

Note: This course does not require students to master oracle bone script, bronze inscriptions, Warring States scripts, or digital humanities tools. The classes provide only a general introduction, aimed at giving students a preliminary understanding of these topics.

本課程並不要求學生掌握甲骨文、金文、戰國文字及數碼人文工具，課堂僅作通識性介紹，旨在令學生對相關內容有初步的認識。

Inside Chinese Documents and Archives: Methods and Perspectives [PU]

中國文獻與檔案：方法與視角 [PU]

HUMA 1411

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Course Description 課程簡介

This course provides foundational training in Chinese philology essential for research in Chinese history, literature, philosophy, and culture. It introduces key concepts related to the formation, transmission, and loss of documents, along with major philological methods, including edition studies, bibliographic studies, and textual criticism. Students will also engage with a range of primary sources such as regional records, diaries, inscriptions, and bamboo and silk manuscripts. In addition to traditional approaches, the course incorporates cutting-edge digital tools and methodologies, preparing students to apply philological skills in contemporary digital age. Upon completion, students will be equipped with the knowledge and confidence to pursue careers in education, editing, creative arts, and academic research.

本課程為中國歷史、文學、哲學與文化的愛好者提供中國文獻學的基礎訓練。課程將通過輕鬆的方式，介紹與文獻形成、傳播及散佚相關的核心概念，並涵蓋主要文獻學方法，包括版本學、書目學及文獻批評。學生亦將接觸各類原始資料，如地方志、日記、題刻以及簡帛文獻。除傳統研究方法外，課程亦融入先進的數碼工具及研究方法，旨在培養學生將文獻學技能應用於當代數碼環境的能力。完成本課程後，學生將掌握相關知識，並具自信投身教育、編輯、創意藝術及學術研究等專業領域。

Intended Learning Outcomes (ILOs) 預期學習成果

By the end of this course, students should be able to:

1. Identify and distinguish between various types of Chinese literary and historical texts, and summarize their key features under different scholarly contexts.

2. Explain traditional philological research methodologies and demonstrate their application in textual and historical analysis.
3. Formulate original insights by integrating the knowledge acquired from textual studies and related disciplines.
4. Demonstrate a deep interest in cultural and humanistic phenomena through the critical use of textual sources, and develop a sustained engagement with humanities research.
5. Apply a broad range of both canonical and newly discovered Chinese textual sources in academic research.

在本課程結束時，學生應能夠：

1. 識別並區分不同類型的中國文學與歷史文獻，並在不同學術語境下概括其主要特徵。
2. 解釋文獻學研究方法，並展示這些方法在文本分析與歷史研究中的具體運用。
3. 通過整合文本研究及相關學科所獲得的知識，形成具有原創性的研究見解。
4. 通過對文獻材料的批判性運用，展現對文化與人文現象的深入興趣。
5. 在研究中靈活運用多種文獻資料，包括經典文獻與新出土文獻。

Assessment and Grading 評估與評分

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

Assessed Task	Mapped ILOs	Explanation
Group Presentation 小組展示	1, 2, 3, 5	<p>The group presentation assesses students' ability to identify different types of Chinese literary and historical texts, explain philological methods, integrate knowledge from related disciplines, and apply a range of textual sources in analysis.</p> <p>評估學生識別不同類型的中國文學與歷史文獻、及解釋文獻學方法、及整合相關學科知識以及在分析中運用多種文獻資料的能力。</p>
Written Assignment 書面作業	1, 2, 3, 5	<p>The written assignment evaluates students' understanding of textual genres, use of traditional research methodologies, ability to formulate original insights, and effective use of both canonical and newly discovered sources in academic research.</p> <p>評估學生對文獻類型的理解、及經典研究方法的運用，以及在學術研究中有效利用各種文獻，形成原創見解的能力。</p>
Attendance 出勤	4	<p>Regular attendance reflects students' engagement with cultural and humanistic topics and supports the development of sustained interest and participation in humanities research.</p> <p>勤反映學生對人文、文化議題的投入，並有助於培養對人文學術研究的持續興趣和參與。</p>

