

Subject Description

Subject Code 科目編號	CHC5212
Subject Title 科目名稱	Song-Ming Confucianism 宋明理學
Credit Value 學分	3
Level 程度	5
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives 科目宗旨	<p>The Song-Ming era was the greatest creative period in the history of Chinese philosophy since the Zhou dynasty. Understanding the philosophy and the political influence of neo-Confucianism of this era is essential to understand the philosophical and cultural development of the latter stages of imperial China. After completing the present course, students will be able to identify the theories and practices of various major schools of thought within the Song-Ming Confucian tradition. A relatively in-depth understanding of the thought of one to two major figures of this tradition is also expected.</p> <p>宋明是中國哲學史上自先秦時期起最具創意的時期。掌握這一時期的新儒學的哲學思想及其對政治的影響是了解晚期皇朝中國的的哲學及文化發展不可或缺的。完成本課程，學生能掌握幾個主要宋明理學學派的哲學思想，以及能對一至二位宋明理學家的思想作較深入的認識。</p>
Intended Learning Outcomes 學習成果	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Understanding the teachings of the major Song-Ming Confucian schools of thought (b) Understanding the historical significances of these teachings in relation to the development of the Chinese civilization (c) Formulate philosophical questions concerning various aspects of the human existence and its predicaments, and try to answer them from the perspectives of the Song-Ming Confucian traditions (d) Read with greater comprehension (e) Write better reflective essays <p>完成本課程的學生能：</p> <ul style="list-style-type: none"> a) 了解宋明理學裏主要學派的思想。 b) 了解這些思想與中國文明的發展的關係。

	<ul style="list-style-type: none"> c) 建構各種人生哲學的問題，並以宋明理學的角度嘗試回應。 d) 增加閱讀能力 e) 增加寫作論文的能力
Subject Synopsis/ Indicative Syllabus 科目摘要/ 教學大綱陳述	<p>I. Introduction: Historical and Philosophical Context of Song-Ming Confucianism</p> <ol style="list-style-type: none"> 1. Political turmoil and the subsequent degeneration of moral standard from the Tang dynasty to the Five dynasties and ten kingdoms period 2. The Buddhist influences 3. Influences from religious Taoism <p>II. Major Figures and Their Theories and Practices</p> <ol style="list-style-type: none"> 1. Zhou Dun-yi: A metaphysical and cosmological interpretation of Confucianism 2. Zhang Zai: Beginning of the School of Chi 3. Cheng Hao: Beginning of the School of Xin 4. Cheng Yi: Beginning of the School of Li 5. Zhu Xi: Integration and Advancement of the school of Chi and the School of Li 6. Lu Xiang-shan: Innovation of the school of Xin 7. Wang Yang-ming: Advancement of the school of Xin <p>III. The Influences and Latter development of Song-Ming Confucianism</p> <ol style="list-style-type: none"> 1. Latter development in late Ming dynasty 2. Cultural and intellectual influences on Ching Confucianism 3. Influences on modern days academia <p>I. 導論：宋明理學的歷史及哲學背景</p> <ol style="list-style-type: none"> 1. 唐代晚期到五代十國時期的政治混亂及道德風氣之敗壞 2. 佛家思想的衝激 3. 道教哲學的影響 <p>II. 宋明理學中的主要人物及其思想與實踐的理論</p> <ol style="list-style-type: none"> 1. 周敦頤：以形上學宇宙論詮釋的儒學 2. 張載：理在氣中的氣學 3. 程顥：仁者混然與物同體的心學 4. 程頤：性即理的理學 5. 朱熹：理氣二元不離不雜 6. 陸九淵：吾心即宇宙的心學 7. 王陽明：致良知的孟子學 <p>III. 宋明理學の後期發展與對後世的影響</p> <ol style="list-style-type: none"> 1. 晚明陽明學的發展 2. 對清代學界的反動及繼承 3. 當代學術界的繼承與發展

