

The Hong Kong Polytechnic University

Subject Description Form

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

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| Subject Code | CHC2CM05P |
| Subject Title | Confucianism and Chinese Culture 儒家與中國文化 |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite / Co-requisite/ Exclusion | Exclusion: CC204 and CC2C05 and CC2C05P and CC2CM05P and CHC409P |
| Objectives | <p>The study of Confucianism is essential to the understanding of Chinese culture throughout China's long history. Students will gain basic knowledge of the gist of Confucian teachings from this subject as it covers the major figures of Confucianism through the ages, their influential ideas and the major propositions of classical and neo-Confucianism. At once a personal philosophy and a state ideology in imperial times, Confucianism addressed the ethical, social, and political concerns in people's daily life by promoting learning and by devising institutions of good government. Despite its untimely aspects, it still exerts influence in modern China and countries in East Asia. Avid students of the subject can expect to learn from it a workable way to relate their personal conduct and social responsibilities to 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 sessions.</p> |
| Intended Learning Outcomes (Note 1) | <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) understand the teachings of the major figures and propositions of classical and neo-Confucianism, (b) present the gist of the Confucian classics, (c) learn embodying the Confucian ideal of connecting personal conduct and social responsibilities and forge a positive world view, (d) spell out Confucian contributions to world civilization, (e) enlarge their understanding of facets of Chinese culture, (f) fulfill the Chinese Reading and Writing Requirements in Chinese session. |
| Subject Synopsis/ Indicative Syllabus (Note 2) | <ol style="list-style-type: none"> 1. Introduction: Why Confucianism excels in a world of competing thoughts 儒家九流獨大，千古不絕，何以故？ 2. The Confucian Six Canons and Six Arts 儒家六經與六藝 3. The "gentleman" ideal: Confucius and his disciples “君子”理想：孔子及其門人的言行 |

| | <ol style="list-style-type: none"> 4. The “great man” ideal : Mencius’s “gentleman” “大丈夫”理想： 孟子之“君子” 5. Han Dynasty Emperor Wu and Dong Zhongshu: Makers of a Confucian state ideology 漢武帝與董仲舒： 儒家國家思想體系的締造者 6. Value inculcation via studying <i>The Analects of Confucius</i> and the <i>Classic of Filial Piety</i> 學習《論語》、《孝經》而得的儒家價值 7. Confucian values weakened and the rise of Neo-Confucianism 儒學價值弱化與新儒學之興起 8. Neo-Confucian classics and their major concerns 新儒學經典著作及其關心事項 9. The <i>Four Books</i> and the cultivation of social-political leaders 《四書》與政治社會領袖的培養 10. Neo-Confucian social institutions in late imperial China 近世中國新儒家的社會制度 11. Confucianism and present-day China 儒家思想與當今中國 12. Learning of the Mind and Heart: the gist of Zhu Xi and Wang Yangming philosophies 理學與心學： 朱子學與陽明學的要旨 13. Conclusion: Who is a genuine Confucian? 總結： 誰是真儒 (Plus review of the mid-term quizzes 以及期中提問、 回答回顧) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Teaching/Learning Methodology</p> <p>(Note 3)</p> | <p>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 in the class from a book or an essay on the reading list or one within the concern of the course. 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 the 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;">e</th> <th style="width: 5%;">f</th> </tr> </thead> <tbody> <tr> <td>1. Class participation</td> <td>10%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>2. Two quizzes</td> <td>40%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>3. Term paper (2,000 - 3,000 words)</td> <td>50% (10% graded by CLC)</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</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. Class participation | 10% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Two quizzes | 40% | ✓ | ✓ | ✓ | ✓ | | | 3. Term paper (2,000 - 3,000 words) | 50% (10% graded by CLC) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Class participation | 10% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Total | 100 % | |
| Student Study Effort Expected | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Class participation, including class attendance and active engagement in Q&A session and tutorials, can help judge if students are well prepared for the course. 2. The quizzes can test if students have grasped major points learnt and elaborated them to form their own arguments. 3. Term paper aims to assess students' overall understanding of facets of Chinese culture they got from the course and their ability to present their writing clearly and convincingly. Students must obtain a D or above on the [CW/CR] assignment to pass the subject. Students are required to read the materials in the "required reading lists" to complete the task. | | |
| Reading List and References | <p>Reading Requirements</p> <p><u>Required Readings (CR: total 326 pages)</u></p> <ol style="list-style-type: none"> 1. Chu, Hung-lam. 2016. "Confucianism". Entry in John Mackenzie, ed., <i>The Encyclopedia of Empire</i> Volume 1. Wiley-Blackwell, February 15, 2016. Pp 614 - 620. Online ISBN: 9781118455074 2. 朱鴻林，《一道德，同風俗》。《讀書》2016年第10期，頁48-57。 3. 余英時，《現代儒學論》。River Edge, NJ, USA, 八方文化企業公司，1996，頁1-101，159-179。 4. 余英時，《中國文化史通釋》。Hong Kong: Oxford University (China) Press, 2000，頁1-86，181-280。 <p><u>Supplementary Readings</u></p> <ol style="list-style-type: none"> 5. 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]。 6. 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。

