

CAH4148: GREAT WORKS IN CHINESE HISTORY

Effective Term

Semester A 2025/26

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 help students embark on in-depth studies of selected great Chinese historical writing. Students will explore the origin, development, and the significance of the selected book(s), as well as analyze and discover the literary

features of those book(s). One or two or three great works from the Chinese historical canon, such as Shiji 史記, Hanshu 漢書, and Zizhi tongjian 資治通鑑 will usually be taught in this course to ensure depth. This course mirrors reading-intensive seminar courses in its design.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Students will learn to describe and reflect on the origin, form and structure of great Chinese historical writing.	25	x	x	
2	Students will discover and analyze the literary features of selected readings and also conduct source criticism focusing on them.	25	x	x	
3	Students will attempt a small scale research project related to the great works in Chinese history, in order to produce a research paper or the equivalent.	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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Guided and Independent Reading	Students will learn to read primary and secondary source texts in Chinese history critically.	1, 2, 3	
2	Lectures	Students will learn from lectures and hand-on activities on selected great Chinese historical works, including on their origin, development, nature, background, significance, annotation, and research agendas, etc.	1, 2, 3	
3	Team-based Activities	In teams, students will engage in structured discussions, analysis of selected readings, and presentations, etc.	1, 2, 3	

4	Writing Practice	Students will make commentaries and craft writings on selected great works in Chinese history.	3	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Written Assignments - Commentaries on selected great Chinese historical writings. These could include essays on significant figures and events in Chinese history, etc.	1, 2, 3	25	The evaluation of texts and historical sources is core to this assessment task, and learning to evaluate AI-generated outputs is a relevant skill. Adequate explanation of the parameters of AI use for this and ample guidance will be provided.	Yes
2	Presentations - In-class small group presentations	1, 2, 3	25	The evaluation of texts and historical sources is core to this assessment task, and learning to evaluate AI-generated outputs is a relevant skill. Adequate explanation of the parameters of AI use for this and ample guidance will be provided.	Yes
3	Final Paper - A research paper of no less than 3,500 words in Chinese. Emphasis will be put on originality research methods, content, and writing skills	1, 2, 3	50	AI literacy is important for writing a research paper and this assessment task will help build this literacy. Adequate explanation of the parameters of AI use for this and ample guidance will be provided.	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Written Assignments

Criterion

This assessment will grade according to 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.
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Assessment Task**Presentations****Criterion**

This assessment will grade according to content and fluency of presentation, as well as the organisation and coherence 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 should 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 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;
- Softly voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task**Term Paper****Criterion**

This assessment will grade according to content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, construct argument and analyse critically, apply research methods skilfully, as well as make a convincing and creative conclusion.

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 ;
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- 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 origins of great Chinese historical writing

The life, thought, personalities and social background of great Chinese historians (e.g. Sima Qian, Sima Guang)

Reference materials and research methods of Chinese historical writing

The main forms and genres of classical Chinese historical writing: Basic Annals, Hereditary Houses, Lives, Tables, Treatises, etc.

The relationship between classical historical writing and literature

Selected readings of great Chinese historical texts

The literary features of great Chinese historical writing

The influence of 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	To be assigned