

Subject Description Form

Subject Code	CC2C10 / CC2C10P
Subject Title	Buddhism, Daoism and Chinese Culture 佛教、道教與中國文化
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion subjects for CC2C10: CC2C10P / CC208 Exclusion subjects for CC2C10P: CC2C10 / CC208
Objectives	To introduce students to the doctrines, practices and material culture of Buddhism and Daoism, their development in Chinese history, the role they play in Chinese culture, and the worldview they represent. At the same time, the course, through a study of two of the most important religious traditions in Chinese and world history, will develop skills in critical thinking and expression.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) have basic understanding of the historical development of Daoism and of Buddhism in China (b) understand key terms in the two traditions, demonstrate familiarity with their most influential texts, and appreciate how these relate to a unique worldview (c) appreciate the role of Buddhism in Daoism both in traditional Chinese culture and in contemporary Chinese culture (d) develop skills in analytical reading, formal writing, oral expression and critical thinking.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Introduction to major issues in the history of Chinese religion 2. Entrance and spread of Buddhism in China 3. Court and Countryside, 4th to 7th centuries 4. Monasticism and Self-cultivation, 4th to 7th centuries 5. Buddhism and Daoism under the Tang, 7th to 10th centuries 6. Quanzhen and Chan: Religion in the Song 7. Buddhism and Daoism under the Ming: focus on the state 8. Buddhism and Daoism under the Qing: focus on literature 9. The Republican Period and the encounter with modernity 10. Religion and communism in the 20th Century 11. Contemporary Daoism and Buddhism 12. Review of Major Themes

