PROGRAM SYLLABUS

Outline
The course provides a detailed historical overview of Chinese philosophy, from the origins of the Chinese civilization to the modern day. We will analyze the transition of the ancient Chinese ideas and perceptions of reality into the main schools of thought in the Zhou dynasty (Confucianism, Legalism, Mohism, Logicians, Militarists, Daoism) and explore their synthesis in the further developments of Confucianism (Imperial Confucianism, Neo-Confucianism, New Confucianism and Contemporary Confucianism). We will also assess the role of non-Chinese ideas (Buddhism and Western influences) in the formation of the Chinese tradition. Finally, we will discuss the implications of the philosophical renaissance in modern China.

Learning Outcomes
By the end of the course the participants will be able to:

- Identify major stages of development of the Chinese thought;
- Discuss and compare ideas and key notions proposed by the main Chinese philosophical schools and thinkers;
- Analyze the implications of the Chinese thought for modern China’s domestic and external issues.

Class Contact/Teaching
The participants are required to attend 18 lectures-cum-seminars and 9 workshops.

Required Texts
The textbook for the course is Wing-tsit Chan’s “A Source Book in Chinese Philosophy”.
## Teaching Schedule

### Bloc 1, Introduction

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures</th>
<th>Contents</th>
<th>Workshops</th>
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</thead>
<tbody>
<tr>
<td>07.18</td>
<td>Introduction: An Overview of Chinese Civilization</td>
<td>Chinese myths, bronze inscriptions and oracle bones as the earliest sources of Chinese culture. The Book of Songs and evolution of Chinese poetry. The sociopolitical system: intellectuals and bureaucracy.</td>
<td>General Orientation: meeting with SDCF founder Dr Elizabeth Li</td>
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### Bloc 2, Ruism and Classical Confucianism

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures</th>
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<th>Workshops</th>
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<tbody>
<tr>
<td>07.21</td>
<td>The Confucian Four Books: The Mencius</td>
<td>Mengzi and his role in China’s intellectual history. Mencius’ responses to rival philosophers. Human nature, the heart-mind and self-cultivation. Sociopolitical ideals.</td>
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<tr>
<td>07.22</td>
<td>The Confucian Four Books: The Great Learning. The Doctrine of the Mean</td>
<td>Core notions of Confucianism. The three principles, the six stages and the eight particulars of moral cultivation. Confucian theory of emotions.</td>
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<tr>
<td>07.23</td>
<td>Non-Orthodox Confucianism: The Xunzi</td>
<td>Xunzi and his role in China’s intellectual history. Xunzi’s responses to rival philosophers. Xunzi on Heaven, human nature and governance. Xunzi and Mengzi.</td>
<td>Core notions of Chinese philosophy: Confucian interpretations. Confucianism and international relations.</td>
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### Bloc 3, One Hundred Schools of Thought (Mohism, Logicians, Legalists, Military School)

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<tr>
<th>Date</th>
<th>Lectures</th>
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### Bloc 4, Post-Classic Confucianism and Neo-Confucianism

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<thead>
<tr>
<th>Date</th>
<th>Lectures</th>
<th>Contents</th>
<th>Workshops</th>
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<tbody>
<tr>
<td>07.26</td>
<td>Confucianism in Post-Classical Period (Qin, Han and Tang dynasties)</td>
<td>Confucius’ disciples. Qin-Han rivalry and synthesis of Confucianism and Legalism. Han Confucianism core notions. Dong Zhongshu’s synthesis of Confucianism and naturalism. Tang origins of Neo-Confucianism.</td>
<td>Imperial China history</td>
</tr>
<tr>
<td>07.28</td>
<td>Neo-Confucianism I: The Cheng Brothers</td>
<td>Song-Ming Neo-Confucianism and Buddhism. Moral metaphysics of the subjective and the objective. Reinterpretation of the core Confucian notions.</td>
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<tr>
<td>07.29</td>
<td>Neo-Confucianism II: Zhi Xi</td>
<td>Zhu Xi’s interpretation of the core Confucian notions. Human nature and virtue cultivation. Li and qi. Investigation of things.</td>
<td></td>
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</tbody>
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### Bloc 5, Contemporary Confucianism

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures</th>
<th>Contents</th>
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<tbody>
<tr>
<td>07.31</td>
<td>Contemporary</td>
<td>The New Culture Movement. Confucianism in the XX century and Western</td>
</tr>
<tr>
<td></td>
<td>Confucianism I</td>
<td>influences. New Confucianism. Confucianism in the PRC and Taiwan.</td>
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<tr>
<td>08.01</td>
<td>Contemporary</td>
<td>Renaissance of Confucianism in the XXI century. Sociopolitical and</td>
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<td></td>
<td>Confucianism II</td>
<td>ethical ideas and implications.</td>
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<td></td>
<td></td>
<td>Modern China History. Contemporary Confucianism core notions and</td>
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<td>implications for China’s domestic and foreign policies.</td>
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### Bloc 6, Buddhism and Daoism

