

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	CHC1M52P
<b>Subject Title</b>	Tracing Eras and Intellectuals in Historical China - Digital Humanities Approach 數位人文視野下：中國歷史上的時代與知識份子
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p><i>The Analects</i> famously stated, “The officer may not be without breadth of mind and vigorous endurance. His burden is heavy and his course is long.” This quotation aptly captures the crucial role played by intellectuals, also known as ‘shi’, within the traditional Chinese social hierarchy. These scholar-officials held a pivotal position, shaping the political, governance, social, and cultural landscapes of imperial China.</p> <p>This course aims to study the major historical developments in China, examining the roles played by intellectuals across different eras and how they responded to the challenges of their time. Particularly, the course will utilize digital tools like Gephi and China Biographical Database Project (CBDB) to reveal how these scholar-officials leveraged their marriage, family, and friendship networks to drive reforms in the imperial courts, reconstruct social order, and shape cultural customs in line with their political ideals and aspirations, as the course will explore how intellectuals proposed solutions to the pressing problems of their era and promoted progress.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) examine the major historical developments and distinguishing characteristics of different periods in Chinese history through the perspective of intellectuals</li> <li>(b) cultivate abilities in historical critical thinking and analysis</li> <li>(c) facilitate the development of proficiencies in recognizing and applying digital research methodologies pertinent to the field of digital humanities</li> <li>(d) leverage digital tools and methodologies to explore and cultivate deeper understandings of Chinese history, culture, and other traditional knowledge domains</li> <li>(e) Fulfil Chinese Reading and Writing Requirements</li> </ul>

**Subject Synopsis/  
Indicative Syllabus**

(Note 2)

**1. Axial Breakthrough and the Ritual Tradition**

This topic focuses on examining the emergence of Confucianism as a pivotal “Axial Breakthrough” in ancient China, representing a significant ideological transformation rooted in the existing ritual traditions, by exploring how Confucius, in the turbulent era of the Spring and Autumn Period, sought to articulate a new moral and political philosophy that would restore social harmony and stability.

**2. Ancient China in Transition: An Analysis of Social Mobility in the Spring and Autumn Period and Warring States Period**

This topic focuses on examining the changing social landscape that emerged during the Spring and Autumn Period and Warring States Period in ancient China, which provided the fertile grounds for the rise of a new class of intellectuals known as the shi. As the various warring states competed for supremacy, these scholar-officials became increasingly influential as political advisors, strategists, and administrators - leveraging their expertise in philosophy, statecraft, and military affairs to shape the trajectories of the competing state.

**3. Confucian Orthodoxy and the Rise of Civil Governance in the Han Dynasty**

This topic examines the rise of Confucianism as state orthodoxy in the Han dynasty, enabling the ascendance of civil governance and influential Confucian scholars. Han emperors promoted Confucian philosophy, empowering a new class of Confucian-educated officials and diminishing military aristocrats. Notable thinkers like Zheng Xuan(127-200) and Ma Rong(79-166) shaped Han governance through their works on Confucian classics and statecraft. However, factional infighting towards the dynasty's end threatened the Confucian political order in the “Disasters of the Partisan Prohibitions”.

**4. The Émigré Elite Families of the Northern and Southern Dynasties**

This topic examines the rise of Émigré Elite Families during the Wei-Jin and Northern and Southern Dynasties period, and how they came to dominate the political power at the time, contributing to the chaos and coups of that era. The analysis will focus particularly on the Sima family, leveraging digital tools to reveal how they utilized their extensive marriage and friendship networks to consolidate their political supremacy.

**5. Cosmopolitan Culture of the Tang Aristocracy**

This topic aims to utilize the Tang dynasty epitaphs to examine the rise and fall of the Tang aristocracy, delving into the underlying elements and social networks that drove these significant sociopolitical shifts.

This topic will have a particular focus on key figures such as: Fang Xuanling (579-648) and Li Deyu (787-850), examining their political networks, which were shaped by the Guanlong Group and nobles from Shandong, among others, to shed light on the dynamics that influenced the fortunes of the Tang aristocracy. To facilitate this exploration, the study will leverage the China Biographical Database (CBDB) and geographical information systems (GIS) tools.

**6. The Political Culture of Scholar-Officials in the Song Dynasty**

This topic examines the political aspirations and reform efforts of three prominent intellectuals during the Song dynasty: Fan Zhongyan (989-1052), Wang Anshi (1021-1086), and Zhu Xi (1130-1200). It will explore how these individuals sought to reshape the country and society through their policy proposals and governance initiatives, with a focus on analyzing their social networks using the China Biographical Database (CBDB) and network visualization software like Gephi to

	<p>shed light on how they leveraged their social connections and ideological influence to advance their visions for political and social reform during the Song period.</p> <p><b>7. The Alien-Ruling Confucian Intellectuals in Conquest Dynasties</b></p> <p>This topic examines the significant role that intellectuals, such as Yelu Chucai (1190-1244), played in the governance and institutional development of the Mongol Empire and the subsequent Yuan dynasty. Despite their Khitan or non-Han origins, these intellectuals were deeply influenced by Confucianism and were able to leverage their expertise to shape the policies and structures of the ruling Mongol regime.</p> <p><b>8. Statecraft Ideals and their Implementation in Ming China</b></p> <p>This topic examines the statecraft ideals that emerged during the Ming dynasty, highlighting how representative intellectuals such as Qiu Jun (1421-1495) and Wang Yangming (1472-1529) put forward their visions for reforming the state, society, and ideology through their works and philosophical systems, with the analysis leveraging AI and digital tools to aid in the close reading and interpretation of these intellectuals' ideas.</p> <p><b>9. Western Challenges and the Response of Late Qing Intellectuals</b></p> <p>This topic examines how eminent intellectuals such as Wei Yuan(1794-1857) and Yan Fu(1854-1921) navigated the late Qing in the face of foreign threats and the influx of Western knowledge.</p> <p><b>10. Rescuing the Nation: The Rise of Modern Chinese Intellectuals</b></p> <p>This topic focuses on how Liang Qichao (1873-1929) and Hu Shi (1891-1962), two of the greatest and most influential intellectuals in modern Chinese history, helped save the country through their scholarship and advocacy. The analysis will leverage database resources and big data analysis to shed light on the shaping concepts and the broader ideological landscapes that influenced their work and impact.</p>
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>Lectures will provide the theoretical framework to analyze the subject matter, while tutorials will facilitate in-depth discussions of selected topics from the assigned readings and digital tools. Students, working in teams, will be required to deliver oral presentations on assigned topics, enabling them to reflect on and consolidate their learning. A midterm quiz will assess students' comprehension of the course content. A term paper will further solidify students' knowledge of the subject while cultivating their independent thinking and writing skills. Students are encouraged to leverage digital tools to enhance their presentations and term paper research and writing.</p>

