

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Chinese and History**  
**with effect from Semester A 2020/21**

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**Part I Course Overview**

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| <b>Course Title:</b>   | Imperial China  |
| <b>Course Code:</b>  | CAH2811   |
| <b>Course Duration:</b>                                      | 1 Semester  |
| <b>Credit Units:</b>   | 3   |
| <b>Level:</b>  | B2  |
| <b>Proposed Area:</b><br><i>(for GE courses only)</i>        | <input type="checkbox"/> Arts and Humanities<br><input type="checkbox"/> Study of Societies, Social and Business Organisations<br><input type="checkbox"/> Science and Technology |
| <b>Medium of Instruction:</b>                                | English supplemented by Chinese *   |
| <b>Medium of Assessment:</b>                                 | English   |
| <b>Prerequisites:</b><br><i>(Course Code and Title)</i>      | Nil   |
| <b>Precursors:</b><br><i>(Course Code and Title)</i>         | Nil   |
| <b>Equivalent Courses:</b><br><i>(Course Code and Title)</i> | Nil   |
| <b>Exclusive Courses:</b><br><i>(Course Code and Title)</i>  | Nil   |

*\*Restricted to terms and explanations of terms that are not widely cited in English.*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course is designed to provide students an overview of Chinese history from Qin to Ming dynasties. It also captures, through readings, lectures, video tapes, and discussions, the essence of imperial China the country and its patterns of evolution. The length and complexity of Chinese history renders it necessary to lay more stress on major themes and issues in terms of political events and social structure, repeating the same pattern in the country from decades to centuries. This course aims 1. to introduce students to the major themes and issues in ancient Chinese history in the above period supported by the latest research; 2. analyse significant political and social development in Chinese history; and 3. introduce students to the use of primary historical sources (both documents and archaeological findings).

### 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 <sup>#</sup>  | Weighting*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|---|-------------------------------|---|----|----|
|     |   |                               | A1  | A2 | A3 |
| 1.  | Demonstrate fundamental knowledge of relevant Chinese history                     | 30%                           | ✓   |    |    |
| 2.  | Examine the overall historical development in imperial China                      | 40%                           | ✓   |    |    |
| 3.  | Apply historical theories and research methods in historical study                | 15%                           |   | ✓  |    |
| 4.  | Develop college-level reading skills, oral presentation skills and writing skills | 15%                           |   | ✓  |    |
|     |   | 100%                          |   |    |    |

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 |  |  |                            |
| Lecture | In-class learning activities on facts, ideas, themes, theories and research findings are designed to (a). illustrate the key events and themes in Chinese history; (b). | ✓        | ✓ | ✓ |   |  |  |                            |

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|                           | discuss fundamental knowledge of relevant Chinese historical and documentary sources; (c). examine the overall historical themes. Interactive in-class activities will also be included, e.g. five-minute comment and summary.   |   |   |   |   |  |  |  |
| Reading                   | Books and articles related to the topics.  |   | ✓ | ✓ | ✓ |  |  |  |
| Tutorial and Presentation | Group discussions and presentations are required. In tutorials, teachers will assess students' analytical skills and their understanding of assigned readings. Students will be divided into small groups to present on assigned topics. Teachers will assess and grade the groups according to their performance. Through presentations and peer assessments, students' analytical skills will be enhanced. | ✓ | ✓ | ✓ | ✓ |  |  |  |

#### 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: 60%   |          |   |   |   |  |            |         |
| 1. Class participation and performance: emphasis is placed on the major themes, concepts, and knowledge. Students have to participate in discussion. Students should proactively contribute to class by offering ideas and/or asking questions consistently both in lectures and tutorials. They should listen when others talk, both in groups and in class, and always be well-prepared for class with the required readings. They need to list the main points related to the learning at the end of the lecture. Through these activities, they are able to demonstrate fundamental knowledge of relevant Chinese history, as well as examine the overall historical development in ancient China. | ✓        | ✓ |   |   |  | 10%        |         |
| 2. Final Paper (around 3000  |          |   | ✓ | ✓ |  | 30%        |         |

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| words): students are required to write a final paper on a selected topic in academic form. Students are required to generate their own arguments originally, use historical sources properly and apply methods skilfully.   |   |  |   |   |  |  |     |  |
| 3. Group Presentation:<br>Students should develop their own points and express ideas in a creative and fluent manner. Information in logical, interesting sequence which audience can follow. Students should always move smoothly from one idea to the next, demonstrate full knowledge and answer questions fully and accurately. | ✓ |  | ✓ | ✓ |  |  | 20% |  |
| 4. Examination: 40% (duration: 2 hours )  |   |  |   |   |  |  |     |  |

\* The weightings should add up to 100%.

