

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Chinese History) Bachelor of Education (Honours) (History)
Programme QF Level	: 5
Course Title	: Historiography
Course Code	: HIS4015
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 4

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 provides students with a comprehensive understanding of and insight into the history profession and in particular to the development of historiography: the theory and history of historical writing. Throughout the course, students will be provided with an opportunity to engage with both classical and contemporary historical studies (in the field of the instructor's expertise) in order to more fully understand how history has evolved, the type of 'big questions' that historians seek to answer, as well as the new directions and approaches the discipline of history takes. As part of this process, the course examines the various competing theories that have helped shape the different visions, frameworks and approaches of historians down through the years. Although theories are introduced in a chronological order, students are encouraged to read widely and to contrast and evaluate different streams and traditions of historical thought and writing throughout the course.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Articulate questions, evolution and/or new directions of a particular field or a theoretical school;
- CILO₂ Interpret different theories and evaluate their strengths and weaknesses; and
- CILO₃ Evaluate the theories in reading historical works and produce in-depth historical narratives and analyses by applying the theories to do empirical research.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● Introduction	<i>CILO_{1,2,3}</i>	Lecture, Q&A, and discussion.
● Scholarship I: Classics, Political and Intellectual History. Scholarship II: Social History, Cultural History, New Directions.	<i>CILO₁</i>	Lecture, Q&A, and group discussion.
● Annales School: Braudel, <i>The Mediterranean and the Mediterranean World in the Age of Philip II</i> .	<i>CILO_{2,3}</i>	Lecture, reading, and Q&A.
● Marxism: Karl Marx, "Marx on the History of His Opinions" and Engels, "Letters on Historical Materialism".	<i>CILO_{1,2}</i>	Lecture, text analysis, group discussion, and group presentation.

<ul style="list-style-type: none"> ● Historical Critique of Modernity: Friedrich Nietzsche, <i>On the Advantage and Disadvantage of History for Life</i>. 	<i>CILO</i> _{1,2}	Lecture, reading, text analysis, and Q&A.
<ul style="list-style-type: none"> ● New Marxism: Antonio Gramsci, <i>On Hegemony</i>. 	<i>CILO</i> _{1,2}	Lecture, text analysis, Q&A, and group presentation.
<ul style="list-style-type: none"> ● The Influence of other disciplines: <ul style="list-style-type: none"> ➤ Cultural Anthropology: Geertz, <i>The Interpretation of Cultures</i> OR ➤ Literature: Hayden White and Dominick LaCapra. 	<i>CILO</i> _{1,2,3}	Lecture, Q&A, group discussion, and group presentation.
<ul style="list-style-type: none"> ● Postmodernism: Foucault, <i>The History of Sexuality</i>. 	<i>CILO</i> _{1,2}	Lecture, reading, text analysis, and Q&A.
<ul style="list-style-type: none"> ● Imperialism and Colonialism: Edward Said, <i>Orientalism & Benedict Anderson, <i>Imagined Communities</i></i>. 	<i>CILO</i> _{2,3} (<i>etc.</i>)	Lecture, reading, text analysis, and discussion.

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Group Presentation: Students are expected to read the assigned readings, discuss with their group mates, and then respond to questions given by the instructor.	20%	<i>CILO</i> _{1,2}
(b) Short Essay (1,000 words): Students are required to write a historiographic overview on a specific topic. The overview must show students have read the literature of the field extensively.	30%	<i>CILO</i> ₁
(c) Final Paper (1,500-2,000 words): Students are required to choose one of the assigned questions. Students must make arguments by using first hand sources and employing one of the theories covered in the course as the framework of the paper. Towards the end of the paper, students are required to use the empirical research to evaluate the strength and weaknesses of the theory they have chosen.	50%	<i>CILO</i> _{1,2,3} (<i>etc.</i>)

