attending lectures, students are required to make oral presentations in groups on assigned topics in tutorials. They will submit written reports on their presentations at the end of the semester. Consultations are provided to help them prepare their presentations.</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="469 927 1417 1460"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. one mid-term & one final quiz</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Oral Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Written Report</td> <td>40%</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> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The two quizzes are designed to measure the students' attainments of intended learning outcomes, which require good understanding of the elements and rituals of Chinese folk religions and beliefs, and the interdisciplinary skills among various disciplines.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. one mid-term & one final quiz	40%	✓	✓	✓	✓	2. Oral Presentation	20%	✓	✓	✓	✓	3. Written Report	40%	✓	✓	✓	✓	Total	100%				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																															
		a	b	c	d																														
1. one mid-term & one final quiz	40%	✓	✓	✓	✓																														
2. Oral Presentation	20%	✓	✓	✓	✓																														
3. Written Report	40%	✓	✓	✓	✓																														
Total	100%																																		

Student Study Effort Expected	Class contact:	
	▪ Lectures	24 Hrs.
	▪ Tutorials	12 Hrs.
	▪ Guided field study	5 Hrs
	Other student study effort:	
	▪ Readings	45 Hrs.
	▪ Writings	30 Hrs.
	▪ Discussion	6 Hrs
	Total student study effort	122 Hrs.
Reading List and Reference	<ol style="list-style-type: none"> 1) 科大衛、陸鴻基、吳倫霓霞(合編)，《香港碑銘彙編》。香港：香港博物館，1986。 2) 呂宗力、劉群，《中國民間諸神》。石家莊：河北人民出版社，1987。 3) Valerie Hansen, <i>Changing Gods in Medieval China, 1127-1276</i>. Princeton: Princeton University Press, 1990. 4) 富育光，《薩滿教與神話》。瀋陽：遼寧大學出版社，1990。 5) 鄭土為，《中國城隍信仰》。上海：上海古籍出版社，1994。 6) 太史文 (Stephen F. Teiser), 侯旭東(譯)，《幽靈的節日：中國中世紀的信仰與生活》(<i>The Ghost Festival in Medieval China</i>)。杭州：浙江人民出版社，1999。 7) 盧曉衡主編，《關羽、關公和關聖：中國歷史文化中的關羽學術研討會 論文集》。北京：社會科學文獻出版社，2002。 8) 王榮國，《海洋神靈——中國海洋信仰與社會經濟》。南昌：江西高校出版社，2003。 9) 苑利，《龍王信仰探秘》。臺北：東大圖書公司，2003。 10) 王興平等(編)，《中華文昌文化——國際文昌學術研究論文集》。成都：巴蜀書社，2004。 11) 馬西沙、韓秉方，《中國民間宗教史》。北京：中國社會科學出版社，2004。 12) 吳光正，《八仙故事系統考論——內丹道宗教神話的建構及其流變》。北京：中華書局，2006。 	

- | | |
|--|--|
| | <p>13) 蔡相輝，《媽祖信仰研究》。臺北：秀威資訊，2006。</p> <p>14) 周樹佳，《香港諸神：起源、廟宇與崇拜》。香港：中華書局，2009。</p> <p>15) 復旦大學文史研究院編，《民間何在，誰之信仰》。北京：中華書局，2009。</p> |
|--|--|

Subject Description Form

Subject Code	CC3161 / CC3161P
Subject Title	The Art of Literary and Practical Chinese Writing 中國文藝與應用寫作藝術
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC3161: CC3161P / CC221 / CC2C11P Exclusion for CC3161P: CC3161 / CC221 / CC2C11P
Objectives	This course introduces various forms of Chinese writings as literary and practical genres. Celebrated pieces of such writings are analyzed to show their generic features and to uncover the mind and sensibilities of the writers. Problems in newspaper and magazine pieces will be identified and analyzed to guide students to master the theory and basic techniques of better literary or practical writings.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) recognize and analyze the various forms of traditional Chinese literature b) identify and learn from the compositional techniques in literary and practical Chinese writings c) know the cultural values and social customs conveyed in exemplary writings d) compose literary and communicative writings in appropriate style.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Significance of literature and writing in Chinese culture 2) Writing to express, to communicate and to solicit 3) Forms and genres of classical literary writings 4) Forms and genres of practical writings past and present 5) Analysis of celebrated literary pieces 6) Analysis of celebrated practical writings 7) Forms and sample of practical writings for official purposes 8) Forms and sample of practical writings for private purposes 9) Hong Kong newspaper and magazine writings 10) Comments and analyses of student works

