

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	CHC2M47P
Subject Title	中國古代文官選任制度與文化 Civil Official Selection Systems and its Culture in Premodern China
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	
Objectives	<p>Analysing selection systems of civil officials in pre-modern China is an important way to understand traditional history and culture. In this course, instructors will explain and analyse important systems of civil official selection institutions from the Han Dynasty to the Qing Dynasty to show complex interactions between institutions and the people. This includes how these civil official selection institutions affected learnings, social networks, and political activities of the elite in ancient China. In addition, we will explore how central government designed and refined civil official selection institutions over the course of the dynasties in order to strengthen imperial rule.</p> <p>Among the various official selection systems, civil service examinations (hereafter <i>keju</i> 科舉) exerted a great influence on Chinese politics, society, intellectual thought and culture, and will be the main focus of this course. From the Tang to the Qing, the institutions of the civil service examinations changed over time and thus affected each dynasty in different ways. This course aims to analyse the long-term historical transitions of imperial China through the civil service examinations in terms of crucial issues such as social mobility, literati structures, trans-regional balance, competing discourses on examination content, and the relationships between examinations, education and literati mentality.</p> <p>Through this course, students will not only gain an essential understanding of Chinese culture, but also cultivate a better ability to analyse the interrelationship between institutions and society.</p> <p>解析中國的文官選任制度，是我們了解傳統歷史與文化的重要途徑。本課程會講解與分析中國歷代重要的文官選任制度，藉此了解制度與人的複雜互動。其中，包含這些制度如何影響中國古代菁英的學習、社會網絡與政治活動。此外，</p>

	<p>我們也藉此探索歷朝歷代如何設計與改進文官選任制度，以強化帝國的統治。</p> <p>其中，本課程將花最多的時間探討中國科舉制度。科舉制度對中國政治、社會、思想與文化皆有深刻的影響。從唐代開始，經歷宋、遼、金、元、明、清，科舉制度不斷有所變化，帶來的影響與效應也由此不同。本課程從科舉制度切入，觀察中國歷史的演變，另一方面也探討一些重要課題，包含：社會流動、士人結構、區域平衡、考試內容的爭論、科舉與教育的關係、科舉制度下的社會心態，以及科舉與民間信仰的互動等。</p> <p>藉此，本課程不僅希望讓修課學生了解中國文化的一個重要層面，也期望能培養學生分析制度與社會如何互動的能力。</p>
<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) understand the major changes and the nature of civil official selection systems in each dynasty; (b) understand how the central government changed standards of talents and ways of cultivating talents by revising the civil official selection systems; (c) enhance the ability of reading and analyzing classical Chinese; (d) have a deeper understanding of Chinese society under the influence of selection systems of civil officials; (e) cultivate a deeper understanding of literati culture as affected by selection mechanisms of civil officials. (f) fulfill the Chinese reading and writing requirements (CR/CW) <p>學員修畢此課，應該能夠：</p> <ul style="list-style-type: none"> (a) 對歷代文官選任制度的變化有整體性的掌握； (b) 理解中央政府如何藉著修訂選才制度來改變人才的標準與人才的培育方式； (c) 提升對古文的閱讀與解析能力； (d) 對文官選任制度影響下的中國社會有較深入的認識； (e) 對文官選任制度影響下的士人文化有較深入的理解； (f) 完成中文閱讀與寫作的要求(CR/CW)
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<ul style="list-style-type: none"> (1) Recruitment Institutions of civil officials in the Han dynasty and its culture (2) Aristocratic families and the institution of Election of Nine Grades in middle period China. (3) Aristocratic families and <i>keju</i> in the Sui-Tang (4) <i>Keju</i> Culture in the Tang dynasty (5) Changing <i>keju</i> institutions and transregional balance in the

	<p>Song dynasty</p> <p>(6) Arguments over what contents to test; interactions between <i>keju</i> and official education in the Song</p> <p>(7) Literati mentality and social culture under <i>keju</i> society in the Song</p> <p>(8) <i>Keju</i> institutions and society in the Liao and Jin dynasties</p> <p>(9) The recession of <i>keju</i> in the Yuan; the developments of literati culture in the Yuan</p> <p>(10) The revival of <i>keju</i> and its influence on Ming politics and society</p> <p>(11) <i>Keju</i> society and culture in the context of Manchu-Han cooperation in the Qing.</p> <p>(12) Protection privilege (<i>yinbu</i> 蔭補) and its influence from the Tang to the Qing</p> <p>(13) Different arguments about social mobility from the Tang to the Qing</p> <p>(1) 漢代的鄉舉里選法及其文化</p> <p>(2) 中古時期的貴族社會與九品官人法</p> <p>(3) 隋唐科舉的世族政治</p> <p>(4) 唐代科舉文化</p> <p>(5) 宋代科舉制度的演變與區域平衡</p> <p>(6) 宋代科舉考試內容的爭論；宋代科舉與學校教育的分合</p> <p>(7) 宋代科舉下的士人心靈與社會文化</p> <p>(8) 遼金科舉的新發展與社會</p> <p>(9) 元代科舉規模的萎縮與元代士人文化的新發展</p> <p>(10) 明代科舉制度的復興與影響</p> <p>(11) 清代滿漢共治下的科舉制度與社會</p> <p>(12) 唐代以後蔭補制度及其影響</p> <p>(13) 社會流動的相關爭論</p>
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Lectures:</p> <p>A lecture format is the primary teaching methodology; however, this course will design many interesting questions to invite students to offer their own opinions. Classes will consist of lectures that introduce the subject's materials and classroom discussions where the materials will be analyzed in depth. Students are responsible for reading the sources and secondary materials before class. The methodology is essentially interactive. Classroom discussions will not only test students' grasp of the content of the course, but also enable the teacher to address problems that cause difficulties to students' learning.</p>