5. Required Text(s)

- Meisner, M. J. (2007). *Mao Zedong: a Political and Intellectual Portrait*. Cambridge; Malden, MA: Polity.
- Braudel, F. (1972). *The Mediterranean and the Mediterranean World in the Age of Philip II*. New York: Harper & Row.
- Foucault, M. (1978). *The History of Sexuality: An Introduction*. New York: Vintage Books.
- Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Gramsci, A. (1971). *Selection from the Prison Notebook*. London: Lawrence and Wishart.
- Nietzsche, F. (1980) *On the Advantage and Disadvantage of History for Life*. Indianapolis, Cambridge: Hackett Publishing Company, INC.
- Said, E. (1979). *Orientalism*. New York: Vintage Books.
- Tucker, R.C. (1978). *The Marx-Engels: Reader*. New York, London: W.W. Norton & Company.

6. Recommended Readings

- Anagnost, A. (1997). *National Past-Times: Narrative, Representation, and Power in Modern China*. Durham, NC: Duke University Press.
- Anderson, B. (2002). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised Edition. London: Verso Books.
- Budd, A. (ed.). (2008). *The Modern Historiography Reader: Western Sources*. London: Routledge.
- Chambers, John Whiteclay II and Culbert, David, ed. *World War II, Film and History* (New York: Oxford University Press, 1996), p.37.
- Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press.
- Cheung, K.M. Eileen (2012). *Historiography: An Introductory Guide*. London, New York: Continuum.
- Crossley, P. (1999). *Translucent Mirror: History and Identity in Qing Imperial Ideology*. Berkeley: University of California Press.
- Crossley, P. K. (1990). "Thinking about Ethnicity in Early Modern China." *Late Imperial China* 10(1): 1-35.
- Dikotter, F. (1992). *The Discourse of Race in Modern China*. Stanford: Stanford Uni. Press.
- Duara, P. (1995). *Rescuing History From the Nation: Questioning Narratives of Modern China*. Chicago: University of Chicago Press.
- Duara, P. (2003). *Sovereignty and Authenticity : Manchukuo and the East Asian Modern*. Lanham, MD: Rowman & Littlefield Publishers.
- Eley, G. and Ronald G. S. eds. (1996). *Becoming National: A Reader*. Oxford: Oxford University Press.
- Elliott, M. C. (2001). *The Manchu Way: The Eight Banners and Ethnic Identity in Late Imperial China*. Stanford: Stanford University Press.
- Fitzgerald, J. (1995). *Awakening China: Politics, Culture and Class in the Nationalist Revolution*. Stanford: Stanford University Press.
- Fitzpatrick, S. (1994) *Stalin's Peasants: Resistance & Survival in the Russian Village after Collectivization*. New York, Oxford: Oxford University Press.
- Gellner, E. (1983). *Nations and Nationalism*. Ithaca: Cornell University Press.
- Gerth, K. (2003). *China Made: Consumer Culture and the Creation of the Nation*. Cambridge, MA.: Harvard University Asian Center.

- Hobsbawm, E. (2002). *Nations and Nationalism since 1780: Programme, Myth and Reality*. Cambridge: Cambridge University Press.
- Hobsbawm, Er and Terence R., eds. (2005). *The Invention of Tradition*. Cambridge: Cambridge University Press.
- Howland, D. (1996). *Borders of Chinese Civilization: Geography and History at Empire's End*. Durham, NC: Duke University Press.
- Iggers, G.G. (2008). *A Global History of Modern Historiography*. London: Routledge.
- Karl, R. (2002). *Staging the World: Chinese Nationalism at the Turn of the Twentieth Century*. Durham, NC: Duke University Press.
- Scott, J. (1990). *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press.
- Scott, J. (1990). *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press.
- Spalding, R. (2007). *Historiography: An Introduction*. Manchester: Manchester University Press.
- Thompson, E.P. (1966). *The Making of the English Working Class*. New York: Vintage Books.
- Tucker, R.C. (1978). *The Marx-Engels: Reader*. New York, London: W.W. Norton & Company.

7. Related Web Resources

Nil

8. Related Journals

Nil

9. 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.

10. Others

Nil

6 October 2023