

GE2137

Sources of Literature, Cultural  
Heritage and History

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# Course description

- This course discusses the selected Chinese classic works related to literature, cultural heritage and history, as well as their historical context, genre and major characteristics. Studying the classics is the best and most effective way to understand the core values and spirit of Chinese literature, cultural heritage and history which form the basis of the minds and behaviors of the Chinese people at large, both past and present. In addition, all selected works are written in both ancient and modern Chinese (as well as in English translations). It aims to enhance students' Chinese ability in order to provide a good foundation for their learning in the forthcoming four years.

# Course Intended Learning Outcomes

No.	CILOs#	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognise the selected classic works related to literature, cultural heritage and history and their historical context, genre and major characteristics	25%		✓	
2.	Explain the contents of the selected works	25%	✓	✓	
3.	Identify the grammar, sentence structure and common vocabulary of the selected classic works	20%	✓	✓	
4	Analyse the core values and spirit of Chinese literature, cultural heritage and history	30%	✓	✓	✓

# Teaching and Learning Activities I

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1. Lectures	<p>Students will be taught the historical context, genre and major characteristics of a selected classic work at each lecture.</p> <p>A series of discussion questions will be posted on the course website in advance that will be used during the lecture time in order to inspire students to think and express their opinions in class.</p> <p>Summary: Students are required to carry out reflective writing on what they have learnt in class.</p>	✓	✓	✓	✓			
2. Tutorials	<p>All tutorials are topic-oriented. Students are expected to study the assigned readings in advance, and all of them will take turns to be the presenter and lead the discussion throughout the course. Teachers will assess students' analytical skills and their understandings of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions will be conducted during tutorials. Both the oral and written presentations will be assessed. Students assigned as discussants should actively take part in discussions right after the presentation.</p>	✓	✓	✓	✓			

# Teaching and Learning Activities II

3. Written Assignments	Written assignments will put into practice the various persuasive techniques taught in class. This task is a test on students' understandings of the ancient texts and an effective way to enhance students' Chinese writing skills.	✓	✓	✓				
4. Reading	Books and articles related to the topic.		✓	✓	✓			

# Assessment Tasks/Activities I

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
1. Class participation: Students are required to respond to questions and finish summary in every lecture. Students should demonstrate excellent preparation and very active involvement, offer analysis, synthesis, and evaluation of case material, as well as contribute in a very significant way to ongoing discussion.	✓	✓	✓				20%	
2. Final Paper (around 3000 words): Students must submit a final paper on a selected topic at the end of the semester. The paper must be original, insightful and well-written in academic form. The emphasis is on innovation and being critical to advance knowledge for the study of Chinese, cultural heritage and history.	✓	✓	✓				30%	

# Assessment Tasks/Activities II

<p>3. Two written Assignments (15% for each assignment): Students are required to submit two written assignments designed by teachers such as annotation and interpretation.</p>		✓		✓			30%	
<p>4. Presentation: Student should present information in logical, interesting sequence which audience can follow. They should demonstrate full knowledge with explanations and elaboration.</p>		✓		✓			20%	

# Sample Schedule

Week	Content
1	Introduction; The ruins of Yin, Yinxu 殷墟, oracle bones inscription, and philology (reference sources)
2	Poetry and classics: Shijing 詩經 and Chuci 楚辭
3	Historiography: Shiji (Biography of Qu Yuan, “Letter to Ren An”, etc)
4	Poetic, painting, and other artistic theories; Daoist philosophy (Laozi and Zhuangzi)
5	Zuozhuan (and its literary influence, Yu Xin’s poetry, inscription, and rhapsody)
6	Buddhist canons: Lotus Sutra, Buddhist poetry, vernacular stories, biographies
7	Buddhist material culture: grottoes, inscriptions, and communities
8	Daoism: philosophy, religion, art, ritual and architecture
9	Ritualistic texts: epitaphs, hymns, and classics (Sanli 三禮); funerary culture and terracotta warriors.
10	Functional writings: legal codes, memorials, edicts, eulogy (Case study: debates about three teachings in medieval period)
11	Outside of official historiography: local gazetteers, personal testimony (Yang Xuanzhi), anecdotes (Shishuo xinyu)
12	Suzhou gardens: medieval landscape poetry, paintings, literati community, (novel Jinpingmei), and architecture
13	Chinese cultural heritage in a global context



# Readings:

Chapters taken from the following books:

- Victor Mair, Nancy Steinhardt and Paul Goldin, *Hawai'i Reader in Traditional Chinese Culture*, Honolulu: University of Hawaii Press, 2005.
- John Minford and Joseph S.M. Lau, *Classical Chinese Literature*, New York: Columbia University Press, 2000.
- H Du Cros & Y.S.F. LEE (Eds.), *Cultural Heritage Management in China: Preserving the Cities of the Pearl River Delta*. London and New York: Routledge, 2007.



