

CAH8811: GREAT WORKS OF LITERATURE, HISTORY AND PHILOSOPHY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Great Works of Literature, History and Philosophy

Subject Code

CAH - Chinese and History

Course Number

8811

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide Ph.D. students with an in-depth study of selected great works in literature, history and philosophy drawing on a range of historical, critical and theoretical approaches. Students will learn to explore the origins and developments of the selected book(s). They will also learn how to discover and analyse the features and significances of the selected book(s). Texts from one to three great works both in Chinese and western traditions are taught in this course. The course contains both taught elements and opportunities for independent study, which will help students to acquire substantial research skills and a broad range of knowledge within the field as well as to develop their own research interests.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recognize the origins, different versions (if any), and structures of the selected works.	20	x		
2	Explain and discover the relationship between the selected works and the complex cultural background that lies behind them.	20		x	
3	Analyse the selected works based on many different historical, critical and theoretical approaches.	20	x	x	
4	Evaluate the importance and influence of the selected works.	20	x	x	
5	Compare and criticize leading scholars' commentaries on the selected works.	20			x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading	Book chapters and articles related to the topic.	1, 2, 3, 4	
2	Research seminar	Students learn how to read, discuss and analyse the selected works. They learn how to ask intelligent questions and how to articulate their perspectives in an academic way.	1, 2	

3	Presentation and Discussion	Students take turns presenting their readings of the selected books. These incorporate different historical, critical and theoretical approaches.	1, 3, 4	
4	Final paper	In order to strengthen students' writing and reading skills, students have to submit a final paper which is written in academic form. The length of the article is around 5000 words.	2, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Participation and Discussion Students are required to actively participate in the discussion of the selected works.	1, 2	30	-	No
2	Presentation Students are required to give at least an individual presentation.	1, 3, 4	30	-	No
3	Final paper (5000 words)	2, 4, 5	40	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Participation and Discussion (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Students actively participate in discussions and debates in class. They have to show their ability to interpret and criticize on the texts both insightfully and innovatively.

Excellent

(A+, A, A-) Strong evidence of: - Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. - Sufficient pre-class preparation and familiarity with other materials.

Good

(B+, B, B-) Some evidence of: - Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. - Sufficient pre-class preparation and familiarity with other materials.

Fair

(C+, C, C-) Limited evidence of : - Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. - Sufficient pre-class preparation and familiarity other materials.

Marginal

(D) Marginally satisfies the basic requirements of the participation.

Failure

(F) Fail to meet minimum requirements of participation

Assessment Task

Presentation (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade the content and fluency of the presentation as well as the organization and coherence of the assignment. Students delivering presentations must have thoroughly studied and researched their topic as well as offered analysis of the reading materials. They are required to demonstrate their ability to lead their classmates into participating in the discussion. They have to express their ideas, offer insightful comments and ask meaningful questions.

Excellent

(A+, A, A-) Strong evidence of: - Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; - Rigorous organization, coherent structure, balanced composition; - Critical analysis, convincing statement and creative comment; - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good

(B+, B, B-) Some evidence of: - Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; - Rigorous organization, coherent structure, balanced composition; - Critical analysis, convincing statement and creative comment; - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair

(C+, C, C-) Limited evidence of: - Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; - Rigorous organization, coherent structure, balanced composition; - Critical analysis, convincing statement and creative comment; - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal

(D) - Loose organization, but acceptable identified content. - Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials. - Simple and unilateral comments, without clear explanation. - Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

Failure

(F) - Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes. - Loose organization, without distinct primary and secondary structure. - Devoid of personal comment and/or unreasonable opinion. - Soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Final paper (40%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will grade content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up arguments and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively.

Excellent

(A+, A, A-) Strong evidence of: - Rich content, ability to integrate various resources into primary and secondary levels based on demand ; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - Sufficient and organized references which can be utilized in accordance with the topic. - Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good

(B+, B, B-) Some evidence of: - Rich content, ability to integrate various resources into primary and secondary levels based on demand ; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - Sufficient and organized references which can be utilized in accordance with the topic. - Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair

(C+, C, C-) Limited evidence of - Rich content, ability to integrate various resources into primary and secondary levels based on demand ; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to

Marginal

(D) - Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; - Loose organization; - Ability to express relevant points to the subject matter; - References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; - Sentence fluency and diction is acceptable.

