

CAH4813: HISTORY OF THE ANCIENT WORLD

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

History of the Ancient World

Subject Code

CAH - Chinese and History

Course Number

4813

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

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course will engage students with a global approach to ancient history, following the development of human societies across the globe from the Paleolithic Era to the rise of Islam in the seventh century CE. It focuses on the political, economic,

social, religious and cultural development of the world and investigates the first Asian, African and European civilizations, as well as the tensions and transformations in these civilizations. It will also attempt to assess the development of the academic field of Ancient History, and its traditional focus on Greece and Rome.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Demonstrate fundamental knowledge of relevant types of historical and documentary sources related to Ancient History.	30	x		
2	Describe and explain the overall historical development in ancient world from the Paleolithic Era to 7 century CE.	40	x		
3	Apply research and critical skills for using historical theories, sources and research methods in historical study.	15		x	
4	Demonstrate college-level reading skills, oral presentation skills and writing skills.	15		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	Lecture	Students will engage in lecture activities about the historical development of the first Asian, African and European civilizations, the field of Ancient History, its main methods, conceptual frameworks, and source material.	1, 2	
2	Readings	Students will develop an in-depth understanding of the concepts and topics discussed through reading scholarly books and articles.	1, 2	

3	Peer discussion	Students will engage in structured discussions with peers to identify areas to improve on in their returned assessment tasks.	3, 4	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Class participation and performance: Students demonstrate critical and analytical skills by engaging in discussions about the lecture content. Students will practice what they learned by asking and answering questions using appropriate terminology and synthesizing information.	1, 2	20	-	Yes
2	Final paper (around 3000 words): students demonstrate a solid command of historical knowledge and research skills, an ability to present a coherent argument, and above all, a willingness to engage with the past with a critical mind.	3, 4	40	-	No

3	Group Presentation: Students will engage with peers to deliver a coherent presentation based on a key research question, an in-depth understanding of relevant source material, and adopted research methods. Students will reflect (after the presentation) on their strengths and weaknesses, achievements, and limitations of the methods and sources used.	1, 3, 4	40	-	No
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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.
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Assessment Task

Group 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.
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Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
1	Eivind Heldaas Seland, A Global History of the Ancient World, New York: Routledge, 2022.
2	Susan Wise Bauer, The History of the Ancient World: From the Earliest Accounts to the Fall of Rome, New York: W.W. Norton, 2007.
3	Chester Starr, A History of the Ancient World, Oxford: Oxford University Press, 1991.

Additional Readings

Title	
1	Charles Warren Hollister, Joe Leedom, Marc Meyer, Medieval Europe: A Short Sourcebook, Boston: McGraw Hill, 2002.
2	Paul Fouracre, The New Cambridge Medieval History, Cambridge: Cambridge University Press, 2015.
3	The Cambridge Ancient History, Cambridge: Cambridge University Press, 1998.
4	Susan Wise Bauer, The History of the Medieval World, New York: W.W. Norton, 2007.
5	Clifford Backman, The Worlds of Medieval Europe. Oxford: Oxford University Press, 2003.