

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	CHC403P
Subject Title	Intellectual History of China 中國思想史
Credit Value	3
Level	4
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject invites students to examine the major major strands of thought – Confucianism, Daoism and Buddhism – that were dominant in traditional Chinese society and politics. It also investigates how thoughts from abroad, such as Christianity, social Darwinism and Marxism, contributed to the formation of modern China.
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 major historical figures who contributed to Chinese intellectual history; (b) describe crucial contents of China’s major intellectual trends, both indigenous and originating from abroad; (c) critically examine China’s contribution to global thoughts; (d) appreciate foreign influences on Chinese intellectual developments
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Early thoughts 2. Confucius and Mencius 3. Confucianism as state ideology 4. Confucian reformism and radicalism 5. Zhuangzi and Laozi 6. Daoism 7. Buddhism 8. Folk beliefs 9. The introduction of Christianity 10. Christianity and the making of modern China 11. Social Darwinism and “entering” the modern world 12. Marxism 13. “National learning” (<i>Guoxue</i>) in contemporary China

<p>Teaching/Learning Methodology (Note 3)</p>	<p>This subject takes a balanced approach to the study of Chinese intellectual history. Students are acquainted to the three cardinal strands – Confucianism, Buddhism and Daoism – of traditional China. They are also introduced to major influences from abroad that contributed to how intellectuals thought and debated with the advent of modern China. Lectures are designed to provide broad surveys of individual topics. Assignments provide opportunities for students to demonstrate knowledge acquired and deepen their interest in aspect(s) of Chinese intellectual history.</p>																																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="536 544 1366 1070"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Class presentation</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Research paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quiz requires students to identify and describe representative thinkers in Chinese history and their major contributions to intellectual developments.</p> <p>The class presentation invites students to work in groups and, after deliberations, provide critical reflections on major scholarly works on Chinese intellectual history.</p> <p>The research paper, which students write individually, provides an opportunity for them to interrogate further into one particular aspect of or one major figure in Chinese intellectual history. Credit will be given to deep engagement with primary and secondary sources.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Quiz	25%	✓	✓			2. Class presentation	25%	✓	✓	✓	✓	3. Research paper	50%	✓	✓	✓	✓	Total	100 %				
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3. Research paper	50%	✓	✓	✓	✓																																			
Total	100 %																																							
<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lectures <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Readings ▪ Writings ▪ Deliberation with peers <p>Total student study effort</p>					<p>39 Hrs.</p> <p>45 Hrs.</p> <p>25 Hrs.</p> <p>10 Hrs.</p> <p>119 Hrs.</p>																																		

<p>Reading List and References</p>	<p>(Arranged alphabetically based on Hanyu pinyin.)</p> <p>馮達文、郭齊勇編，《新編中國哲學史》（北京：人民出版社，2004）</p> <p>馮友蘭，《中國哲學簡史》（北京：北京大學出版社，1985）</p> <p>葛兆光，《中國思想史》（上海：復旦大學出版社，2013）</p> <p>溝口雄三，《中國思想史：宋代至近代》（北京：生活·讀書·新知三聯書店，2014）</p> <p>牟宗三，《中國哲學的特質》（台北：學生書局，1963）</p> <p>錢穆，《中國思想史》（臺北：素書樓文教基金會，2001）</p> <p>秦家懿、孔漢思，《中國宗教與基督教》（香港：三聯書店，1989）</p> <p>唐君毅，《中國文化之精神價值》（台北：正中書局，1953）</p> <p>汪暉，《現代中國思想的興起》（北京：生活·讀書·新知三聯書店，2014）</p> <p>張岱年編，《中華的智慧—中國古代哲學的思想精粹》（上海：上海人民出版社，1989）</p> <p>周紹賢，《佛學概論》增訂版（臺北：臺灣商務印書館，1987）</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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