

The Hong Kong University of Science and Technology

PG Course Syllabus

Note: This course does not require students to master oracle bone script, bronze inscriptions, Warring States scripts, and digital humanities tools.

本課程並不要求學生完全掌握全部甲骨文、金文、戰國文字及數碼人文工具。

Excavated Documents and Early China [PU] (Fall 2026)

出土文獻與早期中國 [普通話授課] (2026 秋)

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Course Description 課程簡介

As excavated documents gain increasing importance in early China research, this course introduces students to various types of excavated texts, familiarizes them with fundamental research methods and approaches, and opens the door to advanced studies in Chinese history, literature, philosophy, and culture. In addition, students will explore cutting-edge methodologies in digital humanities, enhancing their future research or work.

出土文獻在早期中國研究中愈見重要。本課程旨在介紹不同類型的出土文獻，使學生認識基本的研究方法及研究取向，並為進一步研習中國歷史、文學、哲學及文化提供基礎。此外，課程亦涵蓋數碼人文的前沿研究方法，讓學生掌握相關方法及技術，為日後進行研究或投身相關工作作好準備。

Intended Learning Outcomes (ILOs) 預期學習成果

On successful completion of the proposed course, students will be able to:

1. Demonstrate knowledge of early Chinese history, literature, philosophy, and culture through the study of excavated documents.
2. Explain the formation, development, and canonization processes of Chinese classics.
3. Evaluate global scholarly contributions to Chinese studies through the lens of excavated documents.
4. Apply traditional research methods—such as character analysis, phonological analysis, and semantic analysis—to interpret excavated texts.
5. Apply digital humanities tools and methodologies to the study of excavated Chinese texts.
6. Analyze elements of early Chinese culture to gain deeper insight into Chinese cultural phenomena.

7. Conduct independent research projects utilizing excavated documents and related textual sources.

完成本課程後，學生應能：

1. 透過研習出土文獻，認識早期中國的歷史、文學、哲學及文化。
2. 解釋中國經典的形成、發展及經典化過程。
3. 從出土文獻的角度，評析世界各地學者對中國研究所作的貢獻。
4. 運用文字、音韻及訓詁等傳統研究方法，詮釋出土文獻。
5. 運用數碼人文工具及研究方法，學習出土中國文獻。
6. 分析早期中國文化的不同要素，以加深對中國文化現象的認識。
7. 運用出土文獻及相關文獻資料，獨立完成研究項目。

Assessment and Grading 評核與成績

Mapping of Course ILOs to Assessment Tasks 課程預期學習成果與評核任務對應表

Assessed Task	Mapped ILOs	Explanation
Group Presentation 小組展示	1, 2, 4, 5, 6	Students will work in groups to study selected excavated documents and present their findings. The group presentation assesses students' understanding of early Chinese history, literature, philosophy, and culture, as well as their understanding of the formation, development, and canonization of Chinese classics. Students will also evaluate scholarly contributions to the study of early China from the perspective of excavated documents and analyze elements of early Chinese culture. 學生分組研讀指定的出土文獻，並匯報研究結果。小組展示評核學生對早期中國歷史、文學、哲學及文化的認識，以及對中國經典的形成、發展及經典化過程的理解；同時，學生須從出土文獻的角度，評析世界各地學者對早期中國研究所作的貢獻，並分析早期中國文化元素。
Written Assignment 書面作業	1, 2, 3, 4, 5, 6, 7	Students will undertake independent research on selected excavated documents and related textual sources. The assignment requires students to apply traditional research methods, such as character analysis, phonological analysis, and semantic analysis, to interpret excavated documents. 學生就指定的出土文獻及相關文獻資料進行獨立研究。作業須運用文字分析、音韻分析及語義分析等研究方法，詮釋出土文獻。
Attendance 出勤	1, 3, 6	Students are required to attend classes regularly and participate in class learning and discussions on early Chinese history, literature, philosophy, and culture, thereby gaining a deeper understanding of early Chinese cultural phenomena. 學生須定期出席課堂，參與有關早期中國歷史、文學、哲學及文化的課堂學習及討論，以加深對早期中國文化現象的認識。

