Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE DIRECTORY

BA (Hons) in Sinology

ACADEMY OF SINOLOGY

LEVEL 4 and 5

2019-2020

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INTRODUCTION

This Module Directory includes all the modules for Level 4 and 5 within the Academy of Sinology in the academic year 2019-2020.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

LEVEL 4

Module Code	**SICH4001**
Title	**Introduction to Traditional Chinese Morality and Ethics in Education I**
Date	**30/10/2018**
Level	**4**
Credits	**20**
Pre-Requisites	

AIM(S)

- To introduce students to an understanding of traditional Chinese approaches and understandings of morality and ethics.
- To introduce students to the moral and ethical ideas contained within the texts *Di Zi Gui (Guidelines of Being a Good Person)* 《弟子規》、《*Basic Manners and Conducts*》《常禮舉要》and *Yangzheng Yigui (Legacy of Cultivating Virtues*)《養正遺規》.
- To introduce students to the moral and ethical approaches and understandings of the ancient sages and explore what insights can be derived from them for contemporary society and for their own position within that society.

LEARNING OUTCOMES:

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- understand the ancient Chinese texts of 《*Guidelines of Being a Good Person*》《弟子規》、《*Basic Manners and Conducts*》《常禮舉要》and *Yangzheng Yigui (Legacy of Cultivating Virtues*)《養正遺規》
- explain the various meanings held within the classical Chinese texts *Di Zi Gui (Guidelines of Being a Good Person)* 《弟子規》、《*Basic Manners and Conducts*》《常禮舉要》and *Yangzheng Yigui (Legacy of Cultivating Virtues*)《養正遺規》.
- self-reflect through a daily diary on their personal engagement with various classical Chinese texts and the teachings of ancient Sages'.
- understand and explore the moralities, virtues and altruism to be found within the work and teachings of the ancient sages, and apply to non-academic settings.

INDICATIVE CONTENT

This module will introduce to students the fundamental concepts of traditional Chinese morality and ethics, and the related etiquette and code of conducts. In addition, it will cover the approaches and methodologies that the ancient scholars used to develop their academic knowledge of the teachings of ancient sages. Many examples will be drawn from ancient history to demonstrate the importance of traditional Chinese ethics and morality across a range of area and social spheres.

The programme of study will in general cover the following:

- Studying the core sections of *Di Zi Gui (Guidelines of Being a Good Person)* 《弟子規》and the work《*Basic Manners and Conducts*》《常禮舉要》
- Also studying the works *Yangzheng Yigui (Legacy of Cultivating Virtues*) 《養正遺規》and "*the Deeds of the Ancient Sages"*
- Explore the ideas, virtues and practice taught within these ancient Chinese texts.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	15 minutes in ENGLISH	30%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	2500 words in CHINESE	70%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**SICH4001**	
Module Title	**Introduction to Traditional Chinese Morality and Ethics in Education (I)**	
Classification	**Reading List entry**	**Electronic***
Essential	李毓秀：清，《弟子規》。*Di Zi Gui (Guidelines of Being a Good Person)* by Li Yu Xiu (Qing Dynasty)	☐
Essential	李炳南教授編述 徐醒民老師講述：《常禮舉要講記》。*Basic Manners and Conducts* compiled by Bin Nan Li and lectured by Xin Ming Xu	☐
Essential	陳宏謀：清，《養正遺規》*Yangzheng Yigui (Legacy of Cultivating Virtues*) of Chen Hongmou (Qing Dynasty)	☐
Recommended	*Yangzheng Yigui (Legacy of Cultivating Virtues) Interpretation*《養正遺規譯註》：Overseas Chinese Publishing Company 中國華僑出版社	☐
Recommended	*Daily Manners and Conducts*《一日常規》	☒

Module Code	**SICH4002**
Title	**Sinological English I**
Date	**31/10/2018**
Level	**4**
Credits	**20**
Pre-Requisites	

AIM(S)

- To introduce the students to the art of translation for texts of sinology with a focus on translating selected Daoist literatures such as Laozi's *Tao Te Ching*.
- To equip students with the appropriate skills to translate the classical Chinese texts of Laozi and related essays into English.

LEARNING OUTCOMES

Upon successful completion of this module, the student should be able to demonstrate the ability to:

- explore a variety of original texts central to Daoism;
- demonstrate knowledge of the various methodologies used in the translation of classical Chinese into English;
- reflect upon the various existing translations and understandings of the selected texts;
- offer translations into English of extracts from these classical Chinese texts.

INDICATIVE CONTENT

- This module will introduce students to the challenges inherent in translating classical Chinese texts into English. It will explore existing translations of selected texts. Students will get acquainted with the following English translations. Although Waley's version was made in 1968, our edition published in 1997 in Great Britain has included both Romanizations of Chinese currently in use - the old Wade-Giles system and the new *pinyin* system. It is advisable that the students be familiar with them both.
- More particularly the module will examine Laozi's *Tao Te Ching* and *The Inner Chapters of Zhuangzi* in the original; look at relevant chapters or passages in their corresponding versions of English translation and discuss the merits and insights found in the translation by various authors such as Arthur Waley, D.C Lau, A.C Graham and Yulan Feng.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	15 minutes - ENGLISH	30%