<p>Teaching/Learning Methodology</p>	<p>The course consists of lectures, discussion, writing exercises and critique of student writings.</p> <p>Students will do assigned reading before coming to class. Lectures include introduction to the forms and genres of literary and practical writings, as well as extensive analysis of celebrated pieces in terms of their literary distinction, cultural significance, historical impact, and social relevance. Newspaper and magazine writings will also be used to teach students ways of effective communication. Students will discuss in classroom the artistic accomplishments and compositional skills of these pieces. They will present in tutorials written reports on the content and composition of selected pieces. They will also do mock pieces to enhance their writing skill and awareness of proper expression for different occasions.</p>																																					
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="480 786 1426 1391"> <thead> <tr> <th data-bbox="480 786 783 999" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="783 786 943 999" rowspan="2">% weighting</th> <th colspan="4" data-bbox="943 786 1426 931">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="943 931 1062 999">a</th> <th data-bbox="1062 931 1182 999">b</th> <th data-bbox="1182 931 1302 999">c</th> <th data-bbox="1302 931 1426 999">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 999 783 1111">1. Classroom discussion</td> <td data-bbox="783 999 943 1111">20%</td> <td data-bbox="943 999 1062 1111">✓</td> <td data-bbox="1062 999 1182 1111">✓</td> <td data-bbox="1182 999 1302 1111">✓</td> <td data-bbox="1302 999 1426 1111"></td> </tr> <tr> <td data-bbox="480 1111 783 1245">2. Tutorial presentation and written report</td> <td data-bbox="783 1111 943 1245">30%</td> <td data-bbox="943 1111 1062 1245"></td> <td data-bbox="1062 1111 1182 1245">✓</td> <td data-bbox="1182 1111 1302 1245">✓</td> <td data-bbox="1302 1111 1426 1245"></td> </tr> <tr> <td data-bbox="480 1245 783 1312">2. Mock writings</td> <td data-bbox="783 1245 943 1312">50%</td> <td data-bbox="943 1245 1062 1312"></td> <td data-bbox="1062 1245 1182 1312">✓</td> <td data-bbox="1182 1245 1302 1312">✓</td> <td data-bbox="1302 1245 1426 1312">✓</td> </tr> <tr> <td data-bbox="480 1312 783 1391">Total</td> <td data-bbox="783 1312 943 1391">100%</td> <td colspan="4" data-bbox="943 1312 1426 1391"></td> </tr> </tbody> </table> <p data-bbox="480 1413 1426 1480">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="480 1503 1426 1827">Classroom discussion and tutorial written report can comprehensively gauge student's achievement in recognizing the forms of literary and application writings, their understanding of the thought and sentiment of the writers, and their appreciation of the subtlety of the language of the works that they learn. While the discussion aims at assessing the student's ability in oral presentation, the written report will better assess his/her ability in writing and understanding of what has been taught and discussed. The mock writings by the student, done as homework, can best assess the student's achievement in applying their learning.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Classroom discussion	20%	✓	✓	✓		2. Tutorial presentation and written report	30%		✓	✓		2. Mock writings	50%		✓	✓	✓	Total	100%				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																				
		a	b	c	d																																	
1. Classroom discussion	20%	✓	✓	✓																																		
2. Tutorial presentation and written report	30%		✓	✓																																		
2. Mock writings	50%		✓	✓	✓																																	
Total	100%																																					

Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Writing	36 Hrs.
	▪ Discussion	6 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. 梁啟勳，《中國韻文概論》。台北：商務印書館，1968。 2. 隋樹森，《古詩十九首集釋》。香港：中華書局，1975。 3. 喻守真，《唐詩三百首詳析》。香港：中華書局，1979。 4. 錢鍾書，《宋詩選注》。香港：天地圖書公司，1990。 5. 朱古微輯、唐圭璋箋注，《宋詞三百首箋》。台北：北一出版社，1971。 6. 隋樹森，《全元散曲簡編》。上海：上海古籍出版社，1984。 7. 吳楚材，《古文觀止》。香港：商務印書館，1973。 8. 姚鼐編纂，王文濡校注，《古文辭類纂評註》。台北：中華書局，1973。 9. 曾國藩，《經史百家雜鈔》。台北：世界書局，1974。 10. 許國英註釋，《歷代名人書札註釋》。台北：台灣商務印書館，1973。 11. 陳望道，《修辭學發凡》。香港：大光出版社，1973。 12. 陳耀南，《應用文概說》。香港：山邊社，1989。 13. 余國洪，《交際文範》。香港：日新書店，1963。 14. 馮式，《現代應用文手冊》。香港：中流出版社，1991。 15. 袁行霈：《中國文學概論》。北京：北京大學出版社，2010。 16. 章培恒、駱玉明：《中國文學史》。上海：復旦大學出版 	

社，1996。

17. 葛曉音：《唐詩宋詞的十五堂課》。台北：五南圖書出版股份有限公司，2007。

18. 黃煜、盧丹懷等：《並非吹毛求疵：香港中文報章的語言與報道問題評析》，香港：三聯，1998。

19. 賴蘭香：《傳媒中文寫作》。香港：中華書局，1997。

Subject Description Form

Subject Code	CC314 / CC314P
Subject Title	Art and Culture of China 中國藝術與文化
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC314: CC314P / CC206 Exclusion for CC314P: CC314 / CC206
Objectives	This course gives a comprehensive introduction to Chinese visual arts. It provides cultural, historical and stylistic understanding to the development of visual art from c. 1500BCE to the 18 th century. It emphasis on jade, bronze, secular and religious sculptures before the 9 th century; and focus on the rise of literati painting and art theory, garden and architecture from 9 th century to 18 th century.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) develop skills in understanding visual art forms, and learn the basic methods of analyzing them, b) understand critically the methods used by art-historians to analyze the artworks, c) understand the trajectories of the development of Chinese paintings, and d) communicate knowledge concerning the stylistic, cultural and historical background of works of Chinese art.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Formal and contextual analysis 2) Chinese painting 3) Chinese calligraphy 4) Chinese rubbings: transmission of knowledge and art 5) The Silk Road: exchange of art and culture 6) Ceramics and the global trade 7) Buddhist art and architecture 8) Field study
Teaching/Learning Methodology	This course will be lecture-based, but students are expected to read the required materials in advance and participate in class discussions. The teacher will show images of Chinese calligraphy and paintings, offer students basic knowledge of these works, and teach students how to do stylistic analysis. Each student is required to do an oral presentation on one of the assigned topics. Comments from the teacher and other

