

Subject Description Form

Subject Code	CC2F25 / CC2F25P
Subject Title	Shaping the Self in Late Imperial Chinese Literature 中國近世文學中的自我之情
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion subjects for CC2F01: CC2F01P and CC220 Exclusion subjects for CC2F01P: CC2F01 and CC220
Objectives	The subject considers the boundaries that define the self in late imperial Chinese culture, in spatial, intellectual, and emotional terms. The focus falls on the latter half of the late imperial period, from the mid-fifteenth century on, when increasing value was placed on the self, subjectivity, and desire and new understandings of the mind led many to challenge neoclassical Confucian norms. Through close reading of texts on geography and travel, education, leisure and connoisseurship, and self-fulfilment in romance, students can consider various factors shaping notions of the self. Thereby they can appreciate how physical and abstract boundaries of place, knowledge, and personhood factor into self-perception and action. The subject requires substantial reading. The research report for the subject conducted in Chinese-language satisfies the university Reading and Writing requirements.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> (a) comprehend how the self can be defined with reference to place and space, the family unit, social and educational groups, and belief system; (b) describe interplay between views of the self and mind and social role; (c) recognize notions of the self, social body, and prescribed behaviors associated with teachings of Confucianism, Daoism, and Buddhism. (d) chart the social, economic, and intellectual factors that impact the boundaries of self and social roles; (e) read texts on travel and exploration, connoisseurship, and romance with attention to social and historical context.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Introduction : Boundaries in Space, Knowledge and Personhood 2. Territorial Expansion, its Economic and Intellectual Impact: Silver and Time 3. Exploring the Empire: Travel Writings of Xu Xiake, Merchants & Explorers 4. Fruits of the Examination System: Failed Scholars and Bored Officials

	<p>5. Education for Men and for Women and its Aims</p> <p>6. The Inward Turn: Leisure and Connoisseurship</p> <p>7. Philosophical critiques of self and society: Wang Yang-ming and his Rivals</p> <p>8. The Battle between Passion and Reason in the drama Peony Pavilion</p> <p>9. Why Study? Reading, Daydreaming, Self-Knowledge and Action</p> <p>10. Transformation of Self through Self-Knowledge and Action</p> <p>11. Medical beliefs about the Body and Social Personhood: The Whole Person</p> <p>12. Death and Rebirth in Confucian, Buddhist, and Daoist Practice</p> <p>13. Growing up and Gender Roles</p> <p>14. Self, Subjectivity, and Transformation: A Moment or a Constant Process?</p>																																															
<p>Teaching/Learning Methodology</p>	<p>Lectures will introduce a variety of philosophical, historical, and literary text and the social and historical context. Both the lectures and tutorials will guide students to trace the increasing attention to subjectivity and individual experience and desire and the historical, economic, and social factors that shaped this cultural turn. The tutorial will focus on close reading and explication of texts and highlight key themes, concepts, and values expressed there. Lectures and tutorials are structured to foster teacher-student interaction as well as respectful, active dialogue among students.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Response papers on major readings, twice during the term</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Participation, including the preparation of question/examples for discussion</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Quizzes</td> <td>20%</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>4. Final paper</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></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. Response papers on major readings, twice during the term	20%	√	√	√	√	√	2. Participation, including the preparation of question/examples for discussion	20%	√	√	√	√	√	3. Quizzes	20%		√	√	√		4. Final paper	40%	√	√	√	√	√	Total	100%					
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Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	39 Hrs.
	▪ Writing	39 Hrs.
	▪ Group-based research (10-minute oral report)	4 Hrs.
	Total student study effort	121 Hrs.
Reading List and References	<ol style="list-style-type: none"> 湯顯祖著《牡丹亭》徐朔方，楊笑梅校注。北京:人民文学出版社，1976年。 朱惠榮：《徐霞客遊記校註》，雲南人民出版社，1985年。 唐錫仁、楊衡文著《徐霞客及其遊記研究》第234—241頁，中國社會科學出版社，1987年。 卜正民 (Timothy Brook) 著《纵乐的困惑: 明代的商业与文化》方駿, 王秀麗, 羅天佑譯；方駿校 (北京: 三联书店; 台湾联经出版社，2004)。 (節選) 胡义成《明小品三百篇》，西北大学出版社 1992。 夏咸淳《明六十家小品精》上海社会科学院出版社，1995。 牟復禮(F. W. Mote)、崔瑞德(Denis Twitchett) 主編《康橋中國明代史》第7、第8卷。 黃仁宇著《萬曆十五年》北京: 三联书店，1997。 黃宗羲著《明儒學案》顏山農、*羅汝芳，703-4、772-73。 劉宗周著、訟過法《人譜續篇三》，pp. 159-160。 馮友蘭著《中國哲學史》兩卷本。參考書 傅珊儀主編《中國賞石》(上海：上海科学技术出版社，2005)。 <ol style="list-style-type: none"> Timothy Brook. <i>The Confusions of Pleasure: Commerce and Culture in Ming China</i> (Berkeley, Los Angeles: University of California Press, 1998), pp. 153-237. <i>The Cambridge History of China, Vols. 7 & 8: The Ming Dynasty Parts I & II.</i> Edited by Frederick W. Mote and Denis Twitchett (Cambridge University Press, 1998). de Bary, William T., ed., <i>Self and Society in Ming Thought</i> (Columbia University Press). 	

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9. Lu, Tina. *Persons, Roles, and Minds: Identity in Peony Pavilion and Peach Blossom Fan* (Stanford, CA: Stanford University Press, 2001).
10. Needham, Joseph. *Science and Civilization in China*, Volume 3 ().
11. Tang Xianzu, *Mudan ting*. Translated by Cyril Birch (Bloomington: Indiana University Press; Boston: Cheng & Tsui, 1980).
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17. Judith Zeitlin, "The Petrified Heart: Obsession in Chinese Literature, Medicine, and Art." *Late Imperial China* 12, No. 1 (June 1991): 1-25.
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