Final Grade Descriptors 最終成績說明

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance 優異表現	Presents a thorough and well-structured discussion, supported by substantial and rigorous evidence. Uses excavated documents to examine the history, literature, philosophy, and culture of early China in depth, and provides a clear and insightful account of the formation, development, and canonization of Chinese classics. Applies character analysis, phonological analysis, and semantic analysis with proficiency in interpreting excavated documents, and uses digital humanities tools and research methods effectively and flexibly. Provides a thorough analysis of elements of early Chinese culture and cultural phenomena and conducts independent research using excavated documents and related textual sources. 作業論述周詳，論據充足嚴謹。能以出土文獻為本，深入探討早期中國歷史、文學、哲學及文化；對中國經典的形成、發展及經典化過程，闡述清晰而具深度。文字、音韻及訓詁方法運用純熟，出土文獻詮釋準確；數碼人文工具及研究方法運用靈活。對早期中國文化、現象分析透徹，並能獨立運用出土文獻及相關文獻資料進行研究。
B	Good Performance 良好表現	Presents a clear and well-structured discussion, supported by sufficient evidence. Uses excavated documents to examine the history, literature, philosophy, and culture of early China, and explains the formation, development, and canonization of Chinese classics. Applies character analysis, phonological analysis, and semantic analysis appropriately in interpreting excavated documents; uses digital humanities tools and research methods appropriately, and conducts research using excavated documents and related textual sources. 作業論述清楚，論據充足。能運用出土文獻探討早期中國歷史、文學、哲學及文化，並就中國經典的形成、發展及經典化過程作出說明。文字、音韻及訓詁方法得到運用，出土文獻詮釋合理；數碼人文工具及研究方法運用適切，並能運用出土文獻及相關文獻資料進行研究。
C	Satisfactory Performance 中等表現	Presents a reasonably complete discussion, which is generally clear. Provides a basic discussion of the history, literature, philosophy, and culture of early China, with reference to excavated documents, and explains the formation, development, and canonization of Chinese classics. Applies character analysis, phonological analysis, and semantic analysis, and provides basic interpretations of excavated documents. Conducts research using excavated documents and related textual sources. 作業內容尚算完整，論述大致清楚。能就早期中國歷史、文學、哲學及文化作基本討論，並引用出土文獻；能說明中國經典的形成、發展及經典化過程。文字、音韻及訓詁方法得到運用，並能作基本的出土文獻詮釋。能運用出土文獻及相關文獻資料進行研究。
D	Marginal Pass 及格邊緣	The content is relatively brief, and the discussion lacks completeness and sufficient supporting evidence. The discussion of the history, literature, philosophy, and culture of early China is relatively basic, and the contributions of scholars from around the

		world to the study of early China are not sufficiently evaluated. The application of character analysis, phonological analysis, and semantic analysis is not sufficiently accurate, and the interpretation of excavated documents is also limited. The analysis of early Chinese cultural phenomena is relatively basic, and the use of excavated documents and related textual sources is insufficient. 課業內容較為簡略，論述欠完整，論據亦不充分。對早期中國歷史、文學、哲學及文化的討論較為表面；未能充分評析世界各地學者對早期中國研究所作的貢獻。文字、音韻及訓詁方法運用欠準確，出土文獻詮釋亦有不足；對早期中國文化現象的分析較為簡單，運用出土文獻及相關文獻資料亦不夠充分。
F	Fail 不及格	The work does not meet the basic requirements of the course. The discussion lacks completeness and sufficient supporting evidence, and excavated documents are not appropriately used in the discussion of the history, literature, philosophy, and culture of early China. The formation, development, and canonization of Chinese classics are not clearly explained. The application of character analysis, phonological analysis, and semantic analysis is inappropriate, and the excavated documents are not adequately interpreted. Cultural phenomena are not appropriately analyzed, and excavated documents and related textual sources are not appropriately used in research. 作業未達基本要求。論述欠完整，論據不足，未能適當引用出土文獻探討早期中國歷史、文學、哲學及文化。未能清楚說明中國經典的形成、發展及經典化過程。文字、音韻及訓詁方法運用不當，未能妥善詮釋出土文獻；未能就文化現象作適切分析，亦未能恰當運用出土文獻及相關文獻資料進行研究。