	students on these presentations will deepen the presenters' understanding of the content of the course.																																												
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. In-class quizzes</td> <td>20%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Participation and discussion</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. practice of art</td> <td>20%</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>4. Catalogue entry writing</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. In-class quizzes	20%	✓		✓	✓	2. Participation and discussion	10%	✓	✓	✓	✓	3. practice of art	20%	✓			✓	4. Catalogue entry writing	50%	✓	✓	✓	✓	Total	100%				
	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																										
			a	b	c	d																																							
	1. In-class quizzes	20%	✓		✓	✓																																							
	2. Participation and discussion	10%	✓	✓	✓	✓																																							
	3. practice of art	20%	✓			✓																																							
	4. Catalogue entry writing	50%	✓	✓	✓	✓																																							
Total	100%																																												
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>First, for the intended learning outcomes (a) and (b), two written reports are arranged in the mid-term and final in order to measure students' overall understanding of the critical issues of Chinese arts.</p> <p>Second, for the intended learning outcome (c), the individual-based oral presentation can help assess the students' ability in working on a guided-research project. This will be followed by the write-up of a standard academic report in the end.</p>																																													
Student Study Effort Expected	Class contact:																																												
	▪ Lectures				22 Hrs.																																								
	▪ Tutorials				15 Hrs.																																								
	▪ Fieldtrips				6 Hrs.																																								
	Other student study effort:																																												
	▪ Readings				45 Hrs.																																								
	▪ Writings				30 Hrs.																																								
	Total student study effort				115 Hrs.																																								

Reading List and References

- 1) Barnhart, Richard M. [et al.]. *Three Thousand Years of Chinese Painting*. New Haven: Yale University Press; Beijing: Foreign Languages Press, c1997. 楊新等, 班宗華等《中國繪畫三千年》。臺北: 聯經出版社, 1999。
- 2) Cahill, James. *Hills beyond a River: Chinese Painting of the Yüan Dynasty, 1279-1368*. New York; Tokyo: Weatherhill, 1976. 高居翰, 《隔江山色: 元代繪畫: 1279-1368》。臺北: 石頭出版股份有限公司, 1994。
- 3) Cahill, James. *Parting at the Shore: Chinese Painting of the Early and Middle Ming Dynasty, 1368-1580*. New York and Tokyo: Weatherhill, 1978. 高居翰, 《江岸送別: 明代初期與中期繪畫, 1368-1580》。臺北: 石頭出版股份有限公司, 1997。
- 4) Cahill, James. *The Distant Mountains: Chinese Painting of the Late Ming Dynasty, 1570-1644*. New York: Weatherhill, 1982. 高居翰, 《山外山: 晚明繪畫, 一五七〇--一六四四》。臺北市: 石頭出版股份有限公司, 1997。
- 5) Cahill, James. *The Painter's Practice*. New York: Columbia University Press, 1994.
- 6) 高居翰, 《画家生涯: 传统中国画家的生活与工作》北京: 生活·读书·新知三联书店, 2012。
- 7) Fong, Wen et al. *Images of the Mind: Selections from the Edward L. Elliot Family and John B. Elliot collections of Chinese Calligraphy and Painting at the Art Museum*. Princeton: Princeton University, 1984. 方聞著; 李維琨譯, 《心印: 中國書畫風格與結構分析研究》。西安市: 陝西人民美術出版社, 2004。
- 8) Fong, Wen. *Beyond Representation: Chinese Painting and Calligraphy 8th-14th Century*. New Haven and London: The Metropolitan Museum of Art, New York and Yale University Press, 1992.
- 9) Fong, Wen. "Why Chinese Painting Is History." *The Art Bulletin* 85, no. 2 (2003): 258-280.
- 10) Hearn, Maxwell K., and Judith G. Smith, eds. *Arts of the Sung and Yuan: Papers Prepared for an International Symposium Organized by the Metropolitan Museum of Art in Conjunction with the Exhibition Splendors of Imperial China: Treasures from the National Palace Museum, Taipei*. New York: Department of Asian Art, The Metropolitan Museum of Art, 1996.
- 11) Hsu, Ginger Cheng-chi. *A Bushel of Pearls: Painting for Sale in Eighteenth-Century Yangchow*. Stanford: Stanford University Press, 2001.
- 12) Whitfield, Roderick. *In Pursuit of Antiquity: Chinese Paintings of the Ming and Ch'ing Dynasties from the Collection of Mr. and Mrs. Earl Morse*. Rutland and Tokyo: The Art Museum, Princeton University and Charles Tuttle Company, 1969.
- 13) Sullivan, Michael. *An Introduction to Chinese Art*. Faber and Faber, c1961

- | | |
|--|---|
| | <p>14) Clunas, Criag. Fruitful Sites: Garden culture in Ming Dynasty China. Reaktion Books, 1996.</p> <p>15) Hearn, Maxwell K. How to Read Chinese Paintings. Metropolitan Museum of Art, 2008.</p> |
|--|---|

