

CAH5738: HISTORICAL NARRATIVE IN CHINESE LITERATURE AND HISTORY WRITING

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Historical Narrative in Chinese Literature and History Writing

Subject Code

CAH - Chinese and History

Course Number

5738

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to provide students with knowledge of historical narrative in Chinese literature from a literacy perspective with reference to Chinese historiography. Through an in-depth study of notable writers and selected masterpieces exploring how these relate to history and culture. A key focus is examining what can or should count as historical truth in both Chinese literature and historical writing. It will investigate how writers and historians have constructed or deconstructed collective historical memory in Chinese literature and historical writing, with a focus on the objectivity and subjectivity of historical cognition. Students will also be encouraged to develop an informed critical and creative attitude in evaluating the role of historical narrative as a cultural phenomenon in the context of the real world.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate how writers and historians imagine and write their historical stories from diverse, limited and fragmented sources and documents.	x		
2	Identify the characteristics of historical narrative in both Chinese literature and historical writing.	x	x	
3	Criticize the context and intertextuality between historical writing and literacy writing.	x	x	
4	Evaluate the roles of historical narrative on identity construction and Chinese visions of the world in both Chinese literature and historical writing.	x	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	Lecture	Students will engage in lecture activities to gain concepts and knowledge of historical narrative. Close reading of selected noted writer works and masterpieces will be conducted in class.	1, 2, 3, 4

2	Tutorial	Students will participate in structured group presentations in tutorials and engage in critical discussions with peers on the content of assessed group presentations to identify the strengths and weaknesses of their own work, and enhance their knowledge and skills.	1, 2, 3, 4	
3	Reading	Students will engage with books and articles related to the chosen topics.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	In-class and/or online class discussion and comment on other points.	1, 2, 3, 4	15	
2	Tutorial presentation	1, 2, 3, 4	28	
3	Peer review of oral presentation	1, 2, 3, 4	12	
4	Term paper	1, 2, 3, 4	45	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

In-class and/or online class discussion and comment on other points. (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Ability to identify and analyse the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter; - Ability to interpret independent opinions effectively and efficiently.

Excellent

(A+, A, A-) Strong evidence of: - Positive listening, ability to stimulate 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: - n Positive listening, ability 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: - Positive listening, ability to initiate 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 class discussion and comment on other points.

Failure

(F) Fail to meet minimum requirements of class discussion and comment on other points.

Assessment Task

Tutorial presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Ability 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- - Ability 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

Peer review of oral presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Ability to criticize different facts and statements to provide practical and innovative comments with convincing demonstration; - Ability to give feedback on fellow students' presentations.

Excellent

(A+, A, A-) Strong evidence of: - Rich content ability to integrate various resources based on demand- - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - Ability to criticize different facts and statements to provide practical and innovative comments with convincing demonstration.

Good

(B+, B, B-) Some evidence of: - Rich content ability to integrate various resources based on demand; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - Ability to criticize different facts and statements to provide practical and innovative comments with convincing demonstration.

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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; - Ability to use references, provide some reasonable personal comments, but no clear demonstration; - Ability to respond to other comments in simple terms.

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 comment, or providing unreasonable comment; - Inability to respond to others, devoid of content and unclear comment.

Assessment Task

Term Paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

- Ability to integrate various resources into primary and secondary levels as demanded. - Ability to integrate ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. - Ability to criticize and analysis with convincing statement and creative comment.

Excellent

(A+, A, A-) Strong evidence of: -Rich content ability to integrate various resources into primary and secondary levels as demanded; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively- - 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.

Good

(B+, B, B-) Some evidence of: - Rich content ability to integrate various resources into primary and secondary levels as demanded- - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - 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.

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Marginal

(D) - Adequate content, ability to integrate resources generally as demanded 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

In-class and/or online class discussion and comment on other points. (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Ability to identify and analyse the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter; - Ability to interpret independent opinions effectively and efficiently.

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Tutorial presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Ability 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- - Ability to criticize and analysis with convincing statement and creative comment.

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(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.

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Marginal

(B-, C+, C) - 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; - Ability to use references, provide some reasonable personal comments, but no clear demonstration; - Ability to respond to other comments in simple terms.

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 comment, or providing unreasonable comment; - Inability to respond to others, devoid of content and unclear comment.

Assessment Task

Term Paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

- Ability to integrate various resources into primary and secondary levels as demanded. - Ability to integrate ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. - Ability to criticize and analysis with convincing statement and creative comment.

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(A+, A, A-) Strong evidence of: -Rich content ability to integrate various resources into primary and secondary levels as demanded; - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can

keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively- - 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.

Good

(B+, B) Some evidence of: - Rich content ability to integrate various resources into primary and secondary levels as demanded- - Rigorous organization, coherent structure, systematic composition; - Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; - 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.

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Part III Other Information

Keyword Syllabus

narration, historical narrative historical writing literacy writing collective historical memory intertextuality visions of world, Chinese literature, Chinese historiography historical fiction

Reading List

Compulsory Readings

Title	
1	浦安迪(Andrew H.Plaks)，《中國敘事學》，北京：北京大學出版社，1996。
2	Maza, Sarah. Thinking About History. Chicago: University of Chicago Press, 2017.

Additional Readings

Title	
1	于植元、孫紹華、關紀新主編，《中華史詩詠史詩本事》，南寧：廣西民族出版社，2000。
2	吳玉杰，《新歷史主義與歷史劇的藝術建構》，北京：中國社會科學出版社，2005。
3	李貞慧主編，《中國敘事學：歷史敘事詩文》，新竹：國立清華大學出版社，2016。
4	邵明，《文學稜鏡中的歷史景觀：世紀之交歷史敘事的文化研究》，合肥：安徽大學出版社，2009。
5	紀德君，《中國歷史小說的藝術流變》，北京：中國社會科學出版社，2002。
6	孫書磊，《中國古代歷史劇研究》，南京：南京師範大學出版社，2004。
7	許麗芳，《章回小說的歷史書寫與想像：以三國演義與水滸傳的敘事為例》，臺北：秀威資訊科技股份有限公司，2007。
8	陳啓能、倪爲國主編，《書寫歷史》，上海：上海三聯書店，2003。
9	傅修延，《先秦敘事研究：關於中國敘事傳統的形成》，北京：東方出版社，1999。
10	黃健，《穿越傳統的歷史想像：關於新歷史小說精神的文化闡釋》，廣州：暨南大學出版社，2010。
11	齊裕焜，《中國歷史小說通史》，南京：江蘇教育出版社，2000。
12	歐陽健，《歷史小說史》，杭州：浙江古籍出版社，2003。

13	de Groot, Jerome. <i>The Historical Novel</i> . London; New York: Routledge, 2010.
14	Burrow, John. <i>A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century</i> . London: Penguin Books, 2009.
15	Kinkley, Jeffrey C. <i>Visions of Dystopia in China's New Historical Novels</i> . New York: Columbia University Press, 2014.