

CAH2810: EARLY CHINA

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Early China

Subject Code

CAH - Chinese and History

Course Number

2810

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English supplemented by Chinese

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is designed to provide students an overview of Chinese history from prehistory to Warring State period. It attempts to capture, through readings, lectures, video clips, and discussions, the essence of early China and its patterns of evolution. The length and complexity of Chinese history renders it necessary to lay more stress on major themes and issues in terms of political events and social structure, repeating the same pattern in the country from decades to centuries. This course aims to 1. introduce students to the major themes and issues in ancient Chinese history in the above period supported by the latest research; 2. analyse significant political and social development in Chinese history; and 3. introduce students to the use of primary historical sources (both documents and archaeological findings).

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate fundamental knowledge of relevant Chinese history	30	x		
2	Examine the overall historical development from prehistory to Warring State period	30	x		
3	Apply historical theories and research methods in historical study	20		x	
4	Develop college-level reading skills, oral presentation skills and writing skills	20		x	

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	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 including five-minute comment and summary.	1, 2, 3	
2	Reading	Books and articles related to the topics.	1, 3, 4	
3	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 on assigned topics. Teachers will assess and grade the groups according to their performance. Through presentations and peer assessments, students' analytical skills will be enhanced.	2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation and performance: emphasis is placed on the major themes, concepts, and knowledge. Students have to proactively participate in discussions by contributing to the class, offering ideas and/or asking questions both in lectures and tutorials.	1, 2	10
2	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.	3, 4	40
3	Group Presentation: Students should develop their own points and express their ideas in a creative and fluent manner. They should always move smoothly from one idea to the next, demonstrate full knowledge and answer questions fully and accurately.	1, 3, 4	20
4	Book review: Students are required to write two books reviews (around 1,000 words each) in terms of its framework, content, organization, arguments, use of primary and secondary sources etc.	2, 3, 4	30

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Class participation and performance

Criterion

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.

Excellent (A+, A, A-)

Strong evidence of:

- 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.

Good (B+, B, B-)

Some evidence of :

- 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.

Fair (C+, C, C-)

Limited evidence of :

- 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.

Marginal (D)

Marginally satisfies the basic requirements of the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Final Paper

Criterion

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.

Excellent (A+, A, A-)

Strong evidence of :

- 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 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.

Good (B+, B, B-)

Some evidence of :

- 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 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.

Fair (C+, C, C-)

Limited evidence of :

- 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 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.

Marginal (D)

- 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 clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- 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 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.

Assessment Task

Presentation

Criterion

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 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.

Excellent (A+, A, A-)

Strong evidence of:

- 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 and appropriate diction, exact time-management

Good (B+, B, B-)

Some evidence of:

- 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 and appropriate diction, exact time-management.

Fair (C+, C, C-)

Limited evidence of:

- 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 and appropriate diction, exact time-management.

Marginal (D)

- 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.

Failure (F)

- 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 improper diction, seriously over time.

Assessment Task

Examination

Criterion

An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.

Excellent (A+, A, A-)

- 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

Good (B+, B, B-)

- 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

Fair (C+, C, C-)

- 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

Marginal (D)

- 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

Failure (F)

- 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

Keyword Syllabus

Archaeology, prehistory, material culture, cultural relics, artefacts, state and society, myths, bamboo-slip manuscripts, Xia, Shang, Zhou, political system, economic system, intellectual thoughts, foreign relations, dictatorial monarchy, authoritarian rule, religions and popular beliefs.

Reading List

Compulsory Readings

Title	
1	Hsu Cho-yun, <i>China: A New Cultural History</i> , New York: Columbia University Press, 2012.
2	Patricia B. Ebrey, <i>The Cambridge Illustrated History of China</i> , Cambridge: Cambridge University Press, 2010.

Additional Readings

Title	
1	Sarah Allan, <i>Buried Ideas: Legends of Abdication and Ideal Government in Early Chinese Bamboo-Slip Manuscripts</i> , Albany: State University of New York Press, 2015.
2	Sarah Allan, <i>The Heir and the Sage: Dynastic Legend in Early China</i> , Revised and Expanded Edition. Albany, NY: State University of New York Press, 2016.
3	K. E. Brashier, <i>Ancestral Memory in Early China</i> , Cambridge, MA: Harvard University Asia Center, 2011.
4	Roderick B. Campbell, <i>Violence, Kinship and the Early Chinese State: The Shang and Their World</i> . Cambridge: Cambridge University Press, 2018.
5	Paul R. Goldin, <i>Routledge Handbook of Early Chinese History</i> . New York: Routledge, 2018.
6	David Keightley, <i>The Ancestral Landscape: Time, Space, and Community in Late Shang China</i> . Berkeley, CA: Institute of East Asian Studies, 2000.
7	Li Feng, <i>Bureaucracy and the State in Early China: Governing the Western Zhou, 1045–771 BC</i> . Cambridge: Cambridge University Press, 2008.
8	Li Feng, <i>Early China: A Social and Cultural History</i> , Cambridge: Cambridge University Press, 2013.
9	Li Feng, <i>Landscape and Power in Early China: The Crisis and Fall of the Western Zhou, 1045–771 BC</i> . Cambridge: Cambridge University Press, 2006.
10	Li Min, <i>Social Memory and State Formation in Early China</i> . Cambridge: Cambridge University Press, 2018.
11	Michael Loewe and Edward Shaughnessy (eds), <i>The Cambridge History of Ancient China: From the Origins of Civilization to 221 BC</i> , Cambridge: Cambridge University Press, 1999.
12	Yuri Pines, <i>Envisioning Eternal Empire: Chinese Political Thought of the Warring States Era</i> . Honolulu: University of Hawaii Press, 2009.
13	Yuri Pines, <i>Foundations of Confucian Thought: Intellectual Life in the Chunqiu Period, 722–453 B.C.E</i> . Honolulu: University of Hawaii Press, 2002.
14	Michael Puett, <i>To Become a God: Cosmology, Sacrifice, and Self-Divinization in Early China</i> , Cambridge: Harvard University Press, 2004.
15	G. Shelach-Lavi, <i>The Archaeology of Early China: From Prehistory to the Han Dynasty</i> , Cambridge: Cambridge University Press, 2015.
16	Roel Sterckx, <i>The Animal and the Daemon in Early China</i> . Albany: State University of New York Press, 2002.
17	Roel Sterckx, <i>Food, Sacrifice, and Sagehood in Early China</i> . Cambridge: Cambridge University Press, 2011.