Subject Description Form

Subject Code	CC4241 / CC4241P
Subject Title	Chinese Traditional Theatre and Performing Arts 中國傳統舞臺及表演藝術
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC4241: CC4241P / CC401 Exclusion for CC4241P: CC4241 / CC401
Objectives	The subject aims at introducing Chinese traditional theatre represented by the oldest Kun and Peking Operas, as well as those relatively young genres such as the Cantonese and Shanghai Opera. Other performing arts on stage will be also introduced to correct inaccurate, biased views of Chinese traditional theatre and other performing arts that students may have. The study and appreciation of Chinese traditional theatre and performing will provide significant help to students in their understanding of the richness and beauty of Chinese culture.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) appreciate the beauty and the uniqueness of various performing arts represented by operas and the chanting and singing in Chinese music; b) understand the role of theatre in Chinese performance arts and Chinese popular culture; c) examine in depth the relationship between Chinese music, Chinese society and Chinese literature and other performing arts; and d) develop a sense of national and local identity through the appreciation of Chinese performance arts.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) The Varieties of Chinese Theatre 2) Kun Opera & Peking Opera 3) Shanghai and Szechuan Opera 4) Cantonese Opera 5) Storytelling in Soochow Dialect in String 6) Storytelling in Shantung Dialect with Drum 7) Twist Talk 8) Blind's Songs in Southern Melody 9) The Dragon Boat Songs 10) The Manchurian Twist Show

Teaching/Learning Methodology	<p>The lectures introduces key concepts of Chinese performing arts, aided by the showing of videos of Chinese operas and other types of Chinese performing arts. Students are required to form groups to make an oral presentation on assigned topics during tutorials. Consultations are provided by the instructor to help the students understand the subject matter in general, and prepare their presentations in particular. Students are also required to read selected articles recommended by the instructor. Study tours to different types of theatres inside and outside Hong Kong will be also organized.</p>																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="480 526 1425 1144"> <thead> <tr> <th data-bbox="480 526 783 734" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="783 526 943 734" rowspan="2">% weighting</th> <th colspan="4" data-bbox="943 526 1425 667">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="943 667 1062 734">a</th> <th data-bbox="1062 667 1182 734">b</th> <th data-bbox="1182 667 1302 734">c</th> <th data-bbox="1302 667 1425 734">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 734 783 808">1. One final quiz</td> <td data-bbox="783 734 943 808">40%</td> <td data-bbox="943 734 1062 808">✓</td> <td data-bbox="1062 734 1182 808">✓</td> <td data-bbox="1182 734 1302 808">✓</td> <td data-bbox="1302 734 1425 808">✓</td> </tr> <tr> <td data-bbox="480 808 783 882">2. Oral Presentation</td> <td data-bbox="783 808 943 882">25%</td> <td data-bbox="943 808 1062 882">✓</td> <td data-bbox="1062 808 1182 882">✓</td> <td data-bbox="1182 808 1302 882">✓</td> <td data-bbox="1302 808 1425 882">✓</td> </tr> <tr> <td data-bbox="480 882 783 999">3. Written Report</td> <td data-bbox="783 882 943 999">25%</td> <td data-bbox="943 882 1062 999">✓</td> <td data-bbox="1062 882 1182 999">✓</td> <td data-bbox="1182 882 1302 999">✓</td> <td data-bbox="1302 882 1425 999">✓</td> </tr> <tr> <td data-bbox="480 999 783 1072">4. Attendance</td> <td data-bbox="783 999 943 1072">10%</td> <td data-bbox="943 999 1062 1072">✓</td> <td data-bbox="1062 999 1182 1072">✓</td> <td data-bbox="1182 999 1302 1072">✓</td> <td data-bbox="1302 999 1425 1072">✓</td> </tr> <tr> <td data-bbox="480 1072 783 1144">Total</td> <td data-bbox="783 1072 943 1144">100%</td> <td colspan="4" data-bbox="943 1072 1425 1144"></td> </tr> </tbody> </table> <p data-bbox="480 1193 1425 1267">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="480 1283 1425 1541">First, the one quiz was designed to measure the students' attainments of intended learning outcomes (a), (b) and (c), which measure students' overall understanding of the special features and uniqueness of various performing arts represented by different operas, and the chanting and singing of songs. For example, students should know the basic difference between the Kun opera and Peking opera, and the role of theatre in Chinese performance arts and Chinese popular culture.</p> <p data-bbox="480 1556 1425 1776">Second, the assigned research project is designed to assess the students' capability in the intended learning outcome (e) that requires good communication and writing skills. Such an assignment can help assessing students' ability in working on a guided-research project, the findings of which will first be presented orally and then in a standard academic report.</p> <p data-bbox="480 1792 1425 2049">Both the quiz and the research projects are designed to develop a sense of national identity among the students stated in the intended learning outcome (d). Good reports are those which critically examine the questions raised by scholars and laymen such as the future and prospect of traditional Chinese performance arts. Furthermore, the presentations on local operas such as Cantonese opera will certainly help develop a sense of national and local identity among our students.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. One final quiz	40%	✓	✓	✓	✓	2. Oral Presentation	25%	✓	✓	✓	✓	3. Written Report	25%	✓	✓	✓	✓	4. Attendance	10%	✓	✓	✓	✓	Total	100%				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
		a	b	c	d																																									
1. One final quiz	40%	✓	✓	✓	✓																																									
2. Oral Presentation	25%	✓	✓	✓	✓																																									
3. Written Report	25%	✓	✓	✓	✓																																									
4. Attendance	10%	✓	✓	✓	✓																																									
Total	100%																																													