Final Grade Descriptors 最終成績描述

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance 優秀表現	<p>Demonstrates an exceptional and insightful understanding of Chinese literary and historical texts. A student at this level can accurately identify and distinguish a wide range of textual genres and scholarly contexts (ILO1), clearly explain and apply philological</p>

		<p>methodologies in textual and historical analysis (ILO2), and formulate original insights by integrating textual studies with related disciplines (ILO3). The student shows sustained intellectual engagement with cultural and humanistic phenomena through critical use of sources (ILO4) and skillfully applies both canonical and newly discovered texts in academic research (ILO5).</p> <p>展示出對中國文學與歷史文獻的卓越且深刻的理解。該等級的學生能夠準確識別並區分廣泛的文獻類型和學術語境 (ILO1) , 清晰解釋並運用文獻學方法進行文本與歷史分析 (ILO2) , 並通過整合文本研究與相關學科形成原創性見解 (ILO3) 。學生通過對資料的批判性使用, 表現出對文化與人文現象的持續投入 (ILO4) , 並熟練地在學術研究中運用經典與新出土文獻 (ILO5) 。</p>
B	Good Performance 良好表現	<p>Shows a solid understanding of Chinese literary and historical texts and their scholarly contexts (ILO1). Can explain and apply philological methodologies with reasonable accuracy (ILO2), and demonstrate independent thinking based on textual analysis (ILO3). Displays interest in cultural and humanistic phenomena and uses a range of textual sources appropriately (ILO4, ILO5).</p> <p>對中國文學與歷史文獻及其學術語境有較好的理解 (ILO1) 。能夠較準確地解釋與運用文獻學方法 (ILO2) , 並在文本分析基礎上展現獨立思考能力 (ILO3) 。學生對文化與人文現象表現出興趣, 並能夠適當運用多種文獻資料 (ILO4, ILO5) 。</p>
C	Satisfactory Performance 中等表現	<p>Demonstrates basic knowledge of major types of Chinese texts and fundamental research methods (ILO1, ILO2). Can complete textual analysis and research tasks with adequate understanding and limited integration of related disciplines (ILO3). Shows some engagement with humanities topics and uses textual sources at a basic level (ILO4, ILO5).</p> <p>展示學生對主要類型的中國文獻及基礎研究方法的基本知識的了解 (ILO1, ILO2) 。學生能夠完成文本分析與研究任務, 但對相關學科的整合有限 (ILO3) 。學生對人文學科主題有一定關注, 並能在基礎水準上使用文獻資料 (ILO4, ILO5) 。</p>
D	Marginal Pass 及格邊緣	<p>Shows limited ability to distinguish textual types or apply philological methods (ILO1, ILO2). Analysis is descriptive and lacks clear insight or integration of knowledge (ILO3). Engagement with cultural and humanistic issues is minimal, and use of sources is narrow or inappropriate (ILO4, ILO5). Work only partially meets course learning outcomes.</p> <p>在區分文獻類型或運用文獻學方法方面能力有限 (ILO1, ILO2) 。分析偏描述性, 缺乏清晰見解或知識整合 (ILO3) 。學生對文化與人文問題的投入很少, 文獻使用狹窄或不當 (ILO4, ILO5) 。作業僅部分滿足課程學習成果。</p>
F	Fail 不及格	<p>Does not demonstrate an adequate understanding of Chinese literary and historical texts or research methodologies (ILO1, ILO2). Fails to produce meaningful analysis or original insights (ILO3), shows little or no engagement with cultural and humanistic inquiry (ILO4), and does not appropriately use textual sources in research (ILO5).</p>

		未能展示對中國文學與歷史文獻或研究方法的充分理解 (ILO1, ILO2)。未能進行有意義的分析或形成原創見解 (ILO3)，幾乎沒有或完全沒有對文化與人文問題的投入 (ILO4)，且在研究中未能恰當使用文獻資料 (ILO5)。
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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，並納入評估範圍：

Group Presentation 小組展示 (35%)

Students need to form groups of 3-4 people and complete the following two steps:

1. Each group needs to give one group presentation. (30%) The topic of the group presentation can be any topic related to Chinese documents or Chinese archives, for example, an introduction to a specific classical Chinese text, or an exploration of a collection of Chinese archival materials. Each group's presentation should not exceed 20 minutes. Please register your group members and the order of presentations using the link below. The registration deadline is February 20.
https://docs.google.com/spreadsheets/d/1VZES8lVgLDtdwwlqmoYEIkvsnRHS7_uRa0wnL0u4RR8/edit?usp=sharing
2. Each group must also complete one peer review for another group. (5%) The peer review should give constructive comments to the group being reviewed. Each peer review should not exceed 5 minutes. The arrangement of peer reviews will be assigned by the instructor or TA after Week 2.

