

### Subject Description 科目簡介

<b>Subject Code</b> 科目編號	CHC5101
<b>Subject Title</b> 科目名稱	Chinese Dietary Culture 中國飲食文化
<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>The subject aims at introducing students to the study of Chinese dietary culture or food culture. Students will consider questions such as how tea, wine, salt and sugar become the indispensable elements in the Chinese people's daily lives, and how food and drinks interact with politics, economics, society and even literature. The subject also examines how and where good food and drinks are produced and prepared and the contributions of the Chinese minority ethnic groups to the development of Chinese dietary culture. Students will also be encouraged to explore new horizons of the study of Chinese dietary culture with references to modern food industry, catering service, tourism and food therapy.</p> <p>本科目旨在引領學生進入中國飲食文化研究的領域，並透過專題論述，展示中國飲食文化研究的多元視角。專題論述包括了茶、酒、鹽、糖如何與國人生活息息相關，平常飲食又怎樣與政治、社會、經濟、文學發生互動，以及美食佳釀的來源，少數民族對飲食文化的貢獻等課題。此外，本科重在啟發學生的思考，探索飲食文化研究的新方向，包括近代以來，中國享有盛名的飲食文化與現代食品工業、飲食服務業、旅遊業，以及食療學的關係。</p>
<b>Intended Learning Outcomes</b> 學習成果	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"><li>(a) understand different perspectives in studying Chinese dietary culture;</li><li>(b) have a comprehensive knowledge of the key components of Chinese dietary culture, such as tea, wine, salt and sugar;</li><li>(c) have an enhanced professional competence in disciplines such as culture education, tourism, hotel management and catering service;</li></ul>

	<p>(d) understand the strength of Chinese culture from the angle of dietary culture, seen as a part of Chinese “soft power”.</p> <p>學生修畢此一科目，當能夠達致以下目標：</p> <p>(a) 明瞭中國飲食文化研究的多元視角；</p> <p>(b) 充份理解中國飲食文化的重要元素，如茶、酒、鹽、糖等；</p> <p>(c) 提升不同學生本身的專業能力，例如文化教學、旅遊業、酒店管理、餐飲業上的能力；</p> <p>(d) 從飲食文化的角度透視中國文化的強項，即所謂「軟實力」之所在。</p>
<b>Subject Synopsis/ Indicative Syllabus</b> 科目摘要/ 教學大綱陳述	<p>(1) Perspectives in the study of Chinese Food Culture</p> <p>(2) Tea and Chinese Culture</p> <p>(3) Wine and Chinese Culture</p> <p>(4) Salt, Sugar and Chinese Culture</p> <p>(5) State Economy and the People’s Livelihood</p> <p>(6) Food Culture in Chinese Literature</p> <p>(7) Contributions of Chinese Ethnic Minorities Groups to Food Culture</p> <p>(8) New Horizons in the study of Food Culture: Food Industry, Catering Service, Tourism and Food Therapy</p> <p>(1) 中國飲食文化的研究視角</p> <p>(2) 茶與中國文化</p> <p>(3) 酒與中國文化</p> <p>(4) 鹽、糖與中國文化</p> <p>(5) 國計民生與飲食文化</p> <p>(6) 中國文學中飲食文化</p> <p>(7) 少數民族對飲食文化之貢獻</p> <p>(8) 飲食文化研究的新領域：食品工業、飲食服務業、旅遊業、食療學</p>
<b>Teaching/Learning Methodology</b> 教學方式	<p>The subject is conducted in seminars in which students’ participations are expected. In the last few lessons, students are required to make oral presentations in group on selected topics whereby their study abilities will be strengthened. Consultations are provided by the teacher to help the students prepare their presentations, and understand the subject matter. Students are also required to read the articles recommended by the teacher.</p> <p>本科以研討課形式進行，每課除由老師負責講授之外，學生亦需充份參與討論。在學期的最後幾節課中，每一學生需作一次口頭</p>