The following assignments will count toward your final grade and be included in the assessment:

以下作業將計入期末成績，並納入評核範圍：

Group Presentation 小組展示 (35%)

Students need to form groups of 2-3 people; each group needs to give one group presentation. The topic of the group presentation can be any topic related to Chinese documents or Early China, for example, an introduction to a specific Chinese text, or an exploration of a collection of Chinese archival materials. Each group's presentation should not exceed 30 minutes. Please register your group members and the order of presentations using the link below. The registration deadline is September 17.

https://docs.google.com/spreadsheets/d/1Fj4A9AxagL1G_tnljXwotn9a4ETtbAEfIG4EGD9yboQ/edit?usp=sharing

學生須組成二至三人小組，每組須進行一次小組報告。小組報告的題目可自訂，惟須與中國文獻或早期中國有關，例如介紹某一文獻，或探討某一檔案資料。每組報告時間不得超過 30 分鐘。請於下方連結登記組員姓名及報告次序。登記截止日期為 9 月 17 日。

Grading criteria for Group Presentation:

小組展示評核標準：

Criterion 評核項目	Developing 及格	Accomplished 良好	Exemplary 優秀
Completeness 完整性 50%	The presentation is unrelated to the course topic and fails to adequately discuss excavated texts and early China. It lacks supporting materials and arguments, has no literature review, and is loosely structured. 報告與本課程無關，未能充分討論出土文獻及早期中國相關內容，資料及論述欠缺。缺乏文獻回顧，內容組織較為鬆散。	The presentation aligns with the course topic and adequately discusses excavated texts and early China. Supporting materials and arguments are solid and well-developed. It includes an appropriate literature review with a clear and logical structure. 報告切合課程主題，能充分討論出土文獻及早期中國相關內容，資料與論述大致完備。具備適當的文獻回顧，內容結構清晰，條理分明。	The presentation aligns closely with the course topic, offering a thorough and in-depth discussion of excavated texts and early China. Supporting materials are detailed and arguments are rigorous. The literature review is comprehensive, and the structure is tight and well-organized. 報告切合課程主題，全面深入討論出土文獻及早期中國相關內容，資料詳實，論述嚴謹。文獻回顧極其充分，架構緊密，組織有序。
Academic Quality 學術 品質 25%	Fails to cite sources correctly or use excavated texts and related literature properly. Arguments are insufficient, analysis is brief, some statements lack literature support, and AI hallucinations or factual errors are present. 未能正確徵引資料，未能正確使用出土文獻及相關文獻。論據不足，分析簡略，部分論述欠缺文獻支援，出現人工智能幻覺或事實錯誤。	Cites sources appropriately and uses excavated texts and related literature effectively. Arguments are well-supported, analysis is reasonable, statements are supported by relevant literature, content is reliable, and there are no major factual errors. 徵引資料適當，能合理運用出土文獻及相關文獻。論據充分，分析合理，論述均有適當文獻佐證，內容可靠，無顯著事實錯誤。	Cites sources accurately according to academic standards and demonstrates proficient use of excavated texts and related literature. Arguments are strong, analysis is thorough, research methods are applied appropriately, statements are well backed by literature, and content is accurate. 徵引資料規範標準，能熟練運用出土文獻及相關文獻。論據分，分析透徹，研究方法運用得當，論述

			均有文獻作據，內容準確無誤。
Collaboration 合作 25%	Task allocation and coordination among team members are poor, with awkward transitions between sections. Participation is uneven across team members. 組員之間的分工及配合不理想，各部分的銜接生硬。組員參與程度不一。	Task allocation is clear, team coordination is good, and transitions between sections are natural. All members contribute actively. 組員間分工明確，配合良好，各部分銜接自然。全體組員均能積極參與。	Task allocation is clear and logical, team coordination is seamless, and sections are coherent and tightly integrated. All members demonstrate excellent teamwork. 組員分工清晰合理，協同默契，各部分融會貫通、緊密連貫。全體成員展現優異的團隊協作能力。

