

**The Hong Kong Polytechnic University**  
**Subject Description Form**

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

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| <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/<br/>Co-requisite/<br/>Exclusion</b>               | Exclusion: CHC2CM42, FH2CM04 and FH2CM04P  |
| <b>Objectives</b>   | 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.  |
| <b>Intended Learning Outcomes</b><br><i>(Note 1)</i>                | Upon completion of the subject, students will be able to:<br>A. know the life and thought of a number of greatest personalities in Chinese history,<br>B. see how China was like in the times these figures lived,<br>C. see what deeds and values that have drawn admiration of the Chinese through times,<br>D. appreciate, even through translation, the beauty of Chinese language uttered by these minds or written about them, and<br>E. fulfill the requirement of Chinese reading and writing  |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b><br><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. Chairman Mao Zedong, the Great Helmsman 【I want to wipe out all feudal vestiges】</p> <p>12. The shaping of Chinese culture by these minds and dreams</p> <p>13. The Chinese Dream now articulated</p>  |                                   |             |   |   |   |  |  |   |   |   |   |   |               |     |   |   |   |   |  |                     |     |   |   |   |   |  |                               |     |   |   |   |   |   |                                     |     |   |   |   |   |   |                |     |   |   |   |   |   |       |       |  |  |  |  |  |
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| <p><b>Teaching/Learning Methodology</b><br/>(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><br/>(Note 4)</p> | <table border="1" data-bbox="536 824 1406 1503"> <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<br/>(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. Final Quiz</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Class Discussion</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>3. Oral tutorial Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Draft 1 and 2 of the Final Essay</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>5. Final Essay</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></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>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.</li> <li>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>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>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<br>(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 % |  |  |  |  |  |
| Specific assessment methods/tasks  | % weighting   |                                   |             | Intended subject learning outcomes to be assessed<br>(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 %   |                                   |             |   |   |   |  |  |   |   |   |   |   |               |     |   |   |   |   |  |                     |     |   |   |   |   |  |                               |     |   |   |   |   |   |                                     |     |   |   |   |   |   |                |     |   |   |   |   |   |       |       |  |  |  |  |  |

|                                      |   |          |
|--------------------------------------|---|----------|
|                                      | <p>understanding of the essay, whereas fulfilling their Chinese reading and writing requirement of the course.</p> <p>5. The final essay, 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>  |          |
| <b>Student Study Effort Expected</b> | Class contact:  |          |
|                                      | <ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>  | 26 Hrs.  |
|                                      | <ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>   | 13 Hrs.  |
|                                      | Other student study effort:   |          |
|                                      | <ul style="list-style-type: none"> <li>▪ Pre-class reading</li> </ul>   | 48 Hrs.  |
|                                      | <ul style="list-style-type: none"> <li>▪ Report and essay writing</li> </ul>  | 36 Hrs.  |
|                                      | Total student study effort  | 123 Hrs. |
| <b>Reading List and References</b>   | <p><u>通論</u></p> <p>伊佩霞著，趙世瑜、趙世玲、張宏豔譯，《劍橋插圖 中國史》。濟南：山東畫報出版社, 2002。</p> <p>司馬遷，《史記》。北京：中華書局, 1959。</p> <p><u>周公</u></p> <p>蕭公權，《中國政治思想史》。臺北：聯經出版事業公司, 1982。</p> <p>錢穆，《周公》。台北：聯經出版事業公司, 1994。</p> <p>楊朝明，《周公》。濟南：山東文藝出版社, 2004。</p> <p><u>孔子</u></p> <p>梁啟超，《孔子》。中華書局, 1936。</p> <p>倪培民（著）、李子華（譯），《孔子：人能弘道》。上海：上海人民出版社, 2013。（CR 213 頁）</p> <p>蕭進銘，《孔子：千古不磨的人格典型》。臺北市：幼獅文化 事業公司, 1994。</p> <p>秦始皇 楊寬，《秦始皇》。上海：上海人民出版社, 1956。</p> <p>古方，《秦風永駐：秦始皇·始皇陵·兵馬俑》。成都市：四川教育出版社, 1996。（186 頁）</p> <p>王立群，《王立群讀〈史記〉之秦始皇》。桂林市：廣西師範 大學出版社, 2008-2009。</p> |          |

### 司馬遷

李長之，《司馬遷之人格與風格；道教徒的詩人李白及其痛苦》。北京：商務印書館，2011。

胡佩章，《司馬遷和史記》。北京：中華書局，1962；上海：上海古籍出版社，1979。（CR 91 頁）

### 王安石

鄧廣銘，《北宋政治改革家王安石》。北京：人民出版社，1997。

梁啟超，《王安石傳》。天津：百花文藝出版社，2006。

### 朱熹

周予同，《朱熹》。上海：商務印書館，1929。

陳榮捷，《朱熹》。臺北：東大圖書公司，1990。

### 朱元璋（明太祖）

吳晗，《朱元璋傳》。北京：人民出版社，1985。

朱鴻林（編），《明太祖的治國理念及其實踐》。香港：中文大學出版社，2010。

### 王陽明

錢明，《儒學正脈：王守仁傳》。杭州：浙江人民出版社，2006。

秦家懿，《王陽明》。北京市：三聯書店，2011。

### 孫中山

邵傳烈，《孫中山》。上海：上海人民出版社，1980。（192 頁）

保羅·林百克，《孫中山》。北京：東方出版社，2013。

### 毛澤東

蔣建農，《毛澤東》。石家莊市：河北人民出版社，1997。

唐能賦，《毛澤東的倫理思想》。重慶：西南師範大學出版社，1993。

竹內實著，張會才、程麻、盧潔譯，程麻編校，《毛澤東的詩詞、人生和思想》。北京：中國人民大學出版社，2012。

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