

**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:** History and Historical Sources in a Changing World

**Course Code:** CAH5740

**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 guides students through the fundamentals of historical research, including historical theories, research methods, and the basic development and nature of Chinese historical sources. The course will equip students with the critical capacity to make historical reflections and conduct research on issues in history, especially on the history of China. It introduces basic themes in Chinese historical research, including the longstanding cultural tradition of historical writing, as well as modern debates surrounding historical study in China. The course also adopts a long-term perspective in analysing the development of Chinese historical records and their material forms: from oracle bone and bronze vessel inscriptions to texts written on bamboo and silk, then to manuscript and printed forms of books and archival records, and to the contemporary forms of historical data in the digital and Internet age. Students will also read, discuss, and reflect on how to use and interpret textual and archaeological sources in historical research.

### 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.	Generate fundamental knowledge about the production of historical sources and historical knowledge, especially in a Chinese context, and reflect on it.	25%	√		
2.	Apply the fundamental skills for effectively reading and comprehending historical evidence (such as historical documents), and generate an understanding on how they could be applied in scholarly analyses.	25%		√	
3.	Reflect critically on the nature and range of history as a profession, its relevance as an important component of culture, and its recent trends in the Chinese-speaking world and beyond.	25%	√	√	
4.	Create and formulate findings on history in well-written pieces of writing or in other formats, as well as in oral presentations and discussions.	25%			√
		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	In-class learning activities devoted to facts, themes, theories, and research findings relevant to history and historiography, especially in China. These are designed to a) introduce the tradition of historical writing in China; b) discuss approaches to historical study; and c) provide training with regards to the historian's craft. Interactive in-class activities include hands-on sessions and video clips as well.	√	√	√		
Tutorials	Group discussions and presentations are required in the tutorials. These will hone the students' analytical and communication skills, as well as their understanding of the course content and assigned readings. Students will be divided into small groups to present on assigned topics. The teacher(s) will assess their performance and the resultant discussions in the tutorials.	√	√	√	√	
Reading and reflection	This involves the reading and analysis of books and articles and materials from other media related to the course topics.	√	√	√		

