

Subject Description Form

Subject Code	CC316 / CC316P
Subject Title	Guided Studies in the Four Books 四書導讀
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC316: CC316P / CC203/ CC2C19 / CC2C19P Exclusion for CC316P: CC316 / CC203/ CC2C19 / CC2C19P
Objectives	<ol style="list-style-type: none">1) To introduce to students the intellectual foundation of China that was solidified by the Confucian Classics.2) To enable students to understand the ethical and social relations advocated by ancient Chinese philosophers that remain influential in modern times.3) To guide students to comprehend the modern relevance of classical wisdom.4) To guide students to appreciate the beauty of classical Chinese language.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ol style="list-style-type: none">a) know the basic philosophical assumptions and ethical views of the Confucian thought.b) know the values and ideals Chinese people cherished in the past.c) understand why Confucianism has been the mainstream thought in Chinese history.d) identify impact of Confucian ideas on present-day society.e) generate ideas to better the self and society with reference to Confucian precepts.

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) The Four Books in Chinese history and culture 2) Conceptual programs for a peaceful world 3) Aspiration and education of a gentleman 4) Value and ways of learning 5) Sense of humanity and humaneness 6) Rites and rituals in personal cultivation and social life 7) Human nature and nourishment of the mind-and-heart 8) Proper manifestation of human relationships 9) Propriety in governing and handling public affairs 10) Contemporary relevance of Confucian teachings to self and society
Teaching/Learning Methodology	<p>Discussion and debate of classical ideas and precepts against contemporary moral issues and ethical expressions will be conducted throughout the course to motivate the students' sense of social obligation and help them formulate ideas for personal and social betterment.</p> <p>Quizzes on the meaning of classical texts and background of classical terms and their use in set contexts will be conducted to ensure students' understanding of the text and ability to apply what is learned.</p> <p>Students will read assigned annotated texts before class. Teacher will first make sure basic textual understanding is achieved in lecture, and will then expound his/her reading of the texts and compare notes with students. Selected students in each lecture will do short presentations on classical expressions for wider classroom discussion.</p> <p>For the tutorial class, students will present, debate, and discuss on assigned topics relating the ideas and propositions of the classical texts with contemporary issues. Students will revise what they have presented and discussed in class into papers for further comments by teacher.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Attendance and discussion	10%	✓	✓	✓	✓	✓
2. Term-end quiz	20%	✓	✓	✓			
3. Tutorial presentation & Written report	30%	✓	✓	✓	✓	✓	
4. Term paper	40%	✓	✓	✓	✓	✓	
Total	100%						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

- The term-end quiz is appropriate for gauging the student's overall understanding of the subject.
- The oral presentation in classroom, conducted in prepared speech, debate, and interactive discussion, is appropriate for judging the student's appreciation of what he or she has learned and how well he or she can convey in context his or her points.
- The written report/term paper, developed from the tutorial presentation or other topic selected by the student, is appropriate for strengthening the student's ability to articulate what he or she has learned from the course and from his or her own research. It can best tell to what extent the student has achieved in independent and critical thinking and clear and lucid writing.

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Discussion	6 Hrs.
	▪ Writing	36 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. (宋)朱熹：《四書章句集注》。北京：中華書局，1983。 2. 楊伯峻：《論語譯注》。北京：中華書局，1980。 3. 楊伯峻：《孟子譯注》。北京：中華書局，1960。 4. 王文錦：《禮記譯解》。北京：中華書局，2001。 5. (魏)何晏注，(宋)邢昺疏：《論語注疏》。北京：北京大學出版社，1999。 6. (漢)趙岐注，(宋)孫奭疏：《孟子注疏》。北京：北京大學出版社，1999。 7. 黃錦鉉等：《四書導讀》。臺北：文津出版社，1987。 8. 李申：《四書集注全釋》。成都：巴蜀書社，2002。 9. 錢穆：《四書釋義》。臺北：聯經出版事業公司，1994。 10. 錢穆：《論語新解》。北京：三聯書店，2005。 11. 李零：《喪家狗——我讀〈論語〉》。太原：山西人民出版社，2007。 12. 李零：《去聖乃得真孔子：〈論語〉縱橫讀》。北京：三聯出版社，2008。 13. 夏傳才：《論語講座》。桂林：廣西師範大學出版社，2007。 14. 徐洪興：《〈孟子〉精讀》。上海：復旦大學出版社，2010。 15. 陳來：《古代宗教與倫理：儒家思想的根源》。北京：三聯書店，2009。 16. (美)本傑明·史華茲 (Benjamin I. Schwartz) 著，程鋼譯：《古代中國的思想世界》。南京：江蘇人民出版社，2004。 17. (英)葛瑞漢 (A. C. Graham) 著，張海晏譯：《論道者：中國古代哲學論辯》。北京：中國社會科學出版社，2003。 18. Ames, Roger T. and Henry Rosemont, Jr. <i>The analects of Confucius: a philosophical translation</i>. New York: Ballantine Books, 1999. 19. Gardner, Daniel K. <i>The Four Books: The Basic Teachings</i> 	

of the Later Confucian Tradition. Indianapolis: Hackett Pub. Co., 2007.

20. Nylan, Michael and Thomas Wilson. *Lives of Confucius: Civilization's Greatest Sage through the Ages*. New York: Doubleday, 2010.