

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2022 / 23**

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**Part I Course Overview**

**Course Title:** From Lingnan to the Greater Bay Area

**Course Code:** CAH5752

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** Chinese

**Medium of Assessment:** Chinese

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students with proper humanities perspective to understand how the present-day Greater Bay Area (GBA) has been evolved from the historical notion “Lingnan” (South of the Mountains) over the past two millennia. Going beyond dynastic history, the course considers the region as a cultural entity evolved over times. It offers fundamental knowledge of the region in such areas as human ecology, languages and ethnic compositions, religions and rituals, social institutions and organizations, trade and commercial activities, art and crafts, music and opera, cuisines and other social practices. This course helps students to discover the interdisciplinary nature of cultural and historical analysis and aids their development of such analytical techniques. By locating Hong Kong and Macau against the context of GBA, this course will also help students understand the history of the region as a crucial part of the global network which evolved since at least the 16<sup>th</sup> century.

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

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate a general understanding of the human ecological, political and social transformation of GBA.		√	√	
2.	Discover and analyze cultural features and traditions specific to the area, in particular languages and ethnic compositions, religions and rituals, social institutions and organizations, trade and commercial activities, arts and crafts, music and opera, cuisines and other social practices.		√	√	
3.	Contextualize the history of the area against the Greater China, regional and global network of hubs and ports.		√	√	
4.	Relate the past and the present to achieve a more accurate historical understanding of the GBA initiatives.		√	√	√
		100%			

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lectures will be given to introduce the concepts and theories concerning the ideas of "heritages", as well as the historical background and contextual knowledge about selected world heritage sites and intangible cultural heritages.	√	√	√	√			
Audio-visual aids	Audio and visual aids will be used to enhance students' experiences of appreciating world heritage sites and intangible cultural heritages.			√	√			
Group discussion and presentations	Group discussion, presentations and debates will involve students in active learning through interaction and reflection.	√	√					
Field Trips	Field trips will be recommended or organized wherever possible to enrich hands-on experiences of students.			√	√			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100 %						
Individual Paper (2000 words minimum) on a selected topic on the history and culture of GBA	√	√	√	√	40%	
Individual Field Trip Report	√	√	√	√	30%	
Group discussion and presentations on assigned readings	√	√	√	√	20%	
In-class discussion	√	√	√	√	10%	
Examination: 0% (duration: if applicable)						
					100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Individual Paper	Grade on the selection of topics, collection and framing of primary and secondary source materials, framework and structure, and fluency of writing.	Strong evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of cultural heritage; excellent capacity to analyze, synthesize and criticize the subject matter; sound structure and writing skills.	Evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of cultural heritage; excellent capacity to analyze, synthesize and criticize the subject matter; sound structure and writing skills.	Sufficient familiarity with the subject matter to progress without repeating the course; limited critical and analytic skills; poor organization and writing skills.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Individual Field Trip Report	As an indicator of whether students have observed carefully and reflected critically while participating in field trips. Grade on details observed, structure and fluency of the writing.	Strong evidence of acute observation skills; ability of paying attention to details; sound structure and writing skills.	Evidence of acute observation skills; ability of paying attention to details; sound structure and writing skills.	Sufficient observation skills; poor organization and writing skills.	Little evidence of observation skills; very poor organization and writing skills.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
3. Group Discussion and Presentations on Assigned Readings	Grade on students' comprehension of assigned readings and their presentation skills.	Strong evidence of superior grasp of the assigned readings, excellent organization and presentation skills, good cooperation, coordination, and interaction among group members.	Evidence of superior grasp of the assigned readings, excellent organization and presentation skills, good cooperation, coordination, and interaction among group members.	Sufficient grasp of the assigned readings; poor organization and presentation skills, little evidence of cooperation, coordination and interaction among group members.	Little evidence of grasping the assigned readings, organization and presentation skills. Showing little or no attempts of cooperation, coordination and interaction among group members.
4. In-class discussion	Grade on active participation in in-class discussion and other learning activities in both lectures and tutorials.	Strong evidence of active participation in in-class discussion and other learning activities in lectures and tutorials.	Evidence of active participation in in-class discussion and other learning activities in lectures and tutorials.	Sufficient evidence of participation in in-class discussion and other learning activities in lectures and tutorials.	Little or no evidence of participation in in-class discussion and other learning activities in lectures and tutorials.