Assessment Component 2

☐ **Written exam** ☐ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Translation	About 1500 Chinese characters into English	70%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**SICH4002**	
Module Title	**Sinological English 1**	
Classification	**Reading List entry**	**Electronic***
Essential	Shi Deqing 釋德清 (1546-1623 CE), *Laozi daodejing hansha jie · Zhuangzi neipian hanshan zhu* 老子道德經憨山解·莊子內篇憨山註 [Venerable Master Hanshan's Annotations of the *Daodejing*], (Taiwan: Shin Wen Feng Print Co., 2015)	☐
Essential	Lau, D. C. (trans.), *Tao Te Ching*, Chinese Classics: Chinese-English Series, (London: Penguin Books, 1963)	☐
Essential	Legge, James (trans.), *The Chinese Classics*, Vol.1-5, (Hong Kong: Hong Kong University Press, 1960 and 1970)	☐
Essential	Waley, Arthur, *The Way and Its Power: Lao Tzu's Tao Te Ching and Its Place in Chinese Thought*, (Boston and New York: Houghton Mifflin Company, 2016)	☐
Essential	Bell, R. T. and Candlin, C., *Translation and Translating: Theory and Practice*, (London: Longman, 1991)	☐
Essential	Chan, Tak-hung L. *One into Many: Translation and the Dissemination of Classical Chinese Literature*, (Amsterdam: Rodopi, 2003)	☐
Essential	Chan, Wing-tsit (ed. and trans.), *A Source Book of Chinese Philosophy*, (Princeton: Princeton University Press, 1963)	☐

Recommended	Graham, A. C. (ed. and trans.), *Chuang-Tzu: The Inner Chapters*, (Indianapolis: Hackett Publishing Company, Inc., 2001)	☐
Recommended	Chai, David (ed. and trans.), *Early Zhuangzi Commentaries: On the Sounds and Meanings of the Inner Chapters*, (Saarbrücken: VDM Verlag Dr Müller, 2008)	☐
Recommended	*The Governing Principles of Ancient China* (Vol.1-2), (Taiwan: World Press, 2014). 《群書治要 *360*》英文版（第一、二册），（台灣：世界書局 2014）	☐
Recommended	Mabry, John, *God as Nature Sees God: A Christian Reading of the Tao Te Ching*, (Berkeley: Apocryphile Press, 1994)	☐
Recommended	Wong, L. W. and Fuehrer, Bernhard (ed.), *Sinologists as Translators in the Seventeenth to Nineteenth Centuries*, (Hong Kong: The Chinese University Press, 2015)	☐
Recommended	Loy, David, 'Chapter One of the "Tao Te Ching": A New Interpretation', *Religious Studies*, 21 (1985), 369-379	☐
Recommended	Sturgeon, Donald, '"Zhuangzi", Perspectives and Greater Knowledge', *Philosophy East and West*, 65 (2015), 892-917	☐

Module Code	**SICH4003**
Title	**An introduction to the Confucian Analects and the Book of Mencius**
Date	**31/10/2018**
Level	**4**
Credits	**30**
Pre-Requisites	

AIM(S)

- To encourage students to engage with the texts of *the Confucian Analects* and *the Book of Mencius,* and understand the relative annotation.
- To explore the stories of Confucius and Mencius through the study of *the Confucian Analects* and *the Book of Mencius,* and the teachings of saints and sages embedded in the texts.
- To reflect on the philosophical and ethical ideas contained within *the Confucian Analects* and *the Book of Mencius*.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- understand key texts from *the Confucian Analects* and *the Book of Mencius*;
- understand and evaluate the teachings of saints and sages embedded in the texts of *the Confucian Analects* and *the Book of Mencius*;
- identify and reflect upon the various ethics and value systems contained within a range of texts from the Classic Texts.

INDICATIVE CONTENT:

Focusing upon a detailed study of *the Confucian Analects* and *the Book of Mencius* – this module will:

- study the stories of Confucius and Mencius, their characteristics and self-cultivation from the Classical Texts to understand and emulate them;
- offer an introduction to the relationship between Confucianism and Mencianism to explore their interrelated nature;
- study the various Confucian commentaries on his disciples, ancestors and people of the time, in order to understand the wider historical and contextual background, and to compare and contrast these to the commentaries from Confucious' disciples;
- study Mencious' commentaries on various scholars of the time, to gain an better understanding of the ideas and ethics of the period;
- study the influence and importance of Confucianism and Mencianism in modern Chinese thought and within modern China's social and cultural practice, particularly the 'use' made of Confucianism in seeking solutions to the world crisis.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	15 minutes - ENGLISH	30%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	2500 words - CHINESE	70%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**SICH4003**	
Module Title	**An introduction to the Confucian Analects and the Book of Mencius**	
Classification	**Reading List entry**	**Electronic***
Essential	《論語注疏》，魏・何晏注，宋・邢昺疏；《武英殿十三經注疏》本。	☐
Essential	《孟子注疏》，漢・趙岐注，北宋・孫奭疏；《武英殿十三經注疏》本。	☐
Essential	《四書集注》，南宋・朱熹；台北：世界書局，2016 年版。	☐
Essential	《論語集釋》，民國・程樹德撰；北京：中華書局，1990 年版。	☐
Essential	李炳南, 《論語講記》, 2019 年版。	☒

