

Subject Description Form

Subject Code	CC3231 / CC3231P
Subject Title	Major Religions in China 中國主要宗教 (佛教、道教、基督教、伊斯蘭教)
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC3231: CC3231P Exclusion for CC3231P: CC3231
Objectives	Major religions in China are usually considered to consist of Buddhism, Daoism, Islam, Christianity, and arguably Confucianism. While part of this course expediently follows this classification, it highlights a more complicated historical and social reality, in which boundaries between these “religions” are not clear and the majority of Chinese people hardly see themselves as exclusively devoted to any of them. Therefore, the students will on the one hand learn about the essential teachings, practices, and historical outline of each of these religions, and on the other hand, explore the diversity within each religion and the shared repertoire among the different ones. Ultimately, they will be guided to reflect upon the Chinese characteristics of religion, the particular ways and key concepts to discuss Chinese religions, and the modern construction of “religion” itself.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) understand the multi-religious and multicultural nature of Chinese society; b) know the basic history, religious teachings, and canonical practices of Confucianism, Buddhism, Daoism, Islam, and Christianity in China; c) comprehend the modes and conditions of acculturation; d) acquire a clear and overall picture of the religious dimensions of Chinese culture; e) develop critical reading and academic writing skills; and f) familiarize themselves with key theories and concepts to describe and discuss Chinese religions scholarly.
Subject Synopsis/ Indicative Syllabus	1) Introduction to the course Unit I: Comparison and reflection: categorization and methodology

	<ol style="list-style-type: none"> 2) Introduction to the non-Abrahamic religions in China: Buddhism and Daosim 3) Introduction to the Abrahamic religions in China: 4) Western misunderstanding of Chinese religions: Unit II: Daoism and Buddhism 5) Contemporary Daoism 6) History and doctrines of Daosim 7) Contemporary Buddhism 8) History and doctrines of Chinese Buddhism 9) Field trip Unit 3: Abrahmic religions in China 10) Islam 11) Protestan Christianity 12) Catholicism 13) Conclusion and sharing 						
<p>Teaching/Learning Methodology</p>	<p>The reading assignments consist of some of the most influential religious texts in China and scholarly case studies of intriguing religious phenomena. No general, introductory essay will be assigned for reading. Instead, the instructor will lecture in class the historical backgrounds, explain difficult terms, and relate the particular text or case to a broader societal or historical realm. She will also read together and discuss with the students some of the most intriguing excerpts from the assigned or other primary sources. Short documentaries or video clips will be screened in class to illustrate the religious experiences. The class will also take a fieldtrip to a local monastery.</p> <p>Students are required to finish the reading assignments before the class meeting, attend the lectures, , participate in classroom discussions, and submit a short midterm paper.</p> <p>Participating a UGC funded teaching and learning project, this course in the second semester of 2018/19 requires the students to conduct interviews with religious practitioners, including designing interview questions, conducting the interview, transcribing it, analysing it using what they learn from the course, and sharing it with their classmates.</p> <p>.</p>						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="478 1848 1428 1984"> <thead> <tr> <th data-bbox="478 1848 782 1984">Specific assessment methods/tasks</th> <th data-bbox="782 1848 941 1984">% weighting</th> <th data-bbox="941 1848 1428 1984">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
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		a	b	c	d	e	f
1. mid-term quiz	20%	✓	✓	✓	✓	✓	✓
2. final quiz	20%	✓	✓	✓	✓	✓	✓
3. class participation	20%	✓	✓	✓	✓	✓	✓
4. final paper	40%	✓	✓	✓	✓	✓	✓
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1) This assignment aims at making the students test and use the historical and conceptual knowledge about religion in real life communication, understand religion not as abstract and dogmatic but vivid and concrete in individuals' life narrative. In addition to designing and conducting the interview, it also involves writing down the analysis in a clear, convincing and critical way in the final paper. 2) The paper, which focuses on the comparison between Abrahamic religions and non-Abrahamic religions in China, helps the students to grasp the key categorization in religious studies and the reasons why we should not impose a Western conceptualization of religion on Chinese contexts. 3) The lectures bring the contents of the reading assignments into their historical and religious contexts. They aim at producing a scholarly mindset regarding religions. Thus it leads to all the intended learning outcomes except (e). 4) Active classroom participation transforms the students from mere recipients of knowledge to active learners throughout the semester. Thus it leads to all the intended learning outcomes except (e). 							
Student Study Effort Expected	Class contact:						
	▪ Lectures						39 Hrs.
	▪ Classroom discussion						1 Hrs.
	▪ Group presentation						0.5 Hrs.
	Other student study effort:						
▪ Readings						45 Hrs.	

	<ul style="list-style-type: none"> ▪ Writings 	20 Hrs.
	<ul style="list-style-type: none"> ▪ Group project 	10 Hrs.
	Total student study effort	115.5 Hrs.
Reading List and References	1.	

1. 藍吉富、劉增貴主編《中國文化新論-宗教禮俗篇：敬天與親人》（臺北市·聯經出版，2000年5月）
2. 宗樹人、夏龍、魏克利主編《中國人的宗教生活》（香港·香港大學出版社，2014年）
3. 葉朗、費振剛、王天有主編《中國文化導讀·第二版》（香港·香港城市大學出版社，2002年）
4. 王卡著《道教史話》（北京·社会科学文献出版社2012年5月）
5. 詹石窗著《道教文化十五講》（北京·北京大學出版社），2012年9月第二版
6. 季羨林著《佛教十六講》（武漢·長江文藝出版社），2010年11月
7. 郭朋著《中國佛教簡史》（北京·社會科學文獻出版社，2012年1月）
8. 林富士主編《中國史新論·宗教史分冊》（台北·中央研究院、聯經出版公司，2010年12月初版）
9. 吳梓明編《廿一世紀的宗教展望》（香港·香港中文大學崇基學院宗教與中國社會研究中心，2001年）
10. 王治心撰、徐以驊導讀《中國基督教史綱》（上海·上海古籍出版社，2011年11月）
11. 穆啟蒙編著、侯景文譯《中國天主教史》（台北·光啟文化，2004年）
12. 黃文江、張雲開、陳智衡主編《變局下的西潮-基督教與中國的現代性》（香港·建道神學院，2015年6月）
13. 丁宏、敏俊卿著《伊斯蘭教與中國穆斯林社會現代化進程》（北京·中央民族大學出版社，2012年2月）