

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

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 thoughts, traditions, rituals, folk practices and material culture, such as worships, clothing, art, diet, architecture, etc. 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:

- CILO₁ demonstrate a clear understanding of the foundations, features and material forms of the Chinese culture;
- CILO₂ examine contemporary perspectives and current issues of Chinese culture and identity;
- CILO₃ demonstrate the abilities to analyse and criticize the value of Chinese culture; and
- CILO₄ 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_{1, 2, 3}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, field study and group activities
b. Perspectives and current issues of Chinese culture: kinship, gender, food, emotion, architecture, gift exchange, health and healing, rituals and religion	<i>CILO_{1, 2, 3}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, video analysis, and group discussion
c. Issues of the Chinese identity construction: modernization, consumption, ethnicity and civil society	<i>CILO_{1, 2, 3}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, video analysis, and group discussion
d. Contemporary Chinese culture: transformations and implications	<i>CILO_{1, 2, 3, 4}</i>	<ul style="list-style-type: none">• Lecture, reading and analysis of teaching materials, video analysis, and group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. In-class participation Students are encouraged to attend all the classes, actively participate in the presentation of book chapters/journal articles reading, discussions, and contribute to the learning community of this class.	20%	CILO _{1,2,3,4}
b. Group project 4 or 5 students will conduct a presentation on a selected aspect of promoting Chinese culture to a specific group in the society..	30%	CILO _{1,2,3,4}
c. Reflective essay Students will write an individual reflective essay based on the service/experiential learning/ in this course with references to Chinese culture and identity	50%	CILO _{1,2,3}

5. Required Text(s)

Nil

6. Recommended Readings

Topics	Texts
Culture and identity	Haviland, William, Prins, Herald, McBride, Bunny. (2017). <i>Cultural Anthropology: The Human Challenge</i> . Boston: Cengage Learningpp. 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.
Kinship	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.
Gender	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.
Ritual and belief	Feuchtwang, Stephan and Bruckermann, Charlotte, (2016), <i>The Anthropology</i>

	<p><i>of China: China as Ethnographic and Theoretical Critique</i>, London: Imperial College Press, pp. 191-212.</p> <p>Liu, Tik-sang, (2003), A Nameless but Active Religion: An Anthropologist's 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.</p>
Selected issue on Chinese identity	<p>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.</p> <p>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.</p>
Love, emotion and sentiment	<p>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.</p> <p>Yan, Yunxiang, (1993), <i>The Flow of Gifts: Reciprocity and Social Networks in a Chinese Village</i>, Stanford: Stanford University Press, pp.122-146.</p>
The exchange of money, gift and favour order	<p>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.</p> <p>Yan, Yunxiang, (2009), <i>The Individualization of Chinese Society</i>, Oxford; New York: Berg, pp. 155-182.</p>
Food	<p>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.</p> <p>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.</p>

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

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

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