Notes:

1. Since the course has been approved for instruction in Putonghua (Mandarin), the group presentation can be delivered in **Putonghua, Cantonese, or English**.
2. For the convenience of the Q&A section, please send your group presentation materials at **least two days** in advance to the instructor **via email**.
3. If you cannot register for the group presentation before the deadline, the instructor will randomly assign you to a group and give you a time slot.
4. To ensure fairness, groups that actively choose earlier presentation dates (Week 3 and Week 4) **will receive bonus points**, until all slots are filled.
5. With the unanimous agreement of group members, not everyone is required to stand on stage for the final presentation. Members can also contribute by preparing materials, creating slides, and other tasks.
6. To avoid disputes, any changes to the presentation time or group members must be communicated by email to the instructor or TA. In particular, if you have concerns about the workload of your group members, please also contact us by email rather than telling us directly in class.
7. You will receive your group presentation grade before the end of the semester.
8. If you need to confirm whether a topic is suitable for presentation, please consult the instructor or TA by email.
9. Any application for special circumstances should be submitted by email with official proof recognized by the university. Thank you.

注意事項:

1. 本課程已獲准以普通話授課，小組報告可以以**普通話、廣東話或英語**進行。
2. 為方便問答環節進行，請**最少於報告日兩天前**，將小組報告材料以**電郵**發送予講師。
3. 如未能於截止前完成小組展示登記，講師將隨機分配組別及報告時段。
4. 為確保公平，主動選擇較早日期（第三及第四週）進行匯報之組別**將獲額外加分**，額滿即止。

5. 經全體組員一致同意，最終報告無須所有成員上台。組員亦可透過準備資料、製作簡報等方式分擔小組工作。
6. 為避免爭議，任何有關報告時間或組員之變更，均須以電郵通知講師或助教。如對小組成員的工作量有疑慮，亦請以電郵方式反映。
7. 小組展示成績將於學期結束前公佈以供查詢。
8. 如需確認題目是否合適，請以電郵向講師或助教查詢。
9. 任何因特別情況而提出之申請，均須以電郵遞交，並附上大學認可之正式證明文檔。

Examples of topics:

You can find some good examples of group presentation topics on the slides from the first class. We encourage you to use them as inspiration to choose your own topic, and it is best if the topic can relate to your life or your field of study.

題目範例:

可參考首堂課的簡報，當中列有若干小組展示題目範例。我們鼓勵同學以此為靈感，自行選擇題目；建議題目與自身經驗或所學專業領域相關。

Written Assignment 書面作業 (40%)

Each student must submit an essay **by December 18**, introducing a topic related to Chinese documents, or early China that was not covered in your previous group presentation. The essay should be no more than 5,000 characters if written in Chinese, or 2,500 words if written in English.

Please submit your assignments **by email, not via Canvas**. My email is hmhma@ust.hk. There is no need to submit a hard copy.

每位學生須於 12 月 18 日或之前遞交論文一篇，介紹與中國文獻或早期中國相關之主題，惟內容不能與先前的小組展示重複。論文如以中文撰寫，字數上限為 5,000 字；如以英文撰寫，詞數上限為 2,500 字。

請通過電子郵件提交作業，切勿經由 Canvas 遞交。我的郵箱是 hmhma@ust.hk。無需遞交紙本作業。

Grading criteria for the Written Assignment:

書面作業的評分標準:

Criterion 評核項目	Developing 及格	Accomplished 良好	Exemplary 優秀
Academic Quality 學術品質 50%	Uses non-academic language or format, or violates the university's academic integrity and ethics policy, or unfairly and inappropriately uses AI tools, or chooses an inappropriate/off-focus topic.	Able to write in any recognized academic format (Chicago, APA, etc.) with basic citations and references. 能夠採用公認的學術寫作格式（如 Chicago、APA 等），	Fully adheres to academic writing conventions without errors and correctly applies methods and perspectives related to Chinese documents and archives.

