

### Subject Description 科目簡介

<b>Subject Code</b> 科目編號	CHC5002
<b>Subject Title</b> 科目名稱	Studying Chinese Culture through Fieldtrips 中華文化考察
<b>Credit Value</b> 學分	3
<b>Level</b> 程度	5
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b> 科目宗旨	<p>This course is required for all M.A. first year students. As the old Chinese saying goes: the gain from travel and experience is greater than that from books. The Grand Historian, Sima Qian, is able to write so well because he travelled extensively. Likewise, abstract learning and concrete experience will become one when students learn to combine book learning with on-site visits. Hence, direct observation of cultural heritage sites is essential for graduate students in the humanities. This course will focus on four topics Clans and Rituals, Historical Figures and Sites, Revolution and Social Movement as well as Folk Belief and Religion. Organized into four study tours, students will have the opportunity to visit cultural and historical sites of Hong Kong and the Pearl River Delta. Before each field trip, the teacher responsible will introduce the relevant research and reading materials. During the field trip, the teacher will provide on-site explanations and respond to students' queries. After each field trip, the teacher in charge will guide the students to give presentations on their experience of the tour. Finally, the teacher will provide a summation of the field trip.</p> <p>本科為中國文化文學碩士一年級新生的必修課。所謂「讀萬卷書，不如行萬裡路」，太史公因遊遍名山大川，故下筆如有神助。學者由閱讀所得之知識，印證以親臨其境之所見物象，學問可期達到抽象與具體統一的嶄新境界。本科以文化遺產的實地考察，深化和提升學員之學識。課程包括「宗族與禮俗」、「文化名人與名勝」、「革命與社會變遷」以及「民間信仰與宗教」四個專題，每專題各一次組織學生在香港或珠三角地區進行史蹟的實地參訪與調查。每次訪查之前，先由領隊的老師，結合相關的文物，文獻和研究成果，就其考察的專題作導論性之系統闡述；訪查途中，再由老師作現場介紹和解答；訪查之後，又由老師引導學生報告其所見、所得和所感，最後由老師作綜合性的結論。</p>

<p><b>Intended Learning Outcomes</b> 學習成果</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) grasp the fundamental methodology of conducting on-site studies in the field of Chinese culture;</li> <li>(b) grasp the skills of presenting cultural phenomena and heritage;</li> <li>(c) independently conduct historical field studies according to their own research needs;</li> <li>(d) strengthen their professional knowledge through both theoretical and practical learning.</li> </ul> <p>修畢本科之後，學生將能：</p> <ul style="list-style-type: none"> <li>(a) 掌握史蹟與文物與文化考察的基本方法；</li> <li>(b) 掌握文化與文物的詮釋技巧；</li> <li>(c) 根據自己研究的興趣與需要，獨立進行文化考察；</li> <li>(d) 通過理論及實踐的結合，強化自己的專業知識。</li> </ul>
<p><b>Subject Synopsis/ Indicative Syllabus</b> 科目摘要/ 教學大綱陳述</p>	<p>Part One : Clans and Rituals</p> <ul style="list-style-type: none"> <li>(1) Cultural space and symbolic values of traditional Chinese communities</li> <li>(2) A study tour to the Pingshan Cultural Heritage Trail and the Exhibition Hall of the Deng Clan</li> <li>(3) The cultural significance of buildings and relics on the Pingshan Cultural Heritage Trail (evaluation &amp; students' presentation)</li> </ul> <p>Part Two : Historical Figures and Sites in Culture</p> <ul style="list-style-type: none"> <li>(4) Qien Mu, Tang Junyi, Mou Zongsan and Xu Fuguan in the New Asia Colleague</li> <li>(5) A study tour to the Campus of New Asia Colleague</li> <li>(6) The rehabilitation of Neo-Confucian movement in Hong Kong (evaluation &amp; students' presentation)</li> </ul> <p>Part Three : Revolution and Social Movement</p> <ul style="list-style-type: none"> <li>(7) Two important uprisings in Chinese modern history</li> <li>(8) A study tour to Huanghuaguang and Honghuaguang</li> <li>(9) The violent revolution and the dynastic changes (evaluation &amp; students' presentation)</li> </ul> <p>Part Four : Folk Belief and Religion</p> <ul style="list-style-type: none"> <li>(10) The Worship of Guan Di, the Dragon King and Heavenly Empress</li> <li>(11) Study tours to the Temple of the Dragon King, the Heavenly Empress and Guan Ti at Cheung Chau</li> <li>(12) "Protect the people" and "stop the storm at sea": two themes in</li> </ul>

