

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	CHC1M44P
<b>Subject Title</b>	The Occult Science and the daily life of Ancient China 術數方技與中國古代日常生活
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>The occult science is one of the important cultural components in the daily life of ancient China, even contemporary China, and it is the knowledge about life and prediction in Chinese culture. Traditional occult science refers to the practices of professional diviners, magicians, practitioners, which mostly reveal their understanding of the relationship between the macrocosm and microcosm.</p> <p>The aim of this subject is to introduce the basic concepts of the Chinese occult science from different perspectives including history, anthropology, folklore and religious studies. Also, this subject will focus on how to understand the world behind the occult science——macrocosm and microcosm.</p> <p>In this subject, students will be inspired to discover the significance of these practices, and to understand the hidden internal order and social impact of occult science in ancient China society.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) understand the basic concepts and world view of Chinese occult science.</li> <li>(b) comprehend the function of Chinese occult science in Chinese society.</li> <li>(c) explore the mindset and human desire of the Chinese in accepting the practice of occult science.</li> <li>(d) observe the activities of occult science in modern world.</li> <li>(e) meet the Chinese reading and writing requirements.</li> </ul>

**Subject Synopsis/  
Indicative Syllabus**

(Note 2)

1. Introduction: What is occult science—the knowledge of Life and Prediction
2. The legend about occult science in ancient China
3. Knowledge classification in ancient China and the study of occult science
4. Knowledge of Life: Regimen
5. Knowledge of Life: Healing
6. Knowledge of Life: Alchemy
7. Knowledge of Life: Sexual hygiene
8. Knowledge of Prediction: The Book of Change
9. Knowledge of Prediction: Divination
10. Knowledge of Prediction: Observation
11. Knowledge of Prediction: Geomancy
12. Life, Prediction and Literature Writing
13. Can occult science be a part of Guo Xue(National Study)

From week 1 to week 3, the subject requirement will be presented. After that, the concepts, the background and the study of Chinese occult science will be introduced.

From week 4 to week 7, the knowledge of life will be discussed in four aspects: regimen, healing, alchemy and sexual hygiene. In these weeks, the ways of protecting life and strength body will be presented. Moreover, the deeper discussion is to discover the hidden internal order and the social impact of this knowledge in ancient China and Eastern Asia.

From week 8 to week 11, the prediction knowledge will be presented by divination, observation and geomancy. In these weeks, related classics will be discussed. For a deeper understanding, the idea of the universe in ancient China will be introduced and explained such as how this idea guided the prediction tradition in China. For more interesting, the practical aspect of the Book of Change(周易) will be introduced.

From week 12 to week 13, the spread of Chinese occult science will be focused particularly on literature way such as how it became a subject in Chinese fiction. Finally, the nature of occult science will be examined by putting it into a modern background—National study.

<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>Subject teacher will follow the syllabus to teach every topic clearly and to analyse variety primary and secondary sources, including documents, pictures, literatures, and movies. Also, discussion will be an activity in the lectures to encourage interaction between subject teacher and students.</p> <p>Students have to finish the assessments including oral presentation, quiz and term paper. From the assessments, students will learn how to analyse variety of written and cultural texts, including classical works, historical documents, pictures and modern research studies. In this subject, students are required to submit a written final paper developed from a self-selected topic and in accordance with the subject teacher's suggestions. Also, subject teacher will fully explain the criteria of the assessments including, topic selection, literature review and writing.</p> <p>Consultations are provided by the subject teacher to help the students to prepare their presentations, term paper and to understand the subject matters.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> (Note 4)</p>	<table border="1" data-bbox="536 1077 1396 1756"> <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. Oral Presentation (with 10% CR)</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>30</td> <td>√</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Term Paper (30% content + 10% CW from CLC)</td> <td>40</td> <td></td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> <li>1. Oral Presentation (30%): measuring the student's ability on collecting, analysing, and expressing of written and cultural texts. Based on the presentation topic, students will form in groups and students have to read multiple sources and to</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Oral Presentation (with 10% CR)	30	√	√	√	√	√		2. Quiz	30	√		√	√			3. Term Paper (30% content + 10% CW from CLC)	40		√	√		√		<b>Total</b>	<b>100 %</b>						
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	<p>discuss with group members. An overall grasp of the knowledge will be assessed.</p> <p>2. Quiz (30%): closed book short question will be used to assess the level of knowledge students has achieved and their ability to reflect on different topics about occult science in China.</p> <p>3. Term Paper (40%): personal paper measuring the student’s ability on collecting and analysing of written and cultural texts, as well as their writing ability. Inquiry and creativity are focal points. The writing requirement of the final paper is 2000-3000 words for Chinese, which can fulfil the CW/CR requirement. Also, 10% will be graded by the CLC and 30% will be graded by the subject teacher. Students must obtain a D or above on the writing requirement assignment to pass the subject. The topic of the paper has to be related to occult science in China.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	42 Hrs.
	▪ Written Report	36 Hrs.
	▪ Group presentation	12 Hrs.
	Total student study effort	
<b>Reading List and References</b>	<p>● <b>Required Reading List</b></p> <ol style="list-style-type: none"> <li>1. 李零，〈緒論：術數方技與古代思想的再認識〉，《中國方術考》（北京：中華書局，2019），頁1-68, 240-270。</li> <li>2. 宋會群，〈緒論〉，《中國術數文化史》（開封：河南大學出版社，1999），頁13-61。</li> <li>3. 李建民：〈古典醫學的知識根源〉，《從中醫看中國文化》（香港：三聯書店，2018），頁9-64。</li> <li>4. 陳進國，〈走出恐聞：一個鄉土文化幽靈的探尋與觀照〉，《信仰，儀式與鄉土社會：風水的歷史人類學探索》（北京：中國社會科學，2005），頁1-36。</li> </ol> <p>● <b>Reading Recommendations</b></p> <ol style="list-style-type: none"> <li>1. 戈國龍，《道教內丹學溯源：修道·方術·煉丹·佛學》（中國：宗教文化出版社，2004年）。</li> <li>2. 王立杰，《觀人與人觀：中國古代相人術的人類學研究》（北京：中國社會科學，2017）。</li> </ol>	

