Course Outline

Part I

Programme Title	: Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Study of Pre-modern Chinese History
Course Code	: HIS1001
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

    This course investigates the continuity and changes as well as the interaction among the geographic environment, economic resources and social systems in China from the ancient times to the mid-Qing period by adopting the interdisciplinary approach.

2. **Course Intended Learning Outcomes** (CILOs)

    Upon completion of this course, students will be able to:

    CILO$_1$ demonstrate an understanding of the rationale and concepts that underlie interdisciplinary approaches to the study of Chinese history;

    CILO$_2$ demonstrate a comprehensive understanding of the continuity and changes of the pre-modern Chinese history;

    CILO$_3$ examine the inter-relationship among the geographic, economic and social aspects of Chinese history; and

    CILO$_4$ critically analyze views of historians on the trends in Chinese history.

3. **Content, CILOS and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Rationale for interdisciplinary approach to the study of Chinese history;	*CILO$_1$*	• Lecture, reading and analysis of teaching materials, and group activities
b. Trends in Chinese history : unifications and disintergrations of Chinese nation, periodization of Chinese history, turning points in the history of ancient China;	*CILO$_{1,2,3,4}$*	• Lecture, reading and analysis of teaching materials, and group activities
c. Geographic environment: impact of climate changes, locations of capitals and the shift of political centers;	*CILO$_{1,2,3,4}$*	• Lecture, reading and analysis of teaching materials, and group activities
d. Economic resources: population and its major movements, distribution of human resources in different eras, changes of economic centers; and	*CILO$_{1,2,3,4}$*	• Lecture, reading and analysis of teaching materials, video analysis , and group discussion
e. Social systems: from village to the formation of state, relationship between kinship and traditional politics.	*CILO$_{1,2,3,4}$*	• Lecture, reading and analysis of teaching materials, video analysis , and group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
a. Literature review: Each student is required to submit a short essay to review selected literature related to point (b) of the course content, the trends in Chinese history.	30%	$CILO_{1,3}$
b. Group presentation: A group of 3 - 4 students will conduct a study project on a selected topic from point (c), (d) or (e) of the course content and provide an oral presentation.	20%	$CILO_{1,2,3}$
c. Individual paper: Each group member will submit a paper on a sub-theme of the group project.	50%	$CILO_{1,2,3,}$

5. Required Text(s)

Nil

6. Recommended Readings

Elvin, M. and Liu, T. J. (Ed.) (1998). *Sediments of time: environment and society in Chinese history*. Cambridge: Cambridge University Press.

Gelber, H. G. (2008). *The dragon and the foreign devils: China and the world, 1100 BC to the present.* London: Bloomsbury Publishing Plc.

Mote, F. W. (1999). *Imperial China, 900-1800.* Cambridge, Mass.: Harvard University Press.

Roberts, J. A. G. (1999). *A history of China.* London: MacMillan Press Ltd.

Smith, P. J. & Von Glahn, R. (2003). *The Song-Yuan-Ming transition in Chinese history.* Cambridge, Mass.: Harvard University Asia Center.

王玉德、張全明等 (1999)：《中華五千年生態文化》，武漢，華中師範大學出版社。

任崇岳 (2006)：《中國移民史簡史》，鄭州，河南人民出版社。

辛向陽、倪健中主編 (2008)：《首都中國：遷都與中國歷史大動脈的流向》，北京，中國社會出版社。

張廣志 (2003)：《中國古史分期討論的回顧與反思》，西安，陝西師範大學出版社。

許倬雲 (2006)：《萬古江河：中國歷史文化的轉折與開展》，香港，中華書局。

馮爾康 (2004)：《中國社會史概論》，北京，高等教育出版社。

黃仁宇 (1993)：《中國大歷史》，台北，聯經出版事業公司。

葛劍雄 (2008)：《統一與分裂：中國歷史的啟示》，北京，中華書局。

路遇、滕譯之 (2000)：《中國人口通史》，濟南，山東人民出版社。

樊樹志 (2010)：《歷史與文化》，上海，復旦大學出版社。

7. **Related Web Resources**
中國社會科學院歷史研究所
http://ich.cass.cn/

中央研究院歷史語言研究所
http://www.ihp.sinica.edu.tw/

新史學連線
http://blog.lib.ntu.edu.tw/his/?m=200910

Centre for Chinese History
http://www.history.cuhk.edu.hk/cch/website/About_us_chi.html

8. **Related Journals**
中國社會科學院歷史研究所：《中國史研究》

中國社會科學院歷史研究所：《中國史研究動態》

中央研究院歷史語言研究所：《中央研究院歷史語言研究所集刊》

9. **Academic Honesty**
The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

10. **Others**
Nil

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