

Subject Description Form

Subject Code	CC307 / CC307P
Subject Title	Chinese Folk Religions and Beliefs 中國民間信仰
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC307: CC307P / CC212 Exclusion for CC307P: CC307 / CC212
Objectives	The subject discusses the diversity and complexity of Chinese folk religions and beliefs, including Buddhism, Daoism, popular cults and their impact on both traditional and modern Chinese society and politics. The subject also examines the inaccurate images of Chinese folk religions and beliefs propagated by popular fiction and films.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) develop a sophisticated understanding of the elements of Chinese folk religions in Hong Kong, China and overseas Chinese communities. b) understand why and how Chinese folk religions and beliefs co-exist with the three major religions in traditional and modern China. c) become acquainted with disciplinary and interdisciplinary methodologies for the study of folk beliefs, including history, religious studies, anthropology and sociology. d) explain the significance of particular sites, such as temples and shrines, for Chinese folk religions.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Definition of Chinese Folk Religions and Beliefs. 2) Relationship between Chinese Buddhism, Daoism and Chinese Folk Religions and Beliefs. 3) The Role of Chinese Folk Religions and Beliefs in Chinese Society. 4) Peasant Rebellions and Chinese Folk Religions and Beliefs. 5) The Sea God and the Sea Goddess: Dragon Kings 龍王 and the Heavenly Empress 天后. 6) The Eight Immortals Belief 八仙信仰. 7) The Worship of God of War 關帝信仰.

	<p>8) The Worship of Wen Chang, the God of Study scholarships 文昌信仰.</p> <p>9) The City God 城隍 and the Dragon Mother, the Goddess of River 龍母.</p> <p>10) Local Chinese Folk Religions and Beliefs.</p>																																		
<p>Teaching/Learning Methodology</p>	<p>The instructor will use daily life examples to illustrate how Chinese people from the past to the present perceive their popular religions and beliefs. Teaching aids such as documentary DVDs will be used in the lectures. The instructor will also organize guided field study to local temples to provide students with first-hand materials to enrich their understanding of Hong Kong popular religions and beliefs.</p> <p>Apart from attending lectures, students are required to make oral presentations in groups on assigned topics in tutorials. They will submit written reports on their presentations at the end of the semester. Consultations are provided to help them prepare their presentations.</p>																																		
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="469 927 1417 1429"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Attendance</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Project</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final Report</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The project project and final report are designed to measure the students' attainments of intended learning outcomes, which require good understanding of the elements and rituals of Chinese folk religions and beliefs, and the interdisciplinary skills among various disciplines.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Attendance	20%	✓	✓	✓	✓	2. Group Project	40%	✓	✓	✓	✓	3. Final Report	40%	✓	✓	✓	✓	Total	100%				
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3. Final Report	40%	✓	✓	✓	✓																														
Total	100%																																		

Student Study Effort Expected	Class contact:	
	▪ Lectures	24 Hrs.
	▪ Tutorials	12 Hrs.
	▪ Guided field study	5 Hrs
	Other student study effort:	
	▪ Readings	45 Hrs.
	▪ Writings	30 Hrs.
	▪ Discussion	6 Hrs
	Total student study effort	122 Hrs.
Reading List and Reference	<ol style="list-style-type: none"> 1) 科大衛、陸鴻基、吳倫霓霞(合編)，《香港碑銘彙編》。香港：香港博物館，1986。 2) 呂宗力、劉群，《中國民間諸神》。石家莊：河北人民出版社，1987。 3) Valerie Hansen, <i>Changing Gods in Medieval China, 1127-1276</i>. Princeton: Princeton University Press, 1990. 4) 富育光，《薩滿教與神話》。瀋陽：遼寧大學出版社，1990。 5) 鄭土為，《中國城隍信仰》。上海：上海古籍出版社，1994。 6) 6. 太史文 (Stephen F. Teiser), 侯旭東(譯)，《幽靈的節日：中國中世紀的信仰與生活》(<i>The Ghost Festival in Medieval China</i>)。杭州：浙江人民出版社，1999。 7) 盧曉衡主編，《關羽、關公和關聖：中國歷史文化中的關羽學術研討會 論文集》。北京：社會科學文獻出版社，2002。 8) 王榮國，《海洋神靈——中國海洋信仰與社會經濟》。南昌：江西高校出版社，2003。 9) 苑利，《龍王信仰探秘》。臺北：東大圖書公司，2003。 10) 王興平等(編)，《中華文昌文化——國際文昌學術研究論文集》。成都：巴蜀書社，2004。 11) 馬西沙、韓秉方，《中國民間宗教史》。北京：中國社會科學出版社，2004。 12) 吳光正，《八仙故事系統考論——內丹道宗教神話的建構及其流變》。北京：中華書局，2006。 	

- 13) 蔡相輝，《媽祖信仰研究》。臺北：秀威資訊，2006。
- 14) 周樹佳，《香港諸神：起源、廟宇與崇拜》。香港：中華書局，2009。
- 15) 復旦大學文史研究院編，《民間何在，誰之信仰》。北京：中華書局，2009。
- 16) Kristofer Schipper, *The Taoist Body*. California: University of California Press. 1993.
- 17) Christina Miu Bing Cheng, *The Rebellious Cult of Nezha*. (香港) 大山文化出版社, Singapore: Asiapac Books Pte Ltd. 2009.
- 18) 蕭登福著：《道教與民俗》，(台北) 文律出版社，2002 年 12 月
- 19) 鄭志明：《民間信仰與儀式》，(台北) 文律出版社，2010 年 7 月
- 20) 韓秉方著：《道教與民俗》，(台北) 文律出版社，1997 年 5 月
- 21) 丁仁傑著：《重訪保安村》，(台北) 聯經出版，2013 年 6 月
- 22) 馬書田：《道教諸神》，(台北) 風格司藝術創作坊，2006 年 7 月
- 23) 范熒著：《上海民間信仰研究》，(上海) 上海人民出版社，2006 年 1 月
- 24) 顧書娟：《明清廣東民間信仰研究》—以地方志為中心，(廣州) 南方日報出版社，2015 年 5 月