

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	CHC2CM05P
<b>Subject Title</b>	Confucianism and Chinese Culture 儒家與中國文化
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion: CC204 and CC2C05 and CC2C05P and CC2CM05P and CHC409P
<b>Objectives</b>	<p>The study of Confucianism is essential to the understanding of Chinese culture on the personal and institutional level. Students will gain a basic knowledge of the gist of Confucian teachings by taking this subject which covers the major figures of Confucianism through the ages, their contributions to Chinese culture and the major propositions of classical and neo-Confucianism, including the Buddhist and Daoist elements contained therein. As a complex system of thought, Confucianism is at once a personal philosophy and a state ideology at different periods of Chinese history. It speaks to the ethical, social, and political concerns in people's daily life, and continues to exert its influence in the modern world. This subject helps students to relate their personal conduct and social responsibilities to Confucian teachings so as to develop a larger sense of humaneness and cultivate a positive outlook on life and the world. This subject will include substantial reading and writing assignments for the fulfillment of the Chinese Reading and Writing Requirements in Chinese session.</p>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <p>(a) have an understanding of the teachings of the major figures and propositions of classical and neo-Confucianism;</p> <p>(b) present the gist of the Confucian classics;</p> <p>(c) practice the Confucian ideal of connecting personal conduct and social responsibilities and forge a positive and constructive world view;</p> <p>(d) to spell out in concrete terms the Confucian contribution to world civilization;</p> <p>(e) enlarge and refine their understanding of the vocabulary of Chinese culture.</p> <p>(f) fulfill the Chinese Reading and Writing Requirements in Chinese session.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Confucius and Mencius and their disciples</li> <li>2. The Confucian canons</li> <li>3. Learning and application of the liberal arts</li> <li>4. Values and ideals and ethical doctrines</li> <li>5. Cultivation of the personal self, duty to family and service to society and state</li> <li>6. Confucianism with metaphysical elements</li> <li>7. Confucianism as a state ideology: why and how</li> <li>8. Confucianism influenced by Buddhism and Daoism</li> <li>9. Neo-Confucianism in late imperial China: classics and major ideas</li> <li>10. Zhu Xi and Wang Yangming</li> </ol>

