

## Chinese Humanities and Culture

### Part I

<b>Course Title</b>	:	Chinese Humanities and Culture
<b>No. of Credits</b>	:	3
<b>Course Duration</b>	:	15 weeks
<b>Contact Hours per Week</b>	:	3 hours
<b>Pre-requisites</b>	:	Nil
<b>Equivalent Courses</b>	:	Nil
<b>Exclusive Courses</b>	:	Nil

### Part II

#### Course Description

This course aims to give students a basic understanding of the characteristics of Chinese culture and humanities through an analysis of Chinese philosophy and tradition. The different aspects of study will enable students to develop and deepen their interest in Chinese culture and reflect their own identity. Based on their systematic analysis of Chinese culture, students are able to understand the core values of Chinese culture and reflect on the current situation of Chinese culture in the modern world, especially in response to the challenges from the West.

#### Course Intended Learning Outcomes (CILOs)

*By the end of the course, students should be able to:*

No.	CILOs
1	Understand the characteristics of Chinese culture and humanities through the study of different philosophers
2	Analyse and evaluate some core ideas of Confucianism and Taoism
3	Compare the similarities and differences between Chinese and Western culture
4	Reflect the moderate adjustment of Chinese culture under the challenges from the West
5	Reflect on their cultural identity

#### Teaching and Learning Activities (TLAs)

TLA	Remarks	Relevant CILOs	Hours/week (if applicable)
Lecture	Lecture	1,2,3,4,5	2
In-class Discussion/Presentation	Tutorial	1,2,3,4,5	1
Essay Paper	Home	1,2,3,4,5	3
Reading	Home	1,2,3,4,5	3
Total			9

**Assessment Tasks/Activities**

Assessment	Remarks	Relevant CILOs	Weighting (if applicable)
Paper	to assess students' theoretical understanding of theories and ideas in systematic manner	1,2,3,4,5	30%
Group Presentation	to assess the students' ability to use complex concepts learned in analysing Chinese culture.	1,2,3,4,5	30%
In-class Discussion	to assess the ability of the students to communicate the knowledge they have learned	1,2,3,4,5	10%
Test	to assess students' understanding of theories and concepts and their application	1,2,3,4,5	30%
Total			100%

**Part III****Topic Areas**

	Week (if applicable)
Introduction: Essence of Chinese Culture?	1
A Historical Investigation: The Origin of Chinese	1
Chinese Myths and Origin of Chinese Culture	1
Confucianism	2
Taoism	2
Mohism and Legalism	2
Chinese Religion: Taoism and Buddhism	2
Comparison between Chinese and Western Culture	1
Chinese Culture and the Challenges of Modernity	2

**Resources*****Principal Reading***

1. 余英時著：《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》（台北：時報出版有限公司），1992 年版。
2. 梁漱溟著：《中國文化要義》（上海：上海人民出版社），2005 年版。
3. 梁漱溟著：《東西文化及其哲學》（北京：商務印書館），1999 年版。
4. 牟宗三著：《中國哲學的特質》（臺北：臺灣學生書局），1994 年 8 月版。
5. 楊伯峻譯：《孟子譯註》（上、下冊）（北京：中華書局），1981 年版。

### ***Supplementary Reading***

1. 王天海校釋、荀況著：《荀子校釋》(上、下冊)(上海：上海古籍出版社及世紀出版集團)，2005 年 12 月版。
2. 陳鼓應譯：《老子今譯今註及評介》(台北：商務印書局)，2008 年版。
3. 陳鼓應譯：《莊子今譯今註及評介》(台北：商務印書局)，1999 年版。
4. 袁珂著：《中國神話傳說——從盤古到秦始皇》(上冊)(北京：人民文學出版社)，1998 年版。

## **Feedbacks from Local Academics and Fulbrighters**

“The course contents are appropriate for a GE course. It covers not only Chinese culture/tradition but also Western culture. The comparative culture approach is able to enrich the interdisciplinary experience of students”

“The power of folk religion, therefore, should also be explicitly discussed. This should be true of all general courses on Chinese culture, civilization, and history. It is good to see that the readings do include a work on Chinese mythology, even though it is only in the “Supplementary Reading”.

“Since Chinese civilization is alive and well in Hong Kong, learning activities should include observations or participation in life outside the classroom. Museum visits are also important. How are Confucian ideas expressed in Chinese weddings, Taoist ideas in healing, or Buddhist ideas in treatment of the dead? This is useful to combine book learning with experiential learning –an important GE goal.’