

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2018/19

Part I Course Overview

Course Title: History of Chinese Thought

Course Code: CAH3111

Course Duration: 1 semester

Credit Units: 3 credits

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL3111 Topics in Chinese Thought

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course is designed to give students a thorough introduction to the main streams of Chinese thought. It investigates a range of topics in Chinese thought such as ethics, politics, knowledge and ontology of the world. We shall see how the Great thinkers in China thought about these issues and encourage students to critically reflect on the ideas with a contemporary perspective. A comprehensive knowledge of Chinese thought provides the foundation for students to further their study of Chinese culture, language and literature, and helps students to reflect on their way of life and contemporary issues.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	describe features of the development of main streams of Chinese thought;	20%	√	√	
2.	understand the basic ideas in classical Chinese philosophical thought and identify their strengths and weaknesses;	20%	√	√	
3.	describe features of the relationships between Chinese thought, culture and literature;	20%	√	√	
4.	how to analyse philosophical and religious arguments and debates;	20%	√	√	√
5.	relate the ancient and abstract concepts to modern society and existential lives.	20%			√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	

Lectures	The origins of Chinese thought; Confucianism, Daoism, Mohism and Legalism; the development of main streams of Chinese thought; great philosophers; the relationships between Chinese thought, culture and literature; reflection on the ideas with a contemporary perspective.	√	√	√	√	√		
Tutorial presentations	Group discussion, communication skills and manner, team spirit.	√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 50%								
Mid-term test on topics about history of Chinese thought to assess students' knowledge and ability in these areas;	√	√	√				25%	
Presentations on topics about history of Chinese thought will be required to evaluate students' analyzing and reflecting ability;			√	√	√		25%	
Examination: 50% (duration: 2 hours)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Mid-term test	1. Knowledge of the subject matter	Strong evidence of <ul style="list-style-type: none"> • excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. 	Some evidence of <ul style="list-style-type: none"> • excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. 	Limited evidence of <ul style="list-style-type: none"> • excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. 	<ul style="list-style-type: none"> • Merely understand the reading and the materials in general. 	<ul style="list-style-type: none"> • Show limited understanding of the reading and the materials.
Presentations	<ol style="list-style-type: none"> 1. Knowledge of the subject matter 2. Organization 3. Analytical skills 4. Presentation skills 	Strong evidence of <ul style="list-style-type: none"> • rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • rigorous organization, coherent structure, balanced composition; • critical analysis, convincing statement and creative comment; • superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time- 	Some evidence of <ul style="list-style-type: none"> • rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • rigorous organization, coherent structure, balanced composition; • critical analysis, convincing statement and creative comment; • superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time- 	Limited evidence of <ul style="list-style-type: none"> • rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • rigorous organization, coherent structure, balanced composition; • critical analysis, convincing statement and creative comment; • superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<ul style="list-style-type: none"> • loose organization, but acceptable identified content. • adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; • simple and unilateral comments, without clear explanation; • acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<ul style="list-style-type: none"> • limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • loose organization, without distinct primary and secondary structure; • devoid of personal comment and/or unreasonable opinion; • softly voice, indistinct pronunciation and improper diction, seriously over time.

		management.	management.			
Examination	<ol style="list-style-type: none"> 1. Knowledge of the subject matter 2. Organization 3. Analytical skills 	<p>Strong evidence of</p> <ul style="list-style-type: none"> • excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • excellent organisation of content with critical analysis. 	<p>Some evidence of</p> <ul style="list-style-type: none"> • excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • excellent organisation of content with critical analysis. 	<p>Limited evidence of</p> <ul style="list-style-type: none"> • excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • excellent organisation of content with critical analysis. 	<ul style="list-style-type: none"> • Merely understand the reading and the materials in general; • loose organization, but acceptable identified content. 	<ul style="list-style-type: none"> • Show limited understanding of the reading and the materials. • loose organization, without distinct primary and secondary structure.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Confucianism; Taoism; Mohism; Legalism; metaphysics; Neo-Confucianism; Chinese Buddhism; practical Learning; Chinese thought, literature and culture; Confucianism and modernization; Confucianism and democracy.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	蔡仁厚：《中國哲學史》，台北：學生書局，2009。
2.	牟宗三：《中國哲學十九講》，台北：學生書局，1997。
3.	楊國榮：《中國哲學二十講》，北京：中華書局，2015。

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	葛兆光：《中國思想史》2卷，上海：復旦大學出版社，1998。
2.	勞思光：《新編中國哲學史》，台北：三民書局，1984年增訂版。
3.	曾春海：《中國哲學史綱》，台北：五南圖書出版股份有限公司，2015。
4.	馮友蘭：《中國哲學簡史》，北京：北京大學出版社，1985。
5.	錢穆：《中國學術思想史論叢》8卷，台北：東大圖書公司，1976-1980。
6.	余英時：《中國思想傳統的現代詮釋》，台北：聯經出版社，1987。
7.	牟宗三：《中國哲學的特質》，香港：人生出版社，1963。
8.	韋政通：《中國思想史》，台北：水牛出版社，1998。
9.	任繼愈主編：《中國哲學發展史》(先秦、秦漢、魏晉南北朝、隋唐)，北京：人民出版社，1983-1994。
10.	張岱年：《中國哲學史方法論發凡》，北京：中華書局，1983。
11.	葛兆光：《思想史研究課堂講錄》、《思想史研究課堂講錄續編》，北京：三聯書店，2005、2012。

Online Resources:

Students are encouraged to access online resources to widen their horizons and enrich their knowledge.