

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	CHC423P
Subject Title	Institutions and Political Changes in Imperial China 中國歷史上的制度與政治變遷
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	N/A
Objectives	<p>In ancient China, “institutions” were mechanisms devised by rulers to manage the vast empire effectively. They encompassed state bureaucracy, land and taxation systems, military control, and talent acquisition, all aimed at tackling various challenges during different periods.</p> <p>This subject explores the symbolic institutions of ancient China, including the Zhou Dynasty’s Well-field system, the Tang Dynasty’s Equal-Field and Funing System, the Ming Dynasty’s Wei-so system, and Civil Service Examinations, as well as the unique ancient Chinese Emperor and bureaucratic system, examining their structure, functioning, factors contributing to their establishment, and eventual discontinuation, offering insights into the major historical developments of the time.</p> <p>By studying these institutions, students gain a deep understanding of ancient China’s institutional dynamics, refine their analytical methodologies, and gain valuable insights into major historical developments.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) Understand the major trends and significant key features of Imperial China b) Comprehend how institutions interacted to shape the unique characteristics of different periods in Chinese history. c) Analyse the factors and key stakeholders that have influenced the emergence and decline of institutions. d) Become acquainted with the main methodologies, frameworks, and approaches in Chinese history and institutions.

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<p>State Building in Imperia China</p> <p>1. Autocratic Rule: The Emperorship</p> <p>2. State Bureaucracy Governance: Understanding Administration Systems</p> <p>The Land System: Shaping the Rise and Fall of Politics</p> <p>3. Well-field system: the idealistic dream of Zhou's feudalism</p> <p>4. The Equal-Field System: Stability and Social Unrest between Northern Wei and Tang Dynasty</p> <p>Military System and the Apex and Collapse of Dynasties</p> <p>5. Fubing System: The Glorious Age of the Tang Dynasty</p> <p>6. Weiso System: Army without Burdening the Civilians</p> <p>7. Debates over Conscripted vs Enlistment</p> <p>Imperial Examination: Unleashing Talents</p> <p>8. Nine Ranks System: Aristocratic Domination and Social Hierarchy</p> <p>9. Civil Service Examination: The Ladder of Success</p> <p>10. Academic Pursuits and Political Struggles</p>
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>This course will be primarily taught through lectures and tutorials. The theoretical and conceptual frameworks, perspectives, and approaches will be taught in lectures focusing on designated themes. The tutorials will consist of presentations and discussions based on the assigned topics and reading materials. In addition, a variety of class activities, including museum visits, cross-cultural international seminars, and, depending on circumstances, virtual tours, will be arranged to provide a multifaceted learning experience for students. Digital Humanities Tools will be introduced in both lectures and tutorials to deliver the content in an innovative and effective manner, engaging students through interactive measures. Student participation and group presentations will be assessed. Additionally, students will be required to conduct research on specified topics and write a term paper to demonstrate their understanding of the course content.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>In-class Assessment</td> <td>25</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Group Presentation</td> <td>25</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Term Paper</td> <td>50</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			In-class Assessment	25	✓	✓	✓	✓			Group Presentation	25	✓	✓	✓	✓			Term Paper	50	✓	✓	✓	✓			Total	100 %						
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. In-class assessment such as group discussion, debates, experience sharing are important for the class to allow students to relate their own experience and thoughts with class content. 2. Group oral presentations give students opportunities in teamwork and present their ideas orally so that they may also review class content as well as discuss their own findings on the topics. 3. An individual written paper will help students to improve their academic research and writing ability, enhancing their analytical capacity on designated topics. <p>The minimum length of the term paper is 1500-2500 words for English, and 2000-3000 words for Chinese characters. For grading, 10 out of the 40 points will be assigned to the Writing Requirement assignment, and this portion of the assessment will be entrusted to CLC/ELC colleagues. Students must obtain a D or above on the Writing Requirement assignment to pass the subject.</p>																																															
Student Study Effort Expected	Class contact:																																														
	▪ Lectures						22 Hrs.																																								
	▪ Tutorials						13 Hrs.																																								
	▪ Class activities						4 Hrs																																								
	Other student study effort:																																														
	▪ Readings						60 Hrs.																																								
	▪ Writings						30 Hrs.																																								
	▪ Discussion						3 Hrs																																								
	Total student study effort						132 Hrs.																																								
Reading List and References	<p>錢穆：《國史大綱》（台北：台灣商務，2005）</p> <p>錢穆：《中國歷代政治得失》（台北：東大圖書，2021）</p>																																														