Essential	《論語講要》，民國李炳南講，徐醒民記；台中：青蓮出版社，2004 年版。	☐
Recommended	《中國哲學書電子化計劃》，(https://ctext.org/wiki.pl?if=gb)	☒
Recommended	《學庸論語》，台南：能仁出版社，2016 年版。(<<The Great Learning; the Doctrines of the Means and the Confucian Analects>>, Tainan, Neng Ren Publisher, 2016)	☐
Recommended	《孟子》，台南：能仁出版社，2016 年版。(<<the Book of Mencius>>, Tainan, Neng Ren Publisher, 2016)	☐
Recommended	《論語正義》，清•劉寶楠撰；北京：中華書局，1990 年版。(<<Lun Yu Zheng Yi>> by Baonan Liu, 1990. Beijing: Chung Hwa Book Co.)	☐
Recommended	《孟子正義》，清•焦循撰；北京：中華書局，2012 年版。(<<Meng Zi Zheng Yi>> by Xun Jiao, 2012. Beijing: Chung Hwa Book Co.)	☐
Recommended	《論語新解》，錢穆，生活•讀書•新知三聯書店，2005 年版。（<<New Interpretation of the Analects>> by Qian, Mu. 2005. Beijing: SDX Joint Publishing Company Limited.	☐

Module Code	**SICH4004**
Title	**An Introduction to the Great Learning and the Doctrines of the Means**
Date	**31/10/2018**
Level	**4**
Credits	**30**
Pre-Requisites	

AIM(S)

- To encourage students to engage with the texts of *the Great Learning* and *the Doctrines of Means*.
- To understand and reflect upon some of the ethics and philosophical ideas embedded within *the Great Learning* and *the Doctrines of Means*., and explore the various theories and methodologies of self-cultivation contained within them.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- engage with key texts from *the Great Learning* and *the Doctrines of Means*;
- demonstrate knowledge and understanding of key texts from *the Great Learning* and *the Doctrines of Means* and their inter-relationship;
- demonstrate an awareness for the practice and teachings of the various saints and sages embedded in the texts of *the Great Learning* and *the Doctrines of Means;*
- understand and reflect upon the philosophical and ethical ideas, and core values contained within the Classic Texts.

INDICATIVE CONTENT:

Focusing upon a detailed study of *the Great Learning* and *the Doctrines of Means* – this module will consider the following elements:

- an Introduction to the chart illustration of *the Great Learning* to gain an overview of the book;
- an Introduction to three guiding principles from *the Great Learning* to understand the theme of the book;
- various interpretations of the eight entries from *the Great Learning* to understand the methods of self-cultivation;
- an exploration in the relations between the eight entries from *the Great Learning* to gain an insight into the interrelated nature;
- an analysis of various concepts from the great texts. This might include ,"*Being watchful of our thoughts and behaviour when being alone in a concealed place*" taken from *the Great Learning* to guide our self-cultivation and of "*The Nature" and "the Way of Heaven*" and '*The States of Equilibrium and Harmony*' both taken from *the Doctrines of Means*.

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☐ **Coursework** ☒ **Practical**

Mode of assessment	Volume	Weighting
Presentation	15 minutes - ENGLISH	30%

Assessment Component 2

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Essay	2500 words - CHINESE	70%

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

READING LIST

Module Code	**SICH4004**	
Module Title	**An Introduction to the Great Learning and the Doctrines of the Mean**	
Classification	**Reading List entry**	**Electronic***
Essential	《禮記正義》，漢・鄭玄注，唐・孔穎達疏；《武英殿十三經注疏》本。	☐
Essential	《四書集注》，南宋・朱熹；台北：世界書局，2016 年版。	☐
Essential	《禮記選講》，民國李炳南講，台中：青蓮出版社，2004 年版。	☐
Recommended	《中國哲學書電子化計劃》 (https://ctext.org/wiki.pl?if=gb)	☒

MODULE CODE: **SICH4005**
TITLE: **Philology**
DATED: **05/07/2017**

LEVEL: **4**
CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To study the texts of *An Overview of Philology* and *An Annotation of Shuowen Jiezi*, and to understand the origins and evolution of Chinese characters, and grasp six principles of character construction.
- To systematically engage with 540 radical sections of *Shuowen Jiezi*.
- To identify and reflect on the relationship among forms, sounds and structured meanings of the characters, and the rationale behind them with the help of marks and annotation of 540 radical sections and the rationale behind them.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- to encourage students to engage with 540 *Shuowen* radical sections, the structure of the characters and the rationale behind them;
- exhibit knowledge and understanding of the origins and evolution of Chinese characters and six principles of character construction;
- analyse the structure of the characters and the relationship among forms, sounds and structured meanings of the characters, identify the primitive forms of Chinese characters and write the small seal scripts;
- understand the philology of ancient Chinese characters and classical texts.

INDICATIVE CONTENT

This module will introduce the range of skills necessary for students to engage in 540 Shuowen radical sections, the structure of the characters and the rationale behind them. The methods and approaches will be tailored to the specific requirements of the particular programme of study but will in general cover some of the following:

- The origins and evolution of Chinese characters and six principles of character construction;
- 540 Shuowen radical sections, the structure of the characters and the rationale behind them;
- Practical illustration of the relationship among forms, sounds and structured meanings of the characters, and their annotation;
- Methodology of marks and annotation of 540 radical sections and individual practice of it.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures

and seminars, follow-up work, background reading, revision, completion of assessment tasks).
The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT:

Assessment Component 1 – 30% Presentation - 15 minutes - ENG
Make a presentation on the *An Annotation of Shuowen Jiezi*.

