课程详述

COURSE SPECIFICATION

以下课程信息可能根据实际授课需要或在课程检讨之后产生变动。如对课程有任何疑问，请联系授课教师。

The course information as follows may be subject to change, either during the session because of unforeseen circumstances, or following review of the course at the end of the session. Queries about the course should be directed to the course instructor.

1.	课程名称 Course Title	墨家思想概论 An Introduction to Mohist Thought
2.	授课院系 Originating Department	社会科学中心 Center for Social Sciences
3.	课程编号 Course Code	SS090
4.	课程学分 Credit Value	2
5.	课程类别 Course Type	通识选修课程 General Education (GE) Elective Courses
6.	授课学期 Semester	Fall
7.	授课语言 Teaching Language	英文 English
8.	授课教师、所属学系、联系方式（如属团队授课，请列明其他授课教师）Instructor(s), Affiliation& Contact（For team teaching, please list all instructors）	Frank P. Saunders Jr. 南方科技大学人文社会科学荣誉学会 Society of Fellows in the Liberal Arts, SUSTech Email: frank.saunders.jr@outlook.com
9.	实验员/助教、所属学系、联系方式 Tutor/TA(s), Contact	无 NA
10.	选课人数限额(可不填) Maximum Enrolment（Optional）	

11. 授课方式 Delivery Method	讲授 Lectures	习题/辅导/讨论 Tutorials	实验/实习 Lab/Practical	其它(请具体注明) Other（Please specify）	总学时 Total
学时数	32				32

Credit Hours					

	先修课程、其它学习要求	
12.	**Pre-requisites or Other Academic Requirements**	无 NA
13.	后续课程、其它学习规划 **Courses for which this course is a pre-requisite**	无 NA
14.	其它要求修读本课程的学系 **Cross-listing Dept.**	无 NA

教学大纲及教学日历 SYLLABUS

15. 教学目标 Course Objectives

This course explores the contributions to these topics and many more made by the ancient Chinese school of thought, the Mohists.

The Mohists are an important though often underappreciated school of thought in the history of Chinese philosophy. They were the first in China to develop and defend a systematic normative theory, which was based in a concern for the consequences of actions, objective moral standards, and consistency. The Mohists employeddetailed arguments to support their program, and also contributed significantly to the shared conceptual vocabulary of pre-Qin philosophical thought.

The course is divided into four topics in Mohist thought: Introduction, Epistemology, Political Thought, and Normative Ethics. We will explore these topics in Mohist thought using a combination of original source readings and secondary research by contemporary philosophers. Additionally, the course will have a comparative component, whereby we will explore Mohist ideas in the context of contemporary debates in philosophy, such as the role of truth in philosophy, the nature of moral statements and their justification, and discussions over the value of communitarianism versus individualism in political philosophy.

16. 预达学习成果 Learning Outcomes

By the end of this course, students will:

• Understand the core ideas of Mohist thought.

• Understand the significance of Mohism in the history of Chinese thought.

• Appreciate the value of philosophy because of the role of Mohism in development of Chinese

philosophy.

• Be able to critically assess and evaluate the main ideas in Mohist thought.

• Better understand the nature of contemporary philosophical scholarship on the Mohists.

17. 课程内容及教学日历 （如授课语言以英文为主，则课程内容介绍可以用英文；如团队教学或模块教学，教学日历须注明主讲人）
 Course Contents (in Parts/Chapters/Sections/Weeks. Please notify name of instructor for course section(s), if this is a team teaching or module course.)

1. Introduction to Mohist Thought (Weeks 1-4)

Who were the Mohists? What motivated them to create a social and political movement? What were their core doctrines and ideas? What grievances did they have against their contemporary society and how did they believe these issues

could be remedied? What is the relationship between Mo Di, the Mohists, and the Mozi text we have today?

Primary Readings

• Mozi: Excerpts from "Condemning Aggression (I)"; "Conforming Upwards 1"; "Models and Standards"; "Inclusive Care (I)"; "Heaven's Intent (I, II, III)"

Secondary Readings

• Fraser, 2009, §1–§4, §7-§8; Hansen, 1992, pp. 99–108.

