

## The Hong Kong Polytechnic University

### Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	CHC2CM42P
<b>Subject Title</b>	Practical Dreamers in Chinese History 中國歷史上的實際夢想家
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion: CHC2CM42, FH2CM04, FH2CM04P, FH2CM06N, FH2CM06P, FH2CM06Y and GUR1CM11
<b>Objectives</b>	This course introduces the student to some of the most influential individuals in Chinese history who were dedicated to realizing their dreams through action., i.e. their visions and aspirations. These include emperors, statesmen, philosopher-teachers, scholar-officials and revolutionaries. The course will show what they proposed and how they worked to realize their dreams, evaluate their success and failure, and from that help the student to understand major concerns and constraints in Chinese government, thought, religion, and values.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: A. know the life and thought of a number of greatest personalities in Chinese history, B. see how China was like in the times these figures lived, C. see what deeds and values that have drawn admiration of the Chinese through times, D. appreciate, even through translation, the beauty of Chinese language uttered by these minds or written about them, and E. fulfill the requirement of Chinese reading and writing
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: Dreams as innovative acts and practical dreamers as men of action</li> <li>2. The Duke of Zhou, the paradigmatic prime minister that Confucius dreamed of 【I work to civilize humanity by means rites and music】</li> <li>3. Confucius, the Teacher and Sage 【I want to be teacher of all men】</li> <li>4. The First Emperor 【I want a unified realm with undisputed central power】</li> <li>5. Sima Qian, the Grand Historian 【I want my work to be read forever】</li> <li>6. Wang Anshi, the Stubborn Statesman 【I want both big government and small government】</li> <li>7. Zhu Xi, the Synthesizer of Confucian Learning 【I want an explanation for all things】</li> <li>8. Emperor Ming Taizu 【I want to create welfare for the people】</li> <li>9. Wang Yangming, the Philosopher-Governor General 【I want</li> </ol>

	<p>everyone to be a sage】</p> <p>10. Dr. Sun Yat-sen, Father of China’s First Republic 【I want no empire but a republic of the people and for the people】</p> <p>11. Empress Regnant, Empress Dowager, Princess and Eunuchs: Navigating the Complexities and Impact of Imperial Court Politics 【We wish for the longevity of our dynasty】</p> <p>12. The shaping of Chinese culture by these minds and dreams</p>																																												
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>Classes comprise classroom lectures and pictorial and video/audio presentation of teaching materials. Students will read sample writings of the figures studied, write short essays on these writings and discuss them in class. Students will also be induced to compare the figures they studied with comparable figures in their cultures and/or countries’ history. Classroom presentation of students’ views and debate over them forms an integral part of the learning-teaching process. A final paper of evaluative and comparative accent will consolidate students’ understanding of what makes those figures great and what constitutes greatness.</p>																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="536 837 1406 1462"> <thead> <tr> <th data-bbox="536 837 836 1039" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="836 837 1010 1039" rowspan="2">% weighting</th> <th colspan="5" data-bbox="1010 837 1406 969">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1010 969 1091 1039">a</th> <th data-bbox="1091 969 1173 1039">b</th> <th data-bbox="1173 969 1254 1039">c</th> <th data-bbox="1254 969 1335 1039">d</th> <th data-bbox="1335 969 1406 1039">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="536 1039 836 1106">1. Mid term Quiz</td> <td data-bbox="836 1039 1010 1106">30%</td> <td data-bbox="1010 1039 1091 1106">√</td> <td data-bbox="1091 1039 1173 1106">√</td> <td data-bbox="1173 1039 1254 1106">√</td> <td data-bbox="1254 1039 1335 1106">√</td> <td data-bbox="1335 1039 1406 1106"></td> </tr> <tr> <td data-bbox="536 1106 836 1227">2. Oral Presentation &amp; Discussion</td> <td data-bbox="836 1106 1010 1227">30%</td> <td data-bbox="1010 1106 1091 1227">√</td> <td data-bbox="1091 1106 1173 1227">√</td> <td data-bbox="1173 1106 1254 1227">√</td> <td data-bbox="1254 1106 1335 1227">√</td> <td data-bbox="1335 1106 1406 1227">√</td> </tr> <tr> <td data-bbox="536 1227 836 1395">3. Term Paper</td> <td data-bbox="836 1227 1010 1395">40% (10% graded by CLC )</td> <td data-bbox="1010 1227 1091 1395">√</td> <td data-bbox="1091 1227 1173 1395">√</td> <td data-bbox="1173 1227 1254 1395">√</td> <td data-bbox="1254 1227 1335 1395">√</td> <td data-bbox="1335 1227 1406 1395">√</td> </tr> <tr> <td data-bbox="536 1395 836 1462">Total</td> <td data-bbox="836 1395 1010 1462">100 %</td> <td colspan="5" data-bbox="1010 1395 1406 1462"></td></tr> </tbody> </table> <p data-bbox="536 1518 1406 1585">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="536 1619 1406 2027" style="list-style-type: none"> <li data-bbox="536 1619 1406 1765">1. The quiz, including multiple choice questions and simple answer questions, will help gauge students’ mastering of the key concepts and major issues covered in the lectures and required readings.</li> <li data-bbox="536 1765 1406 1865">2. The class discussion helps students to develop communicative skills as well as to gauge the concepts and analytical tools in studying history and human endeavor.</li> <li data-bbox="536 1865 1406 1966">3. The group oral presentation can inform the teacher the progress students have made in their general grasp of the subject and their skill in writing and oral communication.</li> <li data-bbox="536 1966 1406 2027">4. The draft 1 and draft 2 of the final essay, which will be marked by CLC, help students to develop their research skills and</li> </ol>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Mid term Quiz	30%	√	√	√	√		2. Oral Presentation & Discussion	30%	√	√	√	√	√	3. Term Paper	40% (10% graded by CLC )	√	√	√	√	√	Total	100 %					
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																											
		a	b	c	d	e																																							
1. Mid term Quiz	30%	√	√	√	√																																								
2. Oral Presentation & Discussion	30%	√	√	√	√	√																																							
3. Term Paper	40% (10% graded by CLC )	√	√	√	√	√																																							
Total	100 %																																												

