

Subject Description

Subject Code 科目編號	CHC5211
Subject Title 科目名稱	Early Chinese Thought, Belief, and Technology 早期中國的思想、信仰及科技
Credit Value 學分	3
Level 程度	5
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives 科目宗旨	<p>Early China refers to the period from ancient to early Han dynasty, during which the Chinese civilization was shaped and the foundation of Chinese intellectual tradition was built. Major ideological and religious beliefs and scientific and technological developments fashioned in this period, especially in the classical period of Spring and Autumn to Warring States, have become the core values of Chinese people for two millennia.</p> <p>Applying an interdisciplinary approach of historical, philosophical, and religious studies and reading both transmitted classics and excavated manuscripts, this subject guides students to examine the origin and development of major themes and issues of early Chinese thought, belief, science, and technology. Students are inspired to explore the continuous function and profound influence of these beliefs and values in the Chinese cultural tradition and their relevance to the modern times.</p> <p>早期中國指從上古至漢初的歷史時期。中華文明在這一時期形成，中國思想宗教的根基也在此時建立。產生於這一時期（特別是其中的春秋戰國時代）的重要思想觀念、宗教信仰和科學技術兩千多年來一直是中華民族的核心價值觀念。</p> <p>本科通過運用歷史、哲學、宗教研究等跨學科方法及閱讀傳世經典和出土文獻，引導學生考察早期中國思想、信仰及科技的重要主題和實踐，並啟發學生探討這些基本價值觀念在中國文化傳統中的延續及其與現當代的關聯。</p>
Intended Learning Outcomes 學習成果	<p>Upon completion of the subject, students will be able to:</p> <p>(a) understand major themes of early Chinese thought; (b) examine beliefs and practices of early Chinese religion; (c) comprehend achievements of early Chinese science, technology, and medicine; (d) explore the origin and foundation of core values and beliefs in the Chinese cultural tradition;</p>

	<p>(e) discuss the continuous function and profound influence of early Chinese thought, belief, and technology in the Chinese cultural tradition and their relevance to the modern times;</p> <p>(f) enhance their ability of reading classical texts, independent analysis and thinking, and writing academic papers.</p> <p>學生修畢本科可達致以下目標：</p> <p>(a) 理解早期中國思想的重要主題；</p> <p>(b) 考察早期中國的宗教信仰和實踐；</p> <p>(c) 認識早期中國科學、技術及醫學的成就；</p> <p>(d) 探尋中國文化傳統的核心價值和信仰觀念的根源和基礎；</p> <p>(e) 討論早期中國思想、信仰和科技在中國文化傳統中的持續作用和深遠影響，及其與現代社會的關聯；</p> <p>(f) 提高閱讀古典文獻、獨立分析思考和寫作學術論文的能力。</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p>科目摘要/ 教學大綱陳述</p>	<p>(1) Astronomy, Astrology, and Cosmology</p> <p>(2) Oracle Bone Inscriptions, the <i>Book of Changes</i>, and Day Books</p> <p>(3) Embedded Beliefs: From Liangzhu Jade Artifacts to Shang-Zhou Bronze Wares</p> <p>(4) Sacrifices to Gods/Spirits and Services to the Dead</p> <p>(5) Ritual, Music, and Socio-Ethical Regulations</p> <p>(6) The Way of Heaven: Reading the <i>Laozi</i></p> <p>(7) The Way of Human: Confucius and His Followers I</p> <p>(8) The Way of Human: Confucius and His Followers II</p> <p>(9) The <i>Zhuangzi</i>: Spontaneity, Carefreeness, and Aesthetics</p> <p>(10) Morality, Logic, and Technology in the <i>Mozi</i></p> <p>(11) Statecraft and Its Theories</p> <p>(12) Human Body, Medicine, and Nurturing Life</p> <p>(13) Yin-yang, Five Phases, and Correlative Modes</p> <p>(1) 天文學、星占學和宇宙論</p> <p>(2) 甲骨文、《周易》和日書</p> <p>(3) 紋飾中的信仰: 從良渚玉器到商周青銅器</p> <p>(4) 鬼神祭祀和喪葬事典</p> <p>(5) 禮儀、音樂與社會倫理規範</p> <p>(6) 《老子》與天道</p> <p>(7) 人道：孔子及其後學上</p> <p>(8) 人道：孔子及其後學下</p> <p>(9) 《墨子》中的道德、邏輯和科技</p> <p>(10) 《莊子》：天然、自在和審美</p> <p>(11) 政治權術及其理論</p> <p>(12) 人體、醫學和養生</p> <p>(13) 陰陽、五行及關聯模式</p>
<p>Teaching/Learning Methodology</p> <p>教學方式</p>	<p>Classes are run on a lecture-and-discussion format. Students read assigned readings before attending class and discuss lecture issues in groups after the lecture.</p> <p>The teacher identifies problems confronting students in the course of learning and helps students address these problems and prepare for oral presentations, written reports, and term papers.</p> <p>課堂採取講授與討論相結合的方式，學生于課前閱讀指定的參考資料，教</p>

