

# CAH3820: SIKU QUANSHU

---

## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Siku Quanshu

### Subject Code

CAH - Chinese and History

### Course Number

3820

### 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

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Siku Quanshu (Complete collection of the four treasuries), compiled in the Qianlong period of the Qing dynasty, was the largest collection of books and cultural project in Chinese history. Siku Quanshu is divided into four sections: Jīng (經)

"Classics"), Shǐ (史 "Histories"), Zǐ (子 "Masters"), Jì (集 "Collections"). Under the chief editorship of Ji Yun, the editors of the Siku Quanshu also completed an annotated catalog named Siku quanshu zongmu tiyao (四庫全書總目提要) to introduce and comment on the thousands of works that were considered for inclusion in the Siku Quanshu. This course aims to explore the knowledge of Siku Quanshu and Siku quanshu zongmu tiyao including that: 1. it examines the values of Siku Quanshu and Siku quanshu zongmu tiyao; 2. it explores the compiling background and history, editorship and compiling ideology of Siku quanshu and Siku quanshu zongmu tiyao; 3. it analyses the relationship between Siku Quanshu and the intellectual development (and cultural policy) during the high Qing period; and 4. it concludes the impact of the compilation of Siku Quanshu on Qing history.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate the characters and historical facts of Siku quanshu related to the compilation of Siku quanshu and Siku quanshu zongmu tiyao	25			
2	Examines the values of Siku Quanshu and Siku quanshu zongmu tiyao	25			
3	Analyse the impact of the compilation of Siku Quanshu on Qing history	25			
4	Criticize the related work of the scholars	25			

#### 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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
Lecture	In-class learning activities on facts, ideas, themes, theories and research findings are designed to illustrate the key events and themes related to Siku Quanshu, discuss the documentary sources of Siku Quanshu and examine the impact of the compilation of Siku Quanshu on Qing history. Interactive in-class activities are included, e.g. five-minute comment and summary.	1, 2	

2	Reading	Books and articles related to the topics.	2, 3	
3	Tutorial and Presentation	Group discussions and presentations are required. In tutorials, teachers will assess students' analytical skills and their understanding of assigned readings. Students will be divided into small groups to present an assigned topic. Teachers will assess and grade the presentation groups according to their performance. Through presentations and peer assessments, students' analytical skills will be enhanced.	2, 3, 4	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Class participation and performance: Students are required to engage in class discussions and appropriately lead the discussions if possible. They should offer comments based on historical facts and analysis. They have to make a list of key points of the learning from the lesson and list the important concepts discussed of the lesson. Students need to be able to answer the teachers' questions in order to demonstrate their ability to interpret historical facts and sources. Through these activities, students are able to examine the values of Siku Quanshu and Siku quanshu zongmu tiyao.	1, 2	20	

2	Final Paper (max. 4500 words): students are required to write a final paper on a selected topic in academic form. The content should be highly relevant to the argument, as well as presented originally, accurately and completely. The method, results, and implications should all be presented accurately.	3, 4	45	
3	Group Presentation: Students need to develop their own points and express their ideas in a creative and fluent manner.	1, 3, 4	35	

**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.
-

## 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.

---

## Part III Other Information

### Keyword Syllabus

Siku Quanshu, Qianlong, Qing dynasty, Chinese history, Ji yun, Siku quanshu zongmu tiyao.

### Reading List

**Compulsory Readings**

Title	
1	《四庫全書纂修研究》，台北：商務印書館，1986。
2	四庫全書總目提要，北京：中華書局，1965。
3	黃愛平，《四庫全書纂修研究》，北京：中國人民大學出版社，1989。
4	郭伯恭，《四庫全書纂修考》，上海：上海書店，1992。
5	曾紀剛，《《四庫全書》之纂修與清初崇實思潮之關係研究：以經史二部為主的觀察》，台北：花木蘭出版社，2005。
6	周積明，《文化視野下的四庫全書總目》，南寧：廣西人民出版社，1991。

**Additional Readings**

Title	
1	甘肅省圖書館、天津圖書館，《四庫全書研究論文篇目索引》，北京：國家圖書館出版社，2013。
2	孫彥、王姿怡、李曉明，《四庫全書研究》，北京：國家圖書館出版社，2010。
3	淡江大學中國文學系主編，《兩岸四庫學》，台北：學生書局，1998。