#### 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 %							
<b>1. Oral presentations:</b> Assessment of this is based on the oral presentations of the tutorial groups and their relevant preparation and follow up work.	√	√	√	√		40%	
<b>2. In-class performance:</b> The students should proactively contribute to class by reacting to viewpoints, offering ideas and/or asking questions consistently both in lectures and tutorials. They should listen attentively when others speak, both in groups and in class, and prepare for class by gaining a good grasp of the required readings and relevant materials.	√	√	√	√		20%	
<b>3. Individual course assignment:</b> Based on their understanding of the course content, students will give their findings systematically on history and historical inquiry in a piece of writing or in other formats, as assigned by the teacher(s).	√	√	√	√		40%	
Examination: 0% (duration: N/A)						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. Oral presentation	This assessment is graded according to the content and fluency of the presentation as well as its organization and coherence. The members delivering the presentation must have thoroughly researched their topic and worked as a team on the gathering, reading, selection, integration, and analysis of the relevant scholarly resources, either self-selected or assigned by the teacher(s). They should lead classmates into the discussion, to explain with an excellent grasp of the materials with in-depth and extensive knowledge of the subject matter. Their work should also demonstrate rigorous organization, coherent structure, balanced composition, and an ability to criticize and analyze.	<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, and balanced composition throughout;</li> <li>• Critical analysis, convincing statements, and creative comments both orally or in writing throughout;</li> <li>• Superior presentation skills: good pronunciation, fluent expression, and appropriate diction, as well as excellent 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, and balanced composition throughout;</li> <li>• Critical analysis, convincing statements, and creative comments both orally or in writing throughout;</li> <li>• Superior presentation skills: good pronunciation, fluent expression, and appropriate diction, as well as excellent time-management</li> </ul>	<ul style="list-style-type: none"> <li>• Loose organization, but mostly appropriate and acceptable content offered in the presentation;</li> <li>• Indication of some understanding of the readings and some grasp of the general ideas, but with limited or irrelevant use of scholarly references;</li> <li>• Simplistic and unilateral comments, without clear explanation or analysis orally or in writing;</li> <li>• Acceptable pronunciation and expression but with glitches; a few mistakes in diction, but no serious influence on general delivery of the presentation.</li> <li>• Room for improvement in planning and</li> </ul>	<ul style="list-style-type: none"> <li>• Severely limited familiarity with the facts in the readings and their relations; unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Very loose organization of scholarly references;</li> <li>• Devoid of personal comment and/or unreasonable opinion orally or in writing; Very poor originality;</li> <li>• Overly soft/incomprehensible voice, indistinct pronunciation, and improper diction, or seriously problematic time-management</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
				time-management.	
2. In-class performance	Students need to actively participate in discussions, debates, and other class activities in both the tutorials and lectures. They should demonstrate an ability to interpret, illustrate, and criticize both insightfully and innovatively based on the class content.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, and ability to engage in class discussions and comment on other people's views.</li> <li>Sufficient pre-class preparation and familiarity with the views from peers and other materials.</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, and ability to engage in class discussions and comment on other people's views.</li> <li>Sufficient pre-class preparation and familiarity with the views from peers and other materials..</li> </ul>	Marginally satisfies the basic requirements of participating in in-class activities. A noticeable lack of meaningful participation.	Failing to meet the minimum requirements of participating in in-class activities. A serious lack of participation.
3. Individual course Assignment	This assessment is graded according to the content, organization, and fluency of the assignment. The teacher(s) will determine whether the students turn in a written paper or an assignment in another format to suit specific learning needs. In it students should demonstrate the ability to make use of appropriate scholarly resources and references, to deliver	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various scholarly resources;</li> <li>Rigorous organization, coherent structure, and systematic composition;</li> <li>Creative and insightful ideas;</li> <li>Demonstration of the ability to interpret the relevant opinions;</li> <li>Utilizing adequate and</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various scholarly resources;</li> <li>Rigorous organization, coherent structure, and systematic composition;</li> <li>Creative and insightful ideas;</li> <li>Demonstration of the ability to interpret the opinions;</li> <li>Utilizing adequate and</li> </ul>	<ul style="list-style-type: none"> <li>Marginally adequate content, and ability to integrate some scholarly resources, but only showing very limited or irrelevant use of resources;</li> <li>Loose organization;</li> <li>Ability to express some relevant but insubstantial points;</li> <li>References are insufficient;</li> <li>Demonstration of</li> </ul>	<ul style="list-style-type: none"> <li>Vague and devoid of content, and very weak ability to integrate the limited scholarly resources;</li> <li>Very loose or chaotic organization;</li> <li>Unsystematic ideas, and/or ideas that are irrelevant to the subject matter or themes;</li> <li>Some form of summary of references, but no sign of personal analysis and/or</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	sound arguments and analyze critically, apply appropriate research methods skilfully, as well as arrive at a convincing and insightful conclusion.	<p>well-organized references that are relevant to the topic;</p> <ul style="list-style-type: none"> <li>• Accurate and fluent expression in written form, a good sense of the historical context, and the ability to use various research methods and writing skills to make the assignment convincing and coherent.</li> </ul>	<p>well-organized references that are relevant to the topic;</p> <ul style="list-style-type: none"> <li>• Accurate and fluent expression in written form, a good sense of the historical context, and the ability to use various research methods and writing skills to make the assignment convincing and coherent.</li> </ul>	<p>the ability to provide some personal comments, but no clear demonstration of fact-based and systematic analysis;</p> <ul style="list-style-type: none"> <li>• The sentence fluency and diction are marginally acceptable, but far from perfect.</li> </ul>	<p>unreasonable comments;</p> <ul style="list-style-type: none"> <li>• Seriously insufficient/no references at all;</li> <li>• Although the expression is not clear, part of the student's ideas could be identified; overuse or misuse of existing quotations and relevant research.</li> <li>• Inability to turn in the assignments on time for evaluation.</li> </ul>

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.)