	<p>師于講授後安排一定時間組織學生討論相關問題。</p> <p>教師經常觀察學生的學習進度，瞭解他們在學習中遇到的問題，幫助學生準備和完成口頭報告及撰寫書面報告和學期論文。</p>							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>考核方式</p> <p>(與學習成果相呼應)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Term Paper (about 6000 characters) 學期論文（約 6000 字）	50	✓	✓	✓	✓	✓	✓
	2. Oral presentation and written report (about 2000 characters) 口頭報告和書面報告（約 2000 字）	35	✓	✓	✓	✓	✓	✓
	3. Class attendance and discussion 課堂出席及討論	15	✓	✓	✓	✓	✓	✓
	Total	100 %						
<p>Term paper: Each student must complete an academic term paper of about 6000 characters discussing a topic related to early Chinese thought, belief, or technology. Term paper is designed to assess students' attainment of the subject's six outcomes, their application of the knowledge and approach learned from the subject, and their ability of selecting original topics, conducting independent research, and writing academic papers.</p> <p>Oral presentation and written report: Students are required to do oral presentation of assigned topics and submit a written report of about 2000 characters after the presentation. The presentation and report are designed to assess students' attainment of the subject's six outcomes, their understanding of the knowledge and approach learned from the subject, and their ability of analyzing assigned topics and presenting academic speech clearly and fluently.</p> <p>Class attendance and discussion: Students should complete required readings, attend all classes, and take part in class discussions. Attendance, reading, and discussion assess students' improvement of reading classical texts, and their initiative in learning, thinking, and solving issues raised in every class.</p> <p>學期論文：學生須撰寫一篇約 6000 字的學術論文，其研究課題應與早期中國思想、信仰或科技相關。學期論文用以評估學生能否達到本科的六個目標，運用在本科所學到的知識和方法，選擇有創意的課題，展開批評性</p>								

	<p>的獨立研究，以及能否提高撰寫學術論文的能力。</p> <p>口頭報告：學生於課堂上按分配的題目進行口頭報告，並需在報告後提交約 2000 字的書面報告。這兩份報告用以衡量學生能否達到本科的六個目標，深入理解在本科所學到的知識和方法，對指定的課題展開批評性的分析，以及能否清晰流暢地用口語進行演講。</p> <p>課堂參與及討論：學生須完成每週的指定閱讀，出席所有的課，並在課堂上參加討論。出席、閱讀和討論用以評估學生能否提高閱讀古典文獻的能力，以及在課堂上能否以學為主，活潑地掌握知識，並主動地思考和解決每堂課的問題。</p>	
Student Study Effort Expected 學生學習時數	Class contact:	
	▪ Lecture 講授	39 Hrs.
	Other student study effort:	
	▪ Reading 閱讀	40 Hrs.
	▪ Writing 寫作	50 Hrs.
	Total student study effort	129 Hrs.
Reading List and References 參考書目	<p>Reading List (selected sections): 曹礎基，《莊子淺注》。北京：中華書局，2000。 高亨，《周易古經今注》。北京：清華大學出版社，2010。 高亨，《周易大傳今注》。北京：清華大學出版社，2010。 李零，《子彈庫帛書》。北京：文物出版社，2017。 劉笑敢，《老子古今：五種對勘與析評引論》。北京：中國社會科學出版社，2006。 吳毓江，《墨子校注》。北京：中華書局，1993。 楊伯峻，《孟子譯注》。北京：中華書局，2005。 楊伯峻，《論語譯注》。北京：中華書局，1980。 張覺，《荀子校注》。長沙：嶽麓書社，2006。</p> <p>References: Ames, Roger T., and Henry Rosemont, Jr., trans. <i>The Analects of Confucius: A Philosophical Translation</i>. New York: Ballantine Books, 1999; 余瑾譯，《論語的哲學詮釋》。北京：中國社會科學出版社，2003。 Brindley, Erica F. <i>Music, Cosmology, and the Politics of Harmony in Early China</i>. Albany: State University of New York Press, 2012. Graham, A. C. <i>Later Mohist Logic, Ethics and Science</i>. London: School of Oriental Studies, University of London, 1978. Graham, A. C. <i>Disputers of the Tao: Philosophical Argument in Ancient China</i>. Chicago: Open Court, 1989; 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。 Harper, Donald J. <i>Early Chinese Medical Literature: The Mawangdui Medical Manuscripts</i>. New York: Kegan Paul International, 1998. 荊門市博物館，《郭店楚墓竹簡》。北京：文物出版社，1998。 Lagerwey, John, and Marc Kalinowski, eds. <i>Early Chinese Religion: Part One Shang through Han</i>. Leiden: Brill, 2009.</p>	