The group presentation grade is divided into the following parts: group presentation 30% and peer review 5%.

學生需要組建 3-4 人的小組，並完成以下兩個步驟：

1. 每個小組需要進行一次小組展示 (30%)。小組展示的主題可以是與中國文獻或檔案相關的任何內容。每個小組的展示時間不得超過 20 分鐘。請使用以下連結登記小組成員及展示順序。登記截止日期為 2 月 20 日。
https://docs.google.com/spreadsheets/d/1VZES8lVgLDtdwwlqmoYEIkvsnRHS7_uRa0wnL0u4RR8/edit?usp=sharing
2. 每個小組還必須完成一次對另一小組的評議 (5%)。評議應對被評議小組提供建設性意見。每次評議不得超過 5 分鐘。具體評議安排將在第 2 周後由授課教師或助教分配。

Grading criteria for Group Presentation:

小組展示評分標準：

Criterion 評核項目	Developing 及格	Accomplished 良好	Exemplary 優秀
Completeness 完整性 50%	Introduces multiple topics, or introduces a topic that is off-focus, or fails to explain the basic historical context, type of Chinese documents, archival	Smoothly introduces one Chinese document or archival topic and helps classmates understand its basic context, type, and key features.	Fully explains the topic, including document type, historical and archival context, research significance, while

	materials, or research significance, or seriously under/over the 20-minute limit. 同時介紹多個主題，或者選題偏離課程內容，或者未能說明中國文獻或檔案材料的基本歷史背景、類型或研究意義，或者嚴重超時或用時不足（20分鐘）。	順利介紹一個中國文獻或檔案主題，說明同學理解其基本背景、類型和主要特徵。	offering critical reflections. 全面說明主題，包括文獻類型、歷史或檔案背景、研究意義，並進行批判性思考。
Academic Quality 學術品質 25%	Contains factual errors about the documents or archival materials, or entirely copies other sources. 關於文獻或檔案存在事實錯誤，或者抄襲其他來源。	Able to cite references to support arguments and explanations. 能夠引用參考文獻來支持論點和解釋。	Able to correctly apply philological, archival, and textual research methods, critically evaluate primary sources, or discuss materials from social, cultural, or interdisciplinary perspectives. 能夠正確應用文學、檔案學或文本研究方法，批判地評估原始資料，或從社會、文化或跨學科角度討論材料。
Collaboration 合作 25%	The group did not collaborate well. 小組合作不順利。	The group completed the presentation through cooperation. 小組通過合作完成展示。	The group members actively helped each other, shared tasks effectively, and ensured a well-organized and coherent presentation. 小組成員互相協助，合理分工，並確保展示結構清晰、有條理。

Notes:

1. Since the course has been approved for instruction in Putonghua (Mandarin), the group presentation can be delivered in **Putonghua, Cantonese, or English**. However, the use of Putonghua or Cantonese must be coordinated with the peer review group to ensure they can understand it.