**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. Quiz	30	✓	✓			✓
2. Presentation	30	✓	✓	✓	✓	✓
3. Term Paper (CW requirement)	40 (10% graded by the CLC and 30% by the subject instructor)	✓	✓	✓	✓	✓
<b>Total</b>	<b>100 %</b>					

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

For the tutorial sessions, the class will be given readings on designated topics. Students will work in groups to analyze and summarize the viewpoints and arguments presented, and then deliver an oral presentation. Other students in the class will be encouraged to engage in a discussion based on the materials and presentation, thereby enhancing their critical thinking and comprehensive understanding of this subject.

The quiz will include both factual and interpretive questions that challenge students to construct arguments related to ILOs (a), (b) &(e). Additionally, some questions will be based on readings related to ILO (e). Students are required to submit a term paper of 2000- 3000 words with detailed footnotes and references to fulfill the coursework requirement. Students may choose to submit the term paper on a particular topic that reflects their comprehensive training in ILOs (a) to (d) and demonstrates their ability to apply that knowledge.

The Term Paper will serve as the writing requirement, and will be assessed as part of the overall performance evaluation for the subject. To pass the subject, students must achieve a grade of D or above on the Writing Requirement assignment to pass the subject. And students are expected to complete all the required readings on the reading list in order to fulfil the reading requirement.

**Student Study Effort Expected**

Class contact:	
▪ Lectures	26 Hrs.
▪ Tutorials	13 Hrs.
Other student study effort:	

	▪ Readings	40 Hrs.
	▪ Discussion	15 Hrs.
	▪ Writing	25 Hrs
	Total student study effort	119 Hrs.
<b>Reading List and References</b>	<p><b>Required readings (Total 457 pages):</b></p> <p>(CR) 余英時，〈古代知識階層的興起與發展〉，《中國知識階層史論》（台北：聯經，1980），頁 1-108。</p> <p>(CR)孫國棟：〈唐宋之際社會門第之消融——唐宋之際社會轉變研究之一〉，氏著，《唐宋史論叢》（香港：商務印書館，2000 增訂版），頁 272-352。</p> <p>(CR)余英時：〈明代理學與政治文化發微〉，載氏著：《宋明理學與政治文化》（台北：允晨文化，2004），頁 249-332。</p> <p>(CR)王汎森：〈新知識分子與學術社群的建立〉，載氏著：《中國近代學術與思想譜系》（台北：聯經，2003），頁 305-488。</p> <p><b>References:</b></p> <p>Nicolas Tackett（譚凱）著，胡耀飛、謝宇榮譯：《中古中國門閥大族的消亡》（北京：社會科學文獻出版社，2017）</p> <p>仇鹿鳴：《魏晉之際的政治權力與家族網路》（上海：上海古籍出版社，2015）</p> <p>毛漢光：《中國中古政治史論（二版）》（台北：聯經出版，2021）</p> <p>王汎森：《中國近代學術與思想譜系》（台北：聯經，2003）</p> <p>王汎森：《天才為何成群地來：知識創造的人文向度》（台北：允晨文化，2019）</p> <p>朱鴻林：《儒者思想與出處》（北京：三聯書店，2014）</p> <p>余英時：《士與中國文化》（上海：上海人民出版社，2003）</p> <p>余英時：《中國知識階層史論：古代篇（二版）》（台北：聯經出版，2019）</p> <p>余英時：《中國歷史轉型時期的知識分子》（台北：聯經出版，1992）</p> <p>余英時：《朱熹的歷史世界：宋代士大夫政治文化的研究》（台北：允晨文化，2003）</p> <p>余英時：《宋明理學與政治文化》（臺北：允晨文化，2004）</p> <p>余英時：《重尋胡適歷程：胡適生平與思想再認識（增訂版）》（台北：聯經出版，2014）</p> <p>余英時：《士與中國文化》（上海：上海人民出版社，2012）</p> <p>呂妙芬：《陽明學士人社群：歷史、思想與實踐》（北京：北京師範大學出版社，2017）</p>	

	<p>許倬雲著，鄒水傑譯，《中國古代社會史論——春秋戰國時期的社會流動》（南寧：廣西師範大學出版社，2006）</p> <p>飯山知保：《另一種士人—金元時代的華北社會與科舉制度》（杭州：浙江大學出版社，2021）</p> <p>黃寬重：《孫應時的學宦生涯：道學追隨者對南宋中期政局變動的因應》（台北：台大出版中心，2018）</p> <p>蕭啟慶：《九州四海風雅同：元代多族士人圈的形成與發展》（台北：聯經出版，2012）</p> <p>閻步克，《士大夫政治演生史稿》。北京：北京大學出版社，2015。</p>
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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