	<p>Lai, Guolong. <i>Excavating the Afterlife: The Archaeology of Early Chinese Religion</i>. Seattle: University of Washington Press, 2015.</p> <p>Needham, Joseph, and Ling Wang. <i>Science and Civilization in China</i>, vol. 3, <i>Mathematics and the Sciences of the Heavens and the Earth</i>. Cambridge: Cambridge University Press, 1959.</p> <p>Needham, Joseph. <i>Science and Civilization in China</i>, vol. 2, <i>History of Scientific Thought</i>. Cambridge: Cambridge University Press, 1956.</p> <p>Pankenier, David W. <i>Astrology and Cosmology in Early China: Conforming Earth to Heaven</i>. Cambridge: Cambridge University Press, 2013.</p> <p>Schwartz, Benjamin I. <i>The World of Thought in Ancient China</i>. Cambridge: Harvard University Press, 1985; 程鋼譯，《古代中國的思想世界》。南京：江蘇人民出版社，2004。</p> <p>曹峰，《近年出土黃老思想文獻研究》。北京：中國社會科學出版社，2015。</p> <p>陳鼓應，《黃帝四經今注今譯》。北京：中華書局，2016。</p> <p>陳美東，《中國科學技術史：天文學卷》。北京：科學出版社，2003。</p> <p>陳麗桂，《近四十年出土簡帛文獻思想研究》。臺北：五南出版公司，2013。</p> <p>陳來，《古代思想文化的世界：春秋時代的宗教、倫理與社會思想》。北京：北京大學出版社，2017。</p> <p>陳來，《古代宗教與倫理：儒家思想的根源》。北京：三聯書店，2009。</p> <p>李零，《中國方術正考》。北京：中華書局，2006。</p> <p>李零，《中國方術續考》。北京：中華書局，2006。</p> <p>李学勤主編，《清華大學藏戰國竹簡》。1-7 輯。上海：中西書局，2013-2017。</p> <p>李澤厚，《中國古代思想史論》。北京：人民出版社，1985。</p> <p>廖育群、傅芳、鄭金生，《中國科學技術史：醫學卷》。北京：科學出版社，1998。</p> <p>馬承源主編，《上海博物館藏戰國楚竹書》，1-9 冊。上海：上海古籍出版社，2000-2009。</p> <p>裘錫圭主編，《長沙馬王堆漢墓簡帛集成》。1-7 冊。北京：中華書局，2014。</p> <p>饒宗頤，〈楚帛書與道原篇〉，《道家文化研究》3 輯（1993），頁 256-59。</p> <p>王中江，《簡帛文明與古代思想世界》。北京：北京大學出版社，2011。</p>
<p>Medium of Instruction</p> <p>授課語言</p>	<p>Chinese (Putonghua)</p> <p>中文 (普通話)</p>

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.