

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CC2C05/CC2C05P
Subject Title	Confucianism and Chinese Culture 儒家與中國文化
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion subjects for CC2C05: CC2C05P and CC204 Exclusion subjects for CC2C05P: CC2C05 and CC204
Objectives	The study of Confucianism is essential to the understanding of Chinese culture on the personal and institutional level. Students will gain a basic knowledge of the gist of Confucian teachings by taking this subject which covers the major figures of Confucianism through the ages, their contributions to Chinese culture and the major propositions of classical and neo-Confucianism, including the Buddhist and Daoist elements contained therein. As a complex system of thought, Confucianism is at once a personal philosophy and a state ideology at different periods of Chinese history. It speaks to the ethical, social, and political concerns in people's daily life, and continues to exert its influence in the modern world. This subject helps students to relate their personal conduct and social responsibilities to Confucian teachings so as to develop a larger sense of humaneness and cultivate a positive outlook on life and the world. This subject will include substantial reading and writing assignments for the fulfillment of the Chinese Reading and Writing Requirements in Chinese session.
Intended Learning Outcomes (Note 1)	Upon completion of the subject, students will be able to: (a) have an understanding of the teachings of the major figures and propositions of classical and neo-Confucianism; (b) present the gist of the Confucian classics; (c) practice the Confucian ideal of connecting personal conduct and social responsibilities and forge a positive and constructive world view; (d) to spell out in concrete terms the Confucian contribution to world civilization; (e) enlarge and refine their understanding of the vocabulary of Chinese culture. (f) fulfill the Chinese Reading and Writing Requirements in Chinese session.
Subject Synopsis/ Indicative Syllabus (Note 2)	<ol style="list-style-type: none"> 1. Confucius and Mencius and their disciples 2. The Confucian canons 3. Learning and application of the liberal arts 4. Values and ideals and ethical doctrines 5. Cultivation of the personal self, duty to family and service to society and state 6. Confucianism with metaphysical elements 7. Confucianism as a state ideology: why and how 8. Confucianism influenced by Buddhism and Daoism 9. Neo-Confucianism in late imperial China: classics and major ideas 10. Zhu Xi and Wang Yang-ming

	11. Neo-Confucianism in government and society 12. Confucian scholarship in Qing times 13. Confucianism in modern China 14. Confucianism and the modern world																																																						
Teaching/Learning Methodology <i>(Note 3)</i>	Students will read assigned writings pertinent to the lecture before class. Lectures will include discussion of the theses and arguments from such writings. Students will be asked to present views and findings from a book or an essay on the reading list or one within the concern of the course in the class. Teacher will join in discussion to demonstrate the skills needed for critical reading and presentation. A term paper of substantial research will be decided early in the semester and teacher will monitor students' progress and teach them skills for independent research. Quizzes on students' understanding of the themes and theses taught will be conducted to ensure their grasp of the subject. Students taking the subject for CR will have to demonstrate knowledge of texts designated for those purposes. Whenever appropriate, interactive communications, either between the teacher and the students or among the students themselves, will take the place of the conventional lecture format.																																																						
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="520 871 1469 1370"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Mid-term quiz</td> <td>15%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td>CR</td> </tr> <tr> <td>2. Final quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CR</td> </tr> <tr> <td>3. Oral presentation</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Term paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CW</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>For the fulfillment of CR: students have to demonstrate understanding of the items chosen for CR in Mid-term Quiz and Final Quiz.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Mid-term quiz	15%	✓	✓				CR	2. Final quiz	20%	✓	✓	✓	✓	✓	CR	3. Oral presentation	15%	✓	✓	✓	✓			4. Term paper	50%	✓	✓	✓	✓	✓	CW	Total	100 %						
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Reading List and	Reading Requirements																																																						

References

Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.

