

RGC Ref. No.: UGC/FDS16/H01/17 <hr/> (please insert ref. above)

**RESEARCH GRANTS COUNCIL
COMPETITIVE RESEARCH FUNDING SCHEMES FOR
THE LOCAL SELF-FINANCING DEGREE SECTOR**

FACULTY DEVELOPMENT SCHEME (FDS)

Completion Report

(for completed projects only)

<p><u>Submission Deadlines:</u></p> <ol style="list-style-type: none"> 1. Auditor's report with unspent balance, if any: within six months of the approved project completion date. 2. Completion report: within 12 months of the approved project completion date.
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Part A: The Project and Investigator(s)

1. Project Title

Fevers of National Learning in 20th century China : Post-enlightenment Phenomena

2. Investigator(s) and Academic Department(s) / Unit(s) Involved

Research Team	Name / Post	Unit / Department / Institution
Principal Investigator	YU Xuying / Assistant Professor	Department of Humanities, Literature and Translation, School of Arts & Social Sciences, The Open University of Hong Kong
Co-Investigator(s)		
Others		

3. Project Duration

	Original	Revised	Date of RGC / Institution Approval <i>(must be quoted)</i>
Project Start Date	1 January 2018		
Project Completion Date	31 December 2019	30 June 2020	12 June 2019
Duration <i>(in month)</i>	24	30	12 June 2019
Deadline for Submission of Completion Report	31 December 2020	30 June 2021	12 June 2019

Part B: The Final Report

5. Project Objectives

5.1 Objectives as per original application

1. To contextualize two ‘fevers’ of national learning by examining the historical conditions of the two periods, drawing attention to their political, academic and social circumstances, domestically and globally, and further inquiring into how and why Chinese intellectuals repeatedly turn to national learning as an active or passive response to external events impacting upon these movements.
2. To characterize the two fevers as the opposing tendencies: the former sees the specialization, scientization, and de-ideologicalization of national learning, while the latter reveals a process of popularizing, obscuring, and ideological reinstating of national learning.
3. To demonstrate that the revival of national learning signs the decline of enlightenment discourse in two periods by exposing two shifts: firstly, both fevers reflect Chinese intellectuals’ identity shifts from enlightener/thinker to scholar, from legislator to interpreter; Secondly, from the rise to the re-rise of national learning, the focus of Chinese modernity discourse shifts from the European model to an attempt for an alternative modernity. The features of Chinese enlightenment discourse, its tension with scholarship, nationalism as well as conservatism will be paid particular attentions.
4. Theoretically, to investigate the applicability and relevancy of Bourdieu’s *Field* theory for studying the intellectual field in the context of China.

5.2 Revised objectives

Date of approval from the RGC: N/A

Reasons for the change:

5.3 Realisation of the objectives

(Maximum 1 page; please state how and to what extent the project objectives have been achieved; give reasons for under-achievements and outline attempts to overcome problems, if any)

The realisation of the objectives has four stages.

The research started with the boundary delineations of research scopes of national learning in 20th century China by focusing on two fevers. The first fever refers to the “Reorganizing National Heritage” movement of the 1920s; the second one includes the academic “New National Learning” and the revival of Confucianism movements in the 1990s. The first stage of the research contextualized the position of Chinese intellectuals within the changing cultural, social and political structures to examine their situational judgments and discursive strategies. The historical conditions in the two periods, including the national status quo and international interactions, were listed and analyzed. This stage uncovered how national learning became a strategy of legitimacy for intellectuals to restructure the hierarchized positions in the cultural field, challenge the dominant norms, corresponding with the external changes. Objective 1&4 were achieved through the analysis of historical conditions and intellectuals’ discursive struggles within the cultural field.

The second stage of the research focused on the role of Western learning in two fevers of national learning. It first investigated how “national learning” in the first fever was redefined and reorganized with the sinological model, and how sinology provided the motive, the original idea, and direction for the modernization of national learning. It then dug out the indirect and direct impacts of Western theories, such as political conservatism, postmodern theories, and New Confucianism on the second fever. Objective 2&3 were partially achieved in this stage.

The third stage was a comparison between the two fevers. This stage sketched the opposite trajectories of discursive production of national learning in two periods: the scientization, specialization and de-ideologicalization in the 1920s; the conservative turn, essentialization and re-ideologicalization in the 1990s. It also summarized that in this transformation how the universality of enlightenment modernity was questioned and discourse of alternative modernity. Objective 2&3 were fully achieved in the third stage.

The fourth stage of the research further explored two specific issues from the second stage: one was the influence Western political theory on contemporary cultural political and cultural conservatism, the other was how the cultural exchanges between Chinese and Western scholars contributed to academic interests in Chinese traditional culture in the 1920s and 1930s. Objective 1,3 &4 were achieved from new perspectives.