	11. Neo-Confucianism in government and society 12. Confucian scholarship in Qing times 13. Confucianism in modern China 14. Confucianism and the modern world																																														
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	Students will read assigned writings pertinent to the lecture before class. Lectures will include discussion of the theses and arguments from such writings. Students will be asked to present views and findings from a book or an essay on the reading list or one within the concern of the course in the class. Teacher will join in discussion to demonstrate the skills needed for critical reading and presentation. A term paper of substantial research will be decided early in the semester and teacher will monitor students' progress and teach them skills for independent research. Quizzes on students' understanding of the themes and theses taught will be conducted to ensure their grasp of the subject. Students taking the subject for CR will have to demonstrate knowledge of texts designated for those purposes. Whenever appropriate, interactive communications, either between the teacher and the students or among the students themselves, will take the place of the conventional lecture format.																																														
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	<table border="1"> <thead> <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>f</th> </tr> </thead> <tbody> <tr> <td>1. Final quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CR</td> </tr> <tr> <td>2. Oral presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Term paper (2,000 - 3,000 words)</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>CW</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>For the fulfillment of            CR: students have to demonstrate understanding of the items chosen for CR in Mid-term Quiz and Final Quiz.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Final quiz	30%	✓	✓	✓	✓	✓	CR	2. Oral presentation	30%	✓	✓	✓	✓			3. Term paper (2,000 - 3,000 words)	40%	✓	✓	✓	✓	✓	CW	Total	100 %						
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<p><b>References</b></p>	<p><u>Major Readings</u></p> <ol style="list-style-type: none"> <li>1. (CR) 余英時，《知識人與中國文化的價值》。臺北：時報文化出版企業股份有限公司，2007。(Reading Requirements: pp. 1-307)</li> <li>2. 朱貽庭，《與孔子對話：儒家文化與現代生活》。上海：上海人民出版社，2008 [上海文廟儒家文化研究叢書]。</li> <li>3. 梁漱溟，《中國文化要義》。香港：三聯書店香港分店，1987。[重訂新版];上海：上海人民出版社，2005。</li> <li>4. 錢穆，《中華文化十二講》。臺北：東大圖書股份有限公司，2006。</li> <li>5. Nylan, Michael. 2001. <i>The Five Confucian Classics</i>. New Haven: Yale University Press.</li> </ol> <p><u>Others</u></p> <ol style="list-style-type: none"> <li>1. 牟復禮，王立剛譯，《中國思想之淵源》。北京：北京大學出版社，2009。</li> <li>2. 牟宗三，《中國哲學十九講》。上海：上海古籍出版社，2005; 臺北市：臺灣學生書局，1983。</li> <li>3. 余英時，《士與中國文化》。上海：上海人民出版社，2003。</li> <li>4. 余英時，《從價值系統看中國文化的現代意義：中國文化與現代生活總論》。臺北：時報文化出版事業有限公司，1984。</li> <li>5. 余英時，《現代儒學的回顧與展望》。北京：生活·讀書·新知三聯書店，2004。</li> <li>6. 柳詒徵、呂思勉，《中國文化十六講》。北京：長征出版社，2008。</li> <li>7. 唐君毅，《文化意識與道德理性》。香港：友聯出版社，1958; 臺北：臺灣學生書局，1975。</li> <li>8. 唐君毅，《中華人文與當今世界》。臺北：臺灣學生書局，1988。</li> <li>9. 徐復觀，蕭欣義編，《儒家政治思想與民主自由人權》。臺北：八十年代出版社，1979、1988[增訂]。</li> <li>10. 陳榮捷，《朱熹》。臺北：東大圖書股份有限公司，1990。</li> <li>11. 陳榮捷，《新儒學論集》。臺北：中央研究院中國文哲研究所籌備處，1995。</li> <li>12. 陳榮捷集評，《王陽明傳習錄詳註集評》。臺北：臺灣學生書局，1983。</li> <li>13. 陳榮捷集評，《近思錄詳註集評/[朱熹原著]》。臺北：臺灣學生書局，1992。</li> <li>14. 馮友蘭，《中國哲學史》。上海：商務印書館，1935; 香港：三聯書店(香港)有限公司，1992。</li> <li>15. 楊朝明等，《儒家文化面面觀》。濟南：齊魯書社，2000。</li> <li>16. 錢穆，《朱子學提綱》。臺北：三民書局，1971。</li> <li>17. 錢穆，《宋明理學概述》。臺北：中華文化出版事業委員會，1962。</li> <li>18. 湯一介，張耀南，方銘，《中國儒學文化大觀》，北京：北京大學出版社，2001</li> <li>19. Chan, Wing-tsit. 1963. <i>A Source Book in Chinese Philosophy</i>. Princeton: Princeton University Press.</li> <li>20. Davis, Gloria. 2001. <i>Voicing Concerns: Contemporary Chinese Critical Inquiry</i>. Lanham, MD: Rowan and Littlefield.</li> <li>21. De Bary, Wm. Theodore. 1983. <i>The Liberal Education in China</i>. Hong</li> </ol>
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	<p>Kong: Chinese University Press. (Reading Requirement: pp. 1-122)</p> <p>22. Makeham, John. 2008. <i>Lost Soul: Confucianism in Contemporary Chinese Academic Discourse</i>. Cambridge, Mass: Harvard University Asia Center.</p> <p>23. Mote, Frederick W. <i>Intellectual Foundations of China</i>. New York: Knopf, 1971 [1<sup>st</sup> ed.]; New York: McGraw-Hill Pub. Co., c1989 [2<sup>nd</sup> ed.].(Reading Requirement: pp. 1-133)</p>
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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.

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