	的專題報告(以小組 3 至 4 人形式)；而老師亦會在學生的選題、搜集資料及進行專題研究等方面，提供必要的指導和幫助。
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Assessment Methods in Alignment with Intended Learning Outcomes	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. Book Report /Book Review 讀書報告/書評 (本科生只須繳交讀書報告，碩士生須繳交書評)	30	✓	✓	✓	✓		
2. Oral Presentation 口頭報告	20	✓	✓	✓	✓		
3. Written Report 書面報告	50	✓	✓	✓	✓		
Total 總計	100						

A book report or a book review that accounts for 30% of the overall assessment of the subject is required. The requirement will measure accurately students' understanding of a chosen work on Chinese dietary culture.

The team-based oral presentation and an individual written report, which account for the remaining 70% of the overall assessment of the subject, could help assess the students' ability in working on a guided-research project. A report is considered good which provides creative and critical views on Chinese dietary culture. In addition, reading and writing skills in both English and Chinese could also be measured through these two exercises.

本科的評核分為三部份，第一部份是讀書報告或書評一篇(本科生讀書報告；碩士生書評)，佔總分百分之三十，用以評估學生閱讀某本中國飲食文化研究著作的理解能力。

第二及第三部份為小組口頭報告和書面報告，共佔總分百分之七十。這兩份報告用以衡量學生進行專題研究的水準，特別是他們的創意及分析能力。選修本科的學生，需閱讀一定數量的中英文著作，並以流暢的口語作口頭報告，按照學術論文的規格撰寫書面報告，藉以同時考核其語文水準。

<b>Student Study Effort Required</b> 學生學習時數	Class contact 課堂:	
	<ul style="list-style-type: none"> <li>Seminars 研討課</li> </ul>	39 Hrs.
	Other student study effort 其他學習:	
	<ul style="list-style-type: none"> <li>Field Study 考察</li> </ul>	12 Hrs.
	<ul style="list-style-type: none"> <li>Reading 閱讀</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>Writing 寫作</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>Discussion 討論</li> </ul>	10 Hrs.
	Total student study effort 總學時	131 Hrs.
<b>Reading List and References</b> 參考書目	<ol style="list-style-type: none"> <li>王仁湘，《飲食與中國文化》。北京：人民出版社，1993。</li> <li>吳正格，《滿族食俗與清宮禦膳》。瀋陽：遼寧科學技術出版社，1988。</li> <li>宋良曦，《鹽史論集》。成都：四川人民出版社，2008。</li> <li>李曉，《宋代茶業經濟研究》。北京：中國政法大學出版社，2008。</li> <li>沈冬梅，《茶與宋代社會生活》。北京：中國社會科學出版社，2007。</li> <li>張景明，《中國北方遊牧民族飲食文化研究》。北京：文物出版社，2008。</li> <li>遼耀東，《出門訪古早》。臺北：東大圖書公司，1998。</li> <li>遼耀東，《肚大能容——中國飲食文化散記》。臺北：東大圖書公司，2000。</li> <li>楊印民，《帝國尚飲：元代酒業與社會》。天津：天津古籍出版社，2009。</li> <li>趙榮光，《滿漢全席源流考述》。北京：崑崙出版社，2003。</li> <li>鄭向敏，《中國古代旅館流變》。北京：旅遊教育出版社，2000。</li> <li>Adshead, S. A. M. <i>The Modernization of the Chinese Salt Administration, 1900-1920</i>. Cambridge, Mass.: Harvard University Press, 1970.</li> <li>Anderson, E. N. 原著，馬纓等譯，《中國食物》(<i>The Food of China</i>)。南京：江蘇人民出版社，2003。</li> </ol>	

	<p>14. Chang, K.C. (張光直) (ed.), <i>Food in Chinese Culture: Anthropological and Historical Perspectives</i>. New Haven &amp; London: Yale University Press, 1977.</p> <p>(更詳細參考書目見課程綱要)</p>
<p><b>Medium of Instruction</b></p> <p>授課語言</p>	<p>Chinese (Putonghua)</p> <p>中文 (普通話)</p>