

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Selected Readings in Sinology

**Course Code:** CAH5705

**Course Duration:** 1 Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English/Chinese

**Medium of Assessment:** English/Chinese

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

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

**Equivalent Courses:**  
(Course Code and Title) CTL5705 Selected Readings in Sinology

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

## Part II Course Details

### 1. Abstract

This course aims to introduce students to a critical examination of important works of Sinology from Europe, America, Japan and/or Korea. It seeks to provide an understanding of their fundamental viewpoint, methodological approach and contribution to the field. Through this study, students will be able to discover the ways in which Chinese scholarship was approached by overseas scholars, to critically evaluate such works, and to gain a comparative approach in their own studies of Chinese culture.

### 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 an overview of the major historical trends and periods in Sinology and China-related research in Europe, America, Japan and/or Korea, and an appreciation of the ways in which these have reflected or motivated broader cross-cultural contact between the societies in question.	40%	✓		
2.	Identify key trends, key issues, and key figures in the development of Sinology in different cultural contexts.	20%	✓	✓	
3.	Analyze, at an advanced level, issues in the research literature relating to Chinese language, literature, history and thought in each historical period.	20%		✓	✓
4.	Evaluate critically the strengths and weaknesses of certain key works and their contents in a comparative approach to foster students' self-discovery for their own cultural identity.	20%		✓	✓
		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 CIOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	Lecture will introduce important works of Sinology from Europe, America, Japan and/or Korea. It will be conducted in a seminar-style in which active student participation will be required to encourage critical enquiry and communication.	✓	✓	✓	✓			
Tutorial	Group discussion, presentations and debates will involve students in active learning through interaction and reflection.	✓	✓	✓	✓			

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

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

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
One individual term paper: to assess students' critical ability in understanding the importance and significant of the great works of sinology in Eastern and/or Western world.	✓	✓	✓	✓			45%	
Group presentation and written report: to assess students' understanding on the knowledge of Eastern and/or Western great works of sinology and the characteristics of the field.	✓	✓	✓	✓			30%	
Class participation and performance: includes students' attendance of both lectures and tutorials, their participation in discussions during tutorials, and peer review of tutorial presentation.	✓	✓	✓				25%	
Examination: - (duration: -)							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)
1. Individual term paper	<ul style="list-style-type: none"> <li>• Ability to integrate various resources into primary and secondary levels on demand.</li> <li>• Ability to integrate ideas and opinions which can keep to the point, clear-cut subject, and distinct themes.</li> <li>• Ability to criticize and analysis with convincing statement and creative comment.</li> </ul>	<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>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</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,</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>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</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, ability to use</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>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</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, ability to use</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> <li>• Sentence fluency and diction is acceptable.</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 themes;</li> <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>

		ability to use various writing skills to make the paper convincing with proper diction.	various writing skills to make the paper convincing with proper diction.	various writing skills to make the paper convincing with proper diction.		
2. Group presentation and written report	<ul style="list-style-type: none"> <li>• Ability to explain with rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition.</li> <li>• Ability to criticize and analysis with convincing statement and creative comment.</li> </ul>	<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> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</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 composition;</li> <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>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> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</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 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> <li>• Softly voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>

<p>3. Class participation and performance</p>	<ul style="list-style-type: none"> <li>• Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter.</li> <li>• Ability to interpret independent opinions effectively and efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• Strong evidence of :</li> <li>• Active in-class participation, positive listening, ability 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, ability 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, positive listening, ability 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>Marginally satisfies the basic requirements of the participation.</p>	<p>Fail to meet minimum requirements of participation</p>
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### 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.)

European Sinology; American Sinology; Japanese Sinology; Korean Sinology; Japanese study of Confucian classics; Bibliography; Comparative literature; Comparative history.

#### 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.	李學勤主編，《國際漢學著作提要》，南昌：江西教育出版社，1996。
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##### 2.2 Additional Readings

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

1.	Leslie, Donald and Jeremy Davidson., <i>Author Catalogues of Western Sinologists</i> . Canberra: Department of Far Eastern History, Australian National University, 1966.
2.	Mungello, David E., <i>Curious land: Jesuit Accommodation and the Origins of Sinology</i> , Stuttgart: Franz Steiner, 1985.
3.	Wilson, Ming, and John Cayley eds., <i>Europe Studies China: Papers from an International Conference on the History of European Sinology</i> , London: Han Shan Tang Books, 1995.
4.	(日)溝口雄三著，孫軍悅譯，《作為方法的中國》，北京：三聯書店，2011。
5.	《日本中國史研究年刊》，上海：上海古籍出版社，2006-。
6.	《日本中國學文萃》叢書，全 11 冊，北京：中華書局，2005。
7.	《日本學者研究中國史論著選譯》全 10 卷，北京：中華書局，1992。
8.	《近代海外漢學名著叢刊》，太原：山西人民出版社，2015。
9.	《海外中國研究叢書》，南京：江蘇人民出版社。
10.	王家鳳、李光真著，《當西方遇見東方：國際漢學與漢學家》，台北市：光華畫報雜誌社，1991。
11.	朱政惠、崔丕主編，《北美中國學的歷史與現狀》，上海：上海辭書出版社，2013。
12.	何寅、許光華主編，《國外漢學史》，上海：上海外語教育出版社，2002。
13.	李慶，《日本漢學史》，上海：上海外語教育出版社，2002。
14.	張海惠主編：《北美中國學：研究概述與文獻資源》，北京：中華書局，2011。
15.	張國剛：《德國的漢學研究》，北京：中華書局，1994。
16.	張國剛等，《明清傳教士與歐洲漢學》，北京：中國社會科學出版社，2001。
17.	劉正，《海外漢學研究》，武漢：武漢大學出版社，2002。
18.	劉俊文主編，《日本中青年學者論中國史》全 3 卷，上海：上海古籍出版社，1995。
19.	樂黛雲、陳珏、龔剛編選，《歐洲中國古典文學研究名家十年文選》，南京：江蘇人民出版社，1998。
20.	樂黛雲、陳珏編選：《北美中國古典文學研究名家十年文選》，南京：江蘇人民出版社，1996。
21.	礪波護、藤井讓治編，《京大東洋学の百年》，京都：京都大学學術出版會，2002。