

The Hong Kong Polytechnic University

Subject Description Form

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| Subject Code | CBS2CM04P |
| Subject Title | Appreciation of the Four Great Classical Chinese Novels |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Exclusion: CBS233 and CBS2C04P |
| Objectives | <p>The course was modeled on the old 3 credit course GEC235 and the 2 credit course of GEC2609 with a similar title. This new subject is specially re-designed for students who have little knowledge of classical Chinese novels. The four great classical Chinese novels, namely, <i>Outlaws of the Marsh</i>, <i>The Romance of the Three Kingdoms</i>, <i>Journey to the West</i>, and <i>The Dream of the Red Chamber</i>, are undoubtedly the great treasures of Chinese literature and culture. They are widely circulated and read by generations and have evidently had remarkable impact and influence on Chinese society.</p> <p>The subject will provide a basic overview of the historical, social, literary and cultural traditions of the Ming and the Qing Dynasties which were the nourishing grounds for these classical novels. Fictional works will be examined both from literary, aesthetic, cultural and comparative perspectives. Students are expected to think and argue critically and relate the classical texts to their contemporary worlds.</p> |
| Intended Learning Outcomes <i>(Note 1)</i> | <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) discuss the historical, social, literary and cultural backgrounds of the classical novels; (b) appreciate the narrative and structural characteristics, thematic treatments, characterizations, literary techniques and other artistic aspects of classical Chinese novels; (c) compare and contrast various adaptations with the original text so as to sharpen artistic sensibilities towards literature and performance; (d) analyze the relationship between fiction and society; (e) apply the wisdom learned from the classical texts to issues in their own world. <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: literacy, Higher order thinking, and Life-long learning.</p> <p><u>Literacy</u></p> <p>The course is by nature reading and writing intensive. The subject requires students to read the original texts of the four great novels and other scholarly</p> |

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| | <p>articles on the four novels.</p> <p><u>Higher-order thinking</u></p> <p>Students are expected to analyse/ debate on the themes and moral judgments expressed by the authors as well as the aesthetic and cultural value of the great works.</p> <p><u>Life-long learning</u></p> <p>The course encourages the application of classical wisdoms to contemporary world. Students are also required to understand and criticize old society with new perspectives.</p> |
| <p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p> | <ol style="list-style-type: none"> 1. Introduction Historical background and the development of classical Chinese novels. 2. <i>Outlaws of the Marsh</i> <ol style="list-style-type: none"> a. Debates on different versions of the novel. b. Themes: “To Do Heaven’s will,” “Twin virtues of Righteousness and Loyalty,” “Heroism VS violence and revenge” c. Characterization: heroes, bandits, corrupt government officials d. Images of women: virtuous VS treacherous wives, heroines of Liangshan. 3. <i>The Romance of the Three Kingdoms</i> <ol style="list-style-type: none"> a. Textual development: from history to different versions of the novel. b. Themes of the novel: The Will of Heaven, loyalty and righteousness, c. Application of wisdom and strategies d. Narrative structure of the novel e. Heroic Images and characterization 4. <i>Journey to the West</i> <ol style="list-style-type: none"> a. Origin and development of the Monkey King myth. b. Different versions and sequels of the novel. c. Philosophical and religious issues of the novel: Taoism/Buddhism or Confucianism? d. Images and characterization of gods and goddesses, Xuanzang and his disciples, spirits and monsters 5. <i>The Dream of the Red Chamber</i> <ol style="list-style-type: none"> a. Debates on authorship and versions of the novel b. Recent development of Redology c. Themes: Fate Vs characters, Illusion Vs reality d. Images of Jia Baoyu and the 12 Golden Hairpins. e. Poetry and lyrics. |

