

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

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|------------------------------|---|
| Programme Title | : Bachelor of Education (Honours) (History) |
| Programme QF Level | : 5 |
| Course Title | : Introduction to Historical Ideas and Practices |
| Course Code | : HIS1003 |
| Department | : Department of Literature and Cultural Studies (LCS) |
| Credit Points | : 3 |
| Contact Hours | : 39 |
| Pre-requisite(s) | : Nil |
| Medium of Instruction | : English |
| 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"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

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 is divided into two parts. The first part introduces undergraduate students to influential ideas of history in the West from Antiquity to the Modern Era. The second part of the course has a sizable historical methods component and offers an opportunity to experience the excitement and rewards of doing original historical research in libraries and archives. One hour per week will be devoted to the development and honing of skills essential to the historian's profession and craft. These skills include critical reasoning, research, source evaluation, and analytical writing. Students will gain hands-on experience working with primary sources and learn about the use of archival material in the writing of history.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify influential ideas of history in the West and methods taught in the course;
- CILO₂ Apply the methods to conducting historical research;
- CILO₃ Analyze first-hand sources and historical works; and
- CILO₄ Evaluate the ideas of history in the West.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|----------------------------|--|
| ● What is the Discipline of History? | CILO _{1,4} | Lecture, Q&A, and discussion. |
| ● The Development of the Discipline of History from Antiquity to Modern Times. | CILO _{1,4} | Lecture, text analysis, Q&A, and group discussion. |
| ● Understanding Historiography and Different Historiographical Traditions. | CILO _{1,4} | Lecture, text analysis, group discussion, and group presentation. |
| ● An Introduction to Primary and Secondary Sources. | CILO _{1,4} | Lecture, text analysis, Q&A, and group presentation. |
| ● Doing Historical Research: Analyzing Sources I: Written Text (newspaper, archives, documents). | CILO _{1,2,3} | Lecture, libraries and archives visits, text analysis, writing exercise, presentation. |
| ● Doing Historical Research: Analyzing Sources II: Visual Materials (Cartoons, Posters, Photos, Films). | CILO _{1,2,3} | Lecture, libraries and archives visits, text analysis, writing exercise, presentation. |
| ● From Research to Writing: How to tell an engaging story and make an historical intervention at the same time? | CILO _{2,3} (etc.) | Lecture, writing exercise, Presentation. |

4. Assessment

| Assessment Tasks | Weighting | CILOs |
|---|-----------|---|
| (a) Presentation: Students will participate in one group presentation on a selected topic in consultation with the instructor | 20% | <i>CILO</i> _{1,2,3,4} |
| (b) Final Exam: Students are required to answer a combination of multiple-choice, short and long answer questions on key concepts and ideas discussed in class and in the assigned weekly readings | 30% | <i>CILO</i> _{2,3} |
| (c) Archival Research and Short Essay: Students are required to conduct historical research in local libraries and archives and write a short essay (1,500 words) based on the materials found. | 50% | <i>CILO</i> ₁ (<i>etc.</i>) |

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

To be determined by the instructor

7. Recommended Readings

- Bloch M. (1992). *The Historian's Craft*. Manchester: Manchester University Press.
- Claus, P. and Marriott, J. (2017). *History: An Introduction to Theory, Method and Practice* 2nd Edition. Oxford: Routledge.
- Hegel, G.W.F. (1988). *Introduction to the Philosophy of History* (1837). Indianapolis: Hackett Publishing
- Herodotus. (1988). *The Histories*. London: Oxford University Press.
- Jordanova, L. (2016) *History in Practice* (2nd edition). London: Bloomsbury
- Kant, I. (1991). "Idea For A Universal History With A Cosmopolitan Purpose" (1784), in Reiss, H. S. ed. *Kant. Cambridge Texts in the History of Political Thought* (2nd ed.). Cambridge: Cambridge University Press.

- Loughran, T. (2017) *A Practical Guide to Studying History: Skills and Approaches* (1st Edition). London: Bloomsbury
- MacRaid, D. and Black, J. (2007) *Studying History* (Palgrave Study Skills) (3rd Edition). Basingstoke: Palgrave Macmillan
- Marx and Engels. (1996) "Manifesto of the Communist Party," translated by Terrell Carver, in *Marx Later Political Writing*. Cambridge: Cambridge University Press.
- Pojmann, W., Reeves-Ellington, B., Ward Mahar, K. (2016) *Doing History: An Introduction to the Historian's Craft*. New York, Oxford University Press.
- Thucydides. (2013). *The Peloponnesian War*. Cambridge: Cambridge University Press.
- Tosh, J. (2015) *The Pursuit of History: Aims, methods and new directions in the study of history* (6th Edition). Oxford: Routledge
- Williams, Robert C. (2014) *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History* 3rd Edition. Oxford: Routledge
- 司馬遷 (2012) : 《史記》, 北京, 中華書局。
- 左丘明 (1990) : 《左傳》, 北京, 中華書局。

8. Related Web Resources

Nil

9. Related Journals

Nil

10. 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.

11. Others

Nil

14 August 2025