Tutorials:

Tutorials encourage active learning; students are required to read selected articles or book chapters and participate in discussions. Students in tutorials will be further subdivided into small study teams. The teacher or teaching assistants will design questions or a debate related to each week's topic and ask each study team to discuss and share their thought. For example, we will discuss if the civil service examinations really facilitated social mobility. In this way, we encourage students to develop their ability of independent thinking.

Final paper:

The topic should be related to institutions of talent recruitment operated by central government in pre-modern China. The final paper should include primary and secondary sources with 2000-3000 words. The expectation is to enhance students' understanding of the course and their skill in writing academic papers.

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	f
1. Quizzes	30%	✓	✓	✓	✓	✓	
2. Tutorial Presentation (with 10% Chinese Reading)	30%	✓	✓	✓	✓	✓	
3. Term essay (30% content + 10% CW from CLC)	40%	✓	✓	✓	✓	✓	✓
Total	100 %						

In the Quizzes section, students will be asked to elaborate on their mastery of the curriculum in the form of essay questions, including what they have learned about pre-modern Chinese society and culture from the civil official selection systems.

In the Tutorial Presentation section, instructors will divide students into small groups. Each group must select a topic related to the civil official selection systems. They need to read second-hand research for in-depth discussion and analysis in the form of group presentations. In order to find an appropriate topic, students

	<p>must first read the "Required Reading". Once they have chosen a topic, they can refer to the "Reference List" to read more research that provides more details for their topics.</p> <p>In the Term Essay section, students will choose a topic related to the civil official selection systems in pre-modern China and discuss and analyze it. They must read second-hand research and offer their own opinions to complete this paper.</p> <p>Students must obtain a D or above on the Writing Requirement assignment to pass the subject.</p>	
<p>Student Study Effort Expected</p>	Class contact:	
	<ul style="list-style-type: none"> ▪ Lecture 	26 Hrs.
	<ul style="list-style-type: none"> ▪ Tutorial 	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ CLC writing support activities 	4 Hrs.
	<ul style="list-style-type: none"> ▪ CLC reading support activities 	4 Hrs.
	Reading, writing, and self-study	65 Hrs.
	Total student study effort	112 Hrs.
<p>Reading List and References</p>	<p>Required Reading:</p> <ol style="list-style-type: none"> 1. 吳宗國，《唐代科舉制度研究》，瀋陽：遼寧大學出版社，1992年，頁12-66。 2. 梁庚堯，《宋代科舉社會》，臺北：國立台灣大學出版中心，2015年，頁1-56；147-166。 3. 蕭啟慶，《元代的族群文化與科舉》，臺北：聯經，2008年，頁147-210。 4. 何炳棣，《明清社會史論》，臺北：聯經出版事業公司，2013年，頁113-276。 5. Elman, Benjamin, <i>A Cultural History of Civil Examinations in Late Imperial China</i>. Berkeley: University of California Press, 2000, pp125-172. <p>Reference List:</p> <ol style="list-style-type: none"> 1. 傅樂成，《中國通史》，臺北，大中國圖書公司，民國六十八年新編排二版。 2. 余英時，《中國知識階層史論：古代篇》，台北：聯經出版事業公司，1980。 3. 田餘慶，《東晉門閥政治》，北京：北京大學出版社，2012。 4. 宮崎市定著，韓昇，劉建英譯，《九品官人法研究：科舉前史》，北京：生活·讀書·新知三聯書店，2020。 	