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	45 Hrs.
	▪ Writings	30 Hrs.
	▪ Performance Appreciation	6 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. 王國維，《宋元戲曲考》，臺北：藝文出版社，1957。 2. 王安祈，《傳統戲曲的現代表現》，台北：里仁書局，1996。 3. 王安祈，《當代戲曲》，台北：三民書局，2002。 4. 吳小如，《吳小如戲曲文集》，北京：北京大學出版社，1995。 5. 賈志剛，《邁向現代的古老戲劇》，北京：中國戲劇出版社，1996 6. 白先勇，《白先勇說崑曲》，臺北：聯經出版事業公司，2004。 7. 白先勇主持，《崑曲之美—音樂與表演藝術》，臺北：國立臺灣大學出版中心，2016。 8. 上海市藝術研究所(編，《中國京劇史》，上海：上海文藝出版社，1995。 9. 曾永義編注，《中國古典戲劇選注》，臺北：國家出版社，1983 10. 廖奔，《中國古代劇場史》，鄭州：中州古籍出版社，1997。 11. 廖奔、劉彥君，《中國戲曲發展史》，太原：山西教育，2000。 12. 錢南揚校注，《永樂大典戲文三種》，臺北：華正書局，1985。 13. 季國平，《元雜劇發展史》，臺北：文津出版社，1993。 14. 徐扶明，《元代雜劇藝術》，臺北：學海出版社，1997。 15. 青木正兒，隋樹森譯，《元人雜劇序說》，臺北：長安出版社，1976。 	

Subject Description Form

Subject Code	CC4151 / CC4151P
Subject Title	Chinese Cultural Policy and Heritage Management 中國文化政策與文化遺產管理
Credit Value	3
Level	4
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC4151: CC4151P Exclusion for CC4151P: CC4151
Objectives	<p>This course aims to offer an in-depth understanding of the factors and mechanism of cultural policy formulation on the one hand and problems, constraints and prospects of cultural heritage conservation in China on the other. Definitions, characteristics, historical background, international trends in heritage preservations, development models and prospects for both cultural policies and the cultural industry in present-day China will be studied, as will factors influencing cultural policies and the impact of policy environment on the development of cultural industry.</p> <p>Recent development of cultural heritage conservation and management in China within the context of rapid economic growth and marketization will be examined. Policy, management system, financing and operating models of cultural heritage conservation, as well as commercialization of cultural heritage will be looked into.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) understand the relationship and dynamics of cultural policy and heritage management in China, b) understand the theories and development of cultural policies and the cultural industry in China, c) analyze critically the relationship between cultural development and political and economic development in China, d) have a systematic understanding of the current trends of cultural heritage conservation policy and management in China and the world, in both theory and practice, e) identify the problems and constraints of cultural heritage conservation and analyze the prospects and opportunities for better management.

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) What is cultural policy, cultural industry, and heritage management? 2) Nature, functions and limits of cultural policies in China 3) Development of cultural policies in China 4) Definition and characteristics of the cultural industry in China and its relations to the global trend 5) Impact of policy environment on the development of cultural industry 6) Cultural heritage conservation policy and management in China 7) Impact of the market-oriented reform on cultural heritage conservation and management 8) Financing and commercializing cultural heritage conservation in China 9) Selected cases of cultural heritage conservation and management in China 																																															
Teaching/Learning Methodology	<p>The course consists of lectures, tutorial sessions and fieldtrips, but is essentially research-oriented. Student will read assigned readings before class and discuss issues brought up in the lecture. There is a fieldtrip for students to visit and study selected cultural sites for preparation of their case study. Students, in groups, will submit short fieldtrip reports after the visit. Students will further submit group written reports based on case study of particular issues for classroom discussion and then revise them after class into formal written reports.</p>																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 8%;">a</th> <th style="width: 8%;">b</th> <th style="width: 8%;">c</th> <th style="width: 8%;">d</th> <th style="width: 8%;">e</th> </tr> </thead> <tbody> <tr> <td>1. Classroom participation and discussion</td> <td>15%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Mid-term test</td> <td>15%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Fieldtrip report presentation</td> <td>20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>4. Case study with oral and written reports</td> <td>50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Classroom participation and discussion	15%	✓	✓	✓	✓	✓	2. Mid-term test	15%	✓	✓	✓	✓	✓	3. Fieldtrip report presentation	20%	✓	✓	✓	✓	✓	4. Case study with oral and written reports	50%	✓	✓	✓	✓	✓	Total	100%					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
		a	b	c	d	e																																										
1. Classroom participation and discussion	15%	✓	✓	✓	✓	✓																																										
2. Mid-term test	15%	✓	✓	✓	✓	✓																																										
3. Fieldtrip report presentation	20%	✓	✓	✓	✓	✓																																										
4. Case study with oral and written reports	50%	✓	✓	✓	✓	✓																																										
Total	100%																																															

	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1) Class participation and discussion helps to assess students' degree of dedication to the course and ability to present coherently and respond appropriately 2) Mid-term test timely gauges students' learning ability while enables teacher to make adjustments in teaching 3) Fieldtrip reports in groups enable students to work as teams and teacher to know their research ability and presentation skill 4) The written case study report, of about 4,000 words each, in the form of an individual or a collective research paper, best assess students' overall ability to conduct research and present their findings in an accessible way 	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture 	22 Hrs.
	<ul style="list-style-type: none"> ▪ Tutorial 	11 Hrs.
	<ul style="list-style-type: none"> ▪ Fieldtrip(s) 	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Reading 	35 Hrs.
	<ul style="list-style-type: none"> ▪ Writing 	30 Hrs.
	<ul style="list-style-type: none"> ▪ Discussion 	12 Hrs.
	Total student study effort	
Reading List and References	<ol style="list-style-type: none"> 1. 上海市文化廣播影視管理局 (http://wgj.sh.gov.cn/) 2. 《中國文化產業評論(卷一至卷十)》。上海出版社，2003 - 2009。 3. 王永章主編，《中國文化產業典型案例選編》。北京出版社，2004。 4. 胡惠林，《文化產業學：現代文化產業理論與政策》。上海：文藝出版社，2006。 5. 《國家“十一五”時期文化發展規劃綱要》 6. 陳杰、閔銳武，《文化產業政策與法規》。青島：中國海洋大學出版社，2006。 7. McGuigan, Jim. <i>Rethinking Cultural Policy Studies</i>. Maidenhead (England): Open University Press, 2004. 8. Miller, Toby. <i>Cultural Policy</i>. London; Thousand Oaks: Sage, 2002. [中譯版 – 蔣淑貞、馮建三譯；國立編譯館主譯：《文化 	