5.4 Summary of objectives addressed to date

Objectives (as per 5.1/5.2 above)	Addressed (please tick)	Percentage Achieved (please estimate)
1. To contextualize two ‘fevers’ of national learning by examining the historical conditions of the two periods, drawing attention to their political, academic and social circumstances, domestically and globally, and further inquiring into how and why Chinese intellectuals repeatedly turn to national learning as an active or passive response to external events impacting upon these movements.	√	100%
2. To characterize the two fevers as the opposing tendencies: the former sees the specialization, scientization, and de-ideologicalization of national learning, while the latter reveals a process of popularizing, obscuring, and ideological reinstating of national learning.	√	100%
3. To demonstrate that the revival of national learning signs the decline of enlightenment discourse in two periods by exposing two shifts: firstly, both fevers reflect Chinese intellectuals’ identity shifts from enlightener/thinker to scholar, from legislator to interpreter; Secondly, from the rise to the re-rise of national learning, the focus of Chinese modernity discourse shifts from the European model to an attempt for an alternative modernity. The features of Chinese enlightenment discourse, its tension with scholarship, nationalism as well as conservatism will be paid particular attentions.	√	100%
4. Theoretically, to investigate the applicability and relevancy of Bourdieu’s <i>Field</i> theory for studying the intellectual field in the context of China.	√	100%

6. Research Outcome

6.1 Major findings and research outcome

(Maximum 1 page; please make reference to Part C where necessary)

The research outcomes of this project include one book chapter, 5 conference papers, 2 journal papers are under preparation. (Please refer to Part C for details). Following are the major findings.

1. The project finds the consistencies and inconsistencies of two fevers of national learning in the 1920s and 1990s. On the one hand, there are the consistent tensions between nationalism and universalism, between the mission of enlightenment and the academic professionalism in these two fevers. On the other hand, the two fevers are almost the opposite processes. The first fever marks a specialization, scientization, and de-ideologicalization of national learning, while the second reveals a conservative turn, essentialization, and re-ideologicalization of national learning.
Finding 1 was presented in the book chapter “Roles of Western Learning in Fevers of National Learning in the Twentieth-Century China”, and in the conference paper entitled “The Discourse of Alternative Modernity in Contemporary China: A Post-Enlightenment Phenomenon”.
2. The project demonstrates that Western learning plays a crucial role in the rise and re-rise of national learning in 20th century China. In the 1920s, Western learning’s profound impacts on the paradigmatic shift of national learning lie in the following aspects: the original idea of reorganization, the scientific spirit, methodology, and the western classification of disciplines. These impacts stimulate an attempt to separate scholarship from politics and pursue apolitical, neutral, and universal scholarship. In the 1990s, Western Learning prepares the fever of national learning both the methodological and the ideological tools. The influences are embodied by facilitating the rise of political and cultural conservatism, questioning the universality of enlightenment modernity, and seeking re-Confucianizing national learning.
Finding 2 was presented in book chapter “Roles of Western Learning in Fevers of National Learning in the Twentieth-Century China”, and in the conference paper entitled 20 世紀國學熱中的西學因素.
3. This project compares two directions of national learning in the 1920s and 1930s: the movement of “Rearranging the National Heritage” (zhengliguogu) led by Hu Shi and other scholars of Beijing University, and the cultural conservatism exemplified by the Xueheng School and historiography of Southeast University. The project challenges the commonly used framework of liberal/radical/conservative in the existing scholarship as well as the conclusion about differences between two streams. It argues that the seemingly opposite streams share an emphasis on universalism.
Finding 3 was presented in the conference paper entitled “Two Universalisms in the Fever of National Learning in the May Fourth Period”.
4. The project finds Samuel Huntington’s important role in the rise of political and cultural conservatism in China’s post-socialist condition. Responses from Chinese intellectuals towards Huntington’s three books: *Political Order in Changing Societies*, *The Third Wave*, and *The Clash of Civilizations*, show the changing impacts of Huntington in China.
Finding 4 was presented in the conference paper “Samuel P. Huntington in China” and the journal paper with the same title (under preparation).
5. In investigating how the cultural exchange between Chinese and Western intellectuals contributes to the revival of interests in Chinese traditional culture in the 1920s, a Chinese scholar called Chang Hsin-hai is found in this project. Chang’s contribution to introducing Chinese thoughts to the West and his influence on Irving Babbitt, the leader of New Humanism, has not been well discussed. The project fills this research gap.
Finding 5 will be presented in a journal paper 張歆海：向西方講述中國 (under preparation).

6.2 Potential for further development of the research and the proposed course of action (*Maximum half a page*)

1. The project has explored how Western learning and cultural exchanges between China and the West related to the fevers of national learning. Through the case study of Chang Hsin-hai (finding 5), the project also finds that the travel of theory could be the round trip. It worth further investigating whether the academic interactions and the two revivals of national learning influence the development of Western Sinology.
2. The project's analysis of Chinese intellectuals' identity shifts and strategical position-takings in two fevers of national learning focuses on the cultural field. Since the revival of national learning in contemporary China is not only an academic phenomenon, further research should evaluate the impacts or significances of fevers of national learning in broader scopes, such as social, political, and economic aspects

7. Layman's Summary

(*Describe in layman's language the nature, significance and value of the research project, in no more than 200 words*)

This is a comparative study on two fevers of national learning (guoxue) in the intellectual history of 20th century China. First fever is the movement of "Rearranging the National Heritage" (zhengliguogu) in the 1920s; second fever includes the academic "New National Learning" and the revival of Confucianism movements in the 1990s. Both fevers can be regarded as post-enlightenment phenomena. It examines the historical conditions of two fevers, the changing roles of Western learning in rises of national learning, and tensions between nationalism and universalism, between the mission of enlightenment and academic professionalism. It shows how scientization as a strategy of legitimation of Chinese scholarship in the global discourse of modernity in the 1920s, while how cultural particularity became the new capital, capturing the attention of both the regime and the international academic community in the 1990s.

