

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	CHC1CM15P
Subject Title	Splendours of Imperial China 中華帝國的輝煌
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion: CC1C15P & CC1CM15P & CHC318
Objectives	The subject is tailor-made for students who are interested in learning about pre-modern China, but have not received instructions in Chinese history in their earlier schooling. It will provide indispensable background information to the subject “Contemporary China and its Culture”. Students will be introduced to the splendour and glory of Chinese civilization of the imperial period from the founding of the Qin Dynasty in 221 BC to the downfall of the Qing Dynasty in 1912 such as the earlier scientific progress, the innovation of bureaucratic system and civil service examination system, which laid the foundation of the great Chinese Empire with its vast territories and far-reaching cultural influences. The subject will adopt thematic approach to study historical topics relevant to this period offering new interpretations and reappraisals of important historical events and eminent historical figures to enrich students’ understanding of Chinese history.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: (a) critically describe and review the key events in Imperial China (b) describe the important institutions and systems in the imperial age which are still practiced in modern times (c) grasp the various relations between Imperial China and other civilizations from Han to Qing (d) study history in an objective and critical way (e) develop a great sense of national identity (f) read with greater comprehension (g) fulfill Chinese reading and writing requirements.
Subject Synopsis/ Indicative Syllabus (Note 2)	1. The First Emperor and the First Empire : Qin and Han Dynasties and the formation of the centralized government and autocratic rule.

	<p>delivering oral participation on a historical issue from the angles of ILO (a) to (g) is expressed by interactive means, for instance, Power Point. Students will learn to work as a team in collecting primary and secondary resources, in-depth reading, discussion, and through analysis and synthesis of various perspectives and interpretations of the research topic. Each group member should present solely on his/her part. Weighting is based on content and fluency of presentation, group cooperation and individual performance in interacting with classmates and leading discussions.</p> <p>2. The purposes of the mid-term and the final quizzes including factual and interpretative questions evolved from lecture notes and assigned readings are to help students revise what they have learnt from the lectures. It may require factual recall and articulation of opinions on the part of the students on all the ILOs. Students are required to read the materials in the “required reading lists” to complete the task.</p> <p>3. The final paper is a writing assignment which may further develop from the group oral presentation or on a topic in consultation with the instructor, making it an apt assessment of ILO (a) to (g) as well. Each student has to fulfill the required length of 2,000 to 3,000 characters in the final paper. The final paper aims to let students, after small group oral presentation, discussion, feedback and reflection, develop certain extent of knowledge on the historical issue and reflect what they have learnt by utilizing primary and secondary sources to write a clear logical essay form paper with proper citation and bibliography, in well structure with fluent written language. Students must obtain a D or above on the assignment to pass the subject.</p>	
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.
Reading List and References	<p>Required Reading List (Total 218 pages):</p> <p>1. 許倬雲, 〈中國的中國 (公元前 3 世紀—公元 2 世紀)〉, 《萬古江河: 中國歷史文化的轉折與開展》。上海: 上海文藝出版社, 2006, 頁 75-114。</p> <p>2. 錢穆, 〈大一統政府之創建〉, 〈統一政府文治之演進〉, 《國史大綱》。北京: 商務印書館, 2010, 頁 113-153。</p>	

	<ol style="list-style-type: none"> 3. 內藤湖南, 〈概括的唐宋時代觀〉, 收入劉俊文編, 黃約瑟譯, 《日本學者研究中國史論著選譯》。北京: 中華書局, 1992, 頁 10-18 4. 梁庚堯, 〈科舉制度(上)〉〈科舉制度(下)〉, 《宋代科舉社會》。台北: 國立台灣大學出版中心, 2015, 頁 1-37。 5. 鄧小南, 〈「內外」之際與「秩序」格局: 兼談宋代士大夫對於《周易·家人》的闡發〉, 收入鄧小南編, 《唐宋女性與社會》。上海: 上海辭書出版社, 2003, 頁 97-123。 6. 葛兆光, 〈成為「中國」: 「外」何以成「內」〉, 〈成為「外國」: 「內」何以成為「外」〉, 《歷史中國的內與外: 有關「中國」與「周邊」概念的再澄清》。香港: 香港中文大學出版社, 2017, 頁 27-65。 7. 葛兆光, 〈作為一個歷史——蒙古時代之後的東部亞洲海域〉, 《文史哲》, 期 4, 2022 年, 頁 5-29。 <ol style="list-style-type: none"> 1. References: 楊聯陞: 《國史探微》, 臺北: 聯經出版事業公司, 1983. 2. 許倬雲, 《我者與他者: 中國歷史上的內外分際》。北京: 三聯書店, 2010。 3. 邢義田: 《秦漢史論叢》, 臺北: 東大圖書公司, 1983. 4. 何炳棣(著), 葛劍雄(譯): 《1368-1953 中國人口研究》, 上海: 上海古籍出版社, 1989. 5. John King Fairbank, <i>China: A New History</i>, Cambridge, Massachusetts: Harvard University Press, 1992. 6. 李治安等: 《中國古代官僚政治》, (北京: 書目文獻出版社, 1993. 7. 許理和(著), 李四龍等(譯): 《佛教征服中國》, 南京: 江蘇人民出版社, 1998. 8. Frederick W. Mote, <i>Imperial China 900-1800</i>, Cambridge, Massachusetts: Harvard University Press, 1999. 9. 陶晉生等: 《宋史》, 新北: 國立空中大學, 2004. 11. 周良霄: 《皇帝與皇權》(修訂本), 上海: 上海古籍出版社, 2006. 12. 陳高華: 《元代文化史》, 廣州: 廣東教育出版社, 2009. 13. 宮崎市定著, 張學鋒等譯, 《東洋的近世: 中國的文藝復興》, 北京: 中信出版社, 2018. 14. 何炳棣著, 徐泓譯, 《明清社會史論》。台北: 聯經出版公司, 2013。 15. Elman, Benjamin A. <i>A Cultural History of Civil Examinations in Late Imperial China</i>. Berkeley and Los Angeles: University of California Press, 2000. 16. 上田信著, 高瑩瑩譯, 《海與帝國: 明清時代》, 桂林: 廣西師範大學出版社, 2014。 17. 岩井茂樹著, 廖怡錚譯, 《朝貢、海禁、互市: 近世東亞五百年的跨國貿易真相》, 台灣: 八旗文化出版社, 2022。
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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.

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