

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Sociology and Community Studies and Bachelor of Education (Honours) (Primary Humanities) (co-terminal double degree) (Five-year Full-time)
Programme QF Level	: 5
Course Title	: Understanding China: Past and Present
Course Code	: HIS1102
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI
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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 aims to equip students with an understanding of China and its historical roots. Spanning from prehistory to the twenty-first century and covering a vast geographical area, the course focuses on several key dimensions, including dynastic chronology and broader long-term development trends, as well as civilization and its intertwined material cultures and ideologies. By examining a variety of textual and visual materials, such as archaeological relics and works of art, students will acquire fundamental conceptual and comparative tools to explore both unity and diversity in Chinese history, from governance and economic development to cultural practices and literati traditions over millennia. Approaching China from historical and interdisciplinary perspectives also enables students to reflect on how people in different periods understood the past and shaped everyday life, and how challenges faced by Chinese society over the past century continue to resonate today.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate an understanding of the fundamental terms and concepts in the study of Chinese history;
- CILO₂ Develop the awareness and understanding of the driving forces of historical development;
- CILO₃ Examine and evaluate of contemporary issues in Chinese society and its relationship to its socio-historical legacy; and
- CILO₄ Appreciate cultural innovation and practices within historical and comparative contexts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Chronological development (dynastic and institutional change), with attention to modernization, nation-building, intellectual thought, and the legacies of these institutions and ideas in contemporary society.	CILO _{1,2,3,4}	● Lecture, reading, in-class discussion and multimedia analysis
Chinese civilization and its practices, with emphasis on technological development from early human settlement from an archaeological perspective to the environment and landscape, and the challenges they face in contemporary society.	CILO _{1,2,3,4}	● Lecture, reading, in-class discussion, multimedia analysis and field-based learning activities
Material culture in China and beyond, with emphasis on everyday life and modes of production, layers of markets and trade networks, and socio-cultural exchanges with neighboring and frontier societies through systems and practices	CILO _{1,2,3,4}	● Lecture, reading, in-class discussion, multimedia analysis and field-based learning activities

such as the Silk Roads and the tribute system.		
Continuities and discontinuities between Chinese history and contemporary cultural practices: festivals, arts and performance, tangible and intangible heritage, identity formation, and cultural tourism development.	<i>CILO</i> _{1,2,3,4}	● Lecture, reading, in-class discussion, multimedia analysis and field-based learning activities

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) In class discussion and short assignment Each student will participate in in-class/ online discussions and write a short reflection. They are expected to respond to the selected topics of Chinese history, culture and contemporary issues.	40%	<i>CILO</i> _{1,2,3,4}
(b) Reflective essay Students will write an individual reflective essay (1600- 1800 Chinese characters) based on their observation on a selected topic of Chinese culture.	40%	<i>CILO</i> _{1,2,3,4}
(c) Quiz Students will participate in a course-end quiz.	20%	<i>CILO</i> _{1,2,3,4}

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

- ☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.
- ☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil.

7. Recommended Readings

- Allard, F., Sun, Y., & Linduff, K. M. (Eds.). (2018). *Memory and Agency in Ancient China: Shaping the Life History of Objects*. Cambridge: Cambridge University Press.
- Cheung, Sui-wai (ed.) (2017) *Colonial Administration and Land Reform in East Asia*. London: Routledge.
- Clunas, C. (2009). *Art in China*. Oxford: Oxford University Press.
- Clunas, C. (2017). *Chinese Painting and its Audiences*. Princeton: Princeton University Press.
- DuBois, T. D. & Kiely, J. (eds.) 2019 *Fieldwork in Modern Chinese History: A*