政策》。台北：巨流圖書有限公司，2006。]

9. Chan, W.Y. & S.Y. Ma. "Heritage Preservation and Sustainability of China's Development." *Sustainable Development*, Vol.12, No.1 (2004), pp. 15-31.
10. du Cros, H.& Y.S. F. Lee. Eds. *Cultural Heritage Management in China; Preserving the Cities of the Pearl River Delta*, London & New York: Routledge, 2007.
11. du Cros, H., T. Bauer, Song Rui, & C. W. H. Lo. "Cultural Heritage Assets in China as Sustainable Tourism Products: Case Studies of the Hutongs and the Huanghua Section of the Great Wall." *Journal of Sustainable Tourism*, Vol. 13, No. 2 (2005), pp. 171-194.
12. Leung, Y.F. "Environmental Impacts of Tourism at China's World Heritage Sites: Hunagshan and Chengde." *Tourism Recreation Research*, Vol. 26, No. 1 (2001), pp.117-22.
13. McKercher, B. and Hillary du Cros. *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*, Binghamton NY: The Haworth Press, 2002.
14. Orbasli, A. *Tourists in Historic Towns. Urban Conservation and Heritage Management*. London: E & FN Spon, 2000.

Subject Description Form

Subject Code	HTM3251
Subject Title	Tourism and Chinese Culture 旅遊與中國文化
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject takes a cultural studies perspective and aims at introducing students to issues relating to the exploitation of culture and heritage for tourism and recreation. The causes and consequences of tourism in globalization and culture change are discussed with references to and implications for traditional Chinese culture. The subject will take both macro and micro perspectives. The macro perspective addresses the broad contexts of cultural tourism and tourism culture within which cultural consumption occurs in a leisure-oriented society. This encompasses commoditization in the cultural industries, authenticity in tourist experience, and tourism as experiential learning. The micro perspective deals with the phenomena and diversities of cultural tourism experience. With instances from China tourism and/or Chinese culture, this section will focus on the spectrum of cultural tourism attractions in respect to the planning, marketing and management in cultural tourism product development.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) Identify the contexts and constituents of tourism and its consequences for cultural change in China b) Differentiate cultural tourism and tourism culture c) Analyze and compare the phenomena and diversities of cultural tourism experiences and attractions in China d) Integrate and apply knowledge and skills to evaluate and plan for cultural tourism development in the Chinese context
Subject Synopsis/ Indicative Syllabus	With references to and instances from Chinese culture, key topics to be addressed in this subject include: <ul style="list-style-type: none"> 1) Subject overview and introduction: Tourism, culture and Chinese culture in the global-local nexus 2) Authenticity and commoditization in cultural tourism 3) Cultural tourism and tourism culture 4) Tourism as learning through cross-cultural encounters

	<ol style="list-style-type: none"> 5) A phenomenology of tourist experiences 6) A study tour to a cultural tourism site/attraction 7) Sites and sights: A semiotic approach to cultural tourism attractions 8) Ethnic (aboriginal/indigenous) tourism: The performance of culture 9) Culinary tourism: The taste of culture 10) Museumization: The presentation of culture for tourism 11) Mediatized tourism: The representation of culture 12) Arts and crafts: Tourist souvenirs 13) Subject review and conclusion: Tourism and culture change
<p>Teaching/Learning Methodology</p>	<p>The subject will adopt an integrated approach to provide students with knowledge and skills to analyze, evaluate and plan for the integration of culture and tourism in a China context. The subject will be facilitated in English through the following teaching and learning methodologies:</p> <ol style="list-style-type: none"> 1) Interactive lectures will be used to explore and discuss issues relating to tourism and Chinese culture from cultural studies perspectives. (Learning Outcomes 1-3) 2) Problem-based seminars and discussions will be used to help students understand the dimensions and perspectives on the interplay of culture and tourism, and discuss on cultural tourism issues through interactions and exchanges with their peers. (Learning Outcomes 1-4) 3) One field trip to a cultural tourism site is planned, half way through the subject, to bring the subject study to a practical/actual context. Participants will be divided into groups and be given different assignments for group projects. Participant observations and data collection via photography and field notes will be required for the completion of group projects. (Learning Outcomes 1-4) 4) Group projects (oral presentation and written report) are used to help students apply theories and concepts to cultural tourism practices in the attraction or destination they have visited. Consisting of oral presentations and written reports, the group projects are intended for the integration of knowledge and application of theory to practice. Specifically, oral presentations are given by student groups to share and exchange their research about issues identified during the field trip, with an intent to develop their communication and presentation skills, whereas written reports are designed to examine the students' analytical and communication skills pertinent to the subject under study. (Learning Outcomes 1-4) 5) Documentaries and promotional videos will be used to facilitate teaching and learning. (Learning Outcomes 3-4)

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	Review or critique essay	20%	✓	✓	✓	✓
	Problem-based seminars and discussions	25%	✓	✓	✓	✓
	Group project presentations	25%	✓	✓	✓	✓
	Group project reports	20%	✓	✓	✓	✓
	Attendance	10%				
	Total	100%				

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

This subject will follow **100% continuous assessment**. With respect to the subject learning outcomes, the literature-based review and critique is designed to mainly fulfill the knowledge, comprehension, and competence outcomes. The problem-based seminars and discussions are to mainly fulfill the knowledge synthesis, integration, critical thinking, and problem-solving outcomes. The group project (in the forms of presentations and written reports) is intended to achieve the outcomes of synthesis and integration, critical thinking, knowledge application, and competence in academic communication.

