

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	CHC320P
Subject Title	Ancient Chinese Thought and Philosophical Traditions 中國百家思想
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	The Warring States period is commonly regarded as a golden age of Chinese thought, in which the absence of consolidated political power enabled a diversity of intellectual, philosophical, and aesthetic visions to coexist or compete. By reading, critiquing, and discussing a number of ancient, formative philosophical texts, students will become acquainted with the major schools of pre-imperial Chinese thought, and begin to evaluate the influence that they exerted on later developments in Chinese thought, religion, politics, and culture. The course will also consider the interpretive traditions by which ancient texts are transmitted to the present, the applicability of ancient ideas to our modern lives, and the significance of ancient thought as a resource for global civilization.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) Identify the major schools of thought in ancient China, and articulate their main concerns. b) Distinguish the tendencies and arguments of distinct schools, especially with regard to the vision they advocate for the individual, the family, the state, and for achieving harmony with natural and supernatural forces. c) Reflect on the continuity of universal, persistent philosophical problems that early thinkers sought to address. d) Describe the dialogical influence that early thinkers exerted on their contemporaries and successors, and the retrospective nature of school identification. e) Discuss the broader influence of early Chinese philosophical traditions on later politics, religion, literature, and culture.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction: Universal problems, ancient solutions 2. The Ancient classics: Foundations of early Chinese thought 3. Confucius: Transmitter or creator? 4. Laozi: Inversion and negative potential

	<ol style="list-style-type: none"> 5. Mohism, universal love, and an alternative to Ruism 6. Zhuangzi: Free and easy wandering 7. The Logicians, Yang Zhu, and lost voices 8. Intellectual heirs of Confucius: Zisi, Mencius and Xunzi 9. Legalism and Qin unification 10. Han syntheses of pre-Han traditions 11. Xuanxue, Buddhism, Neoconfucianism, and the interpretive legacy of the Hundred Schools 																																															
<p>Teaching/Learning Methodology (Note 3)</p>	<p>The course will be conducted primarily by a combination of lecture, active learning in-class exercises, and whole class discussion sessions. Students will spend most of their preparation time outside class in the close reading of selected primary sources in annotated classical Chinese editions and modern translations. Introductory/textbook readings and lectures will help contextualize the selected readings and provide a framework for interpreting the texts. For the group and final projects, students will also be asked to do some independent research beyond the materials presented in class. Quizzes will be used to assess students' comprehension of the readings; discussion board posts will be used to reflect on distinct features of different strains of thought or to develop themes of interest for further exploration in the final project. A final project will require students to undertake some independent research and give an oral presentation that summarizes.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="536 1111 1326 1760"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1) In-class assessment</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2) Short quizzes</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3) Midterm paper (s)</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4) Final project, including oral presentation</td> <td>35%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>In-class assessment will be necessary for participation in active learning exercises and discussions, for which prompts will be provided. These exercises, which may culminate in in-class written, discussion, or group responses to the prompts, will enable student to actively construct knowledge from the readings and lecture material. Participation in online discussion forum will provide another means of active participation. The instructor will assess progress</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1) In-class assessment	25%	✓	✓	✓	✓	✓	2) Short quizzes	20%	✓	✓				3) Midterm paper (s)	20%	✓	✓	✓	✓	✓	4) Final project, including oral presentation	35%	✓	✓	✓	✓	✓	Total	100 %					
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	<p>towards the intended learning outcomes based on the written and oral responses in-class and online.</p> <p>Short quizzes will be structured so as to encourage students to complete the required readings and construct knowledge by anticipating the main points, themes, and features of the readings which might be on the quiz.</p> <p>A midterm paper or short papers, written in response to a prompt that requires student to make comparisons of several thinkers around a theme or themes, will assess the extent to which students are progressing toward all learning outcomes.</p> <p>A final project, which will take the form of a paper, video, web-based or other independent project, will require the student to construct or synthesize knowledge from different components of the course, and engage in some independent research around a theme of particular interest. The final product will be designed and evaluated with respect to the intended learning outcomes.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	15 Hrs.
	▪ In-class prompts and group exercises	12 Hrs.
	▪ Discussion	12 Hrs
	Other student study effort:	
	▪ Reading	55 Hrs.
	▪ Writing	20 Hrs.
	▪ Project research	5 Hrs.
	Total student study effort	
Reading List and References	<p>Ames, R. T., and H. Rosemont. <i>The Analects of Confucius: A Philosophical Translation</i>. Ballantine Pub. Group, 1998.</p> <p>Chen Guying 陳鼓應. <i>Laozi jin zhu jin yi</i> 老子今註今譯. Taipei: Taiwan shangwu yinshuguan, 2000.</p> <p>Chen Guying 陳鼓應, <i>Zhuangzi jin zhu jin yi</i> 莊子今註今譯. Taipei: Taiwan shangwu yinshuguan, 1999.</p> <p>Cook, Scott Bradley. <i>The Bamboo Texts of Guodian: A Study & Complete Translation</i>. 2 vols. Cornell East Asia Series 164–165. Ithaca, N.Y: East Asia Program, Cornell University, 2012.</p> <p>Feng, Youlan. <i>A History of Chinese Philosophy</i>. Translated by Dirk Bodde. Princeton, Princeton University Press, 1952.</p> <p>馮友蘭, 《中國哲學史》九龍: 太平洋, 1931 [1970]。</p> <p>Ge, Zhaoguang. <i>An Intellectual History of China</i>. Leiden: Brill, 2014.</p> <p>葛兆光, 《中國思想史》上海: 復旦大學出版社, 2001。</p>	

	<p>Graham, A. C. (Angus Charles). <i>Disputers of the Tao: Philosophical Argument in Ancient China</i>. La Salle, IL.: Open Court, 1989.</p> <p>Knoblock, John. <i>Xunzi: A Translation and Study of the Complete Works</i>. Stanford, CA: Stanford University Press, 1988.</p> <p>Lau, D.C.. <i>The Analects (Bilingual Edition)</i>. Hong Kong: The Chinese University Press, 2000.</p> <p>Lau, D.C.. <i>Mencius</i>. Hong Kong: The Chinese University Press, 2003.</p> <p>Lynn, Richard John. <i>The Classic of the Way and Virtue: A New Translation of the Tao-Te Ching of Laozi as Interpreted by Wang Bi</i>. New York: Columbia University Press, 1999.</p> <p>Peterson, Willard J. "Making Connections: 'Commentary on The Attached Verbalizations' of The Book of Change." <i>Harvard Journal of Asiatic Studies</i> 42, no. 1 (June 1982): 67–116.</p> <p>Schwartz, Benjamin I. <i>The World of Thought in Ancient China</i>. Cambridge, MA, Belknap Press, 1985.</p> <p>Sun Yirang 孫詒讓. <i>Mozi Jiangu 墨子閒詁</i>. <i>Xinbian Zhuzi Jicheng 新編諸子集成</i>. Taipei: Hua zheng shuju, 1987.</p> <p>王弼、河上公《老子四種》台北：大安出版社，1999。</p> <p>Ziporyn, Brook tr. <i>Zhuangzi: The Essential Writings with Selections from Traditional Commentaries</i>. Indianapolis: Hackett Pub. Co, 2009.</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.

(Form AR 140) 8.2020