Historical research; Historical sources; Historical theory; Historical method; Chinese historical writing; Modern Chinese historiography; Chinese book history; Oracle bones and bronze vessel inscriptions; Bamboo and silk; Manuscript culture; Print culture; Archival documents; Historical data; Digital history; Digital humanities; Archaeology; Oral history; Public history; Historiophoty; Representations of history; Historical memory

#### 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.)

N/A

##### 2.2 Additional Readings

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

1.	Jo Guldi and David Armitage. <i>The History Manifesto</i> . Cambridge: Cambridge University Press, 2014. (Chinese version: 喬·古爾迪、大衛·阿米蒂奇：《歷史學宣言》，上海：格致出版社，2017年。)
2.	Endymion Wilkinson. <i>Chinese History: A New Manual, 5<sup>th</sup> ed.</i> Cambridge, MA: Endymion Wilkinson (c/o Harvard University Asia Center), 2018. (Chinese version: 魏根深：《中國歷史研究手冊（全三冊）》，北京：北京大學出版社，2016年。)
3.	榮新江：《學術訓練與學術規範：中國古代史研究入門》，北京：北京大學出版社，2017年。
4.	Tsien, Tsuen-hsuein. <i>Written on Bamboo and Silk: The Beginnings of Chinese Books and Inscriptions, 2<sup>nd</sup> ed.</i> Chicago: University of Chicago Press, 2004. (Chinese version: 錢存訓：《書於竹帛：中國古代的文字記錄》，上海：上海書店出版社，2006年。)
5.	Tsien, Tsuen-Hsuein. <i>Science and Civilisation in China. Vol. 5: Chemistry and Chemical Technology. Part 1: Paper and Printing</i> . Cambridge: Cambridge University Press, 1985. (Chinese version: 錢存訓：《中國紙和印刷文化史》，桂林：廣西師範大學出版社，2004年。)
6.	Peter Burke. <i>History and Social Theory, 2nd ed.</i> Ithaca, NY: Cornell University Press, 2005. (Chinese version: 彼得·伯克：《歷史學與社會理論（第2版）》，上海：上海人民出版社，2019年。)
7.	蔣竹山編：《當代歷史學新趨勢》，臺北：聯經出版事業股份有限公司，2019年。
8.	Adam Budd. <i>The Modern Historiography Reader: Western Sources</i> . London: Routledge, 2009.
9.	Huaiyin Li. <i>Reinventing Modern China: Imagination and Authenticity in Chinese Historical Writing</i> . Honolulu: University of Hawai'i Press, 2013. (Chinese version: 李懷印：《重構近代中國：中國歷史寫作中的想象與真實》，北京：中華書局，2013年。)
10.	王學典：《二十世紀中國歷史學》，北京：北京大學出版社，2009年。
11.	羅志田主編：《20世紀的中國：學術與社會·史學卷》，濟南：山東人民出版社，2001年。
12.	劉龍心：《學術與制度：學科體制與現代中國史學的建立》，臺北：遠流，2002年。
13.	Brian Moloughney and Peter Zarrow (eds). <i>Transforming History: The Making of a Modern Academic Discipline in Twentieth-Century China</i> . Hong Kong: Chinese University Press, 2012.



14.	王子今：《20 世紀中國歷史文獻研究》，北京：清華大學出版社，2000 年。
15.	朱福強：《檔案管理全攻略——創立及管理一個小型歷史檔案館》，香港：雲起文化，2019 年。
16.	Paul Thompson & Joanna Bornat. <i>The Voice of the Past: Oral History, 4th ed.</i> Oxford: Oxford University Press, 2017. (Chinese version: 保羅·湯普遜：《過去的聲音——口述歷史》，香港：牛津大學出版社，1999 年/瀋陽：遼寧教育出版社，2000 年。)
17.	黃進興：《後現代主義與史學研究》，北京：生活·讀書·新知三聯書店，2008 年。
18.	Faye Sayer. <i>Public History: A Practical Guide, 2<sup>nd</sup> ed.</i> London: Bloomsbury, 2019.
19.	皮國立：《跟史家一起創作：近代史學的閱讀方法與寫作技藝》，臺北：遠足文化，2020 年。
20.	蔣竹山：《This Way 看電影：提煉電影裡的歷史味》，台北：蔚藍文化，2016。(Or: 蔣竹山：《看電影，學歷史》，上海：上海人民出版社，2021。)