

The Hong Kong Polytechnic University
Subject Description Form

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

Subject Code	CHC2CM42
Subject Title	Practical Dreamers in Chinese History 中國歷史上的實際夢想家
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil.
Objectives	This course introduces the student to some of the best minds in Chinese history who were men of action dedicated to the realization of their dreams, 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.
Intended Learning Outcomes <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
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction: Dreams as innovative acts and practical dreamers as men of action 2. The Duke of Zhou, the paradigmatic prime minister that Confucius dreamed of 【I work to civilize humanity by means rites and music】 3. Confucius, the Teacher and Sage 【I want to be teacher of all men】 4. The First Emperor 【I want a unified realm with undisputed central power】 5. Sima Qian, the Grand Historian 【I want my work to be read forever】 6. Wang Anshi, the Stubborn Statesman 【I want both big government and small government】 7. Zhu Xi, the Synthesizer of Confucian Learning 【I want an explanation for all things】 8. Emperor Ming Taizu 【I want to create welfare for the people】 9. Wang Yangming, the Philosopher-Governor General 【I want

everyone to be a sage】

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】

11. Chairman Mao Zedong, the Great Helmsman 【I want to wipe out all feudal vestiges】

12. The shaping of Chinese culture by these minds and dreams

13. The Chinese Dream now articulated

Teaching/Learning Methodology
(Note 3)

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.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Final Quiz	20%	√	√	√	√	
2. Class Discussion	10%	√	√	√	√	
3. Oral tutorial Presentation	20%	√	√	√	√	√
4. Draft 1 and 2 of the Final Essay	10%	√	√	√	√	√
5. Final Essay	40%	√	√	√	√	√
Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. The final 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.
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.
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.
4. The draft 1 and draft 2 of the final essay, which will be marked by ELC, help students to develop their research skills and

	<p>understanding of the essay, whereas fulfilling their English reading and writing requirement of the course.</p> <p>5. The final essay, 1500-2500 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>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures 	26 Hrs.
	<ul style="list-style-type: none"> ▪ Tutorials 	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Pre-class reading 	48 Hrs.
	<ul style="list-style-type: none"> ▪ Report and essay writing 	36 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<p><u>General Reading (alphabetically arranged by author)</u></p> <ol style="list-style-type: none"> 1. Ebrey, Patricia Buckley, ed. <i>Chinese Civilization: A Sourcebook</i>. New York: Free Press, 1993 (2nd ed., rev. and expanded). 2. Huang, Siu-chi. <i>Essentials of Neo-Confucianism: Eight Major Philosophers of the Song and Ming Periods</i>. Westport, Conn.: Greenwood Press, 1999. 3. Michael Nylan and Michael Loewe, eds. <i>China's Early Empires: A Reappraisal</i>. Cambridge: Cambridge University Press, 2010. 4. Mote, Frederick W. <i>Imperial China, 900-1800</i>. Cambridge, Mass.: Harvard University Press, 1999. 5. Victor H. Mair, Nancy S. Steinhardt and Paul R. Goldin, eds. <i>Hawai'i Reader in Traditional Chinese Culture</i>. Honolulu: University of Hawai'i Press, 2005. 6. Wills, John E. (John Elliot). <i>Mountain of Fame: Portraits in Chinese History</i>. Princeton, N.J.: Princeton University Press, 1994. <p><u>The Duke of Zhou</u></p> <ol style="list-style-type: none"> 7. Creel, Herrlee G. <i>The Birth of China: A Study of the Formative Period of Chinese Civilization</i>. New York: Reynal & Hitchcock, c1937. 8. Hsiao, Kung-chuan. <i>A History of Chinese Political Thought</i>, trans. F.W. Mote. Princeton, N.J.: Princeton University Press, 1979. <p><u>Confucius</u></p>	

9. Nylan, Michael and Thomas Wilson. *Lives of Confucius: Civilization's Greatest Sage Through the Ages*. New York: Doubleday, 2010. (ER 293 pages)

9. Confucius. *The Confucius* (edited and translated with notes by Lin Yutang; illustrated by Jeanyee Wong). New York: Illustrated Modern library, 1943. (Or the version under the title *The Wisdom of Confucius* published in London by Joseph, 1938).

The First Emperor

10. Li Yu-ning, ed. *The First Emperor of China*. White Plains, N.Y.: International Arts and Sciences Press, 1975.

11. Sima, Qian. *The First Emperor: Selections from the Historical Records* (translated with an introduction and notes by Raymond Dawson; preface by K. E. Brashier). Oxford; New York: Oxford University Press, 2007.

12. Wood, Frances. *The First Emperor of China*. London: Profile, 2007.

Sima Qian

13. Durrant, Stephen W. *The Cloudy Mirror: Tension and Conflict in the Writing of Sima Qian*. Albany: State University of New York Press, 1995.

14. Hardy, Grant. *Worlds of Bronze and Bamboo: Sima Qian's Conquest of History*. New York: Columbia University Press, 1999.

15. Sima, Qian. *Records of the Historian: Chapters from the Shih Chi of Ssu-ma Ch'ien* (Translated by Burton Watson). New York: Columbia University Press, 1969.

Wang Anshi

16. Liu, James T. C. *Reform in Sung China; Wang An-shih (1021- 1086) and His New Policies*. Cambridge: Harvard University Press, 1959.

Zhu Xi

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

18. Gardner, Daniel K. *Chu Hsi and the Ta-hsueh: Neo-Confucian Reflection on the Confucian Canon*. Cambridge, Mass.: Council on East Asian Studies, Harvard University, 1986.

19. Andrew, Anita M. and John A. Rapp. *Autocracy and China's Rebel Founding Emperors: Comparing Chairman Mao and Ming Taizu*. Lanham: Rowan & Littlefield Publishers, c2000.

20. 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.

21. 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.

Wang Yangming

22. Ching, Julia. *To Acquire Wisdom: The Way of Wang Yang-ming*. New York: Columbia University Press, 1976.

23. Tu, Weiming. *Neo-Confucian Thought in Action: Wang Yangming's Youth (1472-1509)*. Berkeley: University of California Press, 1976.

Sun Yat-sen

24. Bergère, Marie-Claire. *Sun Yat-sen* (translated from the French by Janet Lloyd). Stanford: Stanford University Press, 1998.

25. Wu, Jingxiong. *Sun Yat-sen; The Man and His Ideas*. Taipei: Published for Sun for the Yat-sen Cultural Foundation by the Commercial Press, 1971.

Mao Zedong

26. Barmé, Geremie R. *Shades of Mao: The Posthumous Cult of the Great Leader*. Armonk, NY: M.E. Sharpe, 1996.

27. Hay, Jeff, ed. *The Chinese Cultural Revolution*. Detroit: Greenhaven Press, 2012.

28. Kraus, Richard Curt. *The Cultural Revolution: A Very Short Introduction*. New York: Oxford University Press, 2012.

29. Spence, Jonathan. *Mao Zedong*. New York: Viking, 1999.

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