Not applicable to students admitted before Semester A 2022/23

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Lingnan, Great Bay Area, Pearl River Delta, Canton, Hong Kong, Macau, human ecology, languages, ethnic compositions, religions, rituals, social institutions, social organizations, trade and commerce, art and crafts, music, opera, cuisines

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	薛愛華：《朱雀：唐代的南方意象》，北京：生活·讀書·新知三聯書店，2015年。
2.	Wang Gungwu, "Introduction: Imperial China Looking South." In Victor H. Mair and Liam Kelley, eds., <i>Imperial China and Its Southern Neighbours</i> . Singapore: ISEAS, 2018.
3.	科大衛：《皇帝和祖宗：華南的國家與宗族》，香港：商務印書館（香港）有限公司，2017年。
4.	劉志偉：《地域社會與文化的結構過程：珠江三角洲研究的歷史學與人類學對話》，《歷史研究》2003年第1期第54-64頁。
5.	程美寶、黃素娟主編：《省港澳大眾文化與都市變遷》，北京：社會科學文獻出版社，2017年。
6.	Michael Tsin, <i>Nation, Governance, and Modernity in China: Canton, 1900-1927</i> , Stanford, Calif.: Stanford University Press, 1999.
7.	傅高義著，凌可豐、丁安華譯：《先行一步：改革中的廣東》，廣州：廣東人民出版社，1992年。
8.	《粵港澳大灣區發展規劃綱要》 ( <a href="https://www.bayarea.gov.hk/filemanager/tc/share/pdf/Outline_Development_Plan.pdf">https://www.bayarea.gov.hk/filemanager/tc/share/pdf/Outline_Development_Plan.pdf</a> )

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Carl L. Crossman, <i>The Decorative Arts of the China Trade: Paintings, Furnishings, and Exotic Curiosities</i> , Woodbridge, Suffolk: Antique Collectors' Club, 1991, "Introduction".
2.	David Howard, <i>A Tale of Three cities: Canton, Shanghai &amp; Hong Kong: Three Centuries of Sino-British Trade in the Decorative Arts</i> , London: Sotheby's, 1997.
3.	Paul Van Dyke, <i>The Canton Trade: Life and Enterprise on the China Coast, 1700-1845</i> , Hong Kong: Hong Kong University Press, 2005.
4.	李慶新：《瀕海之地：南海貿易與中外關係史研究》，北京：中華書局，2010年。
5.	吳義雄：《“廣州英語”與19世紀中葉以前的中西交往》，《近代史研究》，2001年第3期，第172-202頁。
6.	Joseph S. P. Ting (ed.), <i>The Maritime Silk Route: 2000 Years of Trade on the South China Sea</i> , Hong Kong: Urban Council of Hong Kong, 1996.
7.	Ralph Croizier, <i>Art and Revolution in Modern China: the Lingnan (Cantonese) School of Painting, 1906-1951</i> , Berkeley: University of California Press, 1988, pp. 88-106.
8.	賴伯疆：《廣東戲曲簡史》，廣州：廣東人民出版社，2009年。
9.	李新魁：《廣州方言研究》，廣州：廣東人民出版社，1995年。
10.	Ching, May Bo, "Chopsticks or Cutlery? How Canton Hong Merchant Entertained Foreign Guests in the Eighteenth and Nineteenth Centuries?", in Kendall Johnson (ed.), <i>Narratives of Free Trade: The Commercial Cultures of Early US-China Relations</i> , Hong Kong University Press, 2012, 99-115.