

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: The Mirror for Today: Introduction to Chinese History

Course Code: CAH2201

Course Duration: 1 semester

Credit Units: 3 credits

Level: B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(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 is designed to provide students an overview of Chinese history from prehistoric periods to about the 19th century. It also attempts to capture, through readings, lectures, video tapes, and discussions, the essence of ancient China as a country and the patterns of its evolution. The length and complexity of Chinese history make it necessary to lay more stress on major themes and issues in terms of political events and social structure, the patterns of which were repeating in the country from decades to centuries. This course aims 1.) to introduce students the major themes and issues in ancient Chinese history in the above period supported by the latest research; 2.) to analyze significant political and social development in Chinese history. 3.) to 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 [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate fundamental knowledge of relevant Chinese historical and documentary sources	30%	√	√	√
2.	Examine the overall historical development in ancient China from Antiquities to Qing Dynasty	40%	√	√	√
3.	Apply historical theories and research methods to historical study	15%	√	√	√
4.	Develop college-level reading skills, oral presentation skills and writing skills	15%	√	√	√

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

[#] 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	5		
Lectures	Large 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) discuss fundamental	√	√					

	<p>knowledge of relevant Chinese historical and documentary sources; (c) examine the overall historical themes. Interactive in-class activities, e.g. five-minute comment and summary, will be conducted in class.</p> <p>Multimedia resources such as films, videos, TV shows, music, websites etc. will be used to support teaching if necessary. It aims to develop a strong sense of curiosity amongst students.</p>							
Reading:	Book chapters and articles related to the topics.		√	√	√			
Article Review:	In order to strengthen students' writing and reading skills, they have to submit a book review which is written in academic form. The length of the article is around 10 pages.		√		√			
Tutorial presentations:	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 an assigned topic. Students and teachers will assess and grade the presentation 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	5		
Continuous Assessment: 70%							
Class participation and performance Students are required to submit a written assignment which consists of short answers to question(s) raised by the teacher by the end of each class.	√	√				20 %	
Article Review (1,500-2,000 words) A list will be provided.		√		√		30 %	
Group Presentation Students are required to give a small-group presentation.	√		√	√		20 %	
Examination: 30% (duration: 2 hours)							
						100%	

* The weightings should add up to 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)
Class participation and performance	Students' participation and performance in discussions, debates and other class activities in large class teaching activities, tutorials and fieldtrips. Students have to show their pre-class preparation.	Strong evidence of <ul style="list-style-type: none"> • active in-class participation, and , ability to simulate class discussion and comment on other points. • sufficient pre-class preparation and familiarity with peer reports and other materials. • insightful and accurate answers to questions raised by teachers and classmates 	Some evidence of <ul style="list-style-type: none"> • active in-class participation and ability to initiate class discussion and comment on other points. • sufficient pre-class preparation and familiarity with peer reports and other materials. • accurate answers to questions raised by teachers and classmates 	Limited evidence of <ul style="list-style-type: none"> • active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. • sufficient pre-class preparation and familiarity with peer reports and other materials. • answers to questions raised by teachers and classmates 	<ul style="list-style-type: none"> • Marginally satisfies the basic requirements of the participation. • A few attempts to answer questions raised by teachers and classmates are made. 	<ul style="list-style-type: none"> • Fail to meet minimum requirements of participation • No attempt to answer questions raised by teachers and classmates is made.
	In-class discussion Performance	<ul style="list-style-type: none"> • Identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter. • Interpret independent opinions effectively and efficiently. 	<ul style="list-style-type: none"> • Understand crucial aspects of the topics with initiation of sufficient and definite opinions or queries. • Interpret opinions effectively. 	<ul style="list-style-type: none"> • Understand adequate aspects of the topics with initiation of opinions or queries. • Organize, clarify and supplement the subject matter of the topics. 	Understand the topics and put forward relevant opinions or queries.	<ul style="list-style-type: none"> • Fail to understand the topics. • Put forward unclear and self-involved opinions.
Group Presentation	Students will be divided into groups and choose their own topics	Strong evidence of <ul style="list-style-type: none"> • Rich content, excellent grasp of 	Some evidence of <ul style="list-style-type: none"> • Rich content, excellent grasp of 	Limited evidence of <ul style="list-style-type: none"> • rich content, excellent grasp of the 	<ul style="list-style-type: none"> • loose organization, but acceptable identified content. 	<ul style="list-style-type: none"> • limited familiarity with the facts of the reading and its surface

	for an in-class presentation. When preparing for the presentation, students have to make use of both the reference works set by the tutors and their own materials. Each group will be assessed by both peers and teacher.	the materials with in-depth or extensive knowledge of the subject matter; <ul style="list-style-type: none"> • 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. 	the materials with in-depth or extensive knowledge of the subject matter; <ul style="list-style-type: none"> • 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. 	materials with in-depth or extensive knowledge of the subject matter; <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	relations, unsystematic ideas which cannot express the subject matter or relevant themes; <ul style="list-style-type: none"> • loose organization, without distinct primary and secondary structure; • devoid of personal comment and/or unreasonable opinion; • softly voice, indistinct pronunciation and improper diction, seriously over time.
Article review		Strong evidence of <ul style="list-style-type: none"> • 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 	Some evidence of <ul style="list-style-type: none"> • 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 	Limited evidence of <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

		<p>interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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. 	<p>interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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. 	<p>interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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. 		<p>is not clear, part of the idea can be identified; overuse of existing quotations and relevant research.</p>
Examination						

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Chinese history, dynastic cycle, Xia, Shang, Zhou, Qin, Han, Wei, Jin, the Period of disunion, Tang, Empire, Axial Age, State, Society, Aristocratic Clans, **Dynasties of Conquest**, An Lushan, Political System, Song, Mongol, Ming, Manchu, Economic system, Tributary system, Population, Intellectual thoughts, Foreign relations, Dictatorial monarchy, Authoritarian rule, Rebellions.

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.	Hsu, Cho-yun, <i>China: A New Cultural History</i> , New York: Columbia University Press, 2012.
2.	Huang, Ray, <i>China: A Macro History</i> , Armonk: M.E. Sharpe, 1988.
3.	Spence, Jonathan D. and John E. Wills. (eds), <i>From Ming to Ch'ing: Conquest, Region, and Continuity in Seventeenth-century China</i> , New Haven: Yale University Press, 1979.
4.	Spence, Jonathan D., <i>The Search for Modern China</i> , New York : W.W. Norton & Company, 3 rd ed., 2013.

2.2 Additional Readings

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

Online Resources:

「四庫全書」電子版、「四部備要」電子版，CityU Library Web site
中央研究院漢籍電子文獻 <http://www.sinica.edu.tw/~tdbproj/handy1/>