The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CHC334
Subject Title	The Art of Reading Texts, Images, and Objects in Chinese Culture
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	Research into any aspect of Chinese culture relies on using a particular form of primary source, such as text, image, and object. This subject introduces a range of methods to find, contextualize, and analyse these different forms of primary sources. Specifically, it exemplifies various ways to reconstruct the contexts and historical processes that shape primary sources. It also illustrates interdisciplinary approaches to unpack the multi-layered implications of primary sources by putting texts, images, and objects in dialogue with each other. Viewing primary sources as sites of interaction, rather than unquestionable evidence, this subject aims to let primary sources shed new light on pre-existed understandings of political institutions, daily social lives, and community memories in Chinese history and culture. After taking this subject, students will gain a good foundation in using primary sources and be prepared for developing capstone projects.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a) gain fundamental knowledge about primary sources on Chinese culture in terms of their major genres, distributions, catalogues, etc.; b) employ a range of tools and methods to find primary sources for particular research topics; c) develop rigorous research questions through contextualized, critical, and interdisciplinary analyses of primary sources; d) procure research and analytical skills that are foundational for developing capstone projects.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1) What is Primary Source? 2) Major Genres of Texts in Chinese Culture 3) Place Texts in Contexts

	4) Trace Texts in Processes
	5) Gain from Critical Reading: What the Text Says vs. What the Text Does
	6) Image as Eyewitness
	7) Image and Text: Dialogues and Tensions
	8) Let Objects Speak: Broaden the Scope of Historical Evidence
	9) The Social Lives of Things
	10) Moving Objects and the Making of the Global World
	11) Past as Present: Develop Observations into Research Questions
Teaching/Learning Methodology *(Note 3)*	This subject consists of lectures and tutorials. Lectures will provide the theoretical frame and introduce different tools, methods, and approaches for analysing primary sources. In addition, this subject assigns a piece of primary source as one of the readings each week. In the tutorials, students are expected to discuss different ways of analysing the primary sources in depth by employing the tools, methods, and approaches introduced at the lectures. A mid-term presentation and a mid-term essay will be used to evaluate students' grasp of the specific methods for interpreting primary sources. A final research proposal will be used to evaluate students' ability to develop rigorous research questions based on contextualized and critical readings of primary sources.

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		
1. tutorial participation	20%	✓	✓	✓			
2. mid-term presentation	20%	✓	✓	✓			
3. mid-term essay	20%	✓	✓	✓	✓		
4. final research proposal	40%	✓	✓	✓	✓		
Total	100 %						

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

This subject aims to maximize the opportunities for students to actually work on primary sources. The four assessment methods are all designed to fulfil this goal.

Tutorial participation reflects how students grasp the analytical methods introduced each week, which is therefore graded to assess learning outcomes a, b, and c.

During the mid-term, each student needs to select one piece of primary source assigned for this subject and find at least two pieces of additional primary sources that complicate the assigned primary source (e.g. sources that indicate new contexts, sources that present conflicting information). Each student needs to give an oral presentation of the primary sources they select in the form of a curated exhibition. In this presentation, they need to use one central theme to connect the primary sources they select and explain their relations. The presentation will be graded to assess learning outcomes a, b, and c. They also need to write a mid-term essay in the format of an exhibition catalogue that further expounds on the connections and tensions between the primary sources they exhibit. This essay can be used to assess learning outcomes a, b, c, and d.

By the end of the term, students need to develop a research proposal based on the primary sources they have selected for their mid-term project. In this research proposal, students need to identify three to five secondary studies that are related to their selected primary sources. They have to analyze how the primary sources might offer new angles to further the discussions or debates in the secondary studies. This final assignment is used to assess learning outcomes a, b, c, and d.

Student Study Effort Expected	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	35 Hrs.
	▪ writing	35 Hrs.
	▪ discussion and preparation for presentation	11 Hrs.
	Total student study effort	120 Hrs.

Reading List and References	1. 劉大鵬著、喬志強註：《退想齋日記》。北京：北京師範大學出版社，2020。
	2. 陳垣：《史源學實習及清代史學考證法》。北京：商務印書館，2014。
	3. 王國維：《古史新證：王國維最後的講義》。北京：清華大學出版社，1994。

4. 張我德、楊若荷、裴燕生：《清代文書》。北京：中國人民大學出版社，1996。

5. 莊吉發：《清朝奏折制度》。北京：故宮出版社，2016。

6. 葛兆光：《漢字的魔方》。上海：復旦大學出版社，2016。

7. 葛兆光:《宅茲中國：重建有關「中國」的歷史論述》。北京：中華書局，2011。

8. 揚之水：《古詩文名物新證》。北京：紫禁城出版社，2004。

9. 趙世瑜：《在空間中理解時間：從區域社會史到歷史人類學》。北京：北京大學出版社，2017。

10. 賴毓芝編：《物見：四十八位物件閱讀者，與他們所見的世界》。台北：遠足文化，2022。

11. Appadurai, Arjun. *The Social Life of Things: Commodities in Cultural Perspective*. Cambridge: Cambridge University Press, 1988.

12. Brook, Timothy. *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World*. London: Bloomsbury Press, 2007.

13. Chartier, Roger. *The Order of Books: Readers, Authors, and Libraries in Europe Between the 14th and 18th Centuries*. Translated by Lydia G. Cochrane. Stanford: Stanford University Press, 1994.

14. Dennis, Joseph. *Writing, Publishing, and Reading Local Gazetteers*. Cambridge: Harvard University Asia Center, 2015.

15. Dykstra, Maura. *Uncertainty in the Empire of Routine: The Administrative Revolution of the Eighteenth-Century Qing State*. Cambridge: Harvard University Asia Center, 2022.

16. Ginzburg, Carlo. *Clues, Myths, and the Historical Method*. Translated by Anne C. Tedeschi. Baltimore: Johns Hopkins University Press, 1992.

17. Hay, Joanathan. *Sensuous Surfaces: The Decorative Object in Early Modern China*. London: Reaktion Books, 2008.

18. He, Yuming. *Home and the World: Editing the "Glorious Ming" in Woodblock-Printed Books of the Sixteenth and Seventeenth Centuries*. Cambridge: Harvard University Asia Center, 2013.

19. Liu, Lydia H. *Translingual Practice: Literature, National Culture, and Translated Modernity—China, 1900-1937*. Stanford: Stanford University Press, 1995.

20. Mullaney, Thomas S. *The Chinese Typewriter: A History*. Cambridge: The MIT Press, 2017.

	21. Wu, Hung. *The Double Screen: Medium and Representation in Chinese Painting*. Chicago: University of Chicago Press, 1997.
	*The list above is purely for reference. Prescribed readings will be announced in the first meeting of the subject. Since this subject requires students to engage with primary sources, proficiency in Chinese is expected of students.

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.

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