

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:	Historical Figures of China
Course Code:	CAH2841
Course Duration:	1 Semester
Credit Units:	3
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English supplemented by Chinese
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course chooses one or more important historical figures of China and examines the best available literary and historical evidence about the chosen historical figures and their historical significances. It also examines how these chosen historical figures contributed to their times. It uses the chosen historical figures as a point of departure for discovering a wide range of problems and approaches that typify the field of Chinese history. It discusses methodologies for interpreting that historical evidence and assesses the most updated research outcomes, in order to help students make their own judgments and draw their own conclusions.

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.	Identify the life, times and contributions of the chosen historical figures	25%	✓		
2.	Examine the best available literary and historical evidence about the chosen historical figures	25%	✓		
3.	Criticize the most important research outcomes and assess their research methods	25%		✓	
4.	Create new interpretations of the chosen historical figures	25%			✓
		100%			

* 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			
Lecture	In-class learning activities on facts, ideas, themes, theories and	✓	✓	✓				

	<p>research findings are designed to illustrate the key events and themes in the chosen historical figures, discuss advanced knowledge of relevant the chosen historical figures and their documentary sources, examine the contribution of the chosen historical figures to their times. Interactive in-class activities are included, e.g. five-minute comment and summary.</p> <p>Multimedia resources such as films, videos, TV shows, music, websites etc. will be used in teaching if necessary. This activity will develop a strong sense of curiosity.</p>							
Reading	Book chapters 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. 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				
Continuous Assessment: 60%								
1. Class participation and performance: Students should complete and comment on course readings and be well-prepared for all assignments. Relevant discussions should reflect their understanding of the course readings. Students need to answer open-end questions related to lecture in class.	✓	✓					10%	

2. Final Paper (around 3000 words): students are required to write a final paper on a selected topic in academic form. The whole paper should coherently develop a central thesis and logically lead into and flow out of the body of the paper, the structure of which should be clear and appropriate to the topic.			✓	✓			30%	
3. Group Presentation: Students need to develop their own points and express their ideas in a creative and fluent manner.	✓		✓	✓			20%	
4. Examination: 40% (duration: 2 hours)								

* The weightings should add up to 100%.

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. 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"> Active in-class participation, positive listening, able to simulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, able to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	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 well as conclude in a convincing and creative manner.	<p>Strong evidence of :</p> <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; Creative, and insightful ideas Able to interpret 	<p>Some evidence of :</p> <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; Creative and insightful ideas Able to interpret the opinions 	<p>Limited evidence of :</p> <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; Creative and insightful ideas 	<ul style="list-style-type: none"> Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; Loose organization; Able to express relevant points to the subject matter; References are insufficient, ability to provide some reasonable personal comments, but no 	<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

		<p>the opinions originally;</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, able to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>originally;</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, able to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<p>unreasonable comment;</p> <ul style="list-style-type: none"> • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.
3. Presentation	<p>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 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</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • 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, 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • 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 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; • Overly soft voice, indistinct pronunciation and

	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.	fluent expression and appropriate diction, exact time-management	and appropriate diction, exact time-management.	skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.		improper diction, seriously over time.
4. Examination	An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.	<ul style="list-style-type: none"> • Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression 	<ul style="list-style-type: none"> • Good command of knowledge, skills and understanding in lectures of ancient Chinese history. • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression 	<ul style="list-style-type: none"> • Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history. • Understanding of concepts and key ideas and connections between them • Innovative ideas with less convincing demonstration 	<ul style="list-style-type: none"> • Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history. • Fair understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration 	<ul style="list-style-type: none"> • Failure to show knowledge, skills and understanding in lectures of ancient Chinese history. • Poor understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration

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 figures, China, historical evidence, Sun Yatsen, Kang Youwei, Wang Anshi.

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:

Arthur Wright and Denis Twitchett, *Confucian Personalities*, Stanford: Stanford University Press, 1962.
Janet Chen, Pei-kai Cheng, Michael Lestz (eds), *The Search for Modern China: A Documentary Collection*, New York: W. W. Norton & Company, 2013.

2.2 Additional Readings

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

1.	鄧廣銘，《王安石》，北京：人民出版社，1997。
2.	蕭公權，《康有為思想研究》，台北：聯經，2005。
3.	黃宇和，《孫文革命：聖經與易經》，香港：中華書局，2015。
4.	孔子，《論語》，北京：中華書局，2006。
5.	賴特等，《中國歷史人物論集》，台北：正中書局，1976。
6.	司馬遷，《史記》，北京：中華書局，1959。
7.	匡亞明主編，《中國思想家評傳叢書》，南京：南京大學出版社，1986-。
8.	傅偉勳、韋政通，《世界哲學家叢書》，台北：東大圖書。
9.	余英時，《歷史人物與文化危機》，台北：東大圖書，1995。