

## Subject Description Form

<b>Subject Code</b>	CC308 / CC308P
<b>Subject Title</b>	Discovering Chinese Culture in the Field 發現中國文化
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion for CC308: CC308P Exclusion for CC308P: CC308
<b>Objectives</b>	As the old Chinese saying goes, travel and experience afford greater learning than books. Direct observation of cultural sites is essential for students in the humanities. Abstract learning and concrete experience will become one when students combine book learning with on-site visits. This course will focus on three topics: Traditional Arts and City, Historical Figures and Sites, as well as Clans and Rituals. Students will have the opportunity to go on study tours to cultural and historical sites of Hong Kong.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: <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><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>Part One : Traditional Arts and the City</p> <ol style="list-style-type: none"> <li>1) Traditional Chinese operas in Hong Kong (Kunqu and Cantonese Opera)</li> <li>2) A study tour to the Cantonese Opera Heritage Hall of Hong Kong Heritage</li> <li>3) The cultural significance of the traditional operas in modern society (evaluation &amp; students' presentation)</li> </ol> <p>Part Two : Historical Figures and Sites</p> <ol style="list-style-type: none"> <li>4) New Asia College, Contemporary Neo-Confucianism and the Chinese cultural crises in the 20<sup>th</sup> century</li> <li>5) A study tour to New Asia College and the former campus (New Asia Middle School)</li> <li>6) Hong Kong's role in the development of Contemporary Neo-Confucianism (evaluation &amp; students' presentation)</li> </ol> <p>Part Three : Religion and Society</p> <ol style="list-style-type: none"> <li>7) Religious belief and practices in traditional Chinese communities</li> <li>8) A study tour to the Pingshan Cultural Heritage Trail and the Exhibition Hall of the Deng Clan</li> <li>9) The cultural significance of the religious belief and practices to the community on the Pingshan Cultural Heritage Trail (evaluation &amp; students' presentation)</li> </ol>
<p><b>Teaching/Learning Methodology</b></p>	<ol style="list-style-type: none"> <li>1) This course is divided into three learning units, each taught by a professor. Before each field trip, the professor in charge will introduce theoretical concepts related to the topic of the field trip, and significant details of the sites.</li> <li>2) During each field trip, the professor in charge will provide on-site explanations and answer students' queries.</li> <li>3) After the field trip, the students will give oral presentations under the guidance of the professor.</li> <li>4) Besides attending all the lectures, students are required to attend at least two of the three field trips.</li> </ol>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Written Report	40%	✓	✓	✓	✓
	2. Fieldtrip Report	30%	✓	✓	✓	✓
	3. Oral Presentation	20%	✓	✓	✓	✓
	4. Class Participation & Discussion	10%	✓	✓	✓	✓
<b>Total</b>	<b>100%</b>					
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>First, for the intended learning outcomes (a) and (d), the written report (3000 words) and fieldtrip report (2,500 words) aim to assess students' overall mastery of the content and methodology of historical and cultural field activities as well as their writing and speaking ability.</p> <p>Second, for the intended learning outcomes (b) and (c), Class participation, discussion and the oral presentation will help assess the students' degree of involvement and ability to respond questions appropriately. Students will be judged according to the contributions they make towards the advancement of classroom discussion, the coherence of their remarks and the relationship they bear to the content of the subject.</p>						
<b>Student Study Effort Expected</b>	Class contact:					
	▪ Lectures		20 Hrs.			
	▪ Tutorials		10 Hrs.			
	▪ Fieldtrips		24 Hrs			
	Other student study effort:					
	▪ Reading		30 Hrs.			
	▪ Writing		30 Hrs.			
	▪ Discussion		10 Hrs.			
	<b>Total student study effort</b>		<b>124 Hrs.</b>			

## Reading List and References

1. 白先勇策劃、林皎紅主編，《姹紫嫣紅牡丹亭：四百年青春之夢》。臺北：遠流出版事業股份有限公司，2004。
2. 杜正勝，〈五服制的族群結構與倫理〉，載氏著，《古代社會與國家》。臺北：允晨文化，1992，頁 855-876。
3. 科大衛，〈祠堂與家廟——從宋末到明中葉宗族禮儀的演變〉，《歷史人類學學刊》，卷 1 期 2（2003 年 10 月），頁 1-20。
4. 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。
5. 葉紹德編撰，張敏慧校訂，《唐滌生戲曲欣賞：一，帝女花、牡丹亭驚夢》。香港：匯智出版有限公司，2015。
6. 翟志成，〈救亡思潮與民族主義〉，收入氏著，《馮友蘭學思生命前傳：1895-1949》。臺北：中央研究院近代史研究所，2007，頁 15-56。
7. 翟志成，〈圓亭憶往錄〉，收入新亞書院編，《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，頁 152-156。
8. 黎健，《香港粵劇敘論》。香港：三聯書店，2010。
9. 錢穆，《新亞遺鐸》。臺北：東大圖書公司，1989。
10. James L. Watson. "From the Common Pot: Feasting with Equals in Chinese Society," in James L. Watson and Rubie S. Watson, *Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories*. Hong Kong: Chinese University Press, 2005, pp. 105-124. (中譯版：華琛，〈同吃一盆菜：中國社會中的平等宴會〉，載華琛、華若璧著，《鄉土香港——新界的政治、性別及禮儀》。香港：中文大學出版社，2011，頁 83-98。)