

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2018/19

Part I Course Overview

Course Title: Great Works in the Humanities

Course Code: CAH1603

Course Duration: 1 semester

Credit Units: 3

Level: B1

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CLA1702 Cultural China

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

To enhance students' understanding of the basic knowledge in the field of humanities, this course offers a study of selected great works in literature, history, philosophy, art, music etc that shaped and represented the disciplines in the humanities. They may be ancient or modern, as well as East or West but have been greatly influential across the centuries, and continue to influence the way we think and act. By reading and explaining the works, the life and time of the authors, the important ideas and the influences of the great works will be discussed. Students will learn to explore the origins and developments of the selected great works. They will also learn how to discover and analyse the features and significances of the selected great works and take these ideas as the starting point for debate.

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.	Recognise the selected great works and their context, genre and major characteristics	25%	✓		
2.	Explain the contents of the selected great works	25%	✓		
3.	Analyse the core values and ideas of the selected great works	25%		✓	
4.	Apply the knowledge learned from the course to discuss the core issues in humanities.	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			
Lectures	Students will be taught the context, genre and major characteristics of a selected great work at each lecture.	✓	✓					
Tests	Mid-term test and final test will be taken place during the semester.	✓	✓	✓	✓			
Reading	Books and articles related to the topics.	✓	✓	✓				
Book Review	Students have to submit a book review related to the selected great works at the end of the semester.			✓	✓			

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: <u>100%</u>								
1. Participation and discussion in class: students are motivated to learn and discover new perspectives on the subjects discussed.	✓	✓	✓				10%	
2. Book review: book review helps students reflect on key ideas and knowledge of the selected great works. (10-15 <u>double-spaced</u> pages, including references)			✓	✓			40%	
3. Mid-term test: students have to show their understanding of the key topics in the middle of the semester.	✓	✓	✓	✓			20%	
4. Final test: students have to show their understanding of the key topics at the end of the semester.	✓	✓	✓	✓			30%	
Examination: <u>0</u> % (duration: -)								
* 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. Participation and discussion in class	Students actively participate in discussions, debates and other class activities in tutorials and lectures. They have to show their 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, ability 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, ability 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, ability to participate 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. Book review	The book review will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research	<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, 	<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, 	<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 	<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; 	<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

	<p>methods skilfully, and conclude in a convincing and creative manner.</p>	<p>coherent structure, systematic composition;</p> <ul style="list-style-type: none"> • Creative, and insightful ideas • Ability 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, ability to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>coherent structure, systematic composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Ability 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, ability to use various writing skills to make the paper convincing with proper diction. 	<p>composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Ability 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, ability to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<p>themes;</p> <ul style="list-style-type: none"> • 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.
3. Mid-term test	<p>A test will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject in the middle of the semester.</p>	<ul style="list-style-type: none"> • Excellent command of knowledge, skills and understanding in lectures of the selected great works. • Deep 	<ul style="list-style-type: none"> • Good command of knowledge, skills and understanding in lectures of the selected great works. • Deep understanding 	<ul style="list-style-type: none"> • Adequate command of knowledge, skills and understanding in lectures of the selected great works. • Understanding of 	<ul style="list-style-type: none"> • Marginal command of knowledge, skills and understanding in lectures of the selected great works. • Fair understanding of concepts and 	<ul style="list-style-type: none"> • Failure to show knowledge, skills and understanding in lectures of the selected great works. • Poor understanding of concepts and key ideas and

		<p>understanding of concepts and key ideas and connections</p> <ul style="list-style-type: none"> • between them • Innovative ideas with convincing demonstration • Good and organized expression 	<p>of concepts and key ideas and connections</p> <ul style="list-style-type: none"> • between them • Innovative ideas with convincing demonstration • Good and organized expression 	<p>concepts and key ideas and connections</p> <ul style="list-style-type: none"> • between them • Innovative ideas with less convincing demonstration • 	<p>key ideas and connections</p> <ul style="list-style-type: none"> • between them • Ideas without convincing demonstration • 	<p>connections</p> <ul style="list-style-type: none"> • between them • Ideas without convincing demonstration
4. Final test	<p>A test will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject at the end of the semester.</p>	<ul style="list-style-type: none"> • Excellent command of knowledge, skills and understanding in lectures of the selected great works. • 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 the selected great works. • 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 the selected great works. • 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 the selected great works. • 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 the selected great works. • 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.)

Ancient, Modern, East, West, Great works, humanities, idea, Chinese culture, Western culture, literature, history, art, music, philosophy, Renaissance Tragedy, William Shakespeare, Odyssey, Homer, Plato, Aristotle, Karl Marx, Charles Dickens, David Hume, Bertrand Russell, Voltaire, Rousseau, John Locke, Thomas Hobbes.

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.	“Histories of world literature”(pp. 16-18), “World literature, European literature”(pp. 20-21), and “World literature beyond Europe”(pp. 24-26), in Theo D’haen, <i>The Routledge Concise History of World Literature</i> , London ; New York : Routledge, 2012.
2.	“Socrate and Plato” (pp. 35-57) and “Epistemology and Metaphysics”(pp. 257-287), in Andrew Pessin and S. Morris Engel, <i>The Study of Philosophy: A Text with Readings</i> , Seventh Edition, London: Rowman & Littlefield, 2015.

2.2 Additional Readings

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

1.	Robert Wolff (ed), <i>Ten Great Works of Philosophy</i> , New York: New American Library Inc., 2002.
2.	Peter Burke (ed), <i>History and Historians in the 20th Century</i> . Oxford: Oxford University Press, 2002.