嚴耕望：《中國政治制度史綱》（上海：上海古籍出版社，2013）

呂思勉：《中國制度史》（上海：上海教育出版社，2005）

白鋼編：《中國政治制度史》（天津：天津人民出版社，2016）

邢義田：《天下一家：皇帝、官僚與社會》（北京：中華書局，2011）

周良霄：《皇帝與皇權（增訂本）》（上海：上海古籍出版社，2006）

渡邊信一郎著，徐沖譯：《中國古代的王權與天下秩序：從日中比較史的視角出發》（北京：中華書局，2008）

西嶋定生著，武尚清譯：《中國古代帝國的形與結構》（北京：中華書局，2004）

王亞南：《中國官僚政治研究》（北京：中國社會科學出版社，1981）

吳定國：《中國古代官僚政治制度研究》（北京：北京大學出版社，2004）

《歷史研究》編輯部輯：《中國歷代土地制度問題討論集》（北京：三聯書店，1957）

何炳棣：《中國歷代土地數字考實》（台北：聯經出版，1995）

梁方仲：《中國歷代戶口、田地、田賦統計》（北京：中華書局，2008）

趙岡、陳鐘毅：《中國土地制度史》（北京：新星出版社，2006）

雷海宗：《中國文化與中國的兵》（北京：商務印書館，2014）

谷霽光：《府兵制度考釋》（上海：上海人民出版社，1962）

顧誠：《隱匿的疆土：衛所制度與明帝國》（北京：光明日報出版社，2012）

宮崎市定著，韓昇、劉建英譯：《九品官人法研究：科舉前史》（北京：中華書局，2008）

宮崎市定著，宋宇航譯：《科舉》（杭州：浙江大學出版社，2019）

	<p>何炳棣著，徐泓譯：《明清社會史論》（台北：聯經出版，2013）</p> <p>臧雲浦、朱崇業、王雲度：《歷代官制、兵制、科舉制表釋》（南京：江蘇古籍出版社，1987）</p> <p>Benjamin Elman, <i>A Cultural History of Civil Examinations in Late Imperial China</i> (Berkeley, University of California Press, 2000)</p> <p>Charles Hucker, <i>A Dictionary of Official Titles in Imperial China</i> (Stanford: Stanford University Press, 1985)</p> <p>James T. C. Liu ed., <i>Political Institutions in Traditional China: Major Issues</i> (New York and London: John Wiley, 1974)</p> <p>Nicolea di Cosmo, Nicola ed. <i>Military Culture in Imperial China</i> (Cambridge, Mass: Harvard University Press, 2009)</p> <p>Patricia Buckley Ebrey & Paul Jakov Smith ed. <i>State Power in China, 900–1325</i> (Seattle, WA: University of Washington Press, 2016)</p> <p>Richard von Glahn, <i>The Economic History of China: From Antiquity to the Nineteenth Century</i>(Cambridge: Cambridge University Press, 2016)</p> <p>Wang Yuhua, <i>The Rise and Fall of Imperial China: the Social Origins of State Development</i> (Princeton: Princeton University Press, 2022)</p> <p>Yang, Lien-sheng, <i>Studies in Chinese Institutional History</i> (Cambridge: Harvard University Press, 1961)</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