

## 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** : SSC2344  
**Department** : Social Sciences and Policy Studies  
**Credit Points** : 3  
**Contact Hours** : 39  
**Pre-requisite(s)** : Nil  
**Medium of Instruction**: English  
**Course Level** : 2

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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 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 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 articulate and analyze meanings and values of Chinese culture; and
- CILO<sub>4</sub> Appreciate and respect cultural diversity in appropriate socio-cultural contexts.

### 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	CILO <sub>1, 2, 3</sub>	<ul style="list-style-type: none"><li>Lecture, reading and analysis of teaching materials and field study</li></ul>
b. Perspectives and current issues of Chinese culture: Kinship, gender, food, emotion, gift exchange, rituals and religion	CILO <sub>1, 2, 3, 4</sub>	<ul style="list-style-type: none"><li>Lecture, reading and analysis of teaching materials and video analysis</li></ul>
c. Issues of the Chinese identity construction: Individualism, modernization, and consumption	CILO <sub>1, 2, 3</sub>	<ul style="list-style-type: none"><li>Lecture, reading and analysis of teaching materials and video analysis</li></ul>
d. Contemporary Chinese culture: Transformations and implications	CILO <sub>1, 2, 3, 4</sub>	<ul style="list-style-type: none"><li>Lecture, reading and analysis of teaching materials and video analysis</li></ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<b>a. Short assignment</b> Students are encouraged to complete worksheets and draw a kinship diagram (Individual assignment).	40%	<i>CILO<sub>1,2,3,4</sub></i>
<b>b. Reflective essay</b> Students will write an individual reflective essay based on their observation on a selected topic of Chinese culture and identity.	40%	<i>CILO<sub>1,2,3,4</sub></i>
<b>c. Quiz</b> Students will participate in a course-end quiz.	20%	<i>CILO<sub>1,2,3</sub></i>

#### 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

Brook, T. (2019). *Great State: China and the World*. London: Profile Books Ltd.

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

Conway, S. (ed.) (2011). *Governing Death and Loss: Empowerment, Involvement and Participation*. Oxford: Oxford University Press.

Davis, Deborah and Stevan Harrell (eds). (1993). *Chinese Families in the Post-Mao Era*. Berkeley: University of California Press.

Faure, David. (2007). *Emperor and Ancestor: State and Lineage in South China*, Stanford: Stanford University Press.

Faure, David and Helen F. Siu (eds.) (1995). *Down to Earth: The Territorial Bond in South China*. Stanford: Stanford University Press.

Feuchtwang, Stephan and Bruckermann, Charlotte, (2016). *The Anthropology of China: China as Ethnographic and Theoretical Critique*, London: Imperial College Press.

Gillette, M. B. (2000). *Between Mecca and Beijing: Modernization and Consumption among*

*Urban Chinese Muslims*. Stanford: Stanford University Press.

- Harrison-Hall, Jessica and British Museum (2018). *China: A History in Objects*. London: Thames & Hudson Ltd.
- Haviland, William, Prins, Herald, McBride, Bunny. (2017). *Cultural Anthropology: The Human Challenge*. Boston: Cengage Learning.
- Ho, V. (2005). *Understanding Canton: Rethinking Popular Culture in the Republican Period*. Oxford: Oxford University Press.
- Jing, Jun (ed.) (2000). *Feeding China's Little Emperors: Food, Children and Social Change*, California: Stanford University Press
- Ng, W. C. (2015). *The Rise of Cantonese Opera*. Urbana: University of Illinois Press.
- Overmyer, Daniel L. (ed.) (2003). *Religion in China Today*, New York: Cambridge University Press.
- Poon, Shuk Wah. (2013). "Cholera, Public Health, and the Politics of Water in Republican Guangzhou." *Modern Asian Studies*, 47.2, pp 436-466.
- Scott, Janet L. (2007). *For Gods, Ghosts and Ancestors: The Chinese Tradition of Paper Offerings*. Hong Kong: Hong Kong University Press.
- Siu, Helen. F. (2016). *Tracing China: A Forty-Year Ethnographic Journey*. Hong Kong: Hong Kong University Press.
- Van Dyke, P. A., & Schopp, S. E. (2018). *The Private Side of the Canton Trade, 1700-1840: Beyond the Companies*. Hong Kong: Hong Kong University Press.
- Viana, Venus. (2018). The Making of a Modern Public Health System in some Smaller Chinese Towns, 1929–1949. *Urban History*, 45, 2, p. 331-350.
- Yan, Yunxiang. (1993). *The Flow of Gifts: Reciprocity and Social Networks in a Chinese Village*, Stanford: Stanford University Press.
- Yan, Yunxiang. (2009). *The Individualization of Chinese Society*, Oxford; New York: Berg.

## 8. 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>

## 9. 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.

## 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.

*July 2025*