

Tamkang University Academic Year 111, 1st Semester Course Syllabus

Course Title	HISTORY OF MING AND CHING DYNASTIES	Instructor	
Course Class	TAHXB4P DEPARTMENT OF HISTORY, 4P	Details	◆ General Course ◆ Required ◆ 1st Semester
Relevance to SDGs	SDG4 Quality education		
D e p a r t m e n t a l A i m o f E d u c a t i o n			
I . To train students in the study of history and the uses of historical knowledge. II. To develop historical thinking skills with objectivity and independent judgment. III. To provide information on career opportunities in various levels of Government service, teaching, cultural interpretation, and the administration of historical documents and local history.			
Subject Departmental core competences			
A. The abilities of history data collection.(ratio:20.00) B. The capabilities of analyzing, organizing, and utilizing history data.(ratio:30.00) C. To equip with the foundation of field study and applied history.(ratio:20.00) D. To learn professional knowledge from different fields of history and building up ones artistic and cultural quality.(ratio:30.00)			
Subject Schoolwide essential virtues			
1. A global perspective. (ratio:25.00) 2. Information literacy. (ratio:10.00) 3. A vision for the future. (ratio:10.00) 4. Moral integrity. (ratio:10.00) 5. Independent thinking. (ratio:25.00) 6. A cheerful attitude and healthy lifestyle. (ratio:5.00) 7. A spirit of teamwork and dedication. (ratio:10.00) 8. A sense of aesthetic appreciation. (ratio:5.00)			

Course Introduction	<p>This course is about the Ming and Qing Dynasties, the last two dynasties of the imperial China period. Students will be offered lectures and expected to join in discussion. This course will focus on the society and culture with multiple perspectives from analyzing primary sources and reading second literatures. By taking this course, students will understand the development of the two dynasties. In the end of this semester, students can know how to conduct historical analyses and how to use historical critical thinkings in a practical way.</p>
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The correspondences between the course's instructional objectives and the cognitive, affective, and psychomotor objectives.

Differentiate the various objective methods among the cognitive, affective and psychomotor domains of the course's instructional objectives.

- I. Cognitive : Emphasis upon the study of various kinds of knowledge in the cognition of the course's veracity, conception, procedures, outcomes, etc.
- II. Affective : Emphasis upon the study of various kinds of knowledge in the course's appeal, morals, attitude, conviction, values, etc.
- III. Psychomotor: Emphasis upon the study of the course's physical activity and technical manipulation.

No.	Teaching Objectives	objective methods
1	<p>To help students understand the development of the two dynasties.</p> <p>To help students know how to conduct historical analyses.</p> <p>To help students know how to use historical critical thinkings in a practical way.</p>	Cognitive

The correspondences of teaching objectives : core competences, essential virtues, teaching methods, and assessment

No.	Core Competences	Essential Virtues	Teaching Methods	Assessment
1	ABCD	12345678	Lecture	Testing

Course Schedule

Week	Date	Course Contents	Note
1	111/09/05 ~ 111/09/11	Introduction	
2	111/09/12 ~ 111/09/18	Division between south and north in Yuan and Ming	
3	111/09/19 ~ 111/09/25	Division between south and north in Yuan and Ming	
4	111/09/26 ~ 111/10/02	Business Revolution in the reign of Jiajing	
5	111/10/03 ~ 111/10/09	Business Revolution in the reign of Jiajing	

6	111/10/10 ~ 111/10/16	Change of social value system	
7	111/10/17 ~ 111/10/23	Change of social value system	
8	111/10/24 ~ 111/10/30	Interaction between law and society	
9	111/10/31 ~ 111/11/06	Interaction between law and society	
10	111/11/07 ~ 111/11/13	Midterm Exam Week	
11	111/11/14 ~ 111/11/20	Culture and fashion	
12	111/11/21 ~ 111/11/27	Culture and fashion	
13	111/11/28 ~ 111/12/04	Crisis of Sixteenth Century	
14	111/12/05 ~ 111/12/11	Crisis of Sixteenth Century	
15	111/12/12 ~ 111/12/18	Crisis of Seventeenth Century	
16	111/12/19 ~ 111/12/25	Crisis of Seventeenth Century	
17	111/12/26 ~ 112/01/01	Review	
18	112/01/02 ~ 112/01/08	Final Exam Week	
Requirement			
Teaching Facility		Computer	
Textbooks and Teaching Materials		Timothy Brook, The Chinese state in Ming society, London; New York: Routledge Curzon, 2005.	
References		<p>Timothy Brook, The Troubled Empire: China in the Yuan and Ming Dynasties, Cambridge, Mass.: Belknap Press of Harvard University Press, 2010.</p> <p>Denis Twitchett and John K. Fairbank, The Cambridge history of China: The Ming Dynasty, 1368-1644, Cambridge: New York: Cambridge University Press, 1978.</p> <p>Kenneth Pomeranz, The Great Divergence: China, Europe, and the making of the modern world economy, Princeton: Oxford: Princeton University Press, 2000.</p> <p>Andre Gunder Frank, ReOrient: Global Economy in the Asian age, Berkeley, Calif.: University of California Press, 1998.</p> <p>Timothy Brook, The Confusions of Pleasure: Commerce and Culture in Ming China, Berkeley: University of California Press, 1998.</p>	
Number of Assignment(s)		(Filled in by assignment instructor only)	
Grading Policy		<p>◆ Attendance : 20.0 % ◆ Mark of Usual : % ◆ Midterm Exam : 40.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other < > : %</p>	

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
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