

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CHC2CN20P
Subject Title	Readings in Daoist Texts 道家與道教經典導讀
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion subjects for CHC2CN20P : CC2C20, CC2C20P, CC2CN20P and CC217
Objectives	<ol style="list-style-type: none"> 1. To introduce students to the intellectual foundation of China through reading selected texts from the masters of philosophical and religious Daoism 2. To enable students to understand influential Chinese views on cosmology, ethics, personal cultivation, and human and social relations 3. To introduce students to the challenges and rewards of hermeneutics and exegesis 4. To train students in the reading of early Chinese literature, whether in the original Chinese or in translation.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) Demonstrate familiarity with basic terms and concepts of philosophical and religious Daoism. (b) Understand in depth the structure and content of core works in the Daoist tradition. (c) Appreciate the wide variety of interpretations of Daoist texts from their appearance to the present day (d) In the Mandarin version of the class to read classical Chinese better, and in the English version to appreciate the problems inherent in reading works in translation
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. The context in which the first Daoist works appeared 2. Introduction to the <i>Zhuangzi</i> 3. Interpretations of the <i>Zhuangzi</i> 4. Introduction to the <i>Daodejing</i> 5. Philosophical interpretations of the <i>Daodejing</i> 6. The <i>Daodejing</i> in religious Daoism 7. Modern readings of the <i>Daodejing</i> 8. Readings from early Daoist scriptures: the Celestial Masters 9. Ge Hong's <i>Bao pu zi</i> 10. Biographies of Transcendents 11. Daoist writings in the Shangqing tradition 12. Lingbao Daoism

	13. Quanzhen Daoism 14. Daoism's contemporary legacy																																														
Teaching/Learning Methodology	<p>Discussion and debate of classical ideas and precepts against contemporary moral issues and ethical expressions will be engaged throughout the course to motivate the students to formulate a response to issues concerning their life and living environment.</p> <p>Students will read annotated topical texts assigned before class. Teacher in lecture will make sure basic textual understanding is achieved and then introduce areas that have been disputed by readers in the past or are disputed by contemporary scholarship. Selected students in each lecture will be required to explain key passages in the text assigned for the week.</p> <p>Periodic on-line interactive quizzes will ensure students are reading and understanding the assigned reading.</p> <p>For the tutorial class, students will read assigned and/or self-selected writings on contemporary issues and discuss them in terms of the ideas and propositions found in the texts discussed in the lectures. Their discussions will be turned into short papers for further comments by teacher and classmates. These papers will then be developed into full term papers.</p>																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<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. Discussion participation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Tutorial Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Term paper</td> <td>40%</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> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	E	F	1. Discussion participation	30%	✓	✓			✓	✓	2. Tutorial Presentation	30%	✓	✓	✓	✓	✓		3. Term paper	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
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**Reading List and
References**

1. 余培林，《新譯老子讀本》(台北: 三民書局, 1973)。
2. (CR) 劉笑敢，《老子》(台北: 東大圖書股份有限公司, 1997)。
3. 黃錦鉉，《新譯莊子讀本》(台北: 三民書局, 1974)。
4. (CR) 吳光明，《莊子》(臺北市: 東大圖書公司, 1988)。
5. 韋利英譯，陳鼓應今譯，傅惠生校注，《老子 [Lao zi]》(長沙: 湖南出版社, 1994)。
6. 王卡點校《老子道德經河上公章句》(北京: 中華書局, 2009)。
7. 陳飛龍註譯《抱朴子內篇今註今譯》(台北: 台灣商務印書館, 2000)。
8. D.C. Lau, tr., *Tao Te Ching* (Hong Kong : Chinese University Press, 2001).
9. A.C. Graham, tr., *Chuang-tzu : the seven inner chapters and other writings from the book Chuang-tzu* (London ; Boston : Allen & Unwin, 1981).
10. Alan Chan, *Two Visions of the Way: A Study of the Wang P and the Ho-shang Kung Commentaries on the Lao-Tzu* (Albany: SUNY Press, 1991).
11. Stephen R. Bokenkamp, *Early Daoist Scriptures* (Berkeley: University of California Press, 1997).
12. Robert Ford Campany, *To Live as Long as Heaven and Earth* (Berkeley: University of California Press, 2002).