



HUMA 2830
CORE VALUES IN CONFUCIANISM
儒家的核心價值

Spring 2018

Wednesdays 9:00-11:50

Room 2406

- **Professor Charles W. H. CHAN**
(陳榮開教授)
- Office hours:
Wed 13:00-14:30 and Thu 17:30-19:00
or by appointment
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COURSE DESCRIPTION

Notwithstanding its ebb and flow, Chinese civilization, as compared with those of the other three, namely Babylonian, Egyptian and Indian, is the only ancient civilization that has eventually survived and still continues to grow.

COURSE DESCRIPTION

Likewise, it is Confucianism that has ultimately lived through the vicissitudes of the long history of China and emerged as its greatest tradition, despite the fact that the Hundred Schools, Neo-Taoism and Buddhism, had successively, though intermittently, dominated the entire intellectual world.

COURSE DESCRIPTION

To unlock the mystery of the enormous strength and enduring sustainability of the Chinese civilization, one must look into its spiritual and intellectual forces, which indisputably are best exemplified by Confucianism.

COURSE DESCRIPTION

To be sure, as the most influential tradition in China, Confucianism has been repeatedly blamed for the backwardness prevalent over the country for over a century since the intrusion of the Western powers in the mid-19th Century.

COURSE DESCRIPTION

But, interestingly enough, starting from the 1970s, as scholars are increasingly turning to Confucianism in explanation of the remarkable economic, social and cultural growth in not only China, but also most of the East Asian countries, including Japan and the so-called “four little dragons,” there has been a tremendous upsurge of interest in the tradition, which, rather ironically, has now every often been characterized as “living” and “dynamic.”

COURSE DESCRIPTION

This phenomenon has once again served to demonstrate that Confucianism, be it the target of attack at one time or the focus of approbation at another, has consistently been the value system that has much to bear on the destiny of the country from which it originated.

COURSE DESCRIPTION

To introduce most effectively this significant tradition to students, this course is basically organized around the major theme of “Inner-sageliness and Outer-kingliness” (內聖外王) and, accordingly, divided evenly into two organically interconnected parts.

COURSE DESCRIPTION

With the first part focusing on the internal self-cultivation of the individual and the second on the external manifestation of the virtues of the cultivated self through regulating the society and governing the state, the course will systematically expose students to the religious, spiritual, moral, ethical, pedagogical, economic, socio-political, organizational and managerial dimensions of Confucianism as both a comprehensive and a holistic system.

COURSE DESCRIPTION

In this very process, students will also be guided to a thorough understanding of the ultimate goal of the tradition, namely the “Unity and Harmony between Heaven and Man” (天人合一), the realization of which is to be achieved through practicing the Confucian Way.

LECTURE & TUTORIAL TOPICS

1. Introduction (Feb 7)
2. Intellectual Background (Feb 14)
3. Historical Evolution (Feb 21)
4. Ancestors and Deities Worship (Feb 28)
5. Mandate of Heaven (Mar 7)
6. Worries & Happiness (Mar 14)
7. Learning & Teaching (Mar 21)
8. Becoming a Sage through Nurturing the Heart and Mind (Mar 28)

LECTURE & TUTORIAL TOPICS

9. Group Consciousness (Apr 11)
10. Structure of the Socio-political Order & its Underlying Principles (Apr 18)
11. How to Recruit Talents (Apr 25)
12. Ways to Rule the People (May 2)
13. Leadership that Transforms All under Heaven (May 9)

LECTURE & TUTORIAL TOPICS

Out of a total of thirteen, topic numbers 7, 9, 11 and 13 will be reserved for students to do their presentations. The purpose of this arrangement is to provide students with the precious opportunity to observe how the instructor handles the primary sources on the one hand, and to explore the canonical texts by themselves on the other.

TEACHING APPROACH

The course will rely primarily on philosophical and philological analysis. However, to facilitate better understanding of the subject matters treated in the course, historical and cultural backgrounds contributing to the ebb and flow of Confucianism will also be occasionally examined. It is believed that as comprehensive a value system as that of Confucianism, it can hardly be thoroughly treated without an inter-disciplinary approach.

TEACHING APPROACH

In the belief that students will not achieve an original understanding of the tradition unless being exposed to the primary sources, namely the Confucian canonical texts of the *Four Books*, will be extensively used in class. As a result, students might find this course rather difficult and even challenging.

TEACHING APPROACH

To ensure the best possible pedagogical effects, before coming to class, students are required to study carefully the primary sources compiled for lectures and tutorials and to consult their commentaries or translations when it is necessary.

TEACHING APPROACH

On the other hand, the instructor will show how through making use of those sources can a more reliable image of Confucianism be reconstructed and deliver his lectures in as clear and interesting a manner as possible so as to ensure that the course will not only be comprehensible but also stimulating.

TEACHING APPROACH

Last but not least, conscious effort will be devoted to relating the Confucian values to issues and problems that concern us even nowadays, in both an existential and a practical sense. It is hoped that students will eventually learn to apply the insights gained from the tradition to their daily life.