	<p>understanding of the essay, whereas fulfilling their Chinese reading and writing requirement of the course.</p> <p>5. The term paper, 2,000-3,000 Chinese characters, with a degree of research requirement, best assess the student's understanding of the figures he/she studied and his/her insights into history and human endeavor.</p> <p>6. The term paper will serve as the writing requirement, and will be assessed as part of the overall performance evaluation for the subject. To pass the subject, students must achieve a grade D or above on the Writing Requirement assignment to pass the subject. Students are required to read the materials in the "required reading lists" to complete the task.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Pre-class reading	48 Hrs.
	▪ Report and essay writing	36 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<p>Required Reading (Total 322 pages):  蕭公權：《中國政治思想史》（北京：商務印書館，2011），頁1-88，257-323，436-504，507-555，821-869。</p> <p>Reference:  錢穆：《周公》（台北：聯經出版，1994）  李長之：《司馬遷之人格與風格》（杭州：浙江文藝出版社，2023）  遼耀東：《司馬遷與漢武帝時代》（北京：三聯書店，2008）  邢義田：《天下一家：皇帝、官僚與社會》（北京：中華書局，2011）  林聰舜：《秦漢歷史與思想的幾個側面》（新竹：清大出版社，2020）  鄧廣銘：《北宋政治改革家王安石》（北京：人民出版社，1997）  余英時：《朱熹的歷史世界：宋代士大夫政治文化的研究》（台北：允晨文化，2003）  余英時：《歷史與思想》（台北：聯經出版，2014）  朱鴻林：《儒者思想與出處》（北京：三聯書店，2014）  朱鴻林：《明太祖與經筵》（北京：三聯書店，2021）  C. Martin Wilbur (韋慕庭)著，楊慎之譯：《孫中山：壯志未酬的愛國者》（北京：新星出版社，2006）  黃旨彥：《公主政治－魏晉南北朝政治史的性別考察》（台北：稻鄉出版社，2013）  田餘慶：《拓跋史探》（北京：三聯書店，2019）  雷家驥：《武則天傳》（台北：台灣商務，2015）  吳兆豐：《有教無類：中晚明士人教化宦官行動研究》（北京：社會科學文獻出版社，2021）  陳寅恪：《柳如是別傳》（北京：三聯書店，2015）</p>	

--	--

--	--

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020