

## The Hong Kong Polytechnic University

### Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	CC1C07/CC1C07P
<b>Subject Title</b>	Chinese Customs and Rituals 中國風俗與禮儀
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion subjects for CC1C07: CC1C07P and CC213 Exclusion subjects for CC1C07P: CC1C07and CC213
<b>Objectives</b>	<p>Customs and rituals capture the ways human beings interact with each other. In the case of rites of passage and seasonal observances, they reveal human beings' perceptions of their positions vis-a-vis the larger life-cycle observable in nature. Even though they vary across time and space, customs and rituals perform a cohesive social function that brings together people living in areas that have come under the influence of the same culture. This subject will introduce students to the differences in customs and rituals in the major geographical regions and dialect communities in China, document the process of their transformation over time and space, and relate them to Chinese religious beliefs and cultural values. Students will thereby come to appreciate the practices and significance of these social gestures that form part of their daily life. This subject will include substantial reading and writing assignments for the fulfillment of the Chinese Reading and Writing Requirements in Chinese session.</p>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) comprehend major traditional ritual institutions and prevalent social customs;</li> <li>(b) describe how traditional rites and customs interacted with cultural values and religious beliefs;</li> <li>(c) chart the Neo-Confucian effort to foster changes in social customs and the resultant social transformation in late imperial times;</li> <li>(d) tell the reasons behind temporal and regional differences in social customs;</li> <li>(e) read and comprehend texts of traditional rites and etiquettes and bring them to the service of personal cultivation;</li> </ul>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p>(Note 2)</p>	<ol style="list-style-type: none"> <li>1. Introduction: Customs, rites, and social order</li> <li>2. Songs, divination, and the institution of Confucian rites</li> <li>3. Social customs and cultural interaction of social groups</li> <li>4. Religious ceremony and changes in social custom</li> <li>5. Cultural significance of seasonal rites and festival celebrations</li> <li>6. Customs in daily life manifested in different social strata and regions</li> <li>7. Ancestral halls and lineages: Social significance, state regulations and results in practice</li> <li>8. Rites for adulthood and marriage: Changes and regional characteristics of classical rites</li> <li>9. Funeral, burial and sacrificial rites: Changes and regional characteristics of classical rites</li> <li>10. Efforts to transform social customs: The institutions of communal drinking and community compacts as rites</li> <li>11. Zhu Xi's <i>Family Rituals</i> and social transformation in late imperial times</li> <li>12. Ritual communications in the written form</li> <li>13. The flow of gifts: Reciprocity and social networking</li> <li>14. The coming of Western customs and the interaction of Chinese and Western rituals</li> </ol>																																														
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>The factual knowledge will be covered in the lectures and tutorials. Students will be asked to formulate responses to the readings before class. They also have to demonstrate understanding of the items chosen for CR in their short reading reports. A field trip in Hong Kong will bring students to observe customs and rituals in operation. Students will answer questions set for the observation. The final paper, broadly conceived to cover the content of the subject, will be on a topic that allows students to bring together the key concepts learned in class.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="523 1144 1460 1682"> <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. Presentation</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Quiz after field trip</td> <td>20</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Final paper</td> <td>40</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> <p>CW: students have to submit a preliminary draft, revised draft and final draft of the Final Paper, in addition to attending instructional activities conducted by CLC.</p> <p>CR: students have to demonstrate understanding of the items chosen for CR in their final paper.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Presentation	30	√	√	√	√	√		2. Quiz after field trip	20	√	√		√			3. Final paper	40	√	√	√	√	√		Total	100 %						
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1. Presentation	30	√	√	√	√	√																																									
2. Quiz after field trip	20	√	√		√																																										
3. Final paper	40	√	√	√	√	√																																									
Total	100 %																																														

<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs
	▪ tutorials	13 Hrs
	Other student study effort:	
	▪ Reading	38Hrs
	▪ Writing	35 Hrs
	▪ Field trip	8 Hrs
	Total student study effort	120Hrs.
<b>Reading List and References</b>	* Major Readings	
	* 1. (CR) 王貴民，《中國禮俗史》。臺北：文津出版社，1993。 (Reading Requirement: pp. 1-333)	
	* 2. (CR) 梁景和，《近代中國陋俗文化嬗變研究》。北京：首都師範大學出版社，1998。(Reading Requirement: pp. 32-319)	
	3. (比利時) 鐘鳴旦，張佳譯，《禮儀的交織：明末清初中歐文化交流中的喪葬禮》。上海：上海古籍出版社，2009。	
	4. (清) 黃以周，王文錦點校，《禮書通故》。北京：中華書局，2007。	
	5. 丁世良、趙放主編，《中國地方誌民俗資料彙編》(東北、西北、西南、中南、東南、華北、華東卷)。北京：書目文獻出版社，1989-1995。	
	6. 王秋桂主編，《中國節日叢書》10卷(春節，元宵，清明，端午，七夕，中元，中秋，重陽，冬至，過年)。臺北：行政院文化建設委員會，1995。	
	*7. 李永匡、王熹，《中國節令史》。臺北：文津出版社，1995。	
	8. 沈文倬，《宗周禮樂文明考論》。杭州：浙江大學出版社，1999。	
	9. 沈從文，《中國古代服飾研究》。上海：上海書店出版社，2002。	
	10. 周一良、趙和平，《唐五代書儀研究》。北京：中國社會科學出版社，1995。	
	11. 秦永洲，《中國社會風俗史》。濟南：山東人民出版社，2000。	
	12. 張亮采，《中國風俗史》。臺北：臺灣商務印書館，1969。	
	13. 陳高華、徐吉軍主編，《中國風俗通史》。上海：上海文藝出版社，2001。	
	14. 彭林，《中華傳統禮儀概要》。北京：高等教育出版社，2006。	
	* 15. 費成康，《中國家族傳統禮儀》。上海：上海社會科學院出版社，2003。	
	16. 楊存田，《中國風俗概觀》。北京：北京大學出版社，1994。	
	17. 齊如山，《中國風俗叢談》。瀋陽：遼寧教育出版社，2006。	
	18. 齊濤主編，《中國民俗通志》(生養志、信仰志、喪葬志、婚嫁志、服飾志、節日志)。濟南：山東教育出版社，2007。	
	19. 喬繼堂：《細說中國節》	
	20. 田振洪：〈唐代契約實踐中的國家法律與民間規則：以民間借貸契約違約責任為視角〉	
	21. 竇楷，袁宏軒：“試論山西鑼鼓雜戲”	
	22. 徐渭：《狂鼓史》	

	<p>23. 余英時：〈說鴻門宴的的坐次〉</p> <p>24. 沈冬梅：《茶與宋代社會生活》(2007)</p> <p>25. 華琛：〈同吃一盆菜：中國社會中的平等宴會〉《鄉土香港》</p> <p>26. BBC新聞〈文革中那陣奇怪的芒果瘋〉</p> <p>27. 曹雪芹：《紅樓夢》選段</p> <p>28. 李贄：《童心說》</p> <p>29. 閻雲翔：《私人生活的變革：一個中國村莊裡的愛情、家庭與親密關係》</p> <p>30. 楊美惠：《禮物、關係學與國家》</p> <p>31. 《尚書》、《論語》、《墨子》、《莊子》、《春秋左傳》等經文選段</p> <p>32. Bodde, Derk. <i>Festivals in classical China: New Year and other annual observances during the Han Dynasty, 206 B.C.-A.D. 220</i>. Princeton, N.J.: Princeton University Press, 1975.</p> <p>33. Doré, Henry. <i>Chinese customs</i> (translated from the French with notes, historical and explanatory by M. