

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

**Programme Title** : Bachelor of Education (Honours)

**Programme QF Level** : 5

**Course Title** : Chinese Culture and Identity

**Course Code** : SSC1011

**Department** : Social Sciences

**Credit Points** : 3

**Contact Hours** : 39

**Pre-requisite(s)** : Nil

**Medium of Instruction**: English

**Course Level** : 1

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

This course teaches contemporary perspectives and issues of Chinese culture, covering its folk practices and material culture. The intertwined relationships between cultural practices and material culture in the context of heritage, kinship, gender, emotion, gift exchange, food and religion will be examined. This course will also explore concepts and issues of Chinese cultures such as representation and transformation as well as the complexity of Chinese culture and identity construction in modern China.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> demonstrate a clear understanding of the foundations, features and material forms of the Chinese culture;
- CILO<sub>2</sub> examine contemporary perspectives and current issues of Chinese culture and identity;
- CILO<sub>3</sub> demonstrate the abilities to analyse and criticize the value of Chinese culture; and
- CILO<sub>4</sub> develop their attachment to the Chinese culture through the investigation of Chinese cultural heritage.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Foundation and features of Chinese culture: civilization, material culture and heritage	<i>CILO<sub>1, 2, 3</sub></i>	<ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, field study and group activities</li></ul>
b. Perspectives and current issues of Chinese culture: kinship, gender, food, emotion, gift exchange and religion	<i>CILO<sub>1, 2, 3</sub></i>	<ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, video analysis, and group discussion</li></ul>
c. Issues of the Chinese identity construction: modernization, consumption, ethnicity and civil society	<i>CILO<sub>1, 2, 3</sub></i>	<ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, video analysis, and group discussion</li></ul>
d. Contemporary Chinese culture: transformations and implications	<i>CILO<sub>1, 2, 3, 4</sub></i>	<ul style="list-style-type: none"><li>• Lecture, reading and analysis of teaching materials, video analysis, and group discussion</li></ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. In-class participation Students are encouraged to attend all the classes, actively participate in the discussions, and contribute to the learning community of this class. Students' performance will be assessed based on both the quantity and quality of their contribution to the discussion.	20%	CILO <sub>1,2,3,4</sub>
b. Reading Journal Students will read the assigned book chapters and submit reading journals.	30%	CILO <sub>1,2,3,4</sub>
c. Course-end quiz Students will complete a course-end quiz	50%	CILO <sub>1,2,3</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Topics	Texts
<b>Culture and identity</b>	Haviland, William, Prins, Herald, McBride, Bunny. (2017). <i>Cultural Anthropology: The Human Challenge</i> . Boston: Cengage Learning pp. pp. 27-45, 135-146. Harrison-Hall, Jessica and British Museum (2018). <i>China: A History in Objects</i> . London: Thames & Hudson Ltd, pp, 6-19, 62-66, 106-111, 152-157, 238-243, 304-309.
<b>Kinship</b>	Feuchtwang, Stephan and Bruckermann, Charlotte, (2016), <i>The Anthropology of China: China as Ethnographic and Theoretical Critique</i> , London: Imperial College Press, pp. 39-70. Faure, David, (2007), <i>Emperor and Ancestor: State and Lineage in South China</i> , Stanford: Stanford University Press, pp. 125-148.
<b>Gender</b>	Feuchtwang, Stephan and Bruckermann, Charlotte, (2016), <i>The Anthropology of China: China as Ethnographic and Theoretical Critique</i> , London: Imperial College Press, pp. 71-98. Yan, Yunxiang, (2009), <i>The Individualization of Chinese Society</i> , Oxford; New York: Berg, pp. 133-154.
<b>Ritual and belief</b>	Feuchtwang, Stephan and Bruckermann, Charlotte, (2016), <i>The Anthropology of China: China as Ethnographic and Theoretical Critique</i> , London: Imperial College Press, pp. 191-212. Liu, Tik-sang, (2003), <i>A Nameless but Active Religion: An Anthropologist's</i>

	View of Local Religion in Hong Kong and Macau, in Overmyer, Daniel L (ed.) <i>Religion in China Today</i> , New York: Cambridge University Press, pp. 67-88.
<b>Selected issue on Chinese identity</b>	Watson, James (2004). Presidential Address: Virtual Kinship, Real Estate, and Diaspora Formation—The Man Lineage Revisited. <i>The Journal of Asian Studies</i> , 63(4), p. 893-910. Sinn, Elizabeth (2013). <i>Pacific Crossing: California Gold, Chinese Migration, and the Making of Hong Kong</i> . Hong Kong: Hong Kong University Press, pp. 297-307.
<b>Love, emotion and sentiment</b>	Feuchtwang, Stephan and Bruckermann, Charlotte, (2016), <i>The Anthropology of China: China as Ethnographic and Theoretical Critique</i> , London: Imperial College Press, pp. 99-118. Yan, Yunxiang, (1993), <i>The Flow of Gifts: Reciprocity and Social Networks in a Chinese Village</i> , Stanford: Stanford University Press, pp.122-146.
<b>The exchange of money, gift and favour order</b>	Feuchtwang, Stephan and Bruckermann, Charlotte, (2016), <i>The Anthropology of China: China as Ethnographic and Theoretical Critique</i> , London: Imperial College Press, pp.119-142. Yan, Yunxiang, (2009), <i>The Individualization of Chinese Society</i> , Oxford; New York: Berg, pp. 155-182.
<b>Food</b>	Feuchtwang, Stephan and Bruckermann, Charlotte, (2016), <i>The Anthropology of China: China as Ethnographic and Theoretical Critique</i> , London: Imperial College Press, pp. 143-170. Lozada, Eriberto Jr., (2016), Globalized Childhood? Kentucky Fried Chicken in Beijing, in Jun, Jing (ed.), <i>Feeding China's Little Emperors: Food, Children and Social Change</i> , California: Stanford University Press, 2000, pp. 114-134.

## 7. Related Web Resources

The Academy of Chinese Studies (中國文化研究院：燦爛的中國文明)  
[www.chiculture.net](http://www.chiculture.net)

四川大學哲學系中國哲學研究所：中國儒學網  
<http://www.confuchina.com>

## 8. Related Journals

*International Journal of Cultural Studies*. Sage.

*Journal of Chinese Studies* (中國文化研究所學報). Institute of Chinese Studies, The Chinese University of Hong Kong.

*Chinese Culture Research* (中國文化研究). 北京語言大學.

*Chinese Culture Quarterly* (九州學刊). 香港中華文化促進中心.

## **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil

*Updated: August 2021*