7. 錢穆,《中華文化十二講》。臺北:東大圖書股份有限公司,2006。
8. 牟復禮,王立剛譯,《中國思想之淵源》。北京:北京大學出版社,2009。
9. 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。
10. 余英時,《士與中國文化》。上海:上海人民出版社,2003。
11. 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。
12. 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。
13. 柳詒徵、呂思勉,《中國文化十六講》。北京:長征出版社,2008。
14. 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。
15. 唐君毅,《中華人文與當今世界》。臺北:臺灣學生書局,1988。
16. 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]。
17. 陳榮捷,《朱熹》。臺北:東大圖書股份有限公司,1990。
18. 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。
19. 陳榮捷集評,《王陽明傳習錄詳註集評》。臺北:臺灣學生書局,1983。
20. 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。
21. 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。
22. 楊朝明等,《儒家文化面面觀》。濟南:齊魯書社,2000。
23. 錢穆,《朱子學提綱》。臺北:三民書局,1971。
24. 錢穆,《宋明理學概述》。臺北:中華文化出版事業委員會,1962。
25. 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
26. 朱鴻林,《朱鴻林明史研究系列》之《孔廟從祀與鄉約》。北京:生活·讀書·新知三聯書店有限公司,2015年。
27. 朱鴻林,《朱鴻林明史研究系列》之《儒者思想與出處》。北京:生活·讀書·新知三聯書店有限公司,2015年。
28. 朱鴻林,《朱鴻林明史研究系列》之《明太祖與經筵》。北京:生活·讀書·新知三聯書店有限公司,2021年。
29. Chan, Wing-tsit. 1963. *A Source Book in Chinese Philosophy*. Princeton: Princeton University Press.
30. Davis, Gloria. 2001. *Voicing Concerns: Contemporary Chinese Critical Inquiry*. Lanham, MD: Rowan and Littlefield.
31. De Bary. Wm. Theodore. 1983. *The Liberal Education in China*. Hong Kong: Chinese University Press. (Reading Requirement: pp. 1-122)
32. Makeham, John. 2008. *Lost Soul: Confucianism in Contemporary Chinese Academic Discourse*. Cambridge, Mass: Harvard University Asia Center.
33. Mote, Frederick W. *Intellectual Foundations of China*. New York:

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| | <p>Knopf, 1971 [1st ed.]; New York: McGraw-Hill Pub. Co., c1989 [2nd ed.].(Reading Requirement: pp. 1-133)</p> <p>34. Nylan, Michael. 2001. <i>The Five Confucian Classics</i>. New Haven: Yale University Press.</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

[Revised July 2024]