

<b>Module title</b>		<b>Abbreviation</b>
Scientific Intensification in Heritage and Innovation		04-CS-HI-SI-172-m01
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Contemporary Chinese Studies		Institute of East and South Asian Cultural Studies
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	graduate	--
<b>Contents</b>		
<p>This module continues training on premodern issues at an advanced level, now clearly oriented toward active research and including practical exercises. The thematic focus is set by a frame of choice, selected from the fields of the cultural and literary histories of the middle to late imperial periods (Tang/Song to Qing dynasties), with a strong focus on textual sources, and with a pronounced emphasis on the interplay between tradition (heritage) and change (innovation). The thematic focus, depending on the learning agreement with the new student group, can be on the development of one textual genre over time, one major textual body, such as the oeuvre of one writer, or the collected writings about one place or region. This body of primary sources is then approached from several methodical perspectives, for which suitable research questions and working procedures (including partial translation, cursory reading, systematic surveys, employment of databases and other digital aids) are developed. The relevant research literature in various languages is covered as comprehensively as possible. The bibliographical control and evaluation of research literature in Chinese is given particular attention. While no individual papers are presented in this module, the main emphasis is on practical exercises, done in group work and covering the successive stages and procedures of the research process, and also including oral presentations. This course also serves to explore and develop potential topics for individual Master theses.</p>		
<b>Intended learning outcomes</b>		
<p>Students get acquainted with the entire process of source-text oriented research, as they progress through its various stages. They deepen their abilities in developing research questions, considering relevant contexts and applying analytical procedures, handling both primary and secondary sources. This helps prepare students for their own research toward writing their individual Master theses.</p>		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (2) Module taught in: English and Chinese		
<b>Method of assessment</b> (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
term paper (approx. 20 pages) Language of assessment: English and Chinese creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Teaching cycle</b>		
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<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
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<b>Module appears in</b>		



Master's degree (1 major) Chinese Studies (2017)