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<thead>
<tr>
<th>Date</th>
<th>Lectures</th>
<th>Contents</th>
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<tbody>
<tr>
<td>08.02</td>
<td>Chinese Buddhism</td>
<td>Core notions of Buddhism. Introduction of Buddhism to China. Major</td>
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<td></td>
<td>I</td>
<td>Chinese Buddhism Schools. Tiantai.</td>
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<tr>
<td>08.03</td>
<td>Chinese Buddhism</td>
<td>Major Chinese Buddhism Schools. Huayan.</td>
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<td>08.04</td>
<td>Chinese Buddhism</td>
<td>Chan Buddhism. Buddhist influences on Chinese culture. Buddhism in</td>
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<td></td>
<td>III</td>
<td>modern China.</td>
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<tr>
<td>08.07</td>
<td>Daoist Philosophy</td>
<td>Laozi: core notions. Criticisms or the rival schools.</td>
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<tr>
<td>08.07</td>
<td>Daoist Philosophy</td>
<td>Zhuangzi: core notions. Criticisms or the rival schools.</td>
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<td>08.08</td>
<td>Daoist Philosophy</td>
<td>Post-Qin developments.</td>
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<td></td>
<td>III</td>
<td>Daoist. Core notions of Buddhism and Daoism. Core notions of Chinese</td>
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<td>philosophy.</td>
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Assessment

**Group projects (70%)**

**Instructions**

The participants will be divided into several groups. Each group will prepare and present a research project that will entail both the contents of the course and the participants’ academic interests. We suggest that the participants use the following model for their projects:

1. A concept in Chinese Philosophy;
2. Analyzed from interdisciplinary standpoint;
3. Using intercultural/comparative methodology;
4. Within a single framework.

This model, however, is not mandatory – any changes can be made should they suit the participants’ research goals.

**Schedule**

The SDCF members and lecturers will assist the participants in their project preparation. The participants are expected to prepare their research projects according to the following schedule:

- July 19 – academic orientation (general discussion of the Program academic contents and group projects);
- July 22 – preliminary topic of the research project (the participants are expected to come up with the topic of their research project and their respective individual parts of the research project);
- July 26 – group project outline (a brief description of the research project and its individual parts; 1-3 pages in total);
- August 4 – draft paper;
- August 8 – final paper and Power Point presentation (not mandatory);
- August 9 – project presentation and assessment.

**Grading**

The SDCF panel will assess both the group projects and their individual parts. The participants will be graded on:

- Demonstration of understanding of the course contents and their application to the research project;
- Ability to use comparative and interdisciplinary methodology;
- Conceptual clarity of the research project and uniqueness of insight.
Discussion leadership (20%)

The participants are expected to play an active role in discussions during seminars and workshops. They will be graded on:

- The ability to stimulate discussion;
- The ability to keep discussion on the topics relevant to the course contents;
- The ability to provide a fresh and unique insight from their respective areas of academic interest and the ability to explain such inputs to the fellow participants;
- The depth of the discussion.

Workshop reports (10%)

The participant will be assigned to report on various topics of Chinese philosophy, history and culture during the workshops. A report is expected to be about 10 minutes plus 10-15 minutes for discussion. The participants will be graded on:

- The clarity and creativity of presentation;
- The understanding of the topic;
- The ability to stimulate discussion and respond to questions.
Supplementary Readings

General

1. Chinese history and culture

2. Introduction to philosophy

3. Introduction to Chinese philosophy

The Book of Change

1. Sources

2. Literature

Ruiism and Classical Confucianism

1. Sources
   1.2 Robert Eno. Mencius: Translation, Commentary and Notes. Available at https://scholarworks.iu.edu/dspace/handle/2022/23423
1.3 Robert Eno. The Great Learning and The Doctrine of the Mean: Translation, Commentary, and Notes. Available at https://scholarworks.iu.edu/dspace/handle/2022/23424


2. Literature


One Hundred Schools of Thought (Mohism, Logicians, Legalists, Military School)

1. Sources


1.2 Donald Sturgeon. White Horse Discourse. Available at https://ctext.org/gongsunlongzi/bai-ma-lun


2. Literature


2.5 Kirill Thompson. When a ‘White Horse’ is not a ‘Horse’ // Philosophy East and West. – 1995. – Vol. 45. – No. 4. – Pp. 481–99.


**Post-Classic Confucianism and Neo-Confucianism**

1. **Sources**

2. **Literature**
   2.3 *Huang Yong.* The Cheng Brothers’ Onto-theological Articulation of Confucian Values // Asian Philosophy. – 2007. – Vol. 17. – No. 3. – Pp. 187-211.

**Contemporary Confucianism**

1. **Sources**

2. **Literature**
Buddhism and Daoism

1. Sources
   1.1 Dao De Jing / trans. by James Legge. Available at https://ctext.org/dao-de-jing
   1.2 Zhuangzi / trans. by James Legge. Available at https://ctext.org/zhuangzi

2. Literature