

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CHC2CM10P
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 CHC2CM10P: CC2CM10, CC2CM10P, CC2C10, CC2C10P and CC208 and CHC2CM10
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 <i>(Note 1)</i>	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 roles of both Buddhism and Daoism 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 <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction 2. The origins of Daoism 3. Basic teachings of Daoism 4. The development of Daoism 5. Daoist philosophy 6. Taoist rites and Chinese culture 7. Daoism, Folk religions and festival 8. Basic teachings of Buddhism 9. Development of Buddhism in premodern China 10. Branches of Buddhism in China 11. Sinicization of Buddhism 12. Daoism, Buddhism in Modern China 13. Conclusion

Teaching/Learning Methodology
(Note 3)

Students will finish the reading assignment(s) before the class meets.

Lectures elaborate the weekly themes illustrated by the reading materials. In the tutorial session, students will discuss the reading material. In addition, students will give brief oral presentations summarizing assigned readings.

The students are expected to propose the topics of their term papers early in the semester. The teacher will monitor each student's progress to ensure his or her ability to do independent study.

Two quizzes will be given in order to make sure the students' grasping the basic factual knowledge and understanding of major themes.

The final paper should be based on and developed from the proposal the student submitted early on, incorporating advice from the instructor and/or the TA.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. participation	20%	✓	✓	✓	✓		
2. First quiz	20%	✓	✓				
3. second quiz	20%	✓	✓				
4. Final Paper	40%	✓	✓	✓	✓		
Total	100 %						

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

- ✧ The two quizzes determine overall understanding of the subject.
- ✧ The final paper, with guidance from the teacher in subject matter and structure, is intended to strengthen the student's ability to apply what he or she has learned from the course as a whole through his or her own research and articulation. This is only required in the Putonghua version of the course and will fulfill the Chinese writing requirement which will be assessed by the Chinese Language Centre.

Student Study Effort Expected	Class contact:	
	▪ Lectures	26Hrs.
	▪ Tutorials	13Hrs.
	Other student study effort:	
	▪ Readings	42Hrs.
	▪ Discussion	6Hrs.
	▪ Writing	36Hrs.
	Total student study effort	123Hrs.
Reading List and References	<ol style="list-style-type: none"> 1. Kristofer Schipper, <i>The Taoist Body</i>. California: University of California Press. 1993. 2. Lai Chi Tim' s <i>Guangdong difang daojiao yanjiu: Daoguan, daoshi ji keyi</i> 廣東道教研究：道觀、道士及科儀 (Hong Kong: The Chinese University Press, 2007) 3. Gil Raz, <i>The Emergence of Daoism: Creation of Tradition</i> (New York: Routledge, 2012) 4. Kristofer Schipper and Franciscus Verellen, <i>The Taoist Canon: A Historical Companion to the Daozang</i> (Chicago: University of Chicago Press, 2004) 5. Franciscus Verellen, <i>Imperilled Destinies: The Daoist Quest for Deliverance in Medieval China</i> (Cambridge, Mass.: Harvard University Asia Center, 2019) 6. Mark Meulenbeld, <i>Demonic Warfare: Daoism, Territorial Networks, and the History of a Ming Novel</i> (Honolulu: University of Hawaii Press, 2015) 7. (CR) 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)。 8. (CR) 卿希泰、唐大潮《道教史》(南京: 江蘇人民出版社, 2008). 9. 湯用彤《漢魏兩晉南北朝佛教史》(北京:中華書局, 1983)。 10. John Kieschnick, <i>The Impact of Buddhism on Chinese Material Culture</i> (Princeton University Press, 2003). 11. Erik Zürcher, <i>The Buddhist Conquest of China. The Spread and Adaptation of Buddhism in Early Medieval China</i> (Leiden: E.J. Brill, 1972). 12. John McRae, <i>Seeing Through Zen</i> (University of California Press, 2003). 13. Stephen R. Bokenkamp, <i>Early Daoist Scriptures</i> (Berkeley: University of California Press, 1997). 14. Alan K.L. Chan <i>Two Visions of the Way: A Study of the Wang Pi and the He-Shang Kung</i> (Albany: State University of New York, 1991). 15. 牟鍾鑒著《中國道教》(香港 青松出版社), 2010年5月 16. 蔣維喬著《中國佛教史》(香港 香港中和出版有限公司), 2013年1月第一版 17. 李遠國·劉仲宇·許尚樞著《道教与民間信仰》(上海 上海人民出版社), 2011年12月 18. 趙益·王楚著《抱樸歸真-道教的修煉》(香港 香港中華書局), 2017年12月初版 19. 詹石窗著《道教文化十五講》(北京 北京大學出版社), 2012年9月第二版 20. 季羨林著《佛教十六講》(武漢 長江文藝出版社), 2010年11月 21. 李石岑著《中國哲學十講》(天津 天津人民出版社), 2011年2月 22. 柯嘉豪 (John Kieschnick) 著·林富士主編:<關於佛教漢化的省思>, 《中國史新論·宗教史分冊》(台北 中央研究院·聯經出版公司, 2010年12月初版), P.259 至 P.273 	

	23. 吳梓明編《廿一世紀的宗教展望》(香港 香港中文大學崇基學院宗教與中國社會研究中心), 2001 年
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020