Teaching/Learning Methodology	Students will read assigned writings pertinent to the lecture before the class meets. Lectures will include discussion of material related to but not limited to the readings. In the tutorial session, students will discuss the reading material. In addition, students will give brief oral presentations summarizing assigned readings. A term paper of substantial research will be decided early in the semester. The teacher will monitor each student's progress to ensure his or her ability to do independent study. Weekly, on-line quizzes will be conducted to ensure their grasp of the readings.																																																					
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="451 546 1430 1391"> <thead> <tr> <th data-bbox="451 546 764 714" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="764 546 922 714" rowspan="2">% weighting</th> <th colspan="5" data-bbox="922 546 1430 647">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="922 647 1023 714">a</th> <th data-bbox="1023 647 1123 714">b</th> <th data-bbox="1123 647 1224 714">c</th> <th data-bbox="1224 647 1324 714">d</th> <th data-bbox="1324 647 1430 714">e</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 714 764 848">1. one mid-term (in English version worth 40%)</td> <td data-bbox="764 714 922 848">30%</td> <td data-bbox="922 714 1023 848"></td> <td data-bbox="1023 714 1123 848">✓</td> <td data-bbox="1123 714 1224 848">✓</td> <td data-bbox="1224 714 1324 848">✓</td> <td data-bbox="1324 714 1430 848">✓</td> </tr> <tr> <td data-bbox="451 848 764 1151">2. one final exam testing knowledge of basic factual material and understanding of major themes (in English version worth 60%)</td> <td data-bbox="764 848 922 1151">30%</td> <td data-bbox="922 848 1023 1151">✓</td> <td data-bbox="1023 848 1123 1151">✓</td> <td data-bbox="1123 848 1224 1151">✓</td> <td data-bbox="1224 848 1324 1151">✓</td> <td data-bbox="1324 848 1430 1151">✓</td> </tr> <tr> <td data-bbox="451 1151 764 1319">3. Final Paper (for Mandarin version of the course)</td> <td data-bbox="764 1151 922 1319">40%</td> <td data-bbox="922 1151 1023 1319">✓</td> <td data-bbox="1023 1151 1123 1319">✓</td> <td data-bbox="1123 1151 1224 1319">✓</td> <td data-bbox="1224 1151 1324 1319">✓</td> <td data-bbox="1324 1151 1430 1319">✓</td> </tr> <tr> <td data-bbox="451 1319 764 1391">Total</td> <td data-bbox="764 1319 922 1391">100%</td> <td colspan="5" data-bbox="922 1319 1430 1391"></td> </tr> </tbody> </table>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. one mid-term (in English version worth 40%)	30%		✓	✓	✓	✓	2. one final exam testing knowledge of basic factual material and understanding of major themes (in English version worth 60%)	30%	✓	✓	✓	✓	✓	3. Final Paper (for Mandarin version of the course)	40%	✓	✓	✓	✓	✓	Total	100%													
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																				
		a	b	c	d	e																																																
1. one mid-term (in English version worth 40%)	30%		✓	✓	✓	✓																																																
2. one final exam testing knowledge of basic factual material and understanding of major themes (in English version worth 60%)	30%	✓	✓	✓	✓	✓																																																
3. Final Paper (for Mandarin version of the course)	40%	✓	✓	✓	✓	✓																																																
Total	100%																																																					
Student Study Effort Expected	<table border="1" data-bbox="435 1458 1445 1995"> <tr> <td colspan="6" data-bbox="435 1458 1445 1529">Class contact:</td> </tr> <tr> <td data-bbox="435 1529 1174 1601">▪ Lectures</td> <td colspan="5" data-bbox="1174 1529 1445 1601">26 Hrs.</td> </tr> <tr> <td data-bbox="435 1601 1174 1673">▪ Tutorials</td> <td colspan="5" data-bbox="1174 1601 1445 1673">13 Hrs.</td> </tr> <tr> <td colspan="6" data-bbox="435 1673 1445 1744">Other student study effort:</td> </tr> <tr> <td data-bbox="435 1744 1174 1816">▪ Readings</td> <td colspan="5" data-bbox="1174 1744 1445 1816">42 Hrs.</td> </tr> <tr> <td data-bbox="435 1816 1174 1888">▪ Discussions</td> <td colspan="5" data-bbox="1174 1816 1445 1888">6 Hrs.</td> </tr> <tr> <td data-bbox="435 1888 1174 1960">▪ Writing</td> <td colspan="5" data-bbox="1174 1888 1445 1960">36 Hrs.</td> </tr> <tr> <td data-bbox="435 1960 1174 2031">Total student study effort</td> <td colspan="5" data-bbox="1174 1960 1445 2031">123 Hrs.</td> </tr> </table>						Class contact:						▪ Lectures	26 Hrs.					▪ Tutorials	13 Hrs.					Other student study effort:						▪ Readings	42 Hrs.					▪ Discussions	6 Hrs.					▪ Writing	36 Hrs.					Total student study effort	123 Hrs.				
Class contact:																																																						
▪ Lectures	26 Hrs.																																																					
▪ Tutorials	13 Hrs.																																																					
Other student study effort:																																																						
▪ Readings	42 Hrs.																																																					
▪ Discussions	6 Hrs.																																																					
▪ Writing	36 Hrs.																																																					
Total student study effort	123 Hrs.																																																					

**Reading List and
References**

1. 芮沃壽著常蕾譯《中國歷史中的佛教》(北京：北京大學出版社，2009)。
2. 卿希泰、唐大潮《道教史》(南京：江蘇人民出版社，2008)。
3. 湯用彤《漢魏兩晉南北朝佛教史》(北京：中華書局，1983)。
4. John Kieschnick, *The Impact of Buddhism on Chinese Material Culture* (Princeton University Press, 2003).
5. Erik Zürcher, *The Buddhist Conquest of China. The Spread and Adaptation of Buddhism in Early Medieval China* (Leiden: E.J. Brill, 1972).
6. John McRae, *Seeing Through Zen* (University of California Press, 2003).
7. Stephen R. Bokenkamp, *Early Daoist Scriptures* (Berkeley: University of California Press, 1997).
8. Alan K.L. Chan *Two Visions of the Way: A Study of the Wang Pi and the He-Shang Kung* (Albany: State University of New York, 1991).