

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title:	<u>Historical Narrative in Chinese Literature and History Writing</u>
Course Code:	<u>CAH5738</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>Chinese</u>
Medium of Assessment:	<u>Chinese</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 provides students with knowledge of historical narrative in Chinese literature from literacy perspective with reference to Chinese historiography, through an in-depth study of notable writers and selected masterpieces in relation to history and culture. The course will examine what can or should count as the historical truth in both Chinese literature and historical writing, and investigate how writers and historians constructed / deconstructed the collective historical memory influenced by the objectivity and subjectivity of historical cognition. Students are also encouraged to develop an informed critical and creative attitude to evaluate the roles of historical narrative in the context of realistic world as a cultural phenomenon.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate how writers and historians imagine and write their historical stories from diverse, limited and fragmented sources and documents.		✓		
2.	Identify the characteristics of historical narrative in both Chinese literature and historical writing.		✓	✓	
3.	Criticize the context and intertextuality between historical writing and literacy writing.		✓	✓	
4.	Evaluate the roles of historical narrative on identity construction and Chinese visions of the world in both Chinese literature and historical writing.		✓	✓	✓
		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)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	Concepts and knowledge of historical narrative will be explained primarily in lectures. Close reading of selected noted writer works and masterpieces will be conducted in class.	✓	✓	✓	✓			
Tutorials	<p>a. Small group learning and oral presentations are to be fully utilized to encourage discussion throughout the semester to develop students' problem solving, interpersonal, presentation and communication skills.</p> <p>b. Students are required to demonstrate in-depth and critical answers in response to questions raised by the course instructor.</p> <p>c. Peer comments and marking will take place in order to enhance peer cooperation and learning</p>	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100 %								
In-class and/or online class discussion and comment on other points.	✓	✓	✓	✓			15%	
Tutorial presentation	✓	✓	✓	✓			28%	
Peer review of oral presentation	✓	✓	✓	✓			12%	
Term paper	✓	✓	✓	✓			45%	
Examination: 0%								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following 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)
1. In-class and/or online class discussion and comment on other points.	<ul style="list-style-type: none"> • Ability to identify and analyze 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. 	Strong evidence of: <ul style="list-style-type: none"> • , Positive listening, ability to stimulate class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with peer reports and other materials 	Some evidence of: <ul style="list-style-type: none"> • 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. 	Marginally satisfies the basic requirements of class discussion and comment on other points.	Fail to meet minimum requirements of class discussion and comment on other points.
2. Tutorial presentation	<ul style="list-style-type: none"> • 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 	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; 	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, 	<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; 	<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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	convincing statement and creative comment.	<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. 	<p>convincing statement and creative comment;</p> <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>comment and/or unreasonable opinion;</p> <ul style="list-style-type: none"> • Softly voice, indistinct pronunciation and improper diction, seriously over time.
3. Peer review of oral presentation	<ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Ability to give feedback on fellow students' presentations. 	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • 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, 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • 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 	<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; • Ability to use references, provide some reasonable personal comments, but no clear demonstration; • Ability to respond to other comments in simple terms. 	<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 comment, or providing unreasonable

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.	to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration.		comment; • Inability to respond to others, devoid of content and unclear comment.
4. Term Paper	<ul style="list-style-type: none"> • 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. 	Strong evidence of: <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; • Clear and 	Some evidence of: <ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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 	<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;

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<p>integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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>clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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>clear demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<ul style="list-style-type: none"> • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

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)
1. In-class and/or online class discussion and comment on other points.	<ul style="list-style-type: none"> • Ability to identify and analyze 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. 	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • , Positive listening, ability to stimulate class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with peer reports and other materials 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • 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. 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • , Positive listening, ability to initiate class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with peer reports and other materials. 	<p>Marginally satisfies the basic requirements of class discussion and comment on other points.</p>	<p>Fail to meet minimum requirements of class discussion and comment on other points.</p>
2. Tutorial presentation	<ul style="list-style-type: none"> • 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 	<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 composition; • Critical analysis, 	<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, balanced composition; • Critical analysis, convincing 	<p>Limited 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 composition; • Critical analysis, 	<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 	<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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	statement and creative comment.	convincing statement and creative comment; <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	statement and creative comment; <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	convincing statement and creative comment; <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	pronunciation and expression; few of mistakes in diction, but no influence to general delivery.	unreasonable opinion; <ul style="list-style-type: none"> • Softly voice, indistinct pronunciation and improper diction, seriously over time.
3. Peer review of oral presentation	<ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Ability to give feedback on fellow students' presentations. 	Strong evidence of: <ul style="list-style-type: none"> • 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 	Some evidence of: <ul style="list-style-type: none"> • 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 	Limited evidence of: <ul style="list-style-type: none"> • 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 	<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; • Ability to use references, provide some reasonable personal comments, but no clear demonstration; • Ability to respond to other comments in simple terms. 	<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 comment, or providing unreasonable comment;

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 	<p>opinions effectively;</p> <ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 	<p>interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 		<ul style="list-style-type: none"> • Inability to respond to others, devoid of content and unclear comment.
4. Term Paper	<ul style="list-style-type: none"> • 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. 	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels as demanded; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • 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 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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 	<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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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>subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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>clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • 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>demonstration;</p> <ul style="list-style-type: none"> • Sentence fluency and diction is acceptable. 	<p>insufficient/ no reference;</p> <ul style="list-style-type: none"> • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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, 《文學棱鏡中的歷史景觀: 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. *The Historical Novel*. London; New York: Routledge, 2010.
14. Burrow, John. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. London: Penguin Books, 2009.
15. Kinkley, Jeffrey C. *Visions of Dystopia in China's New Historical Novels*. New York: Columbia University Press, 2014.