

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester B 2023/24**

Part I Course Overview

Course Title:	<u>Great Works of Literature, History and Philosophy</u>
Course Code:	<u>CAH8811</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3 credits</u>
Level:	<u>R8</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to provide Ph.D. students with an in-depth study of selected great works in literature, history, and philosophy, drawing on a range of historical, critical and theoretical approaches. Students will learn to explore the origins and developments of the selected book(s). They will also learn how to discover and analyse the features and significances of the selected book(s). Texts from one to three great works, both in Chinese and western traditions, are taught in this course. The course contains both taught elements and opportunities for independent study, which will help students to acquire substantial research skills and a broad range of knowledge within the field, as well as to develop their own research interests.

2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Recognize the origins, different versions (if any), and structures of the selected works.	20%	√		
2.	Explain and discover the relationship between the selected works and the complex cultural background that lies behind them.	20%		√	
3.	Analyse the selected works based on many different historical, critical and theoretical approaches.	20%	√	√	
4.	Evaluate the importance and influence of the selected works.	20%	√	√	
5.	Compare and criticize leading scholars' commentaries on the selected works.	20%			√
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

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 self-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.

3. Teaching and Learning Activities (TLAs)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Reading	Book chapters and articles related to the topic.	√	√	√	√			
Research seminar	Students learn how to read, discuss and analyse the selected works. They learn how to ask intelligent questions and how to articulate their perspectives in an academic way.	√	√					
Presentation and Discussion	Students take turns presenting their readings of the selected books. These incorporate different historical, critical and theoretical approaches.	√		√	√			
Final paper	In order to strengthen students' writing and reading skills, students have to submit a final paper which is written in academic form. The length of the article is around 5000 words.		√		√	√		

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Participation and Discussion Students are required to actively participate in the discussion of the selected works.	√	√					30 %	
Presentation Students are required to give at least an individual presentation.	√		√	√			30%	
Final paper (5000 words)		√		√	√		40 %	
Examination: 0%								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Participation and Discussion (30%)	Students actively participate in discussions and debates in class. They have to show their ability to interpret and criticize on the texts both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
Presentation (30%)	This assessment will grade the content and fluency of the presentation as well as the organization and coherence of the assignment. Students delivering presentations must have thoroughly studied and researched their topic as well as offered analysis of the	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	reading materials. They are required to demonstrate their ability to lead their classmates into participating in the discussion. They have to express their ideas, offer insightful comments and ask meaningful questions.	composition; <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	balanced composition; <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	unilateral comments, without clear explanation. <ul style="list-style-type: none"> • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	comment and/or unreasonable opinion. <ul style="list-style-type: none"> • Soft voice, indistinct pronunciation and improper diction, seriously over time.
Final paper (40%)	This assessment will grade content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up arguments and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively.	Strong evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels 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; • Sufficient and organized references which 	Some evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels 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; • Sufficient and 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

		<p>can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 		<p>quotations and relevant research.</p>
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Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Participation and Discussion (30%)	Students actively participate in discussions and debates in class. They have to show their ability to interpret and criticize on the texts both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to simulate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity with other materials. 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points. • Sufficient pre-class preparation and familiarity other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation

Presentation (30%)	This assessment will grade the content and fluency of the presentation as well as the organization and coherence of the assignment. Students delivering presentations must have thoroughly studied and researched their topic as well as offered analysis of the reading materials. They are required to demonstrate their ability to lead their classmates into participating in the discussion. They have to express their ideas, offer insightful comments and ask meaningful questions.	Strong evidence of: <ul style="list-style-type: none"> • 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. 	Some evidence of: <ul style="list-style-type: none"> • 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. 	Limited evidence of: <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. • Soft voice, indistinct pronunciation and improper diction, seriously over time.
Final paper (40%)	This assessment will grade content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up arguments and analyse critically, apply research methods skilfully, as	Strong evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic 	Some evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent 	Limited evidence of <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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;

	<p>well as make a conclusion convincingly and creatively.</p>	<p>composition;</p> <ul style="list-style-type: none"> • 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. 	<p>structure, systematic composition;</p> <ul style="list-style-type: none"> • 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. 	<p>composition;</p> <ul style="list-style-type: none"> • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to 	<p>insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> • 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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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Chinese tradition, western tradition, literature, history, philosophy, religion, art, thought, classical text, *Analects*, *Tao Te Ching*, *The Republic*, *Nichomachean Ethics*.

2. Reading List

2.1 Compulsory Readings

Christopher Butler. 2002. *Postmodernism: A Very Short Introduction*. Oxford: Oxford University Press.

Endymion Wilkinson. 5th edition, 2018; 6th edition, 2022. *Chinese History: a New Manual*. Cambridge, MA: Harvard University Asia Center.

Martin W. Lewis and Kären E. Wigen. 1997. *The Myth of Continents: a Critique of Metageography*. Berkeley: University of California Press.

Michael Radich. 2007. *A Student's Guide to Writing in East Asian Studies*. Cambridge, MA: Harvard University Press.

Steven Matthews. 2004. *Modernism*. London: Arnold.

2.2 Additional Readings

1.	Confucius. 1983. <i>The Analects</i> , translated by D. C. Lau. Hong Kong: Chinese University Press.
2.	Laozi. 1989. <i>Tao Te Ching</i> , translated by D. C. Lau Hong Kong: Chinese University Press.
3.	Plato. 1998. <i>The Republic</i> , translated with an introduction and notes by Robin Waterfield. Oxford: Oxford University Press.
4.	Aristotle. 2002, <i>Nichomachean Ethics</i> , translated by Christopher Rowe, with a philosophical introduction and commentary by Sarah Broadie. Oxford: Oxford University Press.
5.	William Theodore de Bary, Irene Bloom and Joseph Adler. 1999. <i>Sources of Chinese Tradition</i> , Vol. 1, New York: Columbia University Press.
6.	William Theodore de Bary and Richard Lufrano. 1999. <i>Sources of Chinese Tradition</i> , Vol. 2, New York: Columbia University Press.
7.	Chan Wing-tsit. 1969. <i>A Source Book in Chinese Philosophy</i> , Princeton: Princeton University Press.
8.	Andrew Pessin and S. Morris Engel. 2015. <i>The Study of Philosophy: A Text with Readings</i> , Seventh Edition, London: Rowman & Littlefield.