	使用非學術語言或不符合學術規範的寫作格式，或違反大學的學術誠信與學術倫理政策，或不當使用 AI 工具，或所選題目不恰當、偏離主題。	進行基本的引注與參考文獻列示。	完全遵循學術寫作規範，且無明顯錯誤，並能正確運用與文獻與檔案相關的研究方法與分析視角。
Knowledge and Skills 知識與技能 25%	Unable to clearly describe Chinese documents or archival materials, or contains obvious factual errors. 未能清楚描述文獻或檔案材料，或內容存在明顯事實錯誤。	Able to describe Chinese documents or archival materials and analyze them using methods introduced in the course. 能夠描述文獻或檔案材料，並運用課堂所介紹的方法進行分析。	Demonstrates comprehensive understanding of Chinese documents and archives, and analyzes materials within appropriate historical, cultural, or institutional contexts. 展現對文獻與檔案的全面理解，並能在恰當的歷史、文化或制度脈絡中進行分析。
Innovation 創新性 25%	No original viewpoint 未體現原創觀點。	Shows independent thinking and offers thoughtful insights related to Chinese documents or archives. 能展現獨立思考，並就文獻或檔案提出一定程度的見解。	Critically engages with Chinese documents or archival materials, offers original interpretations, and connects the analysis to broader research perspectives introduced in the course. 能對文獻或檔案材料進行批判性分析，提出原創性解釋，並將其與課程中介紹的研究視角建立聯繫。

Notes:

1. Since this course has been approved by the University to use Chinese materials, the Written Assignment could be written in **either Chinese (Traditional Chinese only) or English**. The language used will not affect your final grade.
2. Submissions after the deadline will not be accepted.
3. Essays should not be significantly shorter than 5,000 characters for Chinese or 2,500 words for English; otherwise, points will be deducted. Footnotes and references are not counted in the word limit.
4. According to the university's guidelines on generative AI use, you may use generative AI in this assignment, but only for the purpose of stimulating creativity. Any use of generative AI must be

clearly marked or explained, including which AI tool was used and which parts of the writing were assisted by the AI tool.

<https://cei.hkust.edu.hk/en->

[hk/system/files?file=hkust_policy_principles_for_genai_for_tl_student_version.pdf&check_logged_in=1](https://cei.hkust.edu.hk/en-hk/system/files?file=hkust_policy_principles_for_genai_for_tl_student_version.pdf&check_logged_in=1)

5. For fairness, in accordance with university requirements, you must maintain academic integrity and comply with the university's Academic Honor Code. Violations will be handled by the Academic Registry.

<https://registry.hkust.edu.hk/resource-library/academic-honor-code-and-academic-integrity>

6. If you are not sure about your final essay topic, you may schedule an office hour or contact the instructor or TA by email.

注意事項:

1. 本課程已獲大學批准使用中文，因而書面作業可使用中文（限繁體中文，這是由於本課程內容主要為古典文獻，及香港語言政策所限）或英文撰寫。所用語言不會影響最終成績。
2. 遲交作業將不予接納。
3. 書面作業篇幅應接近 5000 字（中文）或 2500 詞（英文），過短可能會被扣分；附註及參考文獻不計入字數限制。
4. 根據大學有關生成式人工智能使用的指引，學生可於本作業中使用生成式人工智能，但僅限於激發創意之用途。任何生成式人工智能之使用，均須清楚注明，包括所使用的 AI 工具及由 AI 協助撰寫的情況說明。

<https://cei.hkust.edu.hk/en->

[hk/system/files?file=hkust_policy_principles_for_genai_for_tl_student_version.pdf&check_logged_in=1](https://cei.hkust.edu.hk/en-hk/system/files?file=hkust_policy_principles_for_genai_for_tl_student_version.pdf&check_logged_in=1)

5. 為確保公平，學生須遵守學術誠信及大學學術榮譽相關規定。違規情況將由教務處處理。

<https://registry.hkust.edu.hk/resource-library/academic-honor-code-and-academic-integrity>

6. 如對書面作業題目有疑問，可預約辦公時間，或以電郵方式聯絡授課老師或助教查詢。

Examples of topics:

You can find some good examples of final essay topics on the slides from the first class. We encourage you to use them as inspiration to choose your own topic, and it is best if the topic can relate to your life or your field of study.