Student Study Effort Expected	Class contact:	39 Hrs.
	▪ Interactive lectures (2 hrs/weekly lecture)	26 Hrs.
	▪ In-class seminars and discussions (one hour per week)	13 Hrs.
	▪ Group presentations (10 groups/30 minutes per group, to be embedded in lecture and seminar hours)	
	Other student study effort:	
	▪ Subject reading	30 Hrs.
	▪ Assignments	30 Hrs.
	▪ Research outside class	20 Hrs.
	▪ Total student study effort	119 Hrs.
Reading List and References	<p><u>Textbooks</u></p> <p>No textbooks are required, but a subject reading package will be developed and assigned to students on a weekly basis. While some assigned readings are in Chinese, most will be in English.</p> <p><u>Suggested references for reading package</u></p> <ol style="list-style-type: none"> 1. 李伟 (编) (2006), 《旅游文化学》。北京: 科学出版社。 2. 余秋雨 (2008), 《文化苦旅》。台北: 爾雅出版社。 3. 张朝枝 (2008), 《旅游与遗产保护: 基于案例的理论研究》。天津: 南开大学出版社。 4. Bruner, E. (1994). Abraham Lincoln as authentic reproduction: A critique of postmodernism. <i>American Anthropologist</i>, 96(2), 397-415. 5. Cohen, E. (1979). A phenomenology of tourist experiences. <i>Sociology</i>, 13, 179-201. 6. Dann, G., & Cohen, E. (1991). Sociology and tourism. <i>Annals of Tourism Research</i>, 18, 155-169. 7. Jafari, J. (1987). Tourism models: The socio-cultural aspects. <i>Tourism Management</i>, 8, 151-159. 8. Lowenthal, D. (1985). <i>The past is a foreign country</i>. Cambridge: Cambridge University Press. 9. MacCannell, D. (1973). Staged authenticity: Arrangements of social space in tourist settings. <i>American Journal of Sociology</i>, 79, 589-603. 	

10. MacCannell, D. (1976). *The tourist: A new theory of the leisure class*. New York: Schocken Books.
11. McKercher B., & du Cros, H. (2002). *Cultural tourism: The partnership between tourism and cultural heritage management*. Binghamton NY: Haworth Press.
12. Nash, D., & Smith, V. (1991). Anthropology and tourism. *Annals of Tourism Research*, 18, 12-25.
13. Tribe, J. (2008). The art of tourism. *Annals of Tourism Research*, 35, 924-944.
14. Urry, J. (1990). *The tourist gaze: Leisure and travel in contemporary societies*. London: Sage.
15. Yan, G., & Santos, C. (2009). "CHINA, FOREVER": Tourism discourse and self-orientalism. *Annals of Tourism Research*, 36, 295-315.

Subject Description Form

Subject Code	AF2602
Subject Title	Global Economic Environment
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject aims to provide students with an overview of global business environment (Outcome 3), and to develop students' ability to identify and analyze those aspects of the domestic and global business environment that set the 'parameters of choice' within which business organizations set objectives and take actions (outcome 10).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. <u>recognize the increasing integration</u> of the world economy. b. <u>develop the ability to assess</u> international economic, financial and ethical issues. c. <u>notify that there is an ethical dimension</u> to many business decisions. d. <u>evaluate the effect</u> of political and cultural differences on international business. e. <u>analyze the current trends</u> of trade and investment in the global economy. f. <u>apply the principles</u> of foreign exchange in international trade. g. <u>assess the strategies and behaviors</u> of multinational companies.
Subject Synopsis/ Indicative Syllabus	<p>Globalization</p> <p>Main forces and drivers of globalization. Concerns of globalization. The changing nature of international business in response to the changing global economy.</p> <p>Country Differences</p> <p>The nature of economic, political and legal systems for different countries. The determinants of economic growth and development. The nature of economic transformation and social culture. Ethical issues in international business.</p> <p>Cross-Border Trade</p>