2. For the convenience of the peer review groups, please send your group presentation materials at **least two days** in advance to me and the review group **via email**. Otherwise, your points will be deducted, and bonus points will be given to the peer review group affected.
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. 由於本課程已獲大學批准以普通話授課，小組展示可使用普通話、廣東話或英語進行。惟普通話或廣東話之使用，應事先與同行評議小組協商，並確保對方理解。
2. 為方便評議小組，請至少於展示前兩天將小組展示資料以電郵方式發送予授課教師及評審小組。如未能遵守，有關小組可能會被扣分，而受影響的同行評審小組將獲額外加分。
3. 如未能於截止日期前完成小組展示登記，授課教師將隨機分配學生至小組，並隨機安排展示時段。
4. 為確保公平，積極選擇較早展示日期（第 3 及第 4 週）的小組將獲額外加分，直至所有時段填滿。
5. 經全體小組成員一致同意，在最終展示中，並非所有成員均需上台簡報。成員亦可透過準備資料、製作幻燈片及其他工作作出貢獻。
6. 為避免爭議，任何展示時間或小組成員之變更，均須以電郵通知授課教師或助教。如對小組成員的工作量有任何疑慮，請以電郵方式聯絡授課教師或助教。
7. 小組展示成績將於學期結束前可被查詢。
8. 如需確認展示題目是否適合，請以電郵向授課教師或助教查詢。
9. 任何特殊情況申請，均須以電郵提交，並附上大學認可的正式證明檔。

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:

可參考首堂課的投影片，當中列有若干小組展示題目範例。我們鼓勵同學以此作為靈感，自行選擇展示題目；建議所選題目能與自身生活經驗或所學專業領域相關。

Written Assignment 書面作業 (35%)

Each student must submit an essay **by May 15**, introducing a topic related to Chinese documents, archives, or historical sources that was not covered in your previous group presentation. The essay should be no more than 1,000 characters if written in Chinese, or 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.

介紹一個你之前小組展示中未涉及的、與中文文獻或檔案相關的主題。文章長度不超過 1000 字（中文）或 500 詞（英文）。

請通過電子郵件提交作業，而不是通過 Canvas。我的郵箱是 hmhma@ust.hk。無需提交紙質版作業。

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. 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。	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），進行基本的引注與參考文獻列示。	Fully adheres to academic writing conventions without errors and correctly applies methods and perspectives related to Chinese documents and archives. 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。
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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 or longer than 1,000 characters for Chinese or 500 words for English; otherwise, points will be deducted. Footnotes and references are not counted in the 500-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
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. 由於本課程已獲大學批准使用中文，因而你的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。所使用的語言不會影響最終成績。
2. 遲交的作業將不予以接納。
3. 書面作業篇幅應接近 1000 字（中文）或 500 詞（英文），過短或過長可能會被扣分；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。任何使用生成式人工智能的情況，均須清楚標明，包括所使用的 AI 工具及由 AI 協助撰寫的具體部分。
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，學生可預約辦公時間，或以電郵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：

可參考首堂課的投影片，當中列有若干書面作業題目範例。我們鼓勵同學以此作為靈感，自行選擇展示題目；建議所選題目能與自身生活經驗或所學專業領域相關。

Attendance 出勤 (30%)

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 5% 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的課堂（請參閱課程大綱及課程安排部分）。出勤僅在簽署簽到表後方被計算。如出席課堂超過八成但忘記簽到，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 5%。
3. 在加退選期間，不進行點名。

Class participation:

1. We encourage participation in class, but because there are 100 students, it is not realistic to record everyone's comments during lectures. Therefore, we encourage you to share your opinion more in tutorial sessions. 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. All sessions marked as tutorial will take attendance, but tutorials are not mandatory. Attendance at tutorials will be seen as active participation, which will improve your Attendance grade.
3. Offensive or inappropriate comments in class may affect your grade.

課堂參與:

1. 我們鼓勵學生在課堂中積極參與，但鑑於課堂人數可能達 100 人，我們恕無法記錄每位學生於講座課中的發言。因此，我們鼓勵學生在導修課中發言。提問或發言前，請先報上姓名及學號，以便助教記錄；未提供姓名及學號的發言可能不會被記錄。
2. 所有標示為導修課的課堂也將點名，但導修課並不強制出席。當然，出席導修課將視作積極參與課堂，這有助提升你的出勤成績。
3. 課堂中如有冒犯性或不適當言論，可能會影響你的出勤成績。

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，所有請假申請須附有正式證明檔，例如醫院出具的醫療證明或參加活動、學術會議的證明。請將證明檔以電郵方式發送予授課老師或助教，課堂中出示證明文檔將不被視作有效。
2. 如請假影響小組展示，亦將影響該小組的小組展示成績。
3. 所有請假申請必須於請假前提交，請假後將不予受理。

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. 為保證公平，課堂外與授課老師或助教的任何溝通，例如於星巴克會面或預約辦公室諮詢，均不會影響成績。
2. 不過，我們仍歡迎學生隨時提出問題，我們會盡力協助學生。

Bonus Points 額外加分 (Up to 2 points)

1. To encourage comments or questions in tutorials, 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 Bonus 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.