Failure

(F) - Vague and devoid of content, weak ability to integrate limited resources; - Loose organization, without distinct primary and secondary levels; - Unsystematic ideas which cannot express the subject matter or relevant themes; - Summary of references, no personal idea and/ or unreasonable comment; - Seriously insufficient/ no reference; - Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Assessment Task

Participation and Discussion (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Students actively participate in discussions and debates in class. They have to show their ability to interpret and criticize on the texts both insightfully and innovatively.

Excellent

(A+, A, A-) Strong evidence of: - Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. - Sufficient pre-class preparation and familiarity with other materials.

Good

(B+, B) Some evidence of : - Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. - Sufficient pre-class preparation and familiarity with other materials.

Marginal

(B-, C+, C) Marginally satisfies the basic requirements of the participation.

Failure

(F) Fail to meet minimum requirements of participation

Assessment Task

Presentation (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade the content and fluency of the presentation as well as the organization and coherence of the assignment. Students delivering presentations must have thoroughly studied and researched their topic as well as offered analysis of the reading materials. They are required to demonstrate their ability to lead their classmates into participating in the discussion. They have to express their ideas, offer insightful comments and ask meaningful questions.

Excellent

(A+, A, A-) Strong evidence of: - Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; - Rigorous organization, coherent structure, balanced composition; - Critical analysis, convincing statement and creative comment; - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good

(B+, B) Some evidence of: - Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; - Rigorous organization, coherent structure, balanced composition; - Critical analysis, convincing statement and creative comment; - Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal

(B-, C+, C) - Loose organization, but acceptable identified content. - Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials. - Simple and unilateral comments, without clear explanation. - Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

Failure

(F) - Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes. - Loose organization, without distinct primary and secondary structure. - Devoid of personal comment and/or unreasonable opinion. - Soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Final paper (40%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment will grade content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up arguments and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively.

Excellent

(A+, A, A-) Strong evidence of: - Rich content, ability to integrate various resources into primary and secondary levels based on demand ; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - Sufficient and organized references which can be utilized in accordance with the topic. - Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good

(B+, B) Some evidence of: - Rich content, ability to integrate various resources into primary and secondary levels based on demand ; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - Sufficient and organized

references which can be utilized in accordance with the topic. - Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal

(B-, C+, C) - Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; - Loose organization; - Ability to express relevant points to the subject matter; - References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; - Sentence fluency and diction is acceptable.

Failure

(F) - Vague and devoid of content, weak ability to integrate limited resources; - Loose organization, without distinct primary and secondary levels; - Unsystematic ideas which cannot express the subject matter or relevant themes; - Summary of references, no personal idea and/ or unreasonable comment; - Seriously insufficient/ no reference; - Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Part III Other Information

Keyword Syllabus

Chinese tradition western tradition literature, history, philosophy, religion, art, thought, classical text, Analects Tao Te Ching The Republic, Nichomachean Ethics.

Reading List

Compulsory Readings

Title	
1	Christopher Butler. 2002. Postmodernism: A Very Short Introduction. Oxford: Oxford University Press.
2	Endymion Wilkinson. 5th edition, 2018; 6th edition, 2022. Chinese History: a New Manual. Cambridge, MA: Harvard University Asia Center.
3	Martin W. Lewis and Kären E. Wigen. 1997. The Myth of Continents: a Critique of Metageography. Berkeley: University of California Press.
4	Michael Radich. 2007. A Student's Guide to Writing in East Asian Studies. Cambridge MA: Harvard University Press.
5	Steven Matthews. 2004. Modernism. London: Arnold.

Additional Readings

Title	
1	Confucius. 1983. The Analects translated by D. C. Lau. Hong Kong: Chinese University Press.
2	Laozi. 1989. Tao Te Ching translated by D. C. Lau Hong Kong: Chinese University Press.
3	Plato. 1998. The Republic translated with an introduction and notes by Robin Waterfield. Oxford: Oxford University Press.
4	Aristotle. 2002, Nichomachean Ethics translated by Christopher Rowe, with a philosophical introduction and commentary by Sarah Broadie. Oxford: Oxford University Press.
5	William Theodore de Bary, Irene Bloom and Joseph Adler. 1999. Sources of Chinese Tradition Vol. 1, New York: Columbia University Press.
6	William Theodore de Bary and Richard Lufrano. 1999. Sources of Chinese Tradition Vol. 2, New York: Columbia University Press.
7	Chan Wing-tsit. 1969. A Source Book in Chinese Philosophy, Princeton: Princeton University Press.
8	Andrew Pessin and S. Morris Engel. 2015. The Study of Philosophy: A Text with Readings Seventh Edition, London: Rowman & Littlefield.