

**The Hong Kong Polytechnic University**  
**Subject Description Form**

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	FH2C09N
<b>Subject Title</b>	Abnormal Things and Spiritual Beings in Chinese Culture 中國文化中的怪和神
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	The course provides modern insights into the representations of supernatural phenomena and mysterious experience in Chinese culture. Through the study of folklores, legends, literature, film, TV series, talk shows, students will be able to understand Chinese folk beliefs and religious practices. The course involves interdisciplinary study in areas of philosophy, religious studies, sociology, Chinese literature and media studies.
<b>Intended Learning Outcomes</b> (Note 1)	Upon completion of the subject, students will be able to: a. have basic knowledge of how mysterious experience is explained in Chinese society; b. understand the changing concepts and values concerning mysterious experience in Chinese society; c. understand the interaction of mysterious expressions between everyday life and folk belief; d. relate folk beliefs to different religions; e. develop library and web-based research skills relevant to literary studies.
<b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)	<b>Week 1-2 (Hong Kong)</b> 1. Introduction 2. Theories on mysterious experience 3. Deities and spirits 4. Legendary animals in myths 5. Ghosts in classical literature 6. Ghosts in contemporary media 7. Taboos in language, behaviour and everyday life 8. Necromancy, sorcery and divination 9. Customs and rituals of exorcism 10. The foreign devils: influence of foreign religions  <b>Week 3 (Hangzhou)</b> 11. Weird diseases and medical treatments 12. Superpower and <i>qigong</i>
<b>Teaching/Learning Methodology</b> (Note 3)	The subject comprises the first 2 weeks of lectures and tutorials in Hong Kong. The 3 <sup>rd</sup> week is scheduled for guest lectures and study tour. The two-hour lectures will be aided by presentation of pictorial and video materials. Field trips will be preceded by lectures on the relevant topics;

	students are required to read assigned readings before the class meets. In the one-hour tutorial session, students will discuss reading materials and present their research after each cultural tour to share their insights and demonstrate their comprehensive learning outcome.						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Individual tutorial presentations during Week 1 to 2	20%	√	√	√	√	√
	2. Final quiz	30%	√	√	√	√	√
	3. Attendance and in-class participation	10%	√	√	√	√	√
	4. Final essay	40%	√	√	√	√	√
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. Individual tutorial presentations will be conducted during Week 1 to 2. Students will be assigned to present on different topics covered in the lectures by lot-drawing. This is an individual presentation. It can assess the students' understanding of the contents covered in the lectures.</p> <p>2. The final quiz, comprising 6 simple answer questions, aims at assessing the students' overall grasp of the knowledge learnt during the field trips and also from all the oral presentations. These questions simple answer questions, will help gauge students' mastering of philosophical concepts, religious practices and folk beliefs related to mysterious experience in traditional and modern China.</p> <p>3. Regular attendance is assumed in class. Students are also required to share their insights during lecture and tutorial discussions in order to enhance their understanding with the reading materials as well as cultural visits.</p> <p>4. The final version of the writing project, i.e. the final essay, of 3,000 Chinese characters developed from individual contributions to the group presentations, can comprehensively assess the students' general grasp of the subject and their in-depth understanding of some particular aspects of it.</p>							
<b>Student Study Effort Expected</b>	Class contact:						
	▪ Lectures						24 Hrs.
	▪ Tutorials						11Hrs.

	<ul style="list-style-type: none"> <li>▪ Study tours</li> </ul>	20 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Pre-class reading</li> </ul>	35 Hrs.
	<ul style="list-style-type: none"> <li>▪ Report and essay writing</li> </ul>	36 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p><b>必讀書目：</b> 王秋桂等編著，《神話、信仰與儀式》。臺北：稻鄉出版社，1996。（1-200頁）</p> <p><b>選讀書目：</b> <b>古代文獻：</b> 干寶，《搜神記》。鄭州：中州古籍出版社，2010。 紀昀，《閱微草堂筆記》。揚州：廣陵書社，1983。 李山，《楚辭譯注》。北京：中華書局，2015。 李昉，《太平廣記》。北京：中華書局，1961。 蒲松齡，《聊齋志異》。北京：中華書局，2015。 陶穀、吳淑，《歷代筆記小說大觀：清異錄江淮異人錄》。上海：上海古籍出版社，2012。 王充，《論衡》。北京：中華書局，1990。 袁珂，《山海經全譯》。北京：北京聯合出版公司，2016。 袁枚，《子不語》。石家莊：河北人民出版社，2000。 朱熹，《朱文公文集》（卷十四）。臺北：臺灣商務印書館，1980。 朱熹，《朱子語類》（卷三）。北京：中華書局，1986。</p> <p><b>現代著作：</b> 郭立誠，《中國人的鬼神觀》。臺北：臺視文化，1992。 李富華，《神鬼之間：民間信仰面面觀》。台北：萬卷樓圖書有限公司，1999。 李壽菊，《狐狸信仰與狐狸精故事》。台北：台灣學生書局，1995。 馬書田，《中國冥界諸神》。北京：團結出版社，1998。 馬書田，《中國民間諸神》。北京：團結出版社，1997。 錢穆，《中國思想史中之鬼神觀》。《新亞學報》1.1(1955.8): 1-44。 王景琳，《鬼神的魔力——漢民族鬼神信仰》。北京：三聯書店，1992。 王康，《財、財神、財運：中國民間招財習俗》。成都：四川人民出版社，1994。 吳麗珍，《香港黃大仙信仰》。香港：三聯書店，1997。</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.