

**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**

**Course Title:** Great Works in Chinese History

**Course Code:** CAH4148

**Course Duration:** 1 semester

**Credit Units:** 3 credits

**Level:** B4

**Proposed Area:**  Arts and Humanities  
*(for GE courses only)*  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** Chinese

**Medium of Assessment:** Chinese

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

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

**Equivalent Courses:** CTL4148 Readings in Chinese History  
*(Course Code and Title)*

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

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to provide students with an in-depth study of selected great Chinese historical writing. The origin, development and the significance of the selected book(s) will be explored, the literary features of the selected book(s) will be discovered and analyzed as well. One or two great works such as Shi-ji 史記, Han-shu 漢書, Hou-han-shu 後漢書, San-gou-zhi 三國志 and Zi-zhi-tong-jian 資治通鑑 will be taught in this course.

### 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* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the origin, form and structure of great Chinese historical writing.	25%	√	√	
2.	Discover and analyze the literary features of selected readings.	25%	√	√	
3.	Do a small scale research related to the readings of Chinese History.	50%		√	√
		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				
<b>Readings</b>	Reading book chapters and articles	√	√	√				
<b>Lectures</b>	Lectures on selected great Chinese historical works including their origin, development, nature, background, significance, annotation and research	√	√	√				
<b>Tutorials</b>	Group discussion, analysis of selected readings, presentations	√	√	√				
<b>Writing</b>	Commentary on selected great			√	√			

<b>Practice</b>	Chinese historical writings. Essays on significant figures and events in Chinese History							
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#### 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					
Continuous Assessment: 100%								
<b>Written Assignments –</b> Commentary on selected great Chinese historical writings. Essays on significant figures and events in Chinese History	√	√	√				25%	
<b>Presentations –</b> In-class small group presentations	√	√	√				25%	
<b>Term Paper –</b> A research paper of not less than 5000 words. Emphasis will be put on originality research methods, content and writing skills	√	√	√				50%	
Examination: - (duration: -)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Written Assignments	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively.	<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, systematic composition;</li> <li>Creative, and insightful ideas</li> <li>ability to interpret the opinions originally;</li> <li>Sufficient and organized references which can be utilized in accordance with the topic.</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 composition;</li> <li>Creative and insightful ideas</li> <li>ability to interpret the opinions originally;</li> <li>Sufficient and organized references which can be utilized in accordance with the topic.</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 structure, systematic composition;</li> <li>Creative and insightful ideas</li> <li>ability to interpret the opinions originally;</li> <li>Sufficient and organized references which can be utilized in accordance with the topic.</li> </ul> <p>Exact and fluent expression, good</p>	<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>Ability to express relevant points to the subject matter;</li> <li>References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> </ul> <p>Sentence fluency and diction is acceptable.</p>	<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 themes;</li> <li>Summary of references, no personal idea and/or unreasonable comment;</li> <li>Seriously insufficient/ no reference;</li> </ul> <p>Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</p>

		Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction.	<ul style="list-style-type: none"> <li>Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	sense of context, ability to use various writing skills to make the paper convincing with proper diction.		
Presentations	This assessment will grade on content and fluency of presentation as well as the well organised and coherent of the assignment. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion, to explain with Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the	<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 composition;</li> <li>Critical analysis, convincing statement and creative comment;</li> </ul> <p>Superior presentation skills: distinct</p>	<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 composition;</li> <li>Critical analysis, convincing statement and creative comment;</li> </ul> <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate</p>	<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 structure, balanced composition;</li> <li>Critical analysis, convincing statement and creative comment;</li> </ul> <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate</p>	<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 unilateral comments, without clear explanation;</li> <li>Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</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 primary and secondary structure;</li> <li>Devoid of personal comment and/or unreasonable opinion;</li> </ul> <p>Softly voice, indistinct pronunciation and improper diction, seriously over time.</p>

	subject matter; rigorous organization, coherent structure, balanced composition and to criticize and analysis with convincing statement and creative comment.	pronunciation, fluent expression and appropriate diction, exact time-management	diction, exact time-management.	diction, exact time-management.		
Term Paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively.	Strong evidence of : <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 composition;</li> <li>• Creative, and insightful ideas</li> <li>• ability to interpret the opinions originally;</li> <li>• Sufficient and organized</li> </ul>	Some evidence of : <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 composition;</li> <li>• Creative and insightful ideas</li> <li>• ability to interpret the opinions originally;</li> <li>• Sufficient and organized</li> </ul>	Limited evidence of : <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 composition;</li> <li>• Creative and insightful ideas</li> <li>• ability to interpret the opinions originally;</li> <li>• Sufficient and organized references which</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>• Ability to express relevant points to the subject matter;</li> <li>• References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> </ul> <p>Sentence fluency and diction is acceptable.</p>	<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 themes;</li> <li>• Summary of references, no personal idea and/ or unreasonable comment;</li> <li>• Seriously insufficient/ no reference;</li> </ul> <p>Although expression is not clear, part of the idea can be</p>

		<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>		<p>identified; over use of existing quotations and relevant research.</p>
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### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

The origin of great Chinese historical writing

The life, thought, personalities and social background of the great historian (e.g. Szuma Chien)

Reference materials and research methods of great Chinese historical writing

The form of classical historical writing: Basic Annals, Hereditary Houses, Lives, Tables, Treatises

The relationship between classical historical writing and literature

Selected readings: Basic Annals, Hereditary Houses, Lives, Tables/Treatises

The literary features of great Chinese historical writing

The influence of great historical writing in Chinese history and Chinese literature

#### 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.	朱東潤《史記考索》，上海：開明書店，1943。
2.	金德建《司馬遷所見書考》，上海：上海人民出版社，1962。
3.	郭雙成《史記人物傳記論稿》，鄭州：中州古籍出版社，1985。
4.	張大可《史記研究》，蘭州：甘肅人民出版社，1985。
5.	程金造《史記管窺》，西安：陝西人民出版社，1985。
6.	吳汝煜《史記論稿》，南京：江蘇教育出版社，1986。
7.	楊燕起等《歷代名家評史記》，北京：北京師範大學出版社，1986。
8.	李少雍《司馬遷傳記文學論稿》，重慶：重慶出版社，1987。
9.	聶石樵《司馬遷論稿》，北京：北京師範大學出版社，1987。
10.	張大可《司馬遷評傳》，南京：南京大學出版社，1994。
11.	繆鉞等，《三國志導讀》，成都：巴蜀書社，1987。
12.	李純蛟，《三國志研究》，成都：巴蜀書社，2002。

##### 2.2 Additional Readings

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

N/A