	<p>International trade and national competitive advantage. Instruments of trade policy. Government intervention. Evolution of the world trading framework.</p> <p>Cross-Border Investment and Regional Economic Integration</p> <p>Foreign direct investment in the world economy. Economic and political debate surrounding regional economic integration. Free trade agreements in different regions.</p> <p>Global Money System</p> <p>Functions and nature of foreign exchange market. Workings of the international monetary system. Financial crises and crisis management by the International Monetary Fund (IMF).</p> <p>Competing in a Global Marketplace</p> <p>The organization of international business. Principles of international business strategy. Global expansion, competitive pressures and strategic choices.</p>																																																													
<p>Teaching/Learning Methodology</p>	<p>Lectures are designed to provide outlines of key concepts and to provide guidance on further readings and applications. Videos are used occasionally to facilitate teaching.</p> <p>Seminars are designed to provide the environment for discussions and critical analysis of the subject materials. Group presentations of assigned exercises are held in the seminars.</p>																																																													
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th data-bbox="456 1256 740 1491" rowspan="2"><i>Specific assessment methods/tasks</i></th> <th data-bbox="746 1256 896 1491" rowspan="2"><i>% weighting</i></th> <th colspan="7" data-bbox="903 1256 1433 1413"><i>Intended subject learning outcomes to be assessed (Please tick as appropriate)</i></th> </tr> <tr> <th data-bbox="903 1422 970 1491">a</th> <th data-bbox="976 1422 1043 1491">b</th> <th data-bbox="1050 1422 1117 1491">c</th> <th data-bbox="1123 1422 1190 1491">d</th> <th data-bbox="1197 1422 1264 1491">e</th> <th data-bbox="1270 1422 1337 1491">f</th> <th data-bbox="1343 1422 1433 1491">g</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1500 740 1608">Continuous Assessment</td> <td data-bbox="746 1500 896 1608">50%</td> <td data-bbox="903 1500 970 1608"></td> <td data-bbox="976 1500 1043 1608"></td> <td data-bbox="1050 1500 1117 1608"></td> <td data-bbox="1123 1500 1190 1608"></td> <td data-bbox="1197 1500 1264 1608"></td> <td data-bbox="1270 1500 1337 1608"></td> <td data-bbox="1343 1500 1433 1608"></td> </tr> <tr> <td data-bbox="456 1617 740 1724">1. Tutorial presentation</td> <td data-bbox="746 1617 896 1724">10%</td> <td data-bbox="903 1617 970 1724">✓</td> <td data-bbox="976 1617 1043 1724">✓</td> <td data-bbox="1050 1617 1117 1724">✓</td> <td data-bbox="1123 1617 1190 1724">✓</td> <td data-bbox="1197 1617 1264 1724">✓</td> <td data-bbox="1270 1617 1337 1724">✓</td> <td data-bbox="1343 1617 1433 1724">✓</td> </tr> <tr> <td data-bbox="456 1733 740 1841">2. Tutorial presentation report</td> <td data-bbox="746 1733 896 1841">15%</td> <td data-bbox="903 1733 970 1841">✓</td> <td data-bbox="976 1733 1043 1841">✓</td> <td data-bbox="1050 1733 1117 1841">✓</td> <td data-bbox="1123 1733 1190 1841">✓</td> <td data-bbox="1197 1733 1264 1841">✓</td> <td data-bbox="1270 1733 1337 1841">✓</td> <td data-bbox="1343 1733 1433 1841">✓</td> </tr> <tr> <td data-bbox="456 1850 740 1921">3. Test</td> <td data-bbox="746 1850 896 1921">20%</td> <td data-bbox="903 1850 970 1921">✓</td> <td data-bbox="976 1850 1043 1921">✓</td> <td data-bbox="1050 1850 1117 1921"></td> <td data-bbox="1123 1850 1190 1921"></td> <td data-bbox="1197 1850 1264 1921">✓</td> <td data-bbox="1270 1850 1337 1921"></td> <td data-bbox="1343 1850 1433 1921">✓</td> </tr> <tr> <td data-bbox="456 1930 740 2031">4. Attendance & discussion</td> <td data-bbox="746 1930 896 2031">5%</td> <td data-bbox="903 1930 970 2031">✓</td> <td data-bbox="976 1930 1043 2031">✓</td> <td data-bbox="1050 1930 1117 2031">✓</td> <td data-bbox="1123 1930 1190 2031">✓</td> <td data-bbox="1197 1930 1264 2031">✓</td> <td data-bbox="1270 1930 1337 2031">✓</td> <td data-bbox="1343 1930 1433 2031">✓</td> </tr> </tbody> </table>	<i>Specific assessment methods/tasks</i>	<i>% weighting</i>	<i>Intended subject learning outcomes to be assessed (Please tick as appropriate)</i>							a	b	c	d	e	f	g	Continuous Assessment	50%								1. Tutorial presentation	10%	✓	✓	✓	✓	✓	✓	✓	2. Tutorial presentation report	15%	✓	✓	✓	✓	✓	✓	✓	3. Test	20%	✓	✓			✓		✓	4. Attendance & discussion	5%	✓	✓	✓	✓	✓	✓	✓
<i>Specific assessment methods/tasks</i>	<i>% weighting</i>			<i>Intended subject learning outcomes to be assessed (Please tick as appropriate)</i>																																																										
		a	b	c	d	e	f	g																																																						
Continuous Assessment	50%																																																													
1. Tutorial presentation	10%	✓	✓	✓	✓	✓	✓	✓																																																						
2. Tutorial presentation report	15%	✓	✓	✓	✓	✓	✓	✓																																																						
3. Test	20%	✓	✓			✓		✓																																																						
4. Attendance & discussion	5%	✓	✓	✓	✓	✓	✓	✓																																																						

	Final Examination	50%	✓	✓	✓	✓	✓	✓	✓
	Total	100 %							
<p>To pass this subject, students are required to obtain Grade D or above in both the Continuous Assessment and Examination components.</p>									
Student Study Effort Expected	Class contact:								
	▪ Lectures	26 Hrs.							
	▪ Seminars	13 Hrs.							
	Other student study effort:								
	▪ Reading subject textbooks and subject-related newspapers and magazines	48 Hrs.							
	▪ Preparation for Oral presentation and written report	20 Hrs.							
	Total student study effort								
Reading List and References	<p>Recommended Textbook and References</p> <ol style="list-style-type: none"> Hill, Charles W.L., <i>Global Business Today</i>, 6th Edition, New York: McGraw-Hill/Irwin, 2009. Stiglitz, Joseph, <i>Globalization and Its Discontent</i>, London: Penguin Books, 2002. Wild, J.J., K.L. Wild and J.C.Y. Han, <i>International Business</i>, 4th Edition, N.J.: Prentice Hall, 2008 								