Major Readings

1. (CR) 余英時：《知識人與中國文化的價值》，台北：時報文化出版企業股份有限公司，2007。(Reading requirements: pp. 1-307)
2. 朱貽庭主編：《與孔子對話：儒家文化與現代生活》，上海：上海辭書出版社，2008年[上海文廟儒家文化研究叢書]。
3. 梁漱溟：《中國文化要義》，台北：商務印書館，2013年。
4. 錢穆：《中華文化十二講》，台北：東大圖書股份有限公司，2006。
5. Nylan, Michael. 2001. *The Five Confucian Classics*. New Haven: Yale University Press.

Others

6. 牟宗三：《中國哲學十九講》，台北：學生書局，2012年。
7. 牟宗三：《道德的理想主義》，台北：學生書局，2000年。
8. 牟宗三：《歷史哲學》，台北：學生書局，2000年。
9. 牟宗三：《政道與治道》，台北：學生書局，2010年。
10. 牟復禮著，王立剛譯：《中國思想之淵源》，北京：北京大學出版社，2009年。
11. 余英時：《從價值系統看中國文化的現代意義：中國文化與現代生活總論》，台北：時報文化出版事業有限公司，1984年。
12. 余英時：《士與中國文化》，上海：上海人民出版社，2003年。
13. 余英時：《現代儒學的回顧與展望》，北京：三聯書店，2004年。
14. 柳詒徵、呂思勉：《中國文化十六講》，北京：長征出版社，2008年。
15. 唐君毅：《文化意識與道德理性》，台北：學生書局，1986年。
16. 唐君毅：《中華人文與當今世界》，台北：學生書局，1988年。
17. 唐君毅：《人民精神之重建》，台北：學生書局，1988年。
18. 唐君毅：《中國人文精神之發展》，台北：學生書局，1989年。
19. 徐復觀、蕭欣義編，《儒家政治思想與民主自由人權》，台北：學生書局，1988年。
20. 湯一介、張耀南、方銘：《中國儒學文化大觀》，北京：北京大學出版社，2001
21. 陳榮捷：《朱熹》，台北：東大圖書股份有限公司，1990年。
22. 陳榮捷：《新儒學論集》，台北：中央研究院中國文哲研究所籌備處，1995年。
23. 陳榮捷：《王陽明傳習錄詳註集評》，台北：學生書局，1992年修訂版。
24. 陳榮捷：《近思錄詳註集評/[朱熹原著]》，台北：學生書局，1992年。
25. 馮友蘭：《中國哲學史》，台北：商務印書館，2015年。
26. 勞思光：《中國文化要義新編》，香港：香港中文大學出版社，1998年。
27. 楊朝明等：《儒家文化面面觀》，濟南：齊魯書社，2000年。

	<p>28. 鄭宗義：《明清儒學轉型探析：從劉戡山到戴東原》，香港：中文大學出版社，2009年。</p> <p>29. 鄭宗義：《儒學、哲學與現代世界》，石家莊：河北人民出版社，2010年。</p> <p>30. 錢穆：《朱子學提綱》，台北：東大圖書股份有限公司，2018年。</p> <p>31. 錢穆：《宋明理學概述》，台北：素書樓，2001年。</p> <p>32. Chan, Wing-tsit. 1969. <i>A Source Book in Chinese Philosophy</i>. Princeton: Princeton University Press.</p> <p>33. Davis, Gloria. 2001. <i>Voicing Concerns: Contemporary Chinese Critical Inquiry</i>. Lanham, MD: Rowan and Littlefield.</p> <p>34. De Bary, Wm. Theodore. 1983. <i>The Liberal Tradition in China</i>. Hong Kong: Chinese University Press.</p> <p>35. Makeham, John. 2008. <i>Lost Soul: "Confucianism" in Contemporary Chinese Academic Discourse</i>. Cambridge, Mass: Harvard University Asia Center.</p> <p>36. Mote, Frederick W. <i>Intellectual Foundations of China</i>. New York: Knopf, 1971 [1st ed.]; New York: McGraw-Hill Pub. Co., c1989 [2nd ed.].</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.