

**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>	CHC2CM42
<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 English 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><i>(Note 3)</i></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><i>(Note 4)</i></p>	<table border="1" data-bbox="536 837 1406 1462"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Mid term Quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Oral Presentation &amp; Discussion</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Term Paper</td> <td>40% (10% graded by ELC )</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>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>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>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>The draft 1 and draft 2 of the final essay, which will be marked by ELC, 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 ELC )	√	√	√	√	√	Total	100 %					
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	<p>understanding of the essay, whereas fulfilling their English reading and writing requirement of the course.</p> <p>5. The term paper, 1,500-2,500 words in English, 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><b>Required Reading (Total 485 pages):</b></p> <p>Hsiao, Kung-chuan. <i>A History of Chinese Political Thought</i> (Princeton, N.J.: Princeton University Press, 1979), pp.1-142, 427-468.</p> <p>Yu, Ying-shih. <i>Chinese History and Culture: Sixth Century B.C.E. to Seventeenth Century</i> (New York: Columbia University Press, 2016), pp.273-320.</p> <p>Yu, Ying-shih. <i>Chinese History and Culture: Seventeenth Century Through Twentieth Century</i> (New York: Columbia University Press, 2016), pp.152-177.</p> <p>Bol, Peter K. <i>Neo-Confucianism in History</i> (Cambridge, Mass.: Harvard University Asia Center, 2008), pp.78-270.</p> <p>Mote, Frederick W. <i>Imperial China, 900-1800</i> (Cambridge, Mass.: Harvard University Press, 1999), pp.549-582.</p> <p><b>Reference:</b></p> <p>Nylan, Michael and Thomas Wilson. <i>Lives of Confucius: Civilization's Greatest Sage Through the Ages</i> (New York: Doubleday, 2010)</p> <p>Li Yu-ning, ed. <i>The First Emperor of China</i> (White Plains, N.Y.: International Arts and Sciences Press, 1975)</p> <p>Durrant, Stephen W. <i>The Cloudy Mirror: Tension and Conflict in the Writing of Sima Qian</i> (Albany: State University of New York Press, 1995)</p> <p>Liu, James T. C. <i>Reform in Sung China; Wang An-shih (1021- 1086) and His New Policies</i> (Cambridge, Mass.: Harvard University Press, 1959)</p>	

Chan, Wing-tsit. *Chu Hsi: Life and Thought* (Hong Kong: Chinese University Press, 1987)

Edward L. Farmer. *Zhu Yuanzhang and Early Ming Legislation: the Reordering of Chinese Society following the Era of Mongol Rule* (Leiden ; New York: E.J. Brill, 1995)

Schneewind, Sarah, ed. *Long Live the Emperor!: Uses of the Ming Founder Across Six Centuries of East Asian History* (Minneapolis: Society for Ming Studies, 2008)

Bret Hinsch. *Chinese Empresses*. (Lanham: Rowman & Littlefield, 2024)

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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.