

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester B 2020/21

Part I Course Overview

Course Title: History of the Ancient World

Course Code: CAH4813

Course Duration: 1 semester

Credit Units: 3

Level: B4

Proposed Area:
(for GE courses only)

Arts and Humanities
 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) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces the emergence of the major civilizations of the ancient world, beginning with the Paleolithic Era and ending with the end of the Middle Ages in fifteenth century A.D. It focuses on the political, economic, social, religious and cultural development of the world and investigates the European and Middle-eastern empires of the ancient world such as Greece, Rome, Byzantium and Islam, as well as the tensions and transformations in these empires. It will also attempt to assess the impact of these empires and civilizations upon today's world.

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 historical and documentary sources related to world history	30%	✓		
2.	Examine the overall historical development in ancient world from the Paleolithic Era to 15 century A.D	40%	✓		
3.	Apply historical theories and research methods in historical study	15%		✓	
4.	Develop college-level reading skills, oral presentation skills and writing skills	15%		✓	
		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			
In-class learning activities	They provide facts, ideas, themes, theories, and research findings to illustrate the key events and themes in the history of ancient world. Geographically speaking, they cover the Four Ancient Civilizations (Egypt, Mesopotamia, India, and China) and expand to include the Mediterranean region, North Africa, Persia, and the Realm of Islam also Thematically, they offer historical frameworks and interpretative strategies to understand the broad-sweeping trends in the past, providing students insights on how the past can be related to the present.	✓	✓					
Reading	Book chapters and articles related to the four themes of the course: (1) the birth of ancient civilization; (2) the rise of land-based empires; (3) the spread of transcontinental network of trade and cultural exchanges; (4) the dominance of European oceanic empires.	✓	✓					
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: 100%								
1. Class participation and performance: Students should learn to be critical thinkers by asking questions, bringing in relevant academic knowledge, moving the discussion along, and identifying issues or take the discussion. Students should be astute learner by using appropriate terminology and synthesizing information. Students need to be ready to answer questions from the teachers and other students. They should also make comments and give their own viewpoints about the lecture content and about the readings.	✓	✓					20%	
2. Final Paper (around 3000 words): students must demonstrate a solid command of historical knowledge, an ability to present a coherent argument, and above all, a willingness to engage with the past with a critical mind.			✓	✓			40%	
3. Group Presentation: Students should work with groupmates to give a coherent presentation; should work hard (along with groupmates) in finding historical sources; should make their best efforts in presenting their argument cogently and coherently in class; should reflect (after the presentation) on their strengths and weaknesses, achievements and limitations. As a whole,	✓		✓	✓			40%	

<p>group presentation should be both a collaborative activity as well as an opportunity for self-learning.</p>								
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4. Examination: - (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. 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,	<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 	<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 	<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 	<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

	apply research methods skilfully, as well as conclude in a convincing and creative manner.	organization, coherent structure, systematic composition; <ul style="list-style-type: none"> • Creative, and insightful ideas • 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 research methods and writing skills to make the paper convincing with proper diction. 	coherent structure, systematic composition; <ul style="list-style-type: none"> • Creative and insightful ideas • 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. 	organization, coherent structure, systematic composition; <ul style="list-style-type: none"> • Creative and insightful ideas • 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. 	relevant points to the subject matter; <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. 	ideas which cannot express the subject matter or relevant themes; <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. Group Presentation	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the	Strong evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or 	Some evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive 	Limited evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or 	<ul style="list-style-type: none"> • Loose organization, but acceptable identified content. • Adequate understanding of 	<ul style="list-style-type: none"> • Limited familiarity with the facts of the reading and its surface relations, unsystematic

	<p>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 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>extensive knowledge of the subject matter;</p> <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 	<p>knowledge of the subject matter;</p> <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. 	<p>extensive knowledge of the subject matter;</p> <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. 	<p>the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;</p> <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>ideas which cannot express the subject matter or relevant themes;</p> <ul style="list-style-type: none"> • Loose organization, without distinct primary and secondary structure; • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
4. Examination	An examination will be given to assess students' knowledge and ability in	<ul style="list-style-type: none"> • Excellent command of knowledge, skills 	<ul style="list-style-type: none"> • Good command of knowledge, skills and understanding 	<ul style="list-style-type: none"> • Adequate command of knowledge, skills 	<ul style="list-style-type: none"> • Marginal command of knowledge, skills and 	<ul style="list-style-type: none"> • Failure to show knowledge, skills and understanding in

	describing, analysing and reflecting on the subject.	and understanding in lectures of ancient Chinese history. <ul style="list-style-type: none"> • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression 	in lectures of ancient Chinese history. <ul style="list-style-type: none"> • Deep understanding of concepts and key ideas and connections between them • Innovative ideas with convincing demonstration • Good and organized expression 	and understanding in lectures of ancient Chinese history. <ul style="list-style-type: none"> • Understanding of concepts and key ideas and connections between them • Innovative ideas with less convincing demonstration 	understanding in lectures of ancient Chinese history. <ul style="list-style-type: none"> • Fair understanding of concepts and key ideas and connections between them • Ideas without convincing demonstration 	lectures of ancient Chinese history. <ul style="list-style-type: none"> • Poor understanding of concepts and key ideas and connections between them • Ideas without convincing 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.)

Paleolithic Era, the Middle Ages, the political development, economic development, social development, religion, culture, European empires, Middle-eastern empires, Greece, Rome, Byzantium, Islam, The Assyrian and Babylonian Empires, Persia, Mediterranean, Hellenistic World, Late Antiquity.

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.	Susan Wise Bauer, <i>The History of the Ancient World: From the Earliest Accounts to the Fall of Rome</i> , New York: W.W. Norton, 2007.
2.	Chester Starr, <i>A History of the Ancient World</i> , Oxford: Oxford University Press, 1991.
3.	Clifford Backman, <i>The Worlds of Medieval Europe</i> . Oxford: Oxford University Press, 2003.
4.	Susan Wise Bauer, <i>The History of the Medieval World</i> , New York: W.W. Norton, 2007.

2.2 Additional Readings

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

1.	Charles Warren Hollister, Joe Leedom, Marc Meyer, <i>Medieval Europe: A Short Sourcebook</i> , Boston: McGraw Hill, 2002.
2.	Paul Fouracre, <i>The New Cambridge Medieval History</i> , Cambridge: Cambridge University Press, 2015.
3.	<i>The Cambridge Ancient History</i> , Cambridge: Cambridge University Press, 1998.