

CCSS 3111 Humanities Research on China

CUHK Fall 2020

Instructor: YANG, Zhiqiang (Marnyi Gyatso) (yangzq@link.cuhk.edu.hk)
Time: Friday 8:30-11:15am
Venue: Online Teaching [In case face-to-face teaching, HYS 501]
Office: 11/F, Yasumoto International Academic Park
Office hours: By email appointment

COURSE DESCRIPTION

This course prepares advanced undergraduate students on the humanities track to research for their final year capstone paper. The main outcome of this course will be a research proposal for the research paper to be developed and completed in Term II. The lectures will guide students to reach this objective step by step. Students will be introduced to the various disciplines in the humanities. The basics of research methods in the humanities will be discussed in a practical manner aimed at encouraging students to reflect on their own research topic, conceptualization of core questions, approaches to conducting research, and articulation of significance. In the end of this course, students are required to present a revised research proposal, identifying interesting topics, formulating research questions, making bibliographies, choosing appropriate research methods, and writing up research plans and goals.

LEARNING OUTCOMES

By the end of the term students should:

- 1) gain familiarity with research methods of the various disciplines in the humanities;
- 2) explore several styles of scholarship;
- 3) know the principles of research ethnics;
- 4) learn how to undertake an advanced university-level research project and produce an interesting and productive research proposal;
- 5) have skills in presenting research plan.

ASSESSMENT

Attendance & Participation	20%
Reading Response Summaries and Commentary	15%
Class Assignments	15%
Presentations	20%
Research Proposal & Bibliography	30%

Class Attendance & Participation

Regular class and tutorial attendance is required, participation in class and discussion is strongly encouraged. Reading of required literature for every week is mandatory and will be discussed in class.

Reading Response Summaries and Commentary

Every student will be assigned to introduce his/her reflections on one piece of assigned reading with the class. This means: 1) writing a **300-word summary** distillation of the main ideas of the reading and a paragraph of response comments; 2) sharing this summary and commentary with a brief in-class presentation (**within 5 minutes, without PPT**). Typed copies that include the student's full name and SID number will be submitted to the instructor and provided to all members of the seminar at the relevant session.

Class Assignments

There will be three class assignments that aim to facilitate the steps towards finishing your final proposal. Students are required to submit these assignments ON TIME. Feedback will be provided on these assignments.

- 1) **Exercise 1:** Statement of research topic and research question: Identify a research topic and a core research question for your research project and type these up and submit copies to all seminar members at the class session designated in the schedule.
- 2) **Exercise 2:** Find and list at least three major scholarly articles or books that are relevant and timely for your topic, and summarize with a brief paragraph under each listed text and the major findings of each article. Finally, comment briefly on an aspect of the topic or issue NOT addressed by these writings (i.e. identify a "research gap"). Copies of this assignment should be circulated to all seminar members.
- 3) **Exercise 3:** 300–500-word reflection on the research and interpretive/analytical method(s) you plan to employ. Briefly describe the research method and note its strengths and weaknesses and the kind of sources you will need for your research project. Copies of this typed assignment should be circulated in class to all seminar members.

Presentations

There are two major presentations, the **Midterm Presentation** and the **Final Presentation**, in which students should update the seminar in detail on the preparation of their research plan and reading on the planned topic. Each presentation is **10 minutes**. The two presentations should cover progress made and challenges faced, and the overall evolving direction of the research project.

Research Proposal & Bibliography

Each student will write a research proposal that clearly sets out:

- 1) the research project title;
- 2) the research question(s);
- 3) a brief statement on the significance of the research;
- 4) a concise preliminary literature review that summarizes and discusses in relation to key issues and debates the major studies of the topic to date (in English and/or Chinese language scholarship);
- 5) a description of the research and analytical/interpretive methods to be used and the types of sources to be drawn upon;
- 6) a schedule for researching and writing the paper in the Term II Capstone course;
- 7) a bibliography that lists, according to an accepted standard form, all: 1) "Secondary Sources" (scholarly books and articles consulted or to be consulted for the project); 2) "Primary Sources" (primary, textual and non-textual sources to be drawn upon).

Following discussion and critique of the proposal presentations, students will have an additional week to revise and submit their final version. More instructions will be delivered in class. The final version of the proposal should be about 2500 words, **1.5-spaced** with standard margins and in **12-point Times New Rome Font**. A **soft copy** of the paper (.doc, .docx) and a **signed Veriguide receipt** must be submitted by **midnight on December 11 (Friday), 2020** to the **Blackboard**

System. Soft copies without the Veriguide receipt will **NOT** be graded.
Veriguide website: https://services.veriguide.org/academic/login_CUHK.jsp

ACADEMIC HONESTY AND PLAGIARISM

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

COURSE ANNOUNCEMENTS

This course uses the CUHK eLearning system, which can be found at <https://elearn.cuhk.edu.hk>. Make sure to check this system and your CUHK email regularly.

Depending on the progress of learning, this syllabus may change during the course. Changes will be announced by the instructor.

Course Meetings & Assignment Due Dates

Reference Readings:

Wm. Theodore De Bary, and Irene Bloom, eds. *Sources of Chinese Tradition: From Earliest Times to 1600*, vol.1, second edition. New York: Columbia University Press, 1999.

Wm. Theodore De Bary, and Richard Lufrano, eds. *Sources of Chinese Tradition: From 1600 Through the Twentieth Century*, vol.2, second edition. New York: Columbia University Press, 2000.

Required Readings will be provided through the eLearning system.