Assessment Component 2 – 70% Essay (2500 words) CHI
Exemplar
Produce a textual commentary on a given Classical Chinese text (in Chinese).

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	**Yes**
	~~No~~
Although primarily concerned with developing language skills, the implicit focus here on 'the knowledge and concepts', the philosophies, contained within 'traditional Chinese language' texts, relates to issues of sustainability in terms of the awareness of 'ancient wisdom' More generally the module meets 2 of UNESCO Five Essential Pedagogic Approaches: Critical and creative Thinking, and Systematic Thinking.	

READING LIST

Module Code	**SICH4005**	
Module Title	**Philology**	
Classification	**Reading List entry**	**Electronic***
Essential	林尹：《文字學概說》，台灣正中書局出版	☐
Essential	段玉裁：《說文解字注》，台灣藝文印書館印行	☐
Essential	周何總主編：《國語活用辭典》，五南圖書出版公司	☐
Recommended	朱駿聲：《說文通訓定聲》，臺灣藝文印書館印行	☐
Recommended	丁福保：《說文解字詁林》，臺灣鼎文書局印行	☐

Recommended	阮元：《經籍纂詁》，臺灣泰順書局	☐
Recommended	朱熹：《四書章句集註》，臺灣鵝湖出版社印行	☐
Recommended	吳楚材選註、王文濡評校：《古文觀止》，臺灣學生書局印行	☐
Recommended	吳見思評點：《史記論文》，臺灣中華書局印行	☐
Recommended	《正中形音義綜合大字典》，正中書局出版	☐
Recommended	《古漢語字典》，商務印書局出版	☐
Recommended	《古漢語詞典》，商務印書局出版	☐
Recommended	《說文解字》大徐本，許慎 撰 徐鉉 校定，中華書局出版	☐
Recommended	《王力古漢語字典》，王力撰，中華書局出版	☐
Recommended	《甲骨文集釋》，李孝定 著 中央研究院歷史語言研究所出版	☐
Recommended	《說文部首類釋》蔡信發著，蔡信發發行；臺灣學生總經銷，2007 年出版	☐
Recommended	《古文獻學四講》，黃永年著，鷺江出版社，2003 年出版	☐
Recommended	怎樣學習〈說文解字》，章季濤著，臺北：萬卷樓發行，三民書局總經銷，1991 年出版	☐
Recommended	要把金針度與人：二百種中國古典名著導讀，李敖著，臺北：商周出版社，2000 年出版	☐
Recommended	《同源字典》，王力，北京：商務印書館，1982.10 初版，2002 第 11 刷版	☐
Reference	《金文詁林》, 周法高主編, 香港中文大學, 1975 年出版	☐

LEVEL 5

MODULE CODE: **SICH5001**
TITLE: **Traditional Chinese Morality and Ethics in Education II**
DATED: **05/07/2017**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To explore with students the philosophy of 'fundamental causality' as set out within traditional Chinese approaches to morality and ethics.
- To provide students with various case studies drawn from the ancient sages to help embed understanding and insight of the concept of causality and related philosophical concepts.
- To provide students with a close textual analysis of *"Treatise on Response and Retribution"*《太上感應篇》、*"Lord Superior Wen Chang's Tract On The First Step Towards Non Abidance"*《文昌帝君陰騭文》and "*Anan Wen Shi Fo Jixiong Jing*"《阿難問事佛吉凶經》to develop a full understanding of the code of conducts and develop practices designed to foster self- reflection.

LEARNING OUTCOMES:

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- understand and recite the ancient Chinese texts of *"Treatise on Response and Retribution"*《太上感應篇》、*"Lord Superior Wen Chang's Tract On The First Step Towards Non Abidance"*《文昌帝君陰騭文》 and《阿難問事佛吉凶經》
- understand and evaluate the various meanings contained within the classical Chinese texts *"Treatise on Response and Retribution"*《太上感應篇》、*"Lord Superior Wen Chang's Tract On The First Step Towards Non Abidance"*《文昌帝君陰騭文》and "*Anan Wen Shi Fo Jixiong Jing*"《阿難問事佛吉凶經》.
- understand the theoretical basis for applying knowledge acquired from the ancient texts and teachings of sages to non-academic settings and critical self-reflection.
- apply knowledge and understanding of the fundamental philosophy of causality within a variety of educational, scholarly and public settings.

INDICATIVE CONTENT

This module will further explore the traditional Chinese concept of 'fundamental causality', and its related case studies and texts. In addition, it will cover the fundamental approaches and methodologies undertaken by the ancient sages in the fundamental causality as a moral and ethical guide to practical living. It will look to develop students' understandings of the ancient sages' teaching in enhancing a critical self-evaluative and self-reflective approach, in order to help students build positive mentality and understanding of the world.

The module will more specifically look at the following:

- A study of the *"Treatise on Response and Retribution"*《太上感應篇》as a means of accessing the concept of cause and effect based on the ancient texts of Daoism.