3. 王強，《遮蔽的文明：性觀念與古中國文化》（台北：文津，2003）。
4. 吳偉明，《東亞易學史：《周易》在日韓越琉的傳播與影響》（台北：國立台灣大學，2017）。
5. 李經緯，朱建平，《中國傳統健身養生圖說》（北京：中國書店，1990）。
6. 李零，《中國方術考》（北京：中華書局，2019）。
7. 周世榮，《馬王堆導引術》（長沙：岳麓書社，2005）。
8. 林國平，《籤占與中國社會文化》（北京：人民，2014）。
9. 張玉蓮，《中古道教仙傳文學研究》（北京：中華書局，2023）。
10. 張珣等，《人神共歆：宗教與養生飲食》（台北：財團法人中華飲食文化基金會，2009）。
11. 陳進國，《信仰，儀式與鄉土社會：風水的歷史人類學探索》（北京：中國社會科學，2005）。
12. 程國斌，《明清江南地區的醫療生活》（南京：東南大學，2022）。
13. 萬晴川，《中國古代小說與方術文化》（北京：中國社會科學，2005）。
14. 廖名春，《《周易》經傳十五講》（北京：北京大學，2004）。
15. 趙洪聯，《中國方技史》（上海：上海人民，2013）。
16. 劉沛林，《風水：中國人的環境觀》（上海：上海三聯書店，1995）。
17. 劉宗迪，《眾神的山川：《山海經》與上古地理、歷史及神話的重建》（北京：商務印書館，2022）。
18. 劉黎明，《灰暗的想象：中國古代民間社會巫術信仰研究》（成都：巴蜀書社，2014）。
19. 蔣匡文，《中國天文占星基礎：術數與天文關係》（香港：萬里機構·圓方，2016）。
20. 衛紹生，《中國古代占卜術》（鄭州：中州古籍，1992）。
21. 韓吉紹，《道教煉丹術與中外文化交流》（北京：中華書局，2015）。
22. 嚴善韶，《古代房中術的形成與發展：中國固有精神史》（台北：台灣學生書局，2007）。
23. Brown, Tristan G. *Laws of the Land: Fengshui and the state in Qing Dynasty China*. New Jersey: Princeton University Press, 2023.
24. Bruun, Ole. *Fengshui in China: Geomantic Divination between State Orthodoxy and Popular Religion*. Honolulu: University of Hawaii Press, 2003.
25. Cai, Liang. *Witchcraft and the rise of the first Confucian Empire*. Albany, NY: Suny Press, 2014.
26. Chiang, Howard. *Sexuality in China: Histories of Power and Pleasure*. Seattle: University of Washington Press, 2018.

	<p>27. Company, Robert Ford, Making Transcendent: Ascetics and Social Memory in Early Medieval China. Honolulu: University of Hawaii Press, 2009.</p> <p>28. Cooper, J.C. Chinese Alchemy: Taoism, the Power of Gold, and the Quest for Immortality. Newburyport, Massachusetts: Weiser Books, 2016.</p> <p>29. Davis, Edward L. Society and the Supernatural in Song China. Honolulu: University of Hawaii, 2001.</p> <p>30. DeWoskin, Kenneth J. Doctors, Diviners and Magicians of Ancient China: Biographies of Fang-shih. New York: Columbia University Press, 1983.</p> <p>31. Grim, Patrick. Philosophy of Science and the Occult. Albany, N.Y.: State University of New York Press, 1990.</p> <p>32. Gulik, R.H.Van. Sexual Life in Ancient China: A Preliminary Survey of Chinese Sex and Society from ca.1500 B.C. till 1644 A.D. Leiden; Boston: BRILL, 2003.</p> <p>33. Guo, Zibin. Ginseng and Aspirin: Health Care Alternatives for Aging Chinese in New York. Ithaca, NY: Cornell University Press, 2018.</p> <p>34. Haar, B.J.ter. Telling Stories: Witchcraft and Scapegoating in Chinese History. Leiden: Brill, 2006.</p> <p>35. Harper, Donald John, editor. Books of Fate and Popular Culture in Early China: The Daybook Manuscripts of the Warring States, Qin and Han. Leiden, Boston: Brill, 2017.</p> <p>36. Kohn, Livia. Chinese Healing Exercises: the Tradition of Daoyin. Honolulu: University of Hawaii Press, 2008.</p> <p>37. Kohn, Livia. Daoist Dietetics: Food for Immortality. Dunedin, FL: Three Pines Press, 2010.</p> <p>38. Lee, Siow Mong and Tan Sri. The Chinese Art of Studying the Head, Face, and Hands. Petaling Jaya, Selangor Darul Ehsan: Pelanduk Publications, 1989.</p> <p>39. O' Brien, Joanne. Chinese Face and Hand Reading. London: Piatkus, 1999.</p> <p>40. Raphals, Lisa Ann. Divination and Prediction in Early China and Ancient Greece. Cambridge: Cambridge University Press, 2013.</p> <p>41. Shaha, Meir. Cazy Ji: Chinese Religion and popular Literature. Cambridge, Mass: Harvard University Asia Center: Harvard University Press, 1998.</p> <p>42. Smith, Ronald C. and Carmone, Antonio M. Shadows of Mawangdui: Animating the Silk Daoyingtu. St. Petersburg, FL: Three Pines Press, 2022.</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