

# CAH4147: READINGS IN SINOLOGY

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Readings in Sinology

### Subject Code

CAH - Chinese and History

### Course Number

4147

### 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

CTL4147 Readings in Sinology

### Exclusive Courses

CAH2612 Introduction to Sinology

## Part II Course Details

### Abstract

This course aims at a critical examination of sinological writings from early times to the present. We will engage in a critical study of the history of sinological writings not merely to see ourselves from Western lens but also to understand

the changing historical context that engendered different interpretations and perceptions of China. We will analyze some recurring themes as well as periodic differences in the Western projection of China and explore the mechanisms which produced these images and understandings of China and the Chinese. It is the objectives of the course to familiarize students with some basic issues in sinological studies so as to achieve a better understanding of cross-cultural relations between China and the world, particularly the West. Students are encouraged to engage in sinological themes and issues from a critical and innovative approach that will enable their own self-discovery in terms of their character formation and their perceptions of the cross-cultural exchange between China and the world.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Demonstrate an overview of the major historical trends and periods in Sinology and China-related research in Europe, America, Japan and/or Korea, and an appreciation of the ways in which these have reflected or motivated broader cross-cultural contact between the societies in question.		x		
2	Analyse different themes of sinological works and engage these themes and issues critically with an innovative approach from a cross-cultural perspective.		x	x	
3	Evaluate the strengths and weaknesses of certain key works and their contents in a comparative approach to foster students' self-discovery for their own cultural identity			x	x
4	Conducting research on particular issues in certain sinological texts and present research results in a coherent manner, particularly highlighting students' own findings in their research.			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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Historical background, concept, major scholars, works, and issues will be discussed.	1, 2, 3, 4

2	Tutorial	Team work, group presentations, conducting research, leading class discussions, responding to classmates' questions	1, 2, 3, 4	
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**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Class Participation and Performance Class attendance required. Class discussion and participation crucial in stimulating critical thinking and comprehension	1, 2, 3	20	
2	Presentation and written report. Students will be required to give a small-group presentation at a given point in the semester. This will involve conducting research on particular sinological texts, identifying themes and issues therein against their historical background and analysing and presenting them critically in a coherent manner.	1, 2, 3, 4	30	
3	Peer review of tutorial presentation	3, 4	10	
4	Individual term paper	1, 2, 3, 4	40	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Class Participation and Performance

**Criterion**

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.

**Excellent (A+, A, A-)**

Strong evidence of :

- Active in-class participation, positive listening, ability 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, 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 :

- Active in-class participation, 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 the participation.

**Failure (F)**

Fail to meet minimum requirements of participation

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**Assessment Task**

Presentation and Written Report.

**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.
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### **Assessment Task**

Peer review of tutorial presentation and written report

### **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.

### **Fair (C+, C, C-)**

Limited 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.

### **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

### Criterion

Ability to integrate various resources into primary and secondary levels on demand. 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 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 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 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 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.

#### 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;
- 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.

#### 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;
- 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;
- over use of existing quotations and relevant research.

## Part III Other Information

### Keyword Syllabus

Sinological writings, Perceptions of China, Images and understandings of China and the Chinese, Cross-cultural relations between China and the West, Marco Polo and the Early Jesuits, Enlightenment and the Example of China, Progress and Its Other, Chinese National Character, Confucianism and Capitalism, European Modernity and Confucianism, Pearl S. Buck's Creation of China, Fairbank and Area Studies, The Modernity of Chinese Civilization, Taoism and Deep Ecology.

### Reading List

#### Compulsory Readings

Title	
1	李學勤主編，《國際漢學著作提要》，南昌：江西教育出版社，1996。

#### Additional Readings

Title	
1	Mungello, David E., Curious land: Jesuit Accommodation and the Origins of Sinology, Stuttgart: Franz Steiner, 1985.
2	Wilson, Ming, and John Cayley, eds., Europe Studies China: Papers from an International Conference on the History of European Sinology, London: Han Shan Tang Books, 1995.
3	Leslie, Donald and Jeremy Davidson. Author Catalogues of Western Sinologists. Canberra: Department of Far Eastern History, Australian National University, 1966.
4	李慶，《日本漢學史》，上海：上海外語教育出版社，2002。
5	何寅、許光華主編，《國外漢學史》，上海：上海外語教育出版社，2002。
6	劉正，《海外漢學研究》，武漢：武漢大學出版社，2002。
7	礪波護、藤井讓治編，《京大東洋学の百年》，京都：京都大学學術出版会，2002。
8	(日)溝口雄三著，孫軍悅譯，《作為方法的中國》，北京：三聯書店，2011。
9	張海惠主編，《北美中國學：研究概述與文獻資源》，北京：中華書局，2011。
10	朱政惠、崔丕主編，《北美中國學的歷史與現狀》，上海：上海辭書出版社，2013。
11	《近代海外漢學名著叢刊》，太原：山西人民出版社，2015。
12	《海外中國研究叢書》，南京：江蘇人民出版社。
13	《日本學者研究中國史論著選譯》全10卷，北京：中華書局，1992。
14	《日本中國學文萃》叢書，全11冊，北京：中華書局，2005。
15	劉俊文主編，《日本中青年學者論中國史》全3卷，上海：上海古籍出版社，1995。
16	《日本中國史研究年刊》，上海：上海古籍出版社，2006。