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|------|
| 100% |
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## 5. Assessment Rubrics

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

| Assessment Task                        | Criterion   | Excellent<br>(A+, A, A-)  | Good<br>(B+, B, B-)  | Fair<br>(C+, C, C-)  | Marginal<br>(D)  | Failure<br>(F)   |
|--|---|---|--|--|--|--|
| 1. Class participation and performance | Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.   | <p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, able to simulate class discussion and comment on other points.</li> <li>Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul> | <p>Some evidence of :</p> <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, able to initiate class discussion and comment on other points.</li> <li>Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul> | <p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points.</li> <li>Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul> | Marginally satisfies the basic requirements of the participation.  | Fail to meet minimum requirements of participation   |
| 2. Final Paper                         | This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a | <p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>Rigorous organization, coherent structure,</li> </ul>  | <p>Some evidence of :</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>Rigorous organization, coherent structure, systematic</li> </ul>  | <p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>Rigorous organization, coherent</li> </ul>   | <ul style="list-style-type: none"> <li>Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>Loose organization;</li> <li>Able to express relevant points to the subject matter;</li> <li>References are</li> </ul> | <ul style="list-style-type: none"> <li>Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>Loose organization, without distinct primary and secondary levels;</li> <li>Unsystematic ideas which cannot express the subject matter or relevant</li> </ul> |

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|                 | convincing and creative manner.  | <p>systematic composition;</p> <ul style="list-style-type: none"> <li>• Creative, and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul> | <p>composition;</p> <ul style="list-style-type: none"> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul> | <p>structure, systematic composition;</p> <ul style="list-style-type: none"> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.</li> </ul> | <p>insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>  | <p>themes;</p> <ul style="list-style-type: none"> <li>• Summary of references, no personal idea and/or unreasonable comment;</li> <li>• Seriously insufficient/no reference;</li> <li>• Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.</li> </ul> |
| 3. Presentation | This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as | <p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced</li> </ul>  | <p>Some evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced</li> </ul>   | <p>Limited evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent</li> </ul>  | <ul style="list-style-type: none"> <li>• Loose organization, but acceptable identified content.</li> <li>• Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;</li> <li>• Simple and</li> </ul> | <ul style="list-style-type: none"> <li>• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Loose organization, without distinct</li> </ul>   |

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|                | <p>a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p> | <p>composition;</p> <ul style="list-style-type: none"> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> </ul> | <p>composition;</p> <ul style="list-style-type: none"> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul> | <p>structure, balanced composition;</p> <ul style="list-style-type: none"> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul> | <p>unilateral comments, without clear explanation;</p> <ul style="list-style-type: none"> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</li> </ul>  | <p>primary and secondary structure;</p> <ul style="list-style-type: none"> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>                                  |
| 4. Examination | <p>An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.</p>  | <ul style="list-style-type: none"> <li>• Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Deep understanding of concepts and key ideas and connections between them</li> </ul>                               | <ul style="list-style-type: none"> <li>• Good command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Deep understanding of concepts and key ideas and connections between them</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Understanding of concepts and key ideas and connections between them</li> </ul>  | <ul style="list-style-type: none"> <li>• Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Fair understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• Failure to show knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Poor understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing demonstration</li> </ul> |

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|--|--|---|---|---|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Innovative ideas with convincing demonstration</li> <li>• Good and organized expression</li> </ul> | <ul style="list-style-type: none"> <li>• Innovative ideas with convincing demonstration</li> <li>• Good and organized expression</li> </ul> | <ul style="list-style-type: none"> <li>• Innovative ideas with less convincing demonstration</li> </ul> |  |  |
|--|--|---|---|---|--|--|

### **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.)*

Qin, Han, Wei, Jin, Northern and Southern dynasties, Tang, Five dynasties and ten kingdoms, Song, Liao, Jin, Western Xia, Yuan, Ming, axial Age, state and society, aristocratic Clans, dynasties of Conquest, bureaucratic system, economic system, tributary system, intellectual thoughts, foreign relations, dictatorial monarchy, authoritarian rule, rebellions, civil service examination, religions and popular beliefs

#### **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.)*

Chapters taken from the following books

Hsu Cho-yun, *China: A New Cultural History*, New York: Columbia University Press, 2012.

Patricia Buckley Ebrey, *The Cambridge Illustrated History of China*, Cambridge: Cambridge University Press, 2010.

##### **2.2 Additional Readings**

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

Timothy Brook, *The Troubled Empire: China in the Yuan and Ming Dynasties*, Cambridge: Harvard University Press, 2010.

Paul R. Goldin, *Routledge Handbook of Early Chinese History*. New York: Routledge, 2018.

Dieter Kuhn and Timothy Brook. *The Age of Confucian Rule: The Song Transformation of China*. Cambridge: Harvard University Press, 2009.

Mark Edward Lewis, *The Early Chinese Empires: Qin and Han*, Cambridge: Belknap Press of Harvard University Press, 2009.

Mark Edward Lewis, *China's Cosmopolitan Empires: The Tang Dynasty*, Cambridge: Belknap Press of Harvard University Press, 2010.

Mark Edward Lewis, *China between Empires: the Northern and Southern Dynasties*, Cambridge: Belknap Press of Harvard University Press, 2009.

Michael Loewe and Edward Shaughnessy (eds), *The Cambridge History of Ancient China: From the Origins of Civilization to 221 BC*, Cambridge: Cambridge University Press, 1999.

Frederick W. Mote, *Imperial China 900-1800*, Cambridge: Harvard University Press, 2003.

Jonathan Spence and John E. Wills Jr., *From Ming to Ch'ing: Conquest, Region, and Continuity in Seventeenth-Century China*, New Haven: Yale University Press, 1979.

Denis Twitchett and John K. Fairbank, (eds), *The Cambridge History of China* vols. 1-8. Cambridge: Cambridge University Press, 1978-.

Wendy Swartz, Robert Ford Campany, Yang Lu, and Jessey J. C. Choo (eds), *Early Medieval China*, New York: Columbia University Press, 2014.