

## Tamkang University Academic Year 113, 1st Semester Course Syllabus

Course Title	HISTORY OF MING AND CHING DYNASTIES	Instructor	WU, JING-JIE
Course Class	TAHXB2A DEPARTMENT OF HISTORY, 2A	Details	<ul style="list-style-type: none"> <li>◆ General Course</li> <li>◆ Required</li> <li>◆ 1st Semester</li> <li>◆ 3 Credits</li> </ul>
Relevance to SDGs	SDG4 Quality education		
Departmental Aim of Education			
<p>I. To train students in the study of history and the uses of historical knowledge.</p> <p>II. To develop historical thinking skills with objectivity and independent judgment.</p> <p>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opportunities in various levels of Government service, teaching, cultural interpretation, and the administration of historical documents and local history.</p>			
Subject Departmental core competences			
<p>A. The abilities of history data collection.(ratio:20.00)</p> <p>B. The capabilities of analyzing, organizing, and utilizing history data.(ratio:30.00)</p> <p>C. To equip with the foundation of field study and applied history.(ratio:20.00)</p> <p>D. To learn professional knowledge from different fields of history and building up ones artistic and cultural quality.(ratio:30.00)</p>			
Subject Schoolwide essential virtues			
<p>1. A global perspective. (ratio:25.00)</p> <p>2. Information literacy. (ratio:10.00)</p> <p>3. A vision for the future. (ratio:10.00)</p> <p>4. Moral integrity. (ratio:10.00)</p> <p>5. Independent thinking. (ratio:25.00)</p> <p>6. A cheerful attitude and healthy lifestyle. (ratio:5.00)</p> <p>7. A spirit of teamwork and dedication. (ratio:10.00)</p> <p>8. A sense of aesthetic appreciation. (ratio:5.00)</p>			

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.</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>Students will understand the development of the two dynasties.</p> <p>Students can know how to conduct historical analyse.</p> <p>Students can 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, Discussion	Testing

**Course Schedule**

Week	Date	Course Contents	Note
1	113/09/09 ~ 113/09/15	Introduction	
2	113/09/16 ~ 113/09/22	Division between south and north in Yuan and Ming	
3	113/09/23 ~ 113/09/29	Division between south and north in Yuan and Ming	
4	113/09/30 ~ 113/10/06	Business Revolution in the reign of Jiajing	
5	113/10/07 ~ 113/10/13	National Day	

6	113/10/14 ~ 113/10/20	Business Revolution in the reign of Jiajing	
7	113/10/21 ~ 113/10/27	Change of social value system	
8	113/10/28 ~ 113/11/03	Midterm Review	
9	113/11/04 ~ 113/11/10	Midterm Exam Week	
10	113/11/11 ~ 113/11/17	Interaction between law and society	
11	113/11/18 ~ 113/11/24	Interaction between law and society	
12	113/11/25 ~ 113/12/01	Printing and information	
13	113/12/02 ~ 113/12/08	Printing and information	
14	113/12/09 ~ 113/12/15	Crisis of Sixteenth Century	
15	113/12/16 ~ 113/12/22	Crisis of Seventeenth Century	
16	113/12/23 ~ 113/12/29	Final exam review	
17	113/12/30 ~ 114/01/05	Final Exam Week	
18	114/01/06 ~ 114/01/12	Flex week, learning activities should be arranged.	
Key capabilities	self-directed learning Social Participation Humanistic Caring Problem solving		
Interdisciplinary			
Distinctive teaching			
Course Content	Logical Thinking		
Requirement			

Textbooks and Teaching Materials	Self-made teaching materials:Presentations
References	<p>Timothy Brook, <i>The Troubled Empire: China in the Yuan and Ming Dynasties</i>, Cambridge, Mass.: Belknap Press of Harvard University Press, 2010.</p> <p>Denis Twitchett and John K. Fairbank, <i>The Cambridge history of China: The Ming Dynasty, 1368-1644</i>, Cambridge: New York: Cambridge University Press, 1978.</p> <p>Kenneth Pomeranz, <i>The Great Divergence: China, Europe, and the making of the modern world economy</i>, Princeton: Oxford: Princeton University Press, 2000.</p> <p>Andre Gunder Frank, <i>ReOrient: Global Economy in the Asian age</i>, Berkeley, Calif.: University of California Press, 1998.</p> <p>Timothy Brook, <i>The Confusions of Pleasure: Commerce and Culture in Ming China</i>, Berkeley: University of California Press, 1998.</p>
Grading Policy	<p>◆ Attendance : 30.0 %    ◆ Mark of Usual :        %    ◆ Midterm Exam : 30.0 %</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 <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>