	<p>folk beliefs and religion (evaluation &amp; students' presentation)</p> <p>第一部分：宗族與禮俗</p> <p>(1) 傳統社區的文化空間與價值象徵</p> <p>(2) 屏山文物徑與鄧族文物館考察</p> <p>(3) 屏山文物徑建築及文物的文化意義 (回顧及學生報告之一)</p> <p>第二部分：文化名人與名勝</p> <p>(4) 錢穆、唐君毅、牟宗三、徐復觀與新亞書院</p> <p>(5) 由桂林街到農圃道到馬料水——新亞書院史蹟考察</p> <p>(6) 當代新儒學在香港的再出發 (回顧及學生報告之二)</p> <p>第三部分：革命與社會變遷</p> <p>(7) 中國近代史上的兩次重要暴動</p> <p>(8) 黃花崗與紅花崗烈士陵園的考察</p> <p>(9) 暴力革命與改朝換代 (回顧及學生報告之三)</p> <p>第四部分：民間信仰與宗教</p> <p>(10) 關帝、龍王及天后信仰</p> <p>(11) 長洲關帝廟、天后廟及洪聖龍王廟</p> <p>(12) 保國祐民與海不揚波 (回顧及學生報告之四)</p>
<p><b>Teaching/Learning Methodology</b></p> <p>教學方式</p>	<p>(1) This course is divided into four learning units, each taught by a professor. Before each field trip, the professor in charge will give a three-hour lecture that will introduce theoretical concepts related to the topic of the field trip, and significant details of the sites.</p> <p>(2) During each field trip, the professor in charge will provide on-site explanations and answer queries of the students.</p> <p>(3) After the field trip, the students will give oral presentations and the professor will guide the students towards a conclusion.</p> <p>(4) Besides attending all the lectures, students are required to attend at least two of the four field trips.</p> <p>(1) 本課程共分為四個學習單元。負責講授各單元的老師，在帶領學生進行史蹟考察之前，先需進行一次三小時的課堂授課，從理論的高度，把該次考察的目的、意義以及應特別留意的各種事項，作系統性的闡述。</p> <p>(2) 在考察史蹟時，授課老師負責現場講解並回答學生的即時提問。</p> <p>(3) 考察之後，由學生在課堂上輪流作口頭報告及參與討論，老師作綜合性的總結。</p> <p>(4) 學員除了出席所有課堂上的講習之外，需在四次課堂外的史</p>

	蹟考察之中，至少參加兩次。							
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> 考核方式 (與學習成果相呼應)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d		
	1. Written Report 書面報告	50	✓	✓	✓	✓		
	2. Fieldtrip Report 考察報告	30	✓	✓	✓	✓		
	3. Oral Presentation 口頭報告	20	✓	✓	✓	✓		
	Total 總計	100						
<p>The written report (5,000 words), the fieldtrip report (3,000 words) and the oral presentation aim to measure students’ overall mastery of the content and methodology of historical and cultural field activities as well as their writing and speaking ability.</p> <p>Class participation &amp; discussion will help to assess the students’ degree of involvement and ability to respond appropriately, and will be judged by the contribution the students make towards the advancement of classroom discussion, the coherence of their remarks and the relationship they bear to the content of the subject.</p> <p>書面報告(5,000 字)、考察報告(3,000 字)及口頭報告，主要是評估學生對文化考察內容和方法的理解程度，以及書寫及口頭報告的能力。</p> <p>課堂參與及討論，則有助於評估學生的參與程度及應對能力；而學生的成績高下，將視其發言之完整性、切題與否，以及對課堂討論的助益大小而定。</p>								
<b>Student Study Effort Required</b> 學生學習時數	Class contact 課堂:							
	▪ Seminars 研討課						26 Hrs.	
	▪ Fieldtrips 考察						13 Hrs.	
	Other student study effort 其他學習:							
	▪ Reading 閱讀						40 Hrs.	

	<ul style="list-style-type: none"> <li>▪ Writing 寫作</li> </ul>	38 Hrs.
	<ul style="list-style-type: none"> <li>▪ Discussion 討論</li> </ul>	12 Hrs.
	Total student study effort 總學時	129 Hrs.
<b>Reading List and References</b> 參考書目	<ol style="list-style-type: none"> <li>1. 井上徹（錢杭譯）：《中國的宗族與國家禮制》。上海：上海書店出版社，2008。</li> <li>2. 北京大學世界遺產研究中心(編)：《世界遺產相關文件選編》。北京：北京大學出版社，2004。</li> <li>3. 古物古蹟辦事處[香港]編：《屏山文物徑》。香港：古物古蹟辦事處，2002 [2007]。</li> <li>4. 陳支平：《近 500 年福建的家族社會與文化》。上海：三聯書店上海分店，1991。</li> <li>5. 中共廣東省委宣傳部編：《廣州起義》。廣州：廣東人民出版社，1978。</li> <li>6. 周愛靈著，羅美嫻譯：《花果飄零：冷戰時期殖民地的新亞書院》。香港：商務印書館，2010。</li> <li>7. 周樹佳：《香港諸神：起源、廟宇與崇拜》。香港：中華書局，2009。</li> <li>8. 黃祖植(編)：《桂林街的新亞書院》。九龍：容膝齋，2005。</li> <li>9. 徐雁：《廣州起義全記錄》。長沙：湖南人民出版社，2009。</li> <li>10. 廖書蘭：《黃花崗外：黨人碑與孫中山首次起義》。香港：商務，2009。</li> <li>11. 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。</li> <li>12. 屈啟秋(主編)：《農圃道的足跡》。香港：商務印書館，2007。</li> <li>13. 新亞書院(編)：《多情六十年——新亞書院的過去、現在與未來》。香港：香港中文大學新亞書院，2009。</li> </ol>	
<b>Medium of Instruction</b> 授課語言	Chinese (Putonghua) 中文 (普通話)	