

CAH3111: HISTORY OF CHINESE THOUGHT

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

History of Chinese Thought

Subject Code

CAH - Chinese and History

Course Number

3111

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL3111Topics in Chinese Thought

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	describe features of the development of main streams of Chinese thought;	20	x	x	
2	describe the basic ideas in classical Chinese philosophical thought and identify their strengths and weaknesses;	20	x	x	
3	describe features of the relationships between Chinese thought, culture and literature;	20	x	x	
4	analyse philosophical and religious arguments and debates;	20	x	x	x
5	relate the ancient and abstract concepts to modern society and existential lives.	20			x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in lectures to gain knowledges and insights from the origins of Chinese thought; Confucianism, Daoism, Mohism and Legalism; the development of main streams of Chinese thought; the relationships between Chinese thought, culture and literature; and reflection on the ideas with a contemporary perspective.	1, 2, 3, 4, 5

2	Tutorial presentations	Students will give oral presentation and engage in group discussion in order to increase their academic knowledges and communication skills.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Test on topics about history of Chinese thought to assess students' knowledge and ability in these areas;	1, 2, 3	35	
2	Presentations on topics about history of Chinese thought will be required to evaluate students' analyzing and reflecting ability;	3, 4, 5	30	
3	Term paper to assess students' critical thinking ability in understanding the importance and significance of classical Chinese philosophical thought.	1, 2, 3, 4, 5	35	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Test

Criterion

Knowledge of the subject matter

Excellent (A+, A, A-)

Strong evidence of excellent grasp of the materials with in-depth or extensive knowledge of the subject matter.

Good (B+, B, B-)

Some evidence of excellent grasp of the materials with in-depth or extensive knowledge of the subject matter.

Fair (C+, C, C-)

Limited evidence of excellent grasp of the materials with in-depth or extensive knowledge of the subject matter.

Marginal (D)

Merely understand the reading and the materials in general.

Failure (F)

Show limited understanding of the reading and the materials.

Assessment Task

Presentations

Criterion

Knowledge of the subject matter Organization Analytical skills Presentation skills

Excellent (A+, A, A-)

Strong evidence of

- 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.

Good (B+, B, B-)

Some evidence of

- 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.

Fair (C+, C, C-)

Limited evidence of

- 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.

Marginal (D)

- 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.

Failure (F)

- 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.
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Assessment Task

Term Paper

Criterion

1. Knowledge of the subject.
2. Critical thinking ability in reviewing relevant researches.
3. Application of relevant theories.

Excellent (A+, A, A-)

1. Excellent command of knowledge of classical Chinese thought;
2. Excellent critical thinking ability in reviewing research reports/research articles related to classical Chinese thought;
3. Excellent application of theories in studying classical Chinese thought;
4. Excellent ability in knowledge application.

Good (B+, B, B-)

1. Good command of knowledge of classical Chinese thought;
2. Good critical thinking ability in reviewing research reports/research articles related to classical Chinese thought;
3. Good application of theories in studying classical Chinese thought;
4. Good ability in knowledge application.

Fair (C+, C, C-)

1. Fair command of knowledge of classical Chinese thought;
2. Fair critical thinking ability in reviewing research reports/research articles related to classical Chinese thought;
3. Fair application of theories in studying classical Chinese thought;
4. Fair ability in knowledge application.

Marginal (D)

1. Marginal command of knowledge of classical Chinese thought;
2. Marginal critical thinking ability in reviewing research reports/research articles related to classical Chinese thought;
3. Marginal application of theories in studying classical Chinese thought;
4. Marginally acceptable ability in knowledge application.

Failure (F)

1. Unsatisfactory command of knowledge of classical Chinese thought;
2. Unsatisfactory critical thinking ability in reviewing research reports/ research articles related to classical Chinese thought;
3. Unsatisfactory application of theories in studying classical Chinese thought;
4. Unsatisfactory ability in knowledge application.

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

Title	
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。

Additional Readings

Title	
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	李賢中：《中國哲學研究方法的可能之路》，台北：國立臺灣大學出版中心，2022。

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.