CAH4148: GREAT WORKS IN CHINESE HISTORY

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Great Works in Chinese History

Subject Code
CAH - Chinese and History
Course Number
4148

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
Chinese

Medium of Assessment
Chinese

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
CTL4148 Readings in Chinese History

Exclusive Courses
Nil

Part II Course Details

Abstract
This course aims to provide students with an in-depth study of selected great Chinese historical writing. The origin, development and the significance of the selected book(s) will be explored, the literary features of the selected book(s) will

be discovered and analyzed as well. One or two great works such as Shi-ji史記, Han-shu漢書, Hou-han-shu後漢書, San-gou-zhi三國志 and Zi-zhi-tong-jian資治通鑑 will be taught in this course.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the origin, form and structure of great Chinese historical writing.	25	x	x	
2	Discover and analyze the literary features of selected readings.	25	x	x	
3	Do a small scale research related to the readings of Chinese History.	50		x	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	Readings	Reading book chapters and articles	1, 2, 3	
2	Lectures	Lectures on selected great Chinese historical works including their origin, development, nature, background, significance, annotation and research	1, 2, 3	
3	Tutorials	Group discussion, analysis of selected readings, presentations	1, 2, 3	
4	Writing Practice	Commentary on selected great Chinese historical writings.Essays on significant figures and events in Chinese History	3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Written Assignments - Commentary on selected great Chinese historical writings. Essays on significant figures and events in Chinese History	1, 2, 3	25	
2	Presentations - In-class small group presentations	1, 2, 3	25	
3	Term Paper - A research paper of not less than 5000 words. Emphasis will be put on originality research methods, content and writing skills	1, 2, 3	50	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Written Assignments

Criterion

This assessment will grade 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 methods skilfully, as well as make a conclusion convincingly and creatively.

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
- 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.

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
- 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.

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
- 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.

Marginal (D)

- 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;
- 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

Presentations

Criterion

This assessment will grade on content and fluency of presentation as well as the well organised and coherent of the assignment. The group delivering 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 require showing their abilities to lead the classmates into participating in the discussion, to explain with Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;rigorous organization, coherent structure, balanced composition and to criticize and analysis with convincing statement and creative comment.

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;
- Softly voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Term Paper

Criterion

This assessment will grade 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 methods skilfully, as well as make a conclusion convincingly and creatively.

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
- 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.

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
- 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.

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
- 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.

Marginal (D)

- 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;
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Part III Other Information

Keyword Syllabus

The origin of great Chinese historical writing
The life, thought, personalities and social background of the great historian (e.g. Szuma Chien)
Reference materials and research methods of great Chinese historical writing
The form of classical historical writing: Basic Annals, Hereditary Houses, Lives, Tables, Treatises
The relationship between classical historical writing and literature
Selected readings: Basic Annals, Hereditary Houses, Lives, Tables/Treatises
The literary features of great Chinese historical writing
The influence of great historical writing in Chinese history and Chinese literature

Reading List

Compulsory Readings

	Title
1	朱東潤《史記考索》，上海：開明書店，1943。
2	金德建《司馬遷所見書考》，上海：上海人民出版社，1962。
3	郭雙成《史記人物傳記論稿》，鄭州：中州古籍出版社，1985。
4	張大可《史記研究》，蘭州：甘肅人民出版社，1985。
5	程金造《史記管窺》，西安：陝西人民出版社，1985。
6	吳汝煜《史記論稿》，南京：江蘇教育出版社，1986。
7	楊燕起等《歷代名家評史記》，北京：北京師範大學出版社，1986。
8	李少雍《司馬遷傳記文學論稿》，重慶：重慶出版社，1987。
9	聶石樵《司馬遷論稿》，北京：北京師範大學出版社，1987。
10	張大可《司馬遷評傳》，南京：南京大學出版社，1994。
11	繆鉞等，《三國志導讀》，成都：巴蜀書社，1987。
12	李純蛟，《三國志研究》，成都：巴蜀書社，2002。

Additional Readings

	Title
1	Nil