LEARNING RESOURCES

1. PPTs of the primary sources used during lectures and tutorials will be uploaded to the CANVAS at the beginning of the semester.
2. 《新譯四書讀本》 will be the major recommended reading. Students are advised to purchase a copy of it.
3. The remaining required reading and useful primary sources will either be accessible through websites or be reserved in the Library.

INTENDED LEARNING OUTCOMES

At the end of the course, students will:

1. Gain a general idea of how Confucianism developed in both traditional and modern China.

INTENDED LEARNING OUTCOMES

2. Attain an original and critical understanding of Confucianism as a holistic value system, a system that touches upon almost every aspects of life of the Chinese people, or at least the Chinese intelligentsia, including spiritual, religious, pedagogical, ethical, moral, economic, social, political, organizational and managerial.

INTENDED LEARNING OUTCOMES

3. Acquire the multi-disciplinary approach, the approach considered to be most appropriate, to the mastery of the Confucian tradition as an enormous historical, cultural and intellectual phenomenon.

INTENDED LEARNING OUTCOMES

4. Become familiar with some of the most important Confucian Classics, namely the *Four Books*, and their representative commentaries and the methodology with which they are to be studied.

INTENDED LEARNING OUTCOMES

5. Relate the wisdom of Confucianism to issues and problems that concern contemporary society, and utilize what have been learnt from the tradition to practical life.

INTENDED LEARNING OUTCOMES

6. Use Standard Chinese, both spoken and written, to express their understanding of, and their thoughts about, the Confucian tradition.

ASSESSMENT SCHEME

1. Classroom performances (20%):
 - Attendance will be taken in both lectures and tutorials right after the add-drop period. Marks will be deducted from absentees providing no reasonable excuse.
 - Those having been found absent for five times without proper reason will be given “F” as their overall grades.

ASSESSMENT SCHEME

1. Classroom performances (20%):
 - Absentees from tutorial presentations without prior notice will be given no marks for that part of their performance.
 - To take leave, students must send apologies to the instructor in advance if possible, while following up with such necessary documents as medical certificates or invitation letters afterwards.

ASSESSMENT SCHEME

1. Classroom performances (20%):
 - Students should also make sure that they have studied the primary sources and the related materials before coming to classes. Marks will be rewarded to those who are well prepared for lectures and tutorials.
 - Students are always expected to be enthusiastic about the subject matters of the course. Those participating actively in classroom discussions will gain marks.

ASSESSMENT SCHEME

1. Classroom performances (20%):
 - Note that using electronic devices, such as i-pad and notebook, in class to engage in activities unrelated to lectures or tutorials will not only prevent students from learning properly, but also disturb their fellow students and the instructor. Conscientious efforts to refrain from so doing will be greatly appreciated. Such misbehavior, once found, will be treated as absence.

ASSESSMENT SCHEME

2. Tutorial presentation (25%):
 - Tutorial sessions (altogether 4 of them) will be held on March 21, April 11, April 25, and May 9.

ASSESSMENT SCHEME

3. Tutorial presentation (25%):
 - Students are required to work closely as a group to conduct a survey on a set of primary sources to be chosen by, or assigned to, them. “Free rider” behavior is strictly prohibited and will definitely be penalized.

ASSESSMENT SCHEME

3. Tutorial presentation (25%):
 - The students will produce a joint report and submit it through e-mailing to the instructor a week preceding their presentation. At the same time, a ppt should also be ready for distribution to the rest of the class.
 - The presentation will last for about two hours. The remaining 40 to 50 minutes will be for discussion.

ASSESSMENT SCHEME

3. Tutorial presentation (25%):
 - Students should not only organize their presentation logically and systematically, but also raise meaningful questions for further discussion.
 - Marks will be given to students according to their performances both as a group and as an individual.

ASSESSMENT SCHEME

4. Academic paper (25%):
 - Students will write an academic paper, most preferably on a more narrowly defined topic developed from the set of primary sources assigned to them for their tutorial presentation.

ASSESSMENT SCHEME

4. Academic paper (25%):
 - They will decide on the title of their paper by March 21 and submit it to their instructor, through e-mailing, for approval.

ASSESSMENT SCHEME

4. Academic paper (30%):
 - Together with the title, students have to hand in a draft of about 300 words, spelling out the issues or questions to which their paper is intended to address, the basic structure (like the titles of the sections into which their paper is to be divided) of the paper through which they are to address them, the preliminary assumption they hold and the conclusion being anticipated at the time.

ASSESSMENT SCHEME

4. Academic paper (30%):
 - To the end of the draft, add also a selected bibliography which should include articles or books that are relevant to the research.

ASSESSMENT SCHEME

4. Academic paper (30%):
 - After integrating the advices from the instructor, students will start writing the paper from late March and submit it at the end of the semester, that is, May 9.
 - Note that marks will be deducted from late submission, which is 5% per day.

