

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	CHC2CM10P
Subject Title	Buddhism, Daoism and Chinese Culture 佛教、道教與中國文化
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion subjects for CHC2CM10P: CC2CM10, CC2CM10P, CC2C10, CC2C10P and CC208 and CHC2CM10
Objectives	To introduce students to the doctrines, practices and material culture of Buddhism and Daoism, their development in Chinese history, the role they play in Chinese culture, and the worldview they represent. At the same time, the course, through a study of two of the most important religious traditions in Chinese and world history, will develop skills in critical thinking and expression.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: (a) have basic understanding of the historical development of Daoism and of Buddhism in China; (b) understand key terms in the two traditions, demonstrate familiarity with their most influential texts, and appreciate how these relate to a unique worldview; (c) appreciate the roles of both Buddhism and Daoism in traditional Chinese culture and in contemporary Chinese culture; (d) develop skills in analytical reading, formal writing, oral expression and critical thinking; and, (e) fulfill the reading and writing requirements in Chinese.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction: Daoism, Buddhism and our daily lives 2. The origins and basic teachings of Daoism 3. The origins and basic teachings of Buddhism 4. The development of Daoism and Buddhism: from Han to Six Dynasties 5. The development of Daoism and Buddhism: from Sui to Song 6. The development of Daoism and Buddhism: from Yuan to Qing 7. Daoism and Buddhism in modern China

	<p>8. Influence of Daoism and Buddhism on rites, personal and social life</p> <p>9. Influence of Daoism and Buddhism on science and technology</p> <p>10. Influence of Daoism and Buddhism on art and literature</p> <p>11. Influence of Daoism and Buddhism on travel and communication</p> <p>12. Close study on notable historical figures</p> <p>13. Conclusion: Daoism, Buddhism and Chinese culture</p>																																															
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Students will finish the reading assignment(s) before the class meets.</p> <p>Lectures elaborate the weekly themes illustrated by the reading materials. In the tutorial session, students will discuss the reading material. In addition, students will give brief oral presentations summarizing assigned readings.</p> <p>The students are expected to propose the topics of their term papers early in the semester. The teacher will monitor each student's progress to ensure his or her ability to do independent study.</p> <p>Two quizzes will be given in order to make sure the students' grasping the basic factual knowledge and understanding of major themes.</p> <p>The final paper should be based on and developed from the proposal the student submitted early on, incorporating advice from the instructor and/or the TA.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><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="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. Class participation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. First quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>3. Second quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Final Paper (2,000-3,000 words)</td> <td>40% (10% graded by CLC)</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>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Class participation	20%	✓	✓	✓	✓		2. First quiz	20%	✓	✓			✓	3. Second quiz	20%	✓	✓				4. Final Paper (2,000-3,000 words)	40% (10% graded by CLC)	✓	✓	✓	✓	✓	Total	100 %					
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ul style="list-style-type: none"> ✧ Class participation, including a group presentation, active participation in Q & A, and class attendance. ✧ The two quizzes determine overall understanding of the subject, with the first one mainly on the required readings (to fulfill the CR requirement) ✧ The final paper, with guidance from the teacher in subject matter and structure, is intended to strengthen the student's ability to apply what he or she has learned from the course as a whole through his or her own research and articulation. This is only required in the Putonghua version of the course and will fulfill the Chinese writing requirement which will be assessed by the Chinese Language Centre. To pass the subject, students must achieve a grade of D or above on the Writing Requirement assignment to pass the subject. ✧ AI tools are not allowed to be used in writing the final paper to pass the course. 	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures 	26Hrs.
	<ul style="list-style-type: none"> ▪ Tutorials 	13Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Readings 	42Hrs.
	<ul style="list-style-type: none"> ▪ Discussion 	6Hrs.
	<ul style="list-style-type: none"> ▪ Writing 	36Hrs.
	Total student study effort	123Hrs.
Reading List and References	<p>Required Reading List (Total 207 pages)</p> <ol style="list-style-type: none"> 1. 中村元，《中國佛教發展史》。臺北：天華出版公司，1984年。第一篇第二章〈佛教在漢魏晉三朝的發展〉，頁24-54；第二篇第一章〈唐宋交替時的佛教〉、第二章〈佛教的復興〉，頁385-416；第五篇第四章〈敦煌佛教的盛衰〉，頁1414-1463。 2. 劉仲宇，〈民間信仰與道教之關係〉，收入路遙主編：《道教與民間信仰》。上海：上海人民出版社，2011年，頁165-258。 <p>References</p> <ol style="list-style-type: none"> 1. Kristofer Schipper, <i>The Taoist Body</i>. California: University of California Press. 1993. 2. 黎志添：《廣東道教研究：道觀、道士及科儀》。香港：香港中文大學出版社，2007年。 3. Gil Raz, <i>The Emergence of Daoism: Creation of Tradition</i>. New York: Routledge, 2012. 4. Kristofer Schipper and Franciscus Verellen, <i>The Taoist Canon: A</i> 	

	<p>Historical Companion to the Daozang. Chicago: University of Chicago Press, 2004.</p> <ol style="list-style-type: none"> 5. Franciscus Verellen, <i>Imperilled Destinies: The Daoist Quest for Deliverance in Medieval China</i>. Cambridge, Mass.: Harvard University Asia Center, 2019. 6. Edward Davis, <i>Society and the Supernatural in Song China</i>. Honolulu: University of Hawaii Press, 2001. 7. Mark Meulenbeld, <i>Demonic Warfare: Daoism, Territorial Networks, and the History of a Ming Novel</i>. Honolulu: University of Hawaii Press, 2015. 8. 湯用彤：《漢魏兩晉南北朝佛教史》。北京：中華書局，1983年。 9. John Kieschnick, <i>The Impact of Buddhism on Chinese Material Culture</i> (Princeton University Press, 2003). 10. Erik Zürcher, <i>The Buddhist Conquest of China. The Spread and Adaptation of Buddhism in Early Medieval China</i>. Leiden: E.J. Brill, 1972. 11. Stephen R. Bokenkamp, <i>Early Daoist Scriptures</i>. Berkeley: University of California Press, 1997. 12. 牟鍾鑒：《中國道教》。香港：青松出版社，2010年。 13. 李零：《中國方術正考》。北京：中華書局，2006年。 14. 中村元：《中國佛教發展史》。臺北：天華出版公司，1984年。 15. 呂建福：《中國密教史》。北京：中國社會科學出版社，1995年。 16. 沈衛榮：《何謂密教？關於密教的定義、符號、修行和歷史的詮釋與爭論》。北京：中國藏學出版社，2013年。 17. Nebesky-Wojkowitz, René de. <i>Oracles and Demons of Tibet: The Cult and Iconography of the Tibetan Protective Deities</i>. Graz, Austria: Akademische Druck, 1975. 18. 李遠國，劉仲宇，許尚樞：《道教与民間信仰》。上海：上海人民出版社，2011年。 19. 勞格文 (John Lagerwey)，科大衛 (David Faure)：《中國鄉村與墟鎮神聖空間的建構》。北京：社會科學文獻出版社，2014年。 20. 馮友蘭：《中國哲學簡史》。北京：中華書局，2017年。 21. 牟宗三：《心體與性體》。上海：上海古籍出版社，1999年。 22. 朱熹：《周易本義》。北京：學苑出版社，2014年。
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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