- A study of*"Lord Superior Wen Chang's Tract On The First Step Towards Non Abidance"*《文昌帝君陰騭文》to explore how the ancient sages accumulated merits of life by being mindful of benevolence and honesty in dealing with all beings.
- A study of the "*Anan Wen Shi Fo Jixiong Jing*"《阿難問事佛吉凶經》to understand the concept of causality based on the teachings of Shakyamuni Buddha.
- Learning from "*the Deeds of the Ancient Sages"* to understand the historical examples of causality.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Presentation and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of practices learned. Case studies will also be used to develop understanding and application of the etiquette.
Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The allocation of teaching to deliver the module is:

Activity type	**Hours**	**Percentage**
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 – 30% Presentation (15 minutes) ENG

Exemplar

Explain the benefits of learning and practicing essence of fundamental causality.

Assessment Component 2 – 70% Essay (3000 words) CHI

Exemplar

Discuss the importance of learning and practicing traditional Chinese education of causality of *"Treatise on Response and Retribution"*《太上感應篇》、*"Lord Superior Wen Chang's Tract On The First Step Towards Non Abidance"*《文昌帝君陰騭文》and "*Anan Wen Shi Fo Jixiong Jing*"《阿難問事佛吉凶經》

Assessment Summary

Activity type	**Percentage**
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	**Yes**
	~~No~~

Although primarily concerned with translation skills, the module relates to issues of sustainability in terms of the awareness of 'ancient wisdom' and its possible applications not only historically but to current situations. More generally the module meets 2 of UNESCO Five Essential Pedagogic Approaches: Critical and creative Thinking, and Systematic Thinking.

READING LIST

Module Code	**SICH5001**	
Module Title	**Traditional Chinese Morality and Ethics in Education (II)**	
Classification	**Reading List entry**	**Electronic***
Essential	Volume VI of *"The Fundamental Education of Ancient Sages"*《聖學根之根》第六冊	☒
Essential	*"Treatise on Response and Retribution"*《太上感應篇》	☐
Essential	*"Lord Superior Wen Chang's Tract On The First Step Towards Non Abidance"*《文昌帝君陰騭文》	☒
Essential	Volume VII of the*"Fundamental Education of Ancient Sages"*《聖學根之根》第七冊	☐
Essential	"*Anan Wen Shi Fo Jixiong Jing*"《阿難問事佛吉凶經》	☐
Recommended	周安士：清，*"The Complete Book of An Shi"*《安士全書》(Qing Dynasty)	☐
Recommended	作者不詳，*"The Collection of Analects of Treatise on Response and Retribution"*《太上感應篇匯編》	☐
Recommended	感應篇彙編 編號：HZ28-08-01 香港佛陀教育協會	☐
Recommended	改過修善 災消福來 太上感應篇講記擷要 淨空法師講述 香港佛陀教育協會	☐
Recommended	集福消災之道（精簡本）香港佛陀教育協會	☐
Recommended	慾海回狂易解 原著清周安士 譯白 因緣生	☐
Recommended	19-012，1999 年 5 月 11 日啟講 淨空老法師在新加坡淨宗學會早餐開示中講述 共 254 次 每次半小時	☐
Recommended	太上感應篇講記 編號：CH28-001	☐
Recommended	太上感應篇(註講/證案)彙編 編號：HZ28-018-01	☐
Recommended	太上感應篇直講 編號：HZ28-11-01	☐
Recommended	集福消災之道 卷一 編號：HZ28-12-01	☐
Recommended	集福消災之道 卷二 編號：HZ28-13-01	☐
Recommended	集福消災之道 卷三 編號：HZ28-14-01	☐
Recommended	集福消災之道 卷四 編號：HZ28-15-01	☐
Recommended	太上感應篇直講_文昌帝君陰騭文譯註 合刊 編號：CH15-03	☐
Recommended	太上感應篇淺解 編號：HZ28-16-01	☐
Recommended	阿難問事佛吉凶經講記 編號：CH06-02	☐
Recommended	1.阿難問事佛吉凶經 2.太上感應篇 3.文昌帝君陰騭文 4.了凡四訓 5.俞淨意公遇竈神記 五合刊本(全注音) 編號：HZ15-24-02	☐

Recommended	阿難問事佛吉凶經講記 學佛行儀 合刊 空法師講述編號：HZ15-06-02	☐
Recommended	阿難問事佛吉凶經科會	☐
Recommended	安士全書 CH730-09	☐
Recommended	安士全書之文昌帝君陰騭文白話解 CH730-41	☐
Recommended	太上感應篇白話文 CH738-31	☐
Recommended	太上感應篇直講（重新校訂本）CH738-09	☐
Recommended	三聖經靈驗圖注清光緒三十二年（1906）上海宏大善書局石印本	☐
Recommended	治平寶鑑, 吳樵子 注釋, 中國言實出版社, 1998	☐

MODULE CODE: **SICH5002**
TITLE: **Sinological English II**
DATED: **05/07/2017**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **T100**

AIM(S)

- To introduce students to the art of translation in the sphere of sinology.
- To enable students to better understand Confucianism and Buddhism in both English and the original classical Chinese.
- To allow students to compare a variety of different translations and thus understand the arts and techniques of interpretation.

LEARNING OUTCOMES

Upon successful completion of this module, the student should be able to demonstrate the ability to:

- critically analyse a key text rendered into English from a traditional Chinese translation;
- exhibit a knowledge and understanding of the methodologies used in translation;
- critically reflect upon the merits of various existing translations of selected texts;
- competently translate Classical Chinese into English and vice versa.