5. 毛漢光，《兩晉南北朝士族政治之研究》，臺北：中國學術著作獎助委員會，1966。
6. 毛漢光，《中國中古社會史論》，臺北：聯經出版事業公司，1988年。
7. 吳宗國，《唐代科舉制度研究》，瀋陽：遼寧大學出版社，1992年。
8. 傅璿琮，《唐代科舉與文學》，西安：陝西人民出版社，1986年。
9. 陳弱水，《唐代文士與中國思想的轉型》，臺北：台大出版中心，2016。
10. 李弘祺，《宋代官學教育與科舉》，臺北：聯經出版事業公司，1993年。
11. 梁庚堯，《宋代科舉社會》，臺北：國立台灣大學出版中心，2015年。
12. 梁庚堯，〈宋元書院與科舉〉，收入宋史座談會編，《宋史研究集》33輯，臺北：蘭台出版社，2003年。
13. 劉子健，〈宋代考場弊端〉，收入劉子健，《兩宋史研究彙編》，臺北：聯經出版事業公司，1987年。
14. 祝尚書，《宋代科舉與文學考論》，鄭州：大象出版社，2006年。
15. 袁征，《宋代教育：中國古代教育的歷史性轉折》，廣州：廣東高等教育出版社，1991年。
16. 李弘祺，《宋代官學教育與科舉》，臺北：聯經出版事業公司，1994年。
17. 吳錚強，《宋代科舉與鄉村社會》，浙江大學博士學位論文，2008年。
18. 高福順，《科舉與遼代社會》，北京：中國社會科學，2015年。
19. 徐秉愉，〈金代女真進士科制度的建立及其對女真政權的影響〉，《台大歷史學報》第33期（2004），頁97-132。
20. 陳昭揚，《金初漢族士人的政治參與》，新北市：花木蘭，2011年。
21. 薛瑞兆，《金代科舉》，北京：中國社會科學出版社，2004年。
22. 秦子儀，〈論金代科舉的行廢與特點〉，《文學教育》2019年第6期（2019），頁102-103。
23. 都興智，〈金代科舉考試題目考察〉，《北方文物》2015年第1期，頁64-67。
24. 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年。
25. 姚大力，〈元代科舉制度的行廢及其社會背景〉，《元史及北方民族史研究集刊》，6(1982)，26-59。
26. 陳得芝，〈從「九儒十丐」看元代儒士的地位〉，《蒙元史研究叢稿》（北京：人民出版社，2005），頁424-429。
27. 蔡春娟，〈元代的蒙古字學〉，《中國史研究》2004年

第 2 期，頁 103-122。

28. 蕭啟慶，《元代的族群文化與科舉》，臺北：聯經，2008 年。
29. 王凱旋，《明代科舉制度考論》，瀋陽：瀋陽出版社，2005 年。
30. 郭萬金，《明代科舉與文學》，北京：中國商務出版社，2015 年。
31. 何炳棣，《明清社會史論》，臺北：聯經出版事業公司，2013 年。
32. 葉楚炎，《明代科舉與明中期至清初通俗小說研究》，南昌：百花洲文藝出版社，2009 年。
33. 朱鴻林，〈儒者從祀孔廟的學術與政治問題〉(Intellectual and political problems in canonizing Confucians in the Confucian temple)。清華大學歷史系、三聯書店編輯部合編：《清華歷史講堂續編》(北京：三聯書店，2008)，頁 336-355。
34. 李世愉，《清代科舉制度考辯》，瀋陽：瀋陽出版社，2005 年。
35. 王德昭，《清代科舉制度研究》，香港：中文大學出版社，1982 年。
36. 張傑，《清代科舉家族》，北京：社會科學文獻出版社，2003 年。
37. 宋元強，《清代科舉制度論集》，北京：中國社會科學出版社，2015 年。
38. 陳尚敏，《清代甘肅進士研究》，蘭州：甘肅人民出版社，2013 年。
39. 劉紹春，《晚清科舉制的廢除與新教育的興起》，北京：中國社會科學出版社，2015 年。
40. Françoise Aubin, "The rebirth of Chinese rule in times of trouble: North China in the early thirteenth century," in *Foundations and Limits of State Power in China*, pp. 113-146.
41. Robert M. Hartwell, "Demographic, Political, and Social Transformations of China, 750-1550," *Harvard Journal of Asiatic Studies* 42.2 (Dec. 1982): 365-442.
42. Robert P. Hymes, *Statesmen and Gentlemen: The Elite of Fu-Chou, Chiang-Hsi, in Northern and Southern Sung*, New York: Cambridge University Press, 1986.
43. Chaffee, John, *The Thorny Gates of Learning in Sung China: a Social History of Examination*, Cambridge: Cambridge University Press, 1985.
44. Hilde De Weerd, *Competition over Content: Negotiating Standards for the Civil Service Examinations in Imperial China (1127-1276)*, Cambridge, MA: Harvard University Asia Centre, 2007.
45. Wenyi Chen, *Networks, Communities, and Identities: On the Discursive Practices of Yuan Literati*, Ph.D. diss., Harvard University, 2007.
46. John W. Dardess, *Conquerors and Confucians: Aspects of Political Change in Late Yuan China*. New York: Columbia University Press, 1973.

	<p>47. John W. Dardess, <i>A Ming Society: T'ai-ho County, Kiangsi, in the Fourteenth to Seventeenth Centuries</i>, Berkeley: University of California Press, 1996.</p> <p>48. Elman, Benjamin, <i>A Cultural History of Civil Examinations in Late Imperial China</i>. Berkeley: University of California Press, 2000.</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