Previous studies usually regard the two fevers as separate cases and as passive reactions to sociopolitical circumstances. This project not only exhibits the consistencies and inconsistencies of the discourse of national learning but also uncovers the intellectual politics underlying the discourse.

Part C: Research Output**8. Peer-Reviewed Journal Publication(s) Arising Directly From This Research Project**

(Please attach a copy of the publication and/or the letter of acceptance if not yet submitted in the previous progress report(s). All listed publications must acknowledge RGC's funding support by quoting the specific grant reference.)

The Latest Status of Publications				Author(s) (denote the corresponding author with an asterisk*)	Title and Journal / Book (with the volume, pages and other necessary publishing details specified)	Submitted to RGC (indicate the year ending of the relevant progress report)	Attached to this Report (Yes or No)	Acknowledged the Support of RGC (Yes or No)	Accessible from the Institutional Repository (Yes or No)
Year of Publication	Year of Acceptance (For paper accepted but not yet published)	Under Review	Under Preparation (optional)						
2020				YU Xuying	"Roles of Western Learning in Fevers of National Learning in the Twentieth-Century China", <i>Chinese Culture in the 21st Century and its Global Dimensions Comparative and Interdisciplinary Perspectives</i> Singapore: Springer. pp181-201.	No	Yes [Attachment 1]	Yes	Yes
			Yes	YU Xuying	張歆海：向西方講述中國	No	Yes [Attachment 2]	Yes	Yes
			Yes	YU Xuying*, LI Kin Keung	Samuel P. Huntington in China	No	Yes [Attachment 3]	Yes	Yes

9. Recognized International Conference(s) In Which Paper(s) Related To This Research Project Was / Were Delivered

(Please attach a copy of each conference abstract)

Month / Year / Place	Title	Conference Name	Submitted to RGC <i>(indicate the year ending of the relevant progress report)</i>	Attached to this Report <i>(Yes or No)</i>	Acknowledged the Support of RGC <i>(Yes or No)</i>	Accessible from the Institutional Repository <i>(Yes or No)</i>
October /2020, Virtual Conference	Huntington in China	The 4th Annual Jiangnan Conference on China Studies: China and the World: A Re-Examination in the New Global Landscape, Xi'an Jiaotong-Liverpool University(Suzhou)	No	Yes [Attachment 4]	Yes	Yes
July / 2019/ Macau	The Discourse of Alternative Modernity in Contemporary China: A Post-enlightenment Phenomenon	The 22nd congress of the International Comparative Literature Association	No	Yes [Attachment 4]	Yes	Yes
June/ 2019/ Changsha	The Role of Western Learning in Two Fevers of "National Learning"	Airing the States: The Association of Chinese and Comparative Literature Biennial Conference	Yes	Yes [Attachment 4]	Yes	Yes
May / 2019/ Belgium	Two Universalisms in the Fever of "National Learning" in the May Fourth Period	"4 May 1919: History in Motion" International Conference	Yes	Yes [Attachment 4]	Yes	Yes
March/ 2019/ Hong Kong	20世紀國學熱中的西學因素	Chinese Culture in the 21st Century and its Global Dimensions	Yes	Yes [Attachment 4]	Yes	Yes

10. Whether Research Experience And New Knowledge Has Been Transferred / Has Contributed To Teaching And Learning

(Please elaborate)

1.The research experience, such as how to use databases to find historical documents, how to build up the comparative framework for cultural and literary studies, how to find research gap, has been transferred to PI's teaching of "Critical Approach of Chinese Literature" and supervision of Master theses.

2. Research findings 2&5 have been integrated into PI's course of "Modern and Contemporary Chinese Literature."

11. Student(s) Trained*(Please attach a copy of the title page of the thesis)*

Name	Degree Registered for	Date of Registration	Date of Thesis Submission / Graduation
N/A			

12. Other Impact*(e.g. award of patents or prizes, collaboration with other research institutions, technology transfer, teaching enhancement, etc.)*

N/A

13. Statistics on Research Outputs

	Peer-reviewed Journal Publications	Conference Papers	Scholarly Books, Monographs and Chapters	Patents Awarded	Other Research Outputs (please specify)	
					Type	No.
No. of outputs arising directly from this research project	2(under preparation)	5	1			

14. Public Access Of Completion Report*(Please specify the information, if any, that cannot be provided for public access and give the reasons.)*

Information that Cannot Be Provided for Public Access	Reasons
N/A	