<div>Teaching/Learning Methodology</div> <div>教學方式</div>	<div>Lecture: Students are expected to attend all the lectures. The main learning method is having the lecturer point out the philosophical significances of each of the philosophers of the Song-Ming tradition</div> <div>Discussion: Various topics relevant to the understanding of Song-Ming Confucianism will be discussed in class to facilitate in-depth understanding of the materials.</div> <div>Reading: Substantial amount of pertinent reading materials will be assigned. Student shall gain insight of the Song-Ming Confucian philosophy through such readings.</div> <div>課堂講論：學生必須盡可能出席所有講堂。教學主要靠老師指出每一個重要的宋明理學家之思想的重要性和特點。</div> <div>課堂討論：堂上會有充分時間讓同學討論各種不同的宋明理學的專題以增加同學對有關問題的理解深度。</div> <div>閱讀：學生會被要求閱讀一定量的相關讀物以求增君對宋明理學的了解。</div>																																														
<div>Assessment Methods in Alignment with Intended Learning Outcomes</div> <div>考核方式</div> <div>(與學習成果相呼應)</div>	<table><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></th></tr><tr><td>1. Midterm and Final test</td><td>60%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>2. Term paper</td><td>40%</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div> <div>The two tests are designed to test how well the student understand the teaching materials. They will consist of MC questions to assess their general knowledge of the materials and essay questions to assess in-depth understanding of the materials. In order to do well in these tests, understanding and reading of the materials are essential.</div> <div>The term paper requires the student to formulate and argue for an account of their understanding of a particular idea of the Song-Ming Confucian tradition. To do well, one would have to engage in deep philosophical reflections, read and understand the relevant materials well, and write well.</div> <div>兩次測驗的目的是要查考學生對教學材料的掌握。測驗會透過選擇題來測試學生對一般性的資料的掌握，而長問答題則</div>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Midterm and Final test	60%	✓	✓		✓			2. Term paper	40%			✓	✓	✓										Total	100 %						
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	<p>是用以測試學生對某一些重要議題的了解的深度。要能在測驗取得好成績，學生必須能了解及仔細閱讀教學資料。</p> <p>學期論文要求學生建構及論證一個他們自己在某一個宋明理學的議題上的立場。論文要寫得好，獲取好成績，學生必須能對相關議題有深入及廣泛的反省及閱讀。</p>	
Student Study Effort Expected 學生學習時數	Class contact:	
	▪ Lecture	26Hrs.
	▪ Discussion	13Hrs.
	Other student study effort:	
	▪ Reading	40Hrs.
	▪ Research and paper writing	30Hrs.
	Total student study effort	109 Hrs.
Reading List and References 參考書目	Basic References <ol style="list-style-type: none"> 1. 林繼平《陸象山研究》，台灣：商務印書館，2001。 2. 牟宗三《中國哲學的特質》，台灣：學生書局，1984。 3. 牟宗三《心體與性體》第二冊，台灣：正中書局，1989。 4. 牟宗三《從陸象山到劉蕺山》，台灣：學生書局，1993。 5. 李日章《程顥、程頤》，台北：東大圖書公司，1986。 6. 余英時《朱熹的歷時世界：宋代士大夫政治文化的研究》上下冊，北京：三聯書店，2004。 7. 陳榮捷《王陽明傳習錄集評詳註》，台北：學生書局，1998。 8. 張立文《宋明理學研究》，北京：中國人民大學出版社，1985。 9. 張永雋《二程學管見》，台北：東大圖書公司，1988。 10. 張德麟《程明道思想研究》，台北：台灣學生書局，1986。 11. 陳來《自選集》，桂林：廣西師範大學出版社，1997。 12. 彭永捷《朱陸之辯：朱熹陸九淵哲學比較研究》，北京：人民出版社，2002。 13. 勞思光《中國哲學史》第三冊，香港友聯出版社，1983。 14. 溫偉耀《成聖之道□北宋二程子工夫論之研究》，香港中文大學哲學系博士論文，1990。 15. 黃進興《從理學到倫理學：清末民初道德意識的轉化》，台北：允晨文化，2013。 16. 趙峰《朱熹的終極關懷》，上海：華東師範大學，2004。 17. 劉述先《朱子哲學思想的發展與完成》，台北：學生書局，1984。 18. 劉復生《北宋中期儒學復興運動》，台北：文津出版社，1991。 	

	<p>19. 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。</p> <p>20. 蔡方鹿《程顥程頤與中國文化》，貴州：貴州人民出版社，1996。</p> <p>21. 唐君毅《中國哲學原論·原教篇》，台北：學生書局，1984。</p> <p>22. 唐君毅《中國哲學原論·原性篇》，台北：學生書局，1984。</p> <p>23. 龐萬里《二程哲學體系》，北京：北京航空航天大學出版社，1992。</p> <p>English References</p> <ol style="list-style-type: none"> 1. Adler, Joseph A., 2014, <i>Reconstructing the Confucian Dao: Zhu Xi's Appropriation of Zhou Dunyi</i>, Albany, NY: SUNY Press 2. Angle, Stephen C. and Justin Tiwald, 2017, <i>Neo-Confucianism: A Philosophical Introduction</i>, Cambridge, UK: Polity Press. 3. Birdwhistell, Anne, 1989, <i>Transition to Neo-Confucianism: Shao Yung on Knowledge and Symbols of Reality</i>, Stanford, CA: Stanford University Press 4. Bol, Peter K., 2008, <i>Neo-Confucianism in History</i>, Cambridge, MA: Harvard University Asian Center. 5. Chan, Wing-tsit, 1989, <i>Chu Hsi: New Studies</i>, Honolulu: University of Hawaii Press. 6. Graham, A. C., 1992, <i>Two Chinese Philosophers</i>, La Salle: Open Court. 7. Ivanhoe, Philip J., 2000, <i>Confucian Moral Self Cultivation</i>, 2nd edition, Indianapolis: Hackett Publishing.
<p>Medium of Instruction</p> <p>授課語言</p>	<p>Chinese (Putonghua)</p> <p>中文 (普通話)</p>