

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2021/22

Part I Course Overview

Course Title: Siku Quanshu

Course Code: CAH3820

Course Duration: 1 Semester

Credit Units: 3

Level: B3

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: 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)

Siku Quanshu (Complete collection of the four treasuries), compiled in the Qianlong period of the Qing dynasty, was the largest collection of books and cultural project in Chinese history. *Siku Quanshu* is divided into four sections: *Jīng* (經 "Classics"), *Shǐ* (史 "Histories"), *Zǐ* (子 "Masters"), *Jī* (集 "Collections"). Under the chief editorship of Ji Yun, the editors of the *Siku Quanshu* also completed an annotated catalog named *Siku quanshu zongmu tiyao* (四庫全書總目提要) to introduce and comment on the thousands of works that were considered for inclusion in the *Siku Quanshu*. This course aims to explore the knowledge of *Siku Quanshu* and *Siku quanshu zongmu tiyao* including that: 1. it examines the values of *Siku Quanshu* and *Siku quanshu zongmu tiyao*; 2. it explores the compiling background and history, editorship and compiling ideology of *Siku quanshu* and *Siku quanshu zongmu tiyao*; 3. it analyses the relationship between *Siku Quanshu* and the intellectual development (and cultural policy) during the high Qing period; and 4. it concludes the impact of the compilation of *Siku Quanshu* on Qing history.

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 the characters and historical facts of <i>Siku quanshu</i> related to the compilation of <i>Siku quanshu</i> and <i>Siku quanshu zongmu tiyao</i>	25%			
2.	Examines the values of <i>Siku Quanshu</i> and <i>Siku quanshu zongmu tiyao</i>	25%			
3.	Analyse the impact of the compilation of <i>Siku Quanshu</i> on Qing history	25%			
4.	Criticize the related work of the scholars	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	✓	✓					

	research findings are designed to illustrate the key events and themes related to <i>Siku Quanshu</i> , discuss the documentary sources of <i>Siku Quanshu</i> and examine the impact of the compilation of <i>Siku Quanshu</i> on Qing history. 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: 100%							
1. Class participation and performance: Students are required to engage in class discussions and appropriately lead the discussions if possible. They should offer comments based on historical facts and analysis. They have to make a list of key points of the learning from the lesson and list the important concepts discussed of the lesson. Students need to be able to answer the teachers' questions in order to demonstrate their ability to interpret historical facts and sources. Through these activities, students are able to examine the values of	✓	✓				20%	

<i>Siku Quanshu and Siku quanshu zongmu tiyao.</i>								
2. Final Paper (max. 4500 words): students are required to write a final paper on a selected topic in academic form. The content should be highly relevant to the argument, as well as presented originally, accurately and completely. The method, results, and implications should all be presented accurately.			✓	✓				45%
3. Group Presentation: Students need to develop their own points and express their ideas in a creative and fluent manner.	✓		✓	✓				35%
4. Examination: - (duration: -)								
							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)
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	<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 	<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 	<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, 	<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 	<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;

	in a convincing and creative manner.	<p>composition;</p> <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. 	<p>composition;</p> <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. 	<p>systematic composition;</p> <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. 	<p>insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<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 assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as	<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 	<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 	<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 	<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; 	<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,

	<p>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>composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	<p>composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>structure, balanced composition;</p> <ul style="list-style-type: none"> • 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"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>without distinct primary and secondary structure;</p> <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
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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.)

Siku Quanshu, Qianlong, Qing dynasty, Chinese history, Ji yun, Siku quanshu zongmu tiyao.

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.	《四庫全書纂修研究》，台北：商務印書館，1986。
2.	四庫全書總目提要，北京：中華書局，1965。
3.	黃愛平，《四庫全書纂修研究》，北京：中國人民大學出版社，1989。
4.	郭伯恭，《四庫全書纂修考》，上海：上海書店，1992。
5.	曾紀剛，《《四庫全書》之纂修與清初崇實思潮之關係研究：以經史二部為主的觀察》，台北：花木蘭出版社，2005。
6.	周積明，《文化視野下的四庫全書總目》，南寧：廣西人民出版社，1991。

2.2 Additional Readings

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

1.	甘肅省圖書館、天津圖書館，《四庫全書研究論文篇目索引》，北京：國家圖書館出版社，2013。
2.	孫彥、王姿怡、李曉明，《四庫全書研究》，北京：國家圖書館出版社，2010。
3.	淡江大學中國文學系主編，《兩岸四庫學》，台北：學生書局，1998。