Supplemental Readings: Texts and Authorship

• Fraser, 2009, "Supplement: Texts and Authorship"; Fraser, 2009, "Influence of Social Origins on Mohist Thought"; Fraser, 2009, §9.

Week 4 meeting is an essay workshop.

2. Mohist Epistemology (Weeks 5-8)

How do the Mohists understand knowledge? What does it mean to know anything, according to the Mohists? What conceptual tools did the Mohists develop in order to justify their own knowledge claims? How do Mohist conceptions of knowledge compare to other ancient Chinese conceptions of knowledge, and how do they compare to ones in the western tradition?

Primary Readings

• Mozi: Excerpts from "Against Fate"; "Against Music"; "Moderation in Burial"; "Understanding Ghosts"; "Heaven's Intent (II, III)".

Secondary Readings

• Xunzi: Excerpts from "Kingly Administration"; "The Way of a Ruler".

• Loy, 2008.

• Hansen, 1992, pp. 138–43; McLeod, 2016, pp. 59–78; Dewey, 1940 [1993 Reprint], pp. 10–19

Week 8: First Essay Due

3. Mohist Political Thought (Weeks 9-12)

From where does political society arise? What was human life like before society? What is the role of moral norms in political administration? How is the ruler selected and what justifies the ruler's authority? What is the role of affluence or wealth in society? How does the Mohist conception of society compare to contemporary conceptions?

Primary Readings

• Mozi：Excerpts from "Conforming Upward";"Promoting the Worthy"; "Condemning Aggression (II, III)"; "Moderation in Usage (I, II)".

Secondary Readings

• Zhuangzi: Excerpts from "Horses' Hooves", "Opening Luggage", "Let it be; Leave it alone", "Heaven and Earth."

• Hampton, 2007a, Hampton, 2007b, Fraser and Schliesser, 2017.

• Xunzi, "Enriching the State" 10.7, 10.8, 10.9.

Week 12: Second essay due

4. Mohist Normative Ethics (Weeks 13-16)

What are the components of a good life according to the Mohists? What is the right-making feature of moral judgments? From where do moral judgments arise?

Primary Readings

• Mozi: Excerpts from "Inclusive Care"; "Heaven's Intent (I, II, III)"; "Models and Standards"; "Explaining Ghosts (III)"; "Condemning Aggression (I, III)"; "Moderating Funerals"; "Against Music"; "Identifying Upward".

• Mengzi：7A:26, 4A:17, 6B:1.

Secondary Readings

• Kagan, 1998, pp. 4–6, 17–22, Van Norden, 2007, pp. 179–197, Back, 2017.

• Li, 2006, Lu, 2006.

18.	教材及其它参考资料 Textbook and Supplementary Readings

Primary sources and scholarly articles to be provided by instructor.

课程评估 ASSESSMENT

19.	评估形式 Type of Assessment	评估时间 Time	占考试总成绩百分比 % of final score	违纪处罚 Penalty	备注 Notes
	出勤 Attendance		20		Students are expected to participate in class discussion. Discussion questions and other forms of prompts will be given in order to facilitate preparation for discussion. And students will periodically be assigned the task of introducing and starting off a discussion.
	课堂表现 Class Performance				
	小测验 Quiz		10		**Online Discussion** Students are expected to participate in online discussion via a course forum. At minimum, students are required to make two posts (maximum 250 words) per course topic.
	课程项目 Projects				
	平时作业 Assignments		40		**Two Short Essays** Students will be asked to write two short argumentative essays of 1250 words each (each worth 20%). For these, students will be able to select from a list of topics determined by me.
	期中考试 Mid-Term Test				

期末考试 Final Exam				
期末报告 Final Presentation		30		Students will write an argumentative essay of no more than 1500 words. I will offer sample topics, but students are also welcome to pursue their own topics, provided that they consult with me first.
其它（可根据需要改写以上评估方式） Others (The above may be modified as necessary)				

20. 记分方式 GRADING SYSTEM

☑ A. 十三级等级制 Letter Grading
☐ B. 二级记分制（通过/不通过） Pass/Fail Grading

课程审批 REVIEW AND APPROVAL

21. 本课程设置已经过以下责任人/委员会审议通过
This Course has been approved by the following person or committee of authority