1. 為鼓勵學生在導修課中評論或提問，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，不能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.

- 如需任何協助，請以電郵方式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，但我們會尽快回應任何合理要求。
- 為避免電郵被標記為垃圾郵件，來信請至少註明學生姓名、所屬院系及課程名稱 (HUMA 1411)。
- 如有特殊需要，請聯絡授課老師或助教，以安排適當的協助措施。

Communication and Feedback 聯絡與反饋

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

作業的成績將於提交後兩週內透過 Canvas 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 Feb (Lecture) 6 Feb (Lecture)

Why Study Chinese Documents?

為什麼要研究文獻？

How Difficult Is It to Preserve Documents?

文獻流傳下來有多困難？

- 杜澤遜《文獻學概要》，中華書局，2007。

Week 2 11 Feb (Lecture) 13 Feb (Lecture)

How Are Documents Forged?

如何偽造文獻？

How to Identify Forged Documents?

如何判斷偽作？

- 林慶彰《清初的群經辨偽學》，華東師範大學出版社，2011。

Week 3 20 Feb (Tutorial)

Group Presentation Only

Week 4 25 Feb (Lecture) 27 Feb (Tutorial)

How Extensive Can Document Variations Be?

文獻的變化能有多大？

- 管錫華《校勘學教程》，北京大學出版社，2013。

Week 5 4 Mar (Lecture) 6 Mar (Tutorial)

Why Are Different Editions Important?

為什麼版本很重要？

- 黃永年《古籍版本學》，江蘇教育出版社，2005。

Week 6 11 Mar (Lecture) 13 Mar (Tutorial)

How to Read Annotations and Translations?

如何閱讀註釋？

- 張麗娟《宋代經書注疏刊刻研究》，北京大學出版社，2013。

- 古勝隆一《中國注疏講義：經書の卷》，法藏館，2022。

Week 7 18 Mar (Lecture) 20 Mar (Tutorial)

Essential Types of Documents in Chinese Studies 中文研究你不得不的幾類文獻

- 胡道靜《中國古代的類書》，中華書局，2005。
- 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 8 25 Mar (Lecture) 27 Mar (Tutorial)

How to Study Oracle Bone and Bronze Inscriptions? 如何學習甲骨文與金文？

- 裴錫圭《文字學概要》，商務印書館，2021。
- Allan, Sarah. *The Shape of the Turtle: Myth, Art, and Cosmos in Early China*. State University of New York Press, 1991.

Week 9 1 Apr (Lecture) 10 Apr (Tutorial)

How to Study Warring States Scripts? 如何學習戰國文字？

- Meyer, Dirk. *Philosophy on bamboo: Text and the production of meaning in early China*. Brill, 2011.
- 何琳儀《戰國文字通論》，上海古籍出版社，2017。

Week 10 15 Apr (Lecture) 17 Apr (Tutorial)

Introduction to Dunhuang Studies, Xixia Studies, Turfan Studies, and Huizhou Studies 甚麼是敦煌學、西夏學、吐魯番學及徽學？

- 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 11 22 Apr (Lecture) 24 Apr (Tutorial)

Library Resources Sharing (tentative)

Week 12 29 Apr (Lecture)

How to Use Catalogues Effectively? 目錄怎麼用？

- 馬楠《唐宋官私目錄研究》，中西書局，2020。
- Guy, R. Kent. *The Emperor's Four Treasures: Scholars and the State in the Late Ch'ien-lung Era*. Harvard Univ Asia Center, 1987

Week 13 6 May (Lecture) 8 May (Tutorial)

Useful Digital Humanities Tools

有哪些好用的數碼人文工具？

- Salmi, Hannu. *What is digital history?*. John Wiley & Sons, 2020.
- Berry, David M., and Anders Fagerjord. *Digital humanities: Knowledge and critique in a digital age*. John Wiley & Sons, 2017.