| <p>Teaching/Learning Methodology</p> <p>(Note 3)</p> | <p><u>Lectures and tutorials</u></p> <p>Teaching will be conducted in a 3 hour session subdivided into a 2-hour lecture and a one-hour tutorial. In the lectures, the historical, social, literary and cultural backgrounds of the classical novels will be introduced. For textual analysis, emphasis will be put on the narrative and structural characteristics, thematic treatments, characterizations, literary techniques and other artistic aspects of the novels. During tutorials, students have to give presentations on one of the topics such as themes or characterizations outlined in the subject synopsis. They are highly encouraged to compare and contrast different versions and adaptations of the novels in movies, TV drama series and opera.</p> <p>In the written papers and the quizzes, students are expected to reflect upon the value systems and ideologies inherent in the stories such as the roles of women and men in feudal societies of old China. They are encouraged to identify problems in the old societies such as in the <i>Outlaws of the March</i> and the <i>Red Chamber's Dream</i> and at the same time learn from ancient wisdoms as strategies for life and business like those used by the Monkey King in <i>Journey to the West</i> and in <i>The Romance of the 3 Kingdoms</i>.</p> <p>The subject encourages students to read the original texts of the four great novels and to analyse/ debate on the themes and moral judgments expressed by the authors as well as the aesthetic and cultural value of the great works. The process will involve a number of self study and group discussion activities, embedding the above essential features. Students have to spend a minimum of 10 to 12 hours reading for whole subject. They are also encouraged to read different versions of the four great novels on their own.</p> <p>Each student has to hand in a 2,000 – 3,000 characters paper in Chinese on a topic of the four novels in the last week.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p> | <table border="1" data-bbox="520 1301 1474 1821"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. attendance</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. tutorial: participation, presentations, discussion</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> | | | | | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | e | | 1. attendance | 10% | ✓ | ✓ | ✓ | | | | 2. tutorial: participation, presentations, discussion | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | | 3. paper | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | | Total | 100 % | | | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. attendance | 10% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. tutorial: participation, presentations, discussion | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. paper | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | <table border="1" data-bbox="520 1944 1474 2098"> <tr> <td>Class contact:</td> <td colspan="7"></td> </tr> <tr> <td>▪ 13 x (2 hours lecture + 1 hour tutorial)</td> <td colspan="7">39 Hrs.</td> </tr> <tr> <td>▪ Other student study effort:</td> <td colspan="7"></td> </tr> </table> | | | | | | | | Class contact: | | | | | | | | ▪ 13 x (2 hours lecture + 1 hour tutorial) | 39 Hrs. | | | | | | | ▪ Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Class contact: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ▪ Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | ▪ reading | 42 Hrs. |
| | ▪ self-study | 40-48 Hrs. |
| | ▪ Total student study effort | 121-129 Hrs. |
| | Class contact: | |
| Reading List and References | <p><u>Textbooks:</u></p> <p>《三國演義》、《西遊記》、《紅樓夢》。香港：中華書局。 《水滸全傳》。上海：上海古籍。</p> <p><u>Intensive Reading List</u> (Readings on this list are specially designed to fulfill the intensive reading requirement):</p> <ol style="list-style-type: none"> 魯迅：《中國小說史略》。香港：三聯，1996。 張錦池：《中國四大古典小說論稿》。第二版。北京：華藝出版社，1993。頁 105-119。 孫述宇：《水滸傳的來歷、心態與藝術》。第二版。台北：時報文化，1983。頁 275-354。 王齊洲：《四大奇書與中國大眾文化》。武漢：湖北教育，2000。頁 102-169。 胡適：《西遊記考證》。胡適文存第二集第四卷。台北：遠流，1986。頁 39-84。 Plaks, Andrew H. 《浦安迪》：《明代小說四大奇書》。沈亨壽譯。北京：中國和平，1993。頁 149-200。 劉心武：《劉心武揭秘紅樓夢》。全二冊。台中：好讀，2006。頁 186-222。 高陽：《紅樓一家言》。台北：聯經，2005。頁 1-19；頁 83-89。 余國藩：《重讀石頭記：紅樓夢裏的情欲與虛構》。李爽學譯。台北：麥田，2004。頁 171-248。 <p><u>Reference:</u></p> <p>蔡元培等：《石頭記索隱》。台北：金楓，1998。</p> <p>陳平原：《中國小說敘事模式的轉變》。上海：上海人民，1988。〔PL2415.C452 1988〕</p> <p>何錫章：《幻象世界中的文化與人生——西遊記》。雲南：人民，1999。〔PL2697.H753 H49 1999〕</p> <p>胡適：《中國章回小說考証》。上海：上海書店，1979。〔PL2416.H8〕</p> <p>黃清泉、蔣松源、譚邦和：《明清小說的藝術世界》。武漢：華中師範大學，1992。〔PL2436.H83 1992〕</p> <p>林以亮等：《中國古典小說論集》。台北：幼獅文化事業，1988。〔PL2416.C468 1975〕</p> <p>劉耕路：《紅樓夢詩詞解析》。吉林文史出版社，1999。〔PL2727.S2 L575 1999〕</p> | |

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| | <p>劉靖之：《元人水滸雜劇研究》。香港：三聯，1990。〔PL2694.S53 L57 1990〕</p> <p>羅爾綱：《水滸傳原本和著者研究》。江蘇：江蘇古籍，1992。〔PL2694.S53L65 1992〕</p> <p>羅盤：《四說論叢》。台北：東大圖書，1986。〔PL2416.L86 1986〕</p> <p>馬蹄疾編：《水滸書錄》。上海：上海古籍，1986。〔PL2694.S53.M3〕</p> <p>馬幼垣：《水滸論衡》。台北：聯經，1992。〔PL2694.S53 M3278〕</p> <p>同上：《水滸二論》。台北：聯經，2005。〔PL2694.S53 M3278 2005〕</p> <p>歐陽健、曲沐、吳國柱編：《紅學百年風雲錄》。浙江：浙江古籍，1999。〔PL2727.S2 O885 1999〕</p> <p>Plaks, Andrew H., ed. <i>Chinese Narrative: Critical and Theoretical Essays</i>. Princeton, New Jersey: Princeton UP, 1977. 〔PL2415.C456 1977〕</p> <p>Plaks, Andrew H. <i>The Four Masterworks of the Ming Novel</i>. Princeton, New Jersey: Princeton UP, 1977. 〔PL2436.P53 1987c1〕</p> <p>同上：《中國敘事學》。北京：北京大學，1995。〔PL2415.P47 1996〕</p> <p>Riftin, B. L. (李福清)。尹錫康、田大畏譯：《三國演義與民間文學傳統》。上海：上海古籍，1997</p> <p>Rolston, David L. <i>Traditional Chinese Fiction and Fiction Commentary</i>. Stanford, Calif: Stanford UP, 1997. 〔PL2415.R65 1997c2〕</p> <p>薩孟武：《紅樓夢與中國舊家庭；水滸與中國社會；西遊記與中國政治》。長沙：岳麓書社，1998。〔PL2727.S2.S23〕</p> <p>宋儉等編注：《奇書四評》。武漢：湖北辭書，1996。</p> <p>宋廣波編校注釋：《胡適紅學研究資料全編》。北京：北京圖書館，2005。〔PL2727.S2.H7824 2005〕</p> <p>Yu, Anthony C. (余國藩). <i>Rereading the Stone: Desire and the Making of Fiction in Dream of the Red Chamber</i>. Princeton, NJ: Princeton UP, 1997.</p> <p>余英時：《紅樓夢的兩個世界》。上海：上海社會科學院，2006。〔PL2727.S2 Y857 2002〕</p> <p>張立憲、劉春主編：《大話西游寶典》。現代出版社，2000。〔PN1997.D334 D334 2000〕</p> |
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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 over-crowding 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.