INDICATIVE CONTENT

This module will require students to pay special attention to the merits in translations done by previous authors insofar as their artistic creation and accuracy are concerned. One of the best benefits translations can give is to enhance the reading abilities in the original texts as regards to their possible interpretations or ambiguities. Students will get acquainted with the following books to understand the problems. Confucius' *Analects,* for instance, has numerous versions in English. Between James Legge and Arthur Waley, we see a distinctive difference in conservatism and a free-hand rendering. The choice is to the student. But the main question remains in the aim of the authors. Only when the student tries his own hand on translating can he realise which way he is facing. Language is in fact only part of the problem. Understanding of the original texts provides more possibilities in the work. Lin Yutang and Fingarette are but couple of the useful examples.

- Waley, Arthur, *The Analects of Confucius.*
- Legge, James, *Confucian Analects.*
- Lin Yutang, *Wisdom of Confucius.*
- Fingarette, Herbert, *Confucius: The Secular as Sacred.*
- Legge, James, *Works of Mencius*
- *The Sutra of the Ten Good Deeds.*

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned.

Case studies will also be used to develop understanding and application of the techniques.
Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s).
The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT

Assessment Component 1 – 30% Presentation (15 minutes) ENG
Exemplar
Students should offer a translation into English of one paragraph from an assigned book or article (about 300 Chinese characters).

Assessment Component 2 – 70% Translation of one essay (approx. 2000 Chinese characters into English). ENG
Exemplar
Students should offer an extended translation of a passage (approx 2000 Chinese characters) into English, from *Ten Lectures on the Governing Principles of Ancient China.*

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	**Yes**
	~~No~~
Although primarily concerned with translation skills, the module relates to issues of sustainability in terms of the awareness of 'ancient wisdom' and its possible applications not only historically but to current situations.	

READING LIST

Module Code	**SICH5002**	
Module Title	**Sinological English**	
Classification	**Reading List entry**	**Electronic***
Essential	Lau, D.C. (trans.), Confucius: The Analects, Chinese Classics: Chinese-English Series, Hong Kong, The Chinese University Press, 1982.	☐
Essential	Waley, Arthur, *The Analects of Confucius.* 2016	☐
Essential	Legge, James, *Confucian Analects.*	☐

Essential	The Governing Principles of Ancient China (vol.1-2), Taiwan: World Press, 2014. 《群书治要 *360*》英文版（第一、二册），台湾：世界书局 2014。	☐
Essential	Bell, R. T, and Candlin C., *Translation and Translating: Theory and Practice*. London: Longman, 1991.	☐
Essential	Legge, James, *Works of Mencius*	☐
Essential	*Discourse On The Ten Wholesome Ways Of Action*	☐
Essential	Lin Yutang Chinese-English Bilingual Edition: Wisdom of Confucius I & II.	☐
Essential	Fingarette, Herbert, *Confucius: The Secular as Sacred*	☐
Recommended	Legge, James (trans.), The Li Ki or the Collection of Treatises on the Rules of Propriety or Ceremonial Usages, in Muller (ed.), The Sacred Books of the East, Vol.27-8.	☐
Recommended	Legge, James (trans.), The Chinese Classics, Vol.1-5, Hong Kong, Hong Kong University Press, 1960 and 1970.	☐
Recommended	Chan, Wing-tsit (ed. and trans.), A Source Book of Chinese Philosophy, Princeton, Princeton University Press, 1963.	☐
Recommended	Chan, Tak-hung L. *One into Many: Translation and the Dissemination of Classical Chinese Literature*. Amsterdam: Rodopi, 2003.	☐
Recommended	Lin Yutang Chinese-English Bilingual Edition: *Wisdom of Laotse I & II.*	☐
Recommended	Lau, D.C. (trans.), Mencius: *Mencius (Revised Edition).* London: Penguin Classics, 2004	☐
Recommended	Bloom, Irene (trans.), Mencius: *Mencius* edited and with an introduction by Philip J. Evanhoe. New York: Columbia University Press, 2009	☐
Recommended	*Talks on Buddha Says Ten Wholesome Ways Sutra* (Chinese and English version)	
Recommended	http://www.indiana.edu/~p374/Mengzi.pdf	☒
Recommended	http://www.acmuller.net/con-dao/mencius.html	☒

MODULE CODE: **SICH5003**
TITLE: **The Governing Principles of Ancient China: Selections from *the Book of Rites***
DATED: **05/07/2017**

LEVEL: **5**
CREDITS: **30**

JACS CODE: **T100**

AIM (S)

- To systematically engage with the texts of the *Book of Rites* and related commentaries.
- To understand and reflect on the philosophical, political, religious, ethical and moral ideas contained within the *Book of Rites*, and their reception in both ancient and modern contexts.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically evaluate key texts from t*he Book of Rites*;
- exhibit knowledge and understanding of a range of annotations, commentaries and other reflections upon the *Book of Rites* as a canon;
- exhibit knowledge and understanding of key texts from the *Book of Rites* from different historical, cultural, and philosophical/ethical perspectives;
- critically reflect and recite upon the ethics and value systems contained within a range of texts from the *Book of Rites*.