題目範例:

可參考首堂課的簡報，當中列有若干書面作業題目範例。我們鼓勵同學以此為靈感，自行選擇題目；建議題目與自身經驗或所學專業領域相關。

Attendance 出勤 (25%)

Your participation in class is very important, and we encourage you to take part in every class.

您在課堂中的參與非常重要，我們鼓勵您盡量參與每堂課。

Attendance:

1. You need to attend every class marked as Lecture (please check the Course Outline and Schedule section in the syllabus). Your attendance will only be counted if you sign the attendance sheet. If you stayed for more than 80% of the class but forgot to sign, please register with the instructor or TA after class.
2. Missing one Lecture will result in a 6% deduction from your Attendance grade.
3. During the Add & Drop week, we will not take attendance.

出勤:

1. 學生需出席標示為講座課之課堂（請參閱課程大綱及課程安排部分）。出勤以簽署簽到表為準。如出席課堂逾八成但忘記簽到，請在課後告知授課老師或助教。
2. 缺席一次講座課將導致出勤成績扣除 6%。
3. 在加退選期間，不作出勤紀錄。

Class participation:

1. We encourage participation in class. Before asking a question or making a comment, please state your name and student number so the TA can record it. Any comments without name and student number will not be recorded.
2. Offensive or inappropriate comments in class may affect your grade.

課堂參與:

1. 我們鼓勵學生積極參與課堂。提問或發言前，請先報上姓名及學號，以便助教記錄；未提供姓名及學號之發言概不作紀錄。
2. 於課堂發表冒犯或不適當言論，或將影響出勤成績。

Leave of absence:

1. According to university policy, any leave request must be supported by official documents, such as a medical certificate from a hospital or proof of attending an event or academic conference. Please send these documents by email to the instructor or TA. Showing the documents during class or office hours will not be valid.
2. If your leave affects your group presentation, it will also affect your own group presentation grade.
3. All leave requests must be submitted before you are absent. According to university policy, we cannot accept leave requests after you are already absent.

請假:

1. 根據大學政策，任何請假申請須附正式證明檔，例如醫院發出的證明書或出席活動、學術會議的證明。請將證明檔以電郵發送授課老師或助教，於課堂出示證明文檔不視為有效。
2. 如因請假影響小組展示，將影響該成員的小組展示成績。
3. 所有請假申請須於請假前提交。

Office Hours:

1. To be fair to everyone, communication with the instructor or TA outside of class, such as meeting in Starbucks or during booked office hours, will not affect your grade.
2. However, we still welcome your questions at any time and will do our best to support your success.

諮詢時間:

1. 為確保公平，課堂外與授課老師或助教的溝通，概不影響成績。
2. 不過，我們仍歡迎隨時提問，我們會盡力支援學生。

Bonus Points 額外加分 (Up to 2 points)

1. To encourage comments or questions after group presentation, each participation recognized by the instructor or TA will earn 1 Bonus Point.
 2. Each student can earn a maximum of 2 Bonus Points. After that, participation will still be recorded but will not receive any points.
 3. Students assigned to give a group presentation or peer review in the tutorial cannot earn Bonus Points for their assignment.
 4. Bonus Points will be added to the final grade and included in the conversion to the final letter grade.
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1. 為鼓勵學生在小組展示后評論或提問，每次獲授課老師或助教認可的參與將獲得 1 點額外加分。
 2. 每位學生最多可獲得 2 點額外加分。超出額外加分上限後的參與仍會被記錄，但不再獲加分。
 3. 被指定於導修課進行小組展示或同行評審的學生，無法因其作業而獲取額外加分。
 4. 額外加分將計入最終成績，並納入最終成績計算。

