

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	CHC3231
Subject Title	Major Religions in China 中國主要宗教 (佛教、道教、基督教、伊斯蘭教)
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This course is designed as an introduction to the study of Chinese Religions. It aims to cover the development and history of Buddhism, Daoism, Christianity, and Islam in a cross-cultural setting. In thematic order, the course is divided into four modules, which discuss the early importation and influence of Buddhism, the development of Daoism, the transmission of Christianity during the late imperial and early modern period, and Islam population in Chinese society. The overarching emphasis throughout the course will be on the hermeneutic difficulties attendant upon the study of religion in general and Chinese religious traditions in particular. The idea and subject of “religion” in the modern definition have been introduced along with the modernization process. Given this, how should we approach thoughts, institutes, and practices that we would call religion? How could we be reflective of the Western modernist influences on the nature of religion?</p> <p>We will raise questions about how Chinese religions might be studied. Should the focus be on elite doctrinal texts or the less systematized practices of the mass? How did religion exert pervasive influence in Chinese culture? What are religious perceptions of nature and the human body? How has religion been revived in recent years in China, and how has the Chinese state and civil society responded? How has religion served as a resource in the modern world for helping instil particular values in society?</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) gain knowledge about main religions in Chinese history b) read foundational works in each religious tradition c) gain diverse religious perspective and appreciate the interplay of Buddhism, Daoism, Confucianism, and Islam in Chinese history;

	<p>d) become familiar with current Chinese/English scholarship in various religious traditions in China</p> <p>e) learn how to conduct and present academic research using both primary and secondary sources.</p>																																														
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Introduction and Methodology Unit I: Buddhism 2. Western rediscovery of Buddhism in early modern period 3. Transmission and early Development of Buddhism from Han to the Six Dynasties: fundamental doctrines 4. Flourishing of Buddhism in Tang-Song period: major schools and impact in East Asia Unit II: Daoism 5. History and doctrine of Daoism 6. Daoist ritual and festival 7. Special unit: Daoism and science Field trip to a Buddhist monastery and Daoist temple in Hong Kong Unit 3: Christianity 8. Transmission of Christianity in the Ming-Qing period 9. Contemporary Christianity 10. Special unit: Christianity and philanthropy Unit 4: Islam and folk religion 11. Islamic belief in China 12. Belief of minority groups 13. Conclusion and presentation 																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>This course is not intended to be a comprehensive or systematic survey; we will concentrate on major conceptual themes, such as ritual, image veneration, sacred geography, meditation, death, afterlife, and the relationship between different religious traditions in China.</p> <p>Finishing the assigned readings mostly in primary course and languages are crucial for this class. Students are expected to discover and develop their own interest in the subject during the course of the semester. It is equally important to participate in class discussion and seek help during office hours of the instructor.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<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></th> </tr> </thead> <tbody> <tr> <td>1. class participation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. mid-term quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. final paper and presentation</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		1. class participation	30%	✓	✓	✓	✓	✓		2. mid-term quiz	30%	✓	✓	✓	✓	✓		3. final paper and presentation	40%	✓	✓	✓	✓	✓		Total	100 %						
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Class participation, the mid-term quiz and the final paper-cum-presentation assess students' attainment in verbal and written terms. They are all aligned with the five ILOs.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lectures 	<p>35 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Classroom discussion 	<p>4 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Readings 	<p>60 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Writings 	<p>20 Hrs.</p>
	<p>Total student study effort</p>	<p>119 Hrs.</p>
<p>Reading List and References</p>	<ol style="list-style-type: none"> 1. Chün-fang Yü, <i>Chinese Buddhism: A Thematic History</i>, Honolulu: University of Hawai'i Press, 2020. 2. C. K. Yang, <i>Religion in Chinese Society: A Study of Contemporary social functions of religion and some of their historical factors</i>, Waveland Press, 1991. 3. James Robson, <i>The Norton Anthology of World Religions: Daoism</i>, W. W. Norton & Company, 2015. 4. Terry F. Kleeman, <i>Celestial Masters: History and Ritual in Early Daoist Communities</i>, Cambridge: Harvard University Press, 2016. 5. Michel Strickmann, "The Mao Shan Revelations: Taoism and the Aristocracy," <i>T'oung-pao</i> 63 (1977): 1-64. 6. Huang, Julia C. <i>Charisma and Compassion: Cheng Yen and the Buddhist Tzu Chi Movement</i>. Cambridge, MA: Harvard University Press, 2009. 7. Welch, Holmes. <i>The Practice of Chinese Buddhism 1900-1950</i>. Cambridge, MA: Harvard University Press, 1967. 8. 穆啟蒙編著、侯景文譯《中國天主教史》，台北·光啟文化，2004. 9. 黃文江、張雲開、陳智衡主編《變局下的西潮-基督教與中國的現代性》，香港·建道神學院，2015. 10. Yang, Huilin, Zhang Jing, and Hannah Feldmeier, eds. <i>China, Christianity, and the Question of Culture</i>. Texas: Baylor University Press, 2014. 11. 丁宏、敏俊卿著《伊斯蘭教與中國穆斯林社會現代化進程》，北京·中央民族大學出版社，2012. 12. Frankel, James D. <i>Islam in China</i>. London ;: I.B. Tauris, 2021. 	

	<p>13. Harris, Rachel, Guangtian Ha, and Maria Jaschok, eds. <i>Ethnographies of Islam in China</i>. Honolulu: University of Hawai'i Press, 2021.</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