ASSESSMENT SCHEME

4. Academic paper (30%):
 - The paper, excluding the bibliography, should be within 2800 to 3000 words. The exact number of words has to be clearly stated at the end of the paper. Marks will be deducted from either shorter or longer paper, at a rate of 5% per 50 words.
 - The paper is to be neatly typed. Hand-written ones will not be accepted.

ASSESSMENT SCHEME

5. Final examination (30%):
 - The examination will last for two hours, covering basically materials delivered during lectures.
 - Students are to answer two essay type questions out of a total of four.

CREATION OF A GOOD LEARNING EXPERIENCE

Note that the instructor of this course is determined to make this course a rewarding and fruitful learning experience for those enrolling in it. Arriving late, chatting, eating and using mobile phones during lectures are all considered to be inconsiderate and disruptive for your classmates who are there to learn and discourteous to the instructors. Please kindly cooperate to create the best possible environment for yourself and your fellow students.

CREATION OF A GOOD LEARNING EXPERIENCE

For more details, you may consult the following PPT prepared by the Undergraduate Studies Administration of the Academic Registry:
http://tl.ust.hk/conduct/good_learning_experience.pps

ACADEMIC INTEGRITY

The whole University is very serious about upholding academic integrity. Students are required to comply with the Academic Honor Code adopted by the Senate, which is as follows:

1. Honesty and integrity are central to the academic work of HKUST. Students of the University must observe and uphold the highest standards of academic integrity and honesty in all the work they do throughout their program of study.

ACADEMIC INTEGRITY

2. As members of the University community, you have the responsibility to help maintain the academic reputation of HKUST in its academic endeavors.
3. Sanctions will be imposed on students, if they are found to have violated the regulations governing academic integrity and honesty.

For regulations that help you understand and avoid academic dishonesty, please visit:
<http://tl.ust.hk/integrity>

REQUIRED READING

1. 謝冰瑩（等），《新譯四書讀本》（臺北：三民，1995）。[PL2463.Z6 H74 1995]
2. 朱熹，《四書章句集注》（北京：中華，1983）[PL2463.Z6 Z488 1983]；（中國哲學書電子化計劃）[<http://ctext.org/si-shu-zhang-ju-ji-zhu/zh>]
3. 朱熹，《朱子語類》（中國哲學書電子化計劃）。[<http://ctext.org/zhuzi-yulei/zh>]

USEFUL PRIMARY SOURCES

1. 何晏撰，皇侃義疏，《論語集解義疏》（北京：中華，1999）。[AC149.Z45 1999 v. 3]
2. 劉寶楠撰，劉恭冕補，《論語正義》（上海：上海古籍，1981）。[AC149.S732 2002 v. 156]
3. 程樹德著，程俊英、蔣具元點校，《論語集釋》，新編諸子集成，第一輯（北京：新華，1990）。[P1 2471 Z6 C47 1990 v.1 - v.4]

USEFUL PRIMARY SOURCES

4. 錢穆，〈《論語新解》〉（臺北：東大，1988）
◦ [PL2471.Z6 C49 1988]
5. 焦循撰，沈文倬點校，〈《孟子正義》〉（臺北：文津，1988）◦ [PL2474.Z6 C45 1988 v. 1 - v.2]
6. 戴震，〈《孟子字義疏證》〉（上海：上海古籍，2002）◦ [AC149.S732 2002 v. 158]
7. 梁啟雄，〈《荀子簡釋》〉（臺北：華正書局，1974）◦

USEFUL PRIMARY SOURCES

8. 李滌生，〈《荀子集釋》〉（臺北：學生書局，1979）。
9. 陳榮捷，〈《近思錄詳註集評》〉（臺北：臺灣學生書局，1992）。[B128.C53 C453 1992]
10. 陳榮捷，〈《王陽明傳習錄詳註集評》〉（臺北：學生，修訂再版1988）。[B128.W363 C4833 1988]
11. 陳榮捷編著，〈《中國哲學文獻選編》上、下〉（臺北：巨流，1992）。[B125.C4512 1993 v. 1 & v. 2]

USEFUL DATABASES

1. 中國期刊全文數據庫(世紀期刊)-文史哲(1932-1993) = Century Journals Project
2. 中國期刊全文數據庫-文史哲、教育與社會科學綜合、政治軍事與法律及經濟與管理(1994-) = CAJ Full-Text Database
3. 臺灣人文及社會科學引文索引資料庫=Taiwan Citation Index-Humanities and Social Sciences (2000-)

USEFUL WEBSITES

1. 臺北市孔廟文化網。
[<http://www.ct.taipei.gov.tw/zh-tw/Home.htm>]
2. 國際儒學網。
[<http://www.ica.org.cn/>]
3. 中華孔子學會。
[<http://www.kungfutse.com/index.asp>]
4. 儒家網。
[<http://www.rujiazg.com/>]
5. 中國儒學網。
[<http://www.confuchina.com/>]
6. 中國孔子網。
[<http://www.chinakongzi.org/>]