Support and Assistance 支援與協助

- If you need any help, please contact the instructor or TA by email. We apologize that due to a busy schedule, the instructor or TA cannot guarantee an immediate reply to every email, but they will do their best to respond to each of your reasonable requests.
 - To avoid your email being marked as spam, your email should at least include your name, your division/department, and the course you are enrolled in (HUMA 1411).
 - Students with disabilities or special needs are encouraged to contact the instructor or TA to arrange appropriate accommodation.
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- 如需任何協助，請以電郵聯絡授課老師或助教。鑑於日程繁忙，授課老師或助教可能無法保證立即回覆每封電郵，但我們會盡快回應任何請求。
 - 為避免電郵被系統列為垃圾郵件，來信最少須註明學生姓名、所屬院系及修讀之課程（HUMA 1411）。
 - 如有特殊需要，請聯絡授課老師或助教，以便作出適當之安排。

Communication and Feedback 聯絡與建議

Assessment marks for individual assessed tasks will be communicated via email within two weeks of submission.

作業成績將於遞交後兩星期內，經由電郵通知學生。

Course AI Policy 人工智能使用政策

* *Please refer to the Written Assignment section.*

* 請參閱書面作業部分。

Course Outline and Schedule 課程大綱及時間表

* *The course schedule may be adjusted according to actual needs. The following academic books are provided as reference materials for this course and are not required reading.*

* 課程時間表可能會因實際需要作出調整。以下列出的學術專著為本課程的參考文獻，閱讀它們並非必需。

Week 1 4 Sep (Lecture)

How Excavations Change Our Understanding of Early China?

出土如何改變我們對早期中國的認識

- 徐建委《文本革命：劉向、《漢書·藝文志》與早期文本研究》，中國社會科學出版社，2017。

Week 2 11 Sep (Lecture)

The Shang Dynasty and Oracle Bone Inscriptions

商代與甲骨文

- 王國維〈殷卜辭中所見先公先王考〉、〈殷卜辭中所見先公先王續考〉，《觀堂集林》，中華書局，1959，頁409-450。

Week 3 18 Sep (Lecture)

The Zhou Dynasty and Bronze Inscriptions

周代與金文

- 李學勤《金文與西周文獻合證》，清華大學出版社，2023。

Week 4 25 Sep (Lecture)

特別主題 1

Week 5 2 Oct (Lecture)

Excavated Documents and Literature: The Anhui University Bamboo Slips of *The Book of Songs*

出土文獻與文學：安大簡《詩》

- 胡寧《楚簡詩類文獻與詩經學要論叢考》，中華書局，2021。

Week 6 9 Oct (Lecture)

Excavated Documents and Philosophy: The Guodian Bamboo Slips and the Zisi-Mencius School

出土文獻與哲學：郭店簡與思孟學派

- 梁濤《郭店竹簡與思孟學派》，中國人民大學出版社，2008。

Week 7 16 Oct (Lecture)

特別主題 2

Week 8 23 Oct (Lecture)

Excavated Documents and History: The Tsinghua Bamboo Slips *Xinian*

出土文獻與歷史學：清華簡《系年》

- 劉光勝《清華簡《系年》與《竹書紀年》比較研究》，中西書局，2015。

Week 9 30 Oct (Lecture)

Excavated Documents from the Medieval China: Dunhuang Studies

中古時代的出土文獻：敦煌學

- 榮新江《歸義軍史研究——唐宋時代敦煌歷史考察》，上海古籍出版社，1996。
- 榮新江《敦煌學十八講》，北京大學出版社，2007。

Week 10 6 Nov (Lecture)

特別主題 3

Week 11 13 Nov (Lecture)

How to Write Academic Paper on Excavated Documents and Early China?

如何撰寫出土文獻與早期中國論文

Week 12 20 Nov (Tutorial)

Final Presentation

期末報告

Week 13 27 Nov (Tutorial)

Digital Philology Workshop

數碼文獻學工作坊