Week 1 (Sep. 11) Thinking about Topics and Research on China

No readings

For the coming week, think about a topic and a question for your capstone research project.

(History, Literature, Linguistic, Philosophy, Religion, Environment, Gender, Art etc.)

Week 2 (Sep. 18) Humanities Discipline, Theory and Paradigm

Weber, Max. "Confucianism and Puritanism Compared." In *The Essential Weber: A Reader*, edited by Sam Whimster, 35–54. London and New York: Routledge, 2004.

William H. Sewell, Jr. "The Political Unconscious of Social and Cultural History, or, Confessions of a Former Quantitative Historian." In *Logics of History: Social Theory and Social Transformation*. Chicago: University of Chicago Press, 2005.

Williams, Raymond. *Selections from Keywords: A Vocabulary of Culture*. Oxford: Oxford University Press, 1985.

Week 3 (Sep. 25) Chinese Tradition and Culture

Due in Class: Exercise 1: Statement of research topic and research question

Minford, John. "Introduction." In *I-Ching: The Essential Translation of the Ancient Chinese Oracle and Book of Wisdom*. New York: Penguin Books, 2014.

William H. Sewell, Jr., "The Concept(s) of Culture." In *Logics of History: Social Theory and Social Transformation*, 152–174. Chicago: University of Chicago Press, 2005.

Hobsbawm, Eric. "Introduction: Inventing Traditions." In *The Invention of Tradition*, edited by Eric Hobsbawm and Terence Ranger, 1–14. Cambridge: Cambridge University Press, 2012.

Week 4 (Oct. 9) Chinese Religion and Society

Jacka, Tamara, Andrew B. Kipnis and Sally Sargeson. "Introduction." In *Contemporary China: Society and Social Change*, co-authored by Tamara Jacka, Andrew B. Kipnis and Sally Sargeson, 1–23. Cambridge: Cambridge University Press, 2013.

Lagerwey, John. "Introduction." In *China: A Religious State*, 1–17. Hong Kong: Hong Kong University Press, 2010.

Week 5 (Oct. 16) Sources I: Text, Image and Sound

Benjamin, Walter. "The Work of Art in the Age of Mechanical Reproduction." In *Illuminations: Essays and Reflections*, 166–195. Boston, New York: Houghton Mifflin Harcourt, 2019.

Pang, Laikwan. "Peking Opera, from Listening to Watching." In *The Distorting Mirror: Visual Modernity in China*, 133–163. Honolulu: University of Hawai'i Press, 2007.

Pickowicz, Paul. "Social and Political Dynamics of Underground Filmmaking in Early Twenty-First Century China." In *China on Film: A Century of Exploration, Confrontation, and Controversy*, 325–344. Lanham, Boulder, New York: Rowman&Littlefield Publishers, INC., 2012.

Invited Lecture: Dr. Yan Yu. "Chinese Calligraphy"

Week 6 (Oct. 23) Sources II: Ethnography, Material Culture and Data

Hershatter, Gail. "Introduction." In *The Gender of Memory: Rural Women and China's Collective Past*, 1–12. Berkeley, Los Angeles, London: University of California Press, 2014.

Ko, Dorothy. "Jazzing into Modernity: High Heels, Platforms and Lotus Shoes." In *China Chic: East Meets West*, edited by Valerie Steele and John S. Major, 141–153. New Haven: Yale University Press, 1999.

Bernard, Russell. "Text Analysis II." In *Research Methods in Anthropology*. Lanham, MD: Alta Mira Press, 2011.

Week 7 (Oct. 30) Midterm Presentation and Individual Sessions I

Week 8 (Nov. 6) Making Sense of Our "Texts": Knowledge, Analysis, Interpretation

Due in Class: Exercise 2: List and paragraph summaries of at least three major scholarly articles relevant to your topic, and note on research gap.

Chow, Rey. "Modernity and Narration in Feminine Detail." In *Woman and Chinese Modernity: The Politics of Reading Between East and West*, 84–120. Minnesota: University of Minnesota Press, 2003.

Cohen, Paul. "Three Ways of Knowing the Past." In *China Unbound: Evolving Perspectives on the Chinese Past*, 200–220. London and New York: Routledge, 2003.

Tsu, Jing. "The Quest for Beauty and Notions of Femininity." In *Failure, Nationalism, and Literature: The Making of Modern Chinese Identity, 1895–1937*, 128–166. California: Stanford University Press, 2005.

Week 9 (Nov. 13) Defining the Topic and Line of Inquiry: Literature Review

Bryman, Alan. Ch.5. In *Social Research Methods*. Oxford; New York: Oxford University Press, 2012.

Recommended reading: Jesson, Jill K., Lydia Matheson and Fiona M. Lacey. *Doing Your Literature Review: Traditional and Systematic Techniques*. Los Angeles, London, New Delhi: Sage, 2011.

Week 10 (Nov. 20) Research Design, Plan and Academic Writing

Due in Class: Exercise 3: 500–600-word description of and explanation for the research method(s) you plan to use for answering your research question

Recommended reading:

Johnson, Andrew P. *Academic Writing: Process and Product*. Lanham: Rowman & Littlefield, 2016.

Week 11 (Nov. 27) Individual Sessions II

Week 12 (Dec. 4) Final Proposal Presentations

First Draft of Research Proposal & Bibliography Due in Class!

Submit your **Final Research Proposal (deadline: midnight on Dec. 11)** to yangzq@link.cuhk.edu.hk (**signed Veriguide declaration** must be attached); late submissions will be penalized.