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	CHC407P
Subject Title	Digital Humanities and Chinese Studies 數位人文與中國研究
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject aims to discuss how Digital Humanities (thereafter DH) could provide an epistemological model for studying Chinese literature and history. By reading articles on DH theories and methodology as well as providing relevant hands-on DH assignments and practices, this course would provide a comprehensive introduction for students to understand the essential theories, tools, and practices of applying DH to Chinese literary and historical studies in the digital era. Instructors will guide students to read and discuss articles focusing on DH theory and methodology, which will help students know how scholars think about and apply DH in their research. Instructors will also introduce important DH tools and allow students to practice these tools in their assignments and projects. Through classroom discussions and hands-on practices, this subject will cultivate students' critical thinking abilities as well as the essential skills to apply DH to their own research.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) Understand the potentials and limitations of combining Digital Humanities and Chinese studies, and (b) Cultivate an ability to appreciate and criticize research with DH methodology, and (c) Understand how to use up-to-date DH tools, and (d) Conduct and design academic research with DH properly, and (e) Equip themselves with the necessary critical thinking abilities and digital literacy skills facing new challenges in the digital era.

Subject Synopsis/ Indicative Syllabus *(Note 2)*	1) Introduction: Rise of Digital Humanities as a field 2) Digital Humanities in Pre-Digital Era PART I: Digital Humanities and Literary Studies 3) Methodology Turn: "Distant Reading" vs "Close Reading" 4) The Sociology of Literature 5) Linguistics and Literature: Word Frequency and Literary Style 6) Statistical Models and Literary Studies 7) Graphs, Maps, and Networks: Visualization of Literature. PART II: Digital Humanities and Historical Studies 8) Big Data and Chinese History 9) Quantitative Analysis in Historical Studies 10) Relational Database and Historical Records: CBDB (China Biographical Database) as an Example 11) Geographical Information System (GIS) and Historical Research 12) Historical Network Research: Social Network Analysis (SNA) and other Networks 13) Class Projects Presentations
Teaching/Learning Methodology *(Note 3)*	The course consists of lecture, discussion, oral presentation, writing exercise, and final presentations. Students will do assigned reading before coming to class. Lectures include introduction to the theories, methodologies, and applications of Digital Humanities to Chinese studies, as well as extensive analysis of possibilities, potentials, and limitations of Digital Humanities in the studies of Chinese culture. Students will discuss in classroom and present in tutorial their understanding of the applications of digital tools to the analysis of their chosen topics. They will also conduct research on selected research topics, present their findings, and write reflective essays on the final projects.

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. In-class assessment	20%	✓	✓	✓	✓	✓	
	2. Tutorial Presentation	20%			✓	✓	✓	
	3. Hands-on Assignments	30%			✓	✓	✓	
	4. Final project	30%	✓	✓	✓	✓	✓	
	Total	100 %						

1. Instructor will assign readings to students every week. The readings include the content of each topic of this course. Students need to read them carefully and participate in classroom discussion.

2. Tutorial presentations are especially suited for students' presentation of their own understanding of issues arising from the lectures. They also make it easy for the teacher to evaluate their mastery of the intended learning outcomes.

3. The hands-on assignments is designed to assess students' ability to use those DH tools this course introduce.

4. The term project is about 2000 words on a topic related to the course subjects. It is designed to assess students' mastery of the main content of the course and their ability to pursue their own learning.

Student Study Effort Expected	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	40 Hrs.
	▪ hands-on practices	40 Hrs.
	Total student study effort	119 Hrs.

Reading List and References	Allison, et al., "Quantitative Formalism: An Experiment," Stanford Literary Lab Pamphlets (2011). Bol, Peter K. ed. *Journal of Chinese History*. 4.2: *Digital Humanities*, 2020.

Chen, Song. "Governing a Multicentered Empire: Prefects and Their Networks in the 1040s and 1210s," in Patricia Buckley Ebrey and Paul J. Smith eds., *State Power in China 900-1325,* Seattle: University of Washington Press, 2016, 101-152.

Clement, Tanya E. "Where is Methodology in Digital Humanities," *Debates in Digital Humanities* 2016, ed. Lauren F. Klein and Matthew K. Gold. University of Minnesota Press, 2016).

Dougherty, Jack and Kristen Nawrotzki, *Writing History in the Digital Age*. Ann Arbor: University of Michigan Press, 2013.

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Klein, Lauren F. and Matthew K. Gold, "Digital Humanities: The Expanded Field," *Debates in Digital Humanities* 2016, ed. Lauren F. Klein and Matthew K. Gold, University of Minnesota Press, 2016.

Mazanec, Thomas J., Jeffrey Tharsen, and Jing Chen eds. Special issue on "Digital Methods and Traditional Chinese Literary Studies." *Journal of Chinese Literature and Culture*, vol. 5, no. 2, published by Duke University Press, 2018.

Moretti, Franco. "The Slaughterhouse of Literature," *Modern Language Quarterly* 61 (2000).

Underwood, Ted. "A Genealogy of Distant Reading," D*HQ: Digital Humanities Quarterly* 11:2(2017).

Vierthaler, Paul. "Digital Humanities and East Asian Studies in 2020," *History Compass* 2020; 18:e12628.

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Rudolph, Henrike & Chen Song *ed. the Journal of Historical Network Research. 5.1: Beyond Guanxi*: Chinese Historical Networks, 2021.

陳大康，〈從數理語言學看后四十回的作者〉，《紅樓夢學刊》1987 年第 1 輯，頁 293-318。

李宗翰、鄭莉，〈家族、婚姻與道學：《仙溪志•人物傳》中的社會關係〉，《唐宋歷史評論》第 3 卷，頁 33-48。

梁晨、李中清，〈從微觀數據到宏觀歷史：作為橋樑的數字史學〉，《中國社會科學評價》2021 年第 2 期，84–92。

馬昭儀、何捷、劉帥帥，〈中國古典敘事文學的時空敘事數位模型研究——以〈李娃傳〉為例〉，《地球信息科學學報》2020 年第 5 期，頁 967-977。

孫輝，〈認知科學視角下對數字史學的透視〉，《文獻與數據學報》，第 2 卷第 1 期，2020 年 3 月，頁 57-67。

邱偉云，〈驗證、修正、創新：數字史學方法的三重功能〉，《南京大學學報(哲學.人文科學.社會科學)》2019,56(2)，頁 87-90。

	徐力恆，〈華文學界的數位人文探索：一種「史前史」的觀察角度〉，《中國文哲研究通訊》，2020年，頁107-127。 徐永明，《中國古典文學研究的幾種可視化途徑——以湯顯祖研究為例》，《浙江大學學報》（人文社會科學版）2018年第2期，頁164-174。 王兆鵬，《唐詩排行榜》，北京：中華書局，2011年。 張維玲，〈數位人文與歷史研究的一點反思〉，待刊。 趙薇：〈社會網絡分析與"大波三部曲"的人物功能〉，《山東社會科學》2018年第9期，頁50-64。 趙薇，〈數字時代人文學研究的變革與超越：數位人文在中國〉，《探索與爭鳴》2021年第6期（2021年7月），頁191-206。

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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