INDICATIVE CONTENT

Firstly, the module will focus upon a detailed study of the selected chapters from the *Book of Rites*. Then the module will engage with a critical research on its authorised commentaries in the history. Lastly, the modern relevance of ancient Chinese rites and music, especially their functions on moral education will be addressed. The module will consider more specifically the following elements:

- The formation and nature of the *Book of Rites*;
- Approaches to translating and understanding the key texts;
- The range of critical commentaries on key texts from the *Book of Rites*;
- The influence of the *Book of Rites* on both ancient and modern Chinese thought and social and cultural practices, particularly on Confucianism;
- The historical and ongoing significance of the value systems contained within a range of texts from *the Book of Rites*.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.
Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures

and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1 – 30% Presentation (20 minutes) ENG
Exemplar
Students should offer a translation into modern English of a key text from the Book of Rites, with an accompanying commentary to the equivalent of 2000 words. (In English).

Assessment Component 2 – 70% Essay (3500 words) CHI
Exemplar
The Modern Relevance of the Ethical Thoughts in the *Book of Rites* (in Chinese).

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	**Yes**
	~~No~~
Although primarily concerned with textual analysis, critical and translation skills, the focus here on Confucian ideas – particularly those concerned with issues of personal and societal 'virtue' and systems of governance -- relates to issues of sustainability in terms of the awareness of 'ancient wisdom' and its possible applications not only historically but to current situations. More vernally the module meets 2 of UNESCO Five Essential Pedagogic Approaches: Critical and creative Thinking, and Systematic Thinking.	

READING LIST

Module Code	**SICH5003**	
Module Title	**The Governing Principles of Ancient China: Selections from *the Book of Rites***	
Classification	**Reading List entry**	**Electronic***
Essential	*The Book of Rites in the Commentaries and Explanations on the Thirteen Classics* (Taipei: Yiwen, 1997)《十三經注疏：禮記注疏》，鄭玄注，孔穎達疏，臺北:藝文印書館，1997 年。	☐

Essential	*The Book of Rites in the Governing Principles of Ancient China* (Beijing: Bookshop of China, 2014) 《群書治要・禮記》（校勘本），北京：中國書店 2014 年。	☐
Essential	Sun, Xidan, *The Annotations and Commentaries of the Book of Rites* (Vols.I II III) (Beijing: Bookshop of China, 2014) 孫希旦：《禮記集解》（上中下），北京：中華書局 1989 年。	☐
Recommended	彭林：《禮樂文明與中國文化精神》，北京：中國人民大學出版社 2016 年。Peng, Lin, *The civilization of Rites and Music and the Spirit of Chinese Culture,* Beijing: Renmin University Press, 2016.	☐
Recommended	*The Book of Rites (Li Ji): English-Chinese Version*, Beijing and Washington: Intercultual Press, 2013.	☐
Recommended	Amine, Loubna El, *Classical Confucian Political Thought: A New Interpretation, Princeton University Press, 2015.*	☐
Recommended	Bell, Daniel A (ed), *Confucian Political Ethics,* Princeton University Press, 2007.	☐
Recommended	Hall, David L., and Roger T. Ames. *Thinking Through Confucius*. Albany: State University of New York Press, 1987.	☐
Recommended	Ivanhoe, P J, and Norden B. W. Van. *Readings in Classical Chinese Philosophy*. Indianapolis: Hackett, 2003.	☐
Recommended	Weissbort, D. and Eysteinssonn, A. eds. *Translation — Theory and Practice: A Historical Reader*. Oxford: Oxford University Press, 2006.	☐
Journals	*Journal of Chinese Philosophy*	☐
Journals	*Philosophy East and West*	☐
Journals	*Journal of Asian Studies*	☐
Journals	*Asian Philosophy*	☐

MODULE CODE: **SICH5004**
TITLE: **The Governing Principles of Ancient China 2: Selected Readings in the *Book of Poetry and Book of History***
DATED: **05/07/2017**

LEVEL: **5**
CREDITS: **30**

JACS CODE: **T100**

AIM(S)

- To provide students with knowledge of the first two classics of *The Five Classics*, which are the foundation of the Chinese culture.
- To enhance students' understanding of the ancient culture of China in the domain of literary and historical achievements.

LEARNING OUTCOMES

Upon successful completion of the Programme of study, students should be able to demonstrate:

- a knowledge and understanding of ancient China in its wider cultural content;
- ability to critically evaluate a wide range of classical texts and the spiritual, philosophical and ideological traditions they embody;
- skills in reading and reciting the ancient classical texts on their own;
- critically evaluate the various interpretations of the texts written by scholars of different times.

INDICATIVE CONTENT

This module will focus on the texts themselves insofar as the philological, philosophical and historical backgrounds are concerned. Traditional comments on them are common and often form the basis of fierce dispute. Case studies will also be used to develop understanding and training for the students to sharpen their knowledge of the texts. In particular Students will study carefully the following books in the Reading List if they wish to get acquainted with the problems of *The Books of Poetry* and *History*: Guided independent study allows students to further their independent learning with appropriate support provided by the module tutor.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to understand the texts correctly and literally and pay special attention to their significance in a cultural sense. Tutorials and seminars will introduce practical examples which will be used to support the discussion, interpretation and critical evaluation of the texts. Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g., preparation for lectures and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	20%
Independent learning	240	80%
Placement learning		
TOTAL	**300**	**100%**

ASSESSMENT

Assessment Component 1 – 30% Presentation 20 minutes) ENG
Exemplar: Oral presentation of 500 Chinese characters (in English).

