

**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:** History of Chinese Historiography

**Course Code:** CAH4853

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** B4

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**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

(A 150-word description about the course)

Historiography offers an in-depth understanding of “doing History”. This course explores the most important thinkers and historians on historical writing and inquiry since the pre-Qin period. It examines ideas that have had a major impact on the writing of Chinese history. It also emphasises the relationship among politics, thoughts, culture and historical writing in the official and private sectors. Furthermore, the compilation and structure of official histories, classification of historical texts, reliability of historical records, differences between official and, public histories etc. will be discussed. Important historical texts will also be studied.

### 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.	Discern major themes, problems, and controversies that serve as threads running through the history of Chinese historiography.	25%	✓		
2.	Relate politics, thoughts, culture and historical writing in traditional China	25%	✓		
3.	Analyse academic works of historiography and historiographic debates rigorously	25%		✓	
4.	Theorize the characteristics of historical writing in traditional China	25%			✓
		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	4			
Lecture	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 knowledge	✓	✓	✓	✓			

	of relevant Chinese historical and documentary sources; (c). examine the overall historical themes. Interactive in-class activities are included, e.g. five-minute comment and summary.							
Reading	Books and articles related to the topics.			✓	✓			
Tutorial and Presentation	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 an assigned topic. 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			
Continuous Assessment: 60%							
Class participation and performance: students have to demonstrate that they fully understand about the major themes, concepts, and knowledge.  They should contribute to the discussion by raising good questions, expanding the perspectives, and appropriately challenging assumptions and perspectives.	✓	✓				10%	
Final Paper (around 3000 words): students are required to write a final paper on a selected topic in academic form. Students are required to generate their own arguments originally, use historical sources properly and apply methods skilfully. Terminology and argumentation should be clearly laid out and well-defined.			✓	✓		30%	
Group Presentation: students	✓		✓	✓		20%	

<p>should present with a broad grasp of intellectual context and provide sound arguments. The content should include proper presentation of evidence, original explanations, sound methodology etc.</p>								
<p>Examination: 40% (duration: 2 hours )</p>								

\* *The weightings should add up to 100%.*

100%
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## 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. Class participation and performance	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, able 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, able 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, listening comprehension, able to participate in class discussion and comment on other points.</li> <li>Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Final Paper	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as	<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</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,</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,</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>Able to express relevant points to the subject matter;</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</li> </ul>

	well as conclude in a convincing and creative manner.	<p>structure, systematic composition;</p> <ul style="list-style-type: none"> <li>• Creative, and insightful ideas</li> <li>• Able to interpret the opinions originally;</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, able to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	<p>systematic composition;</p> <ul style="list-style-type: none"> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</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, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>coherent structure, systematic composition;</p> <ul style="list-style-type: none"> <li>• Creative and insightful ideas</li> <li>• Able to interpret the opinions originally;</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, able to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<ul style="list-style-type: none"> <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>	<p>matter or relevant themes;</p> <ul style="list-style-type: none"> <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>
3. Presentation	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their	<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,</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,</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,</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> </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,</li> </ul>

	<p>topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p>	<p>balanced composition;</p> <ul style="list-style-type: none"> <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>balanced composition;</p> <ul style="list-style-type: none"> <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>coherent structure, balanced composition;</p> <ul style="list-style-type: none"> <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>• 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>	<p>without distinct primary and secondary structure;</p> <ul style="list-style-type: none"> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
4. Examination	<p>An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.</p>	<ul style="list-style-type: none"> <li>• Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Deep understanding of concepts and key ideas and connections</li> </ul>	<ul style="list-style-type: none"> <li>• Good command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Deep understanding of concepts and key ideas and connections</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Understanding of concepts and key ideas and connections</li> </ul>	<ul style="list-style-type: none"> <li>• Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Fair understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to show knowledge, skills and understanding in lectures of ancient Chinese history.</li> <li>• Poor understanding of concepts and key ideas and connections between them</li> <li>• Ideas without convincing</li> </ul>

		between them • Innovative ideas with convincing demonstration • Good and organized expression	between them • Innovative ideas with convincing demonstration • Good and organized expression	between them • Innovative ideas with less convincing demonstration	demonstration	demonstration
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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.)*

Historiography, historians, historical writing and inquiry, Han dyansty, Sima Qian, Shiji, Hanshu, Sanguozhi, Huahanshu, Shi Tong, Wenshi Tongyi, Xin Tang Shu, Jiu Tang Shu, Chinese history, official histories, historical records.

#### 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.)*

Chapters taken from the following books

1.	金毓黻，《中國史學史》，北京：中華書局，1962。
2.	司馬遷，《史記》，北京：中華書局，1959。
3.	班固，《漢書》，北京：中華書局，1962。
4.	陳壽：《三國志》，北京：中華書局，2006-09。
5.	歐陽修、宋祁，《新唐書》，北京：中華書局，1975。
6.	白壽彝主編，《中國史學史》，上海：上海人民出版社，2006。
7.	張孟倫，《中國史學史》，蘭州：甘肅人民出版社，1983。
8.	瞿東林編，《中國史學史研究》，武漢：湖北教育出版社，2006。
9.	杜維運、黃進興編，《中國史學史論文選集》，台北：華世出版社，1976。
10.	劉知幾，《史通》，上海：上海古籍出版社，1978。
11.	司馬光：《資治通鑑》，上海：上海人民出版社，1977。
12.	馬端臨：《文獻通考》，北京：中華書局，2011。

##### 2.2 Additional Readings

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

1.	張越主編，《中國史學史資料匯編》，北京：北京師範大學出版社，2009。
2.	楊翼驥編，《中國史學史資料編年》，天津：南開大學出版社，1987。
3.	遼耀東，《抑鬱與超越：司馬遷與漢武帝時代》，台北：東大圖書，2007。
4.	張大石，《史記文獻研究》，北京：民族出版社，1999。