- Research Guide*. London and New York: Routledge.
- Duindam, J. F. J., & Dabringhaus, S. (2014). *The Dynastic Centre and the Provinces: Agents and Interactions*. Leiden: Brill.
- Ebrey, P. B. (2023). *The Cambridge Illustrated History of China*. Cambridge: Cambridge University Press.
- Ebrey, P. B., & Huang, S. S. (2017). *Visual and Material Cultures in Middle Period China*. Leiden: Brill.
- Ebrey, P. B., & Walthall, A. (2015). *East Asia: A Cultural, Social, and Political History*. Boston: Wadsworth.
- Valerie, H. (2016). *The Silk Road: A New History with Documents*. Oxford: Oxford University Press.
- Hase, P. H. (2024). *Villages and Market Towns in Hong Kong: Settlement and History*. Hong Kong: The Chinese University Press.
- Lagerwey, J. (2025). *China: A Religious State*. Hong Kong: Hong Kong University Press.
- Rudolph, J. M., & Szonyi, M. (Eds.). (2018). *The China Questions: Critical Insights into a Rising Power*. Cambridge: Harvard University Press.
- Siu, Helen F. (2016) *Tracing China: A Forty-Year Ethnographic Journey*. Hong Kong: Hong Kong University Press.
- Szonyi, M. (Ed.). (2018). *A Companion to Chinese History*. London: Wiley-Blackwell.
- Yan, Y. (2021). *Chinese Families Upside Down: Intergenerational Dynamics and Neo-Familism in the Early 21st Century*. Leiden: Brill.
- Yao, A., & Lam, W. (2025). *The Archaeology of Han China*. Cambridge: Cambridge University Press.
- 科大衛 (2010)。皇帝和祖宗：華南的國家與宗族。(南京：江蘇人民出版社)。
- 科大衛 (2016)。明清社會和禮儀。(北京：北京師範大學出版)。
- 程美寶 (2019)。走出地方史：社會文化史研究的視野。(北京：中華)。
- 程美寶、黃素娟 (2017)。省港澳大眾文化與都市變遷。(北京：社會科學文獻出版社)。
- 葛兆光 (2014)。何為中國？疆域、民族、文化與歷史。(香港：牛津大學出版社)。
- 課程發展議會 (2024)。小學人文科課程框架 (定稿)。
- 趙世瑜 (2017)。小歷史與大歷史：區域社會史的理念、方法與實踐。(北京：北京大學出版社)。
- 劉志偉 (2019)。貢賦體制與市場：明清社會經濟史論稿。(北京：中華書局)。
- 羅森 (2017)。祖先與永恆：潔西嘉·羅森中國考古藝術文集。(北京：三聯)。

8. Related Web Resources

香港教育局：小學人文科

<https://www.edb.gov.hk/tc/curriculum-development/cross-kla-studies/ph-primary/index.html>

教育局教育多媒體：中國歷史 Chinese History

<https://emm.edcity.hk/category/%E4%B8%AD%E5%9C%8B%E6%AD%B7%E5%8F%B2+Chinese+History/175304572>

小學常識科學與教資源套（歷史與文化）

https://www.edb.gov.hk/tc/curriculum-development/kla/general-studies-for-primary/lt_resource_pri_gs_hist_culture/index.html

教育局：國家安全教育資源網頁

<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/nse/index.html>

香港教育大學：看動畫・學歷史

<https://achist.mers.hk/chihistoryanime/>

中國文化研究院

<https://chiculture.org.hk/tc>

中國文化研究所

<https://www.ics.cuhk.edu.hk/zh/>

「穿越古今」香港小學常識科中國歷史課程增潤先導計劃

<https://www.hkayd.org.hk/index.php?action=project&tid=13&lang=tr>

標準地圖服務系統

<http://bzdt.ch.mnr.gov.cn/>

9. Related Journals

China Quarterly

Cultural Relics

Fieldwork and Documents: South China Research Resource Station Newsletter

Journal of History and Anthropology

Modern China

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith.

Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

Nil

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第一部分

課程名稱	: 社會學與社區研究榮譽社會科學學士及小學人文科教育榮譽學士（五年全日制）
課程 QF 程度	: 5
科目名稱	: 中國通史
科目編號	: TBC
負責學系/單位	: 社會科學與政策研究學系
學分	: 3
教學課時	: 39
先修科目	: 無
授課語言	: 廣東話
程度	: 1

第二部分

香港教育大學(教大)的畢業生素質(Graduate Attributes)及七個共通學習成果(Seven Generic Intended Learning Outcomes, 7 GILOs) 分別代表了教大畢業生應具備的素質及能力。學習成果分為大學層面(GILOs)、課程層面(PILOs)以及科目層面(CILOs)，三個層面的學習成果相輔相成，共同培育學生發展所需的重要畢業生素質。

副學位學生、本科生、修課式研究生、專業博士研究生以及研究式研究生的畢業生素質包含以下三個範疇「英文簡稱“PEER & I”」：

- 專業卓越 (Professional Excellence)
- 道德責任 (Ethical Responsibility)
- 創新 (Innovation)

就上述三個範疇，大學為本科生、修課式研究生以及研究式研究生訂立了不同的指標，以反映其素質水平。

七個共通學習成果(7 GILOs)分別是：

1. 解決問題能力 (Problem Solving Skills)
2. 明辨性思維能力 (Critical Thinking Skills)
3. 創造性思維能力 (Creative Thinking Skills)
- 4a. 口頭溝通能力 (Oral Communication Skills)
- 4b. 書面溝通能力 (Written Communication Skills)
5. 社交能力 (Social Interaction Skills)
6. 倫理決策 (Ethical Decision Making)
7. 全球視野 (Global Perspectives)

1. 科目概要

本課程旨在探索古今之變，從中華文明起源的史前至當代，並橫跨廣闊地域，聚焦多個關鍵面向，包括治亂興衰中皇朝更替和與更長期的宏觀演變趨勢，以及中華文明及其相互交織的物質文化與思想觀念。透過研習多元的文字與視覺材料，如考古與藝術材料，學生將掌握基本的概念與比較分析工具，以探討中國歷史在長時段中的多元與一體，涵蓋治理與經濟發展、文化實踐，以及文人傳統等課題。從歷史與跨學科視角切入，亦有助學生反思不同時代的人如何理解過去並形塑日常生活，並思考近百年來中國社會所面對的挑戰，如何延續至今並產生的迴響。

2. 科目預期學習成果 (CILOs)

完成本課程後，學員將能夠：

成果一	展示對中國歷史研究之的基本詞彙與核心概念的理解；(CILO ₁)
成果二	培養對推動歷史發展因素的認識與理解；(CILO ₂)
成果三	審視並評估中國社會當代狀況及其歷史脈絡；(CILO ₃)
成果四	在歷史與比較脈絡中欣賞文化創新及其實踐。(CILO ₄)

3. 科目內容、預期學習成果及教與學活動

教授內容	科目預期學習成果 (CILOs)	教與學活動
中國歷史的發展（王朝更迭與制度變遷），並關注現代化、國家建構、文人思潮，以及相關制度與觀念在當代社會中的延續與影響。	成果一二三四(CILO _{1,2,3,4})	講課、文獻閱讀、課堂討論、多媒體分析
中華文明及其實踐，包括以考古學視角理解自早期人類聚落以來的科技發展，並延伸至環境與地景，及其在當代社會面對的挑戰。	成果一二三四(CILO _{1,2,3,4})	講課、文獻閱讀、課堂討論、體驗學習活動
物質文化在中國及其周邊地區的發展，著重日常生活與生產方式、不層次的市場與貿易網絡，以及透過絲綢之路與朝貢體系等制度與實踐所形成的、與鄰近及邊疆社會之間的社會文化相遇。	成果一二三四(CILO _{1,2,3,4})	講課、文獻閱讀、課堂討論、多媒體分析、體驗學習活動
傳統歷史文化與當代文化實踐之間的延續與斷裂：節慶、藝	成果一二三四(CILO _{1,2,3,4})	講課、文獻閱讀、課堂討論、多媒體分析、體

術與表演、物質與非物質文化遺產、身份認同的建構，以及文化旅遊的發展。		驗學習活動
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4. 評核

評核課業	所佔比重	科目預期學習 成果 (CILOs)
課堂討論及短作業（個人） 學員須參與課堂／網上討論，並撰寫簡短反思。學生須就所選定的中國歷史、文化及當代議題討論作出回應。	40%	成果一二三四(CILO _{1,2,3,4})
反思文章（個人） 學員須就所選定的中國傳統文化主題，根據個人觀察撰寫一篇個人反思文章（1600 – 1800 字）。	40%	成果一二三四(CILO _{1,2,3,4})
測驗（個人） 學員將參與課程期末測驗。	20%	成果一二三四(CILO _{1,2,3,4})

5. 生成式人工智能於科目評核的使用

請僅選擇一項適用於本科目的選項：

☐ **不允許使用：**本科目中的所有評核項目均不得使用生成式人工智能工具。

☒ **允許使用：**本科目允許學生在部分或全部評核項目中使用生成式人工智能工具。教師將於第一堂課及相關評核說明中提供具體指引，包括任何使用限制或額外要求（例如：適當標註、撰寫反思報告等）。

6. 指定教科書

無。

7. 推薦書目

Allard, F., Sun, Y., & Linduff, K. M. (Eds.). (2018). *Memory and Agency in Ancient China: Shaping the Life History of Objects*. Cambridge: Cambridge University Press.

Cheung, Sui-wai (ed.) (2017) *Colonial Administration and Land Reform in East Asia*. London: Routledge.

Clunas, C. (2009). *Art in China*. Oxford: Oxford University Press.

Clunas, C. (2017). *Chinese Painting and its Audiences*. Princeton: Princeton University Press.

DuBois, T. D. & Kiely, J. (eds.) 2019 *Fieldwork in Modern Chinese History: A Research Guide*. London and New York: Routledge.

Duindam, J. F. J., & Dabringhaus, S. (2014). *The Dynastic Centre and the*

- Provinces: Agents and Interactions*. Leiden: Brill.
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- Valerie, H. (2016). *The Silk Road: A New History with Documents*. Oxford: Oxford University Press.
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- Lagerwey, J. (2025). *China: A Religious State*. Hong Kong: Hong Kong University Press.
- Rudolph, J. M., & Szonyi, M. (Eds.). (2018). *The China Questions: Critical Insights into a Rising Power*. Cambridge: Harvard University Press.
- Siu, Helen F. (2016) *Tracing China: A Forty-Year Ethnographic Journey*. Hong Kong: Hong Kong University Press.
- Szonyi, M. (Ed.). (2018). *A Companion to Chinese History*. London: Wiley-Blackwell.
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- 科大衛 (2016)。明清社會和禮儀。(北京：北京師範大學出版)。
- 程美寶 (2019)。走出地方史：社會文化史研究的視野。(北京：中華)。
- 程美寶、黃素娟 (2017)。省港澳大眾文化與都市變遷。(北京：社會科學文獻出版社)。
- 葛兆光 (2014)。何為中國？疆域、民族、文化與歷史。(香港：牛津大學出版社)。
- 課程發展議會 (2024)。小學人文科課程框架 (定稿)。
- 趙世瑜 (2017)。小歷史與大歷史：區域社會史的理念、方法與實踐。(北京：北京大學出版社)。
- 劉志偉 (2019)。貢賦體制與市場：明清社會經濟史論稿。(北京：中華書局)。
- 羅森 (2017)。祖先與永恆：潔西嘉·羅森中國考古藝術文集。(北京：三聯)。

8. 相關網絡資源

香港教育局：小學人文科

<https://www.edb.gov.hk/tc/curriculum-development/cross-kla-studies/ph-primary/index.html>

教育局教育多媒體：中國歷史 Chinese History

<https://emm.edcity.hk/category/%E4%B8%AD%E5%9C%8B%E6%AD%B7%E5%8F%B2+Chinese+History/175304572>

小學常識科學與教資源套 (歷史與文化)

https://www.edb.gov.hk/tc/curriculum-development/kla/general-studies-for-primary/lt_resource_pri_gs_hist_culture/index.html

教育局：國家安全教育資源網頁

<https://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/nse/index.html>

香港教育大學：看動畫・學歷史

<https://achist.mers.hk/chihistoryanime/>

中國文化研究院

<https://chiculture.org.hk/tc>

中國文化研究所

<https://www.ics.cuhk.edu.hk/zh/>

「穿越古今」香港小學常識科中國歷史課程增潤先導計劃

<https://www.hkayd.org.hk/index.php?action=project&tid=13&lang=tr>

標準地圖服務系統

<http://bzdt.ch.mnr.gov.cn/>

9. 相關期刊

China Quarterly

Cultural Relics

Fieldwork and Documents: South China Research Resource Station Newsletter

Journal of History and Anthropology

Modern China

10. 學術誠信

本校堅持所有學術作品均須遵守學術誠信的原則，詳情可參閱學生手冊

(https://www.eduhk.hk/re/student_handbook/tc/Academic-Honesty-And-Copyright.html)。學員應熟悉有關政策。

11. 其他資料

無