Assessment Component 2 – 70% Essay - 3500 words - CHI
Exemplar: What does the *The Books of Poetry* tell us about the ancient Chinese world.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Although primarily concerned with textual analysis, critical and translation skills, the focus here on Chinese classical texts – particularly those concerned with issues of personal and societal 'virtue' and systems of governance -- relates to issues of sustainability in terms of the awareness of 'ancient wisdom' and its possible applications not only historically but to current situations. More vernally the module meets 2 of UNESCO Five Essential Pedagogic Approaches: Critical and creative Thinking, and Systematic Thinking.	

READING LIST

Module Code	**SICH5004**	
Module Title	**The Governing Principles of Ancient China: Selected Readings in the *Book of Poetry and Book of History***	
Classification	**Reading List entry**	**Electronic***
必讀	《群書治要・卷三・詩經》，世界書局，2011	☐
必讀	朱守亮：《詩經評釋》上下，台灣學生書局	☐
必讀	《群書治要・卷二・尚書》，世界書局，2011	☐
必讀	吳璵註譯：《新譯尚書讀本》，台灣三民書局	☐
推薦	王靜芝：《詩經通釋》：台灣輔仁大學中文系	☐
推薦	馬持盈註譯：《詩經今註今譯》，台灣商務印書館	☐
推薦	余培林：《詩經正詁》上下：台灣三民書局	☐
推薦	毛亨傳、鄭玄箋、孔穎達等疏：《毛詩正義》，台灣藝文印書館	☐
推薦	朱熹：《詩集傳》	☐
推薦	馬瑞辰：《毛詩傳箋通釋》	☐
推薦	屈萬里註譯：《尚書今註今譯》，台灣商務印書	☐
推薦	(原著不詳)：《尚書》，錢宗武、江灝譯著，台灣書房	☐
推薦	孫星衍：《尚書今古文注疏》，台灣文津出版社	☐
推薦	郭建勳注譯：《尚書讀本》，台灣三民書局	☐

推薦	孔安國，孔穎達：《尚書正義》，台灣藝文印書館	□
推薦	蔡沈：《書集傳》	□
推薦	閻若璩：《古文尚書疏證》	□

MODULE CODE:	**SICH5005**
TITLE:	**Phonology**
DATED:	**05/07/2017**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**T100**

AIM(S)

- To explore with students the final and tone of a Chinese character or Chinese language classification.
- To explore the three branches of phonology: Ancient Phonology, Mid-ancient Phonology and the Equal Rhymes.
- To study the relationship between the elements of initial, final and tone by publicly performing verse from *Weng on the Rhyme.*

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- critically analyse the elements of initial, final and tone of a Chinese character or Chinese language;
- use effectively the correct pronunciation and classification among the three elements of a Chinese character;
- understand the features of the three branches of phonology and demonstrate understanding of relative pronunciation classification;
- critically reflect upon the pronunciation system contained within a range of texts from the Classic Texts.

INDICATIVE CONTENT

This module will introduce the range of skills necessary for students to engage in phonemes of a Chinese character or Chinese language. The methods and approaches will be tailored to the specific requirements of the particular programme of study but will in general cover some of the following:

- The phonemes of a Chinese character or Chinese language.
- Three branches of phonology: Ancient Phonology, Mid-ancient Phonology and the Equal Rhymes.
- Rhyme and rhythm contained within a range of texts from *Weng on the Rhyme* and *the Book of Songs.*

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices.
Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned.
Case studies will also be used to develop understanding and application of the techniques.
Guided independent study allows students to further their independent learning skills with appropriate support provided by the module tutor(s) (e.g. preparation for lectures

and seminars, follow-up work, background reading, revision, completion of assessment tasks).

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	60	30%
Independent learning	140	70%
Placement learning		
TOTAL	**200**	**100%**

ASSESSMENT:

Assessment Component 1 – 30% Presentation – 15 minutes ENG
A public presentation based upon a key theme explored within the *Weng on the Rhyme.*

Assessment Component 2 – 70% Essay (3000 words) CHI
Exemplar
Produce a textual commentary on a given Classical Chinese text.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	**100%**

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	**Yes**
	~~No~~
Although primarily concerned with developing language skills, the implicit focus here on 'the knowledge and concepts', the philosophies, contained within 'traditional Chinese language' texts, relates to issues of sustainability in terms of the awareness of 'ancient wisdom'. More generally the module meets 2 of UNESCO Five Essential Pedagogic Approaches: Critical and creative Thinking, and Systematic Thinking.	

READING LIST

Module Code	**SICH5005**	
Module Title	**Phonology**	
Classification	**Reading List entry**	**Electronic***
必讀	林尹教授：《中國聲韻學通論》,林炯陽注,台灣黎明文化公司	☐
必讀	陳新雄教授,《音略證補》，文史哲出版社	☐
必備	陳彭年(宋),《宋本廣韻》，台灣黎明文化公司	☐
必備	龍宇純,《韻鏡校注》，台灣藝文印書館	☐
必備	許慎(漢), 段玉裁(清),《新添古音說文解字注》洪葉文化事業有限公司	☐
必備	周何總主編, 《國語活用辭典》, 五南出版社	☐
推薦	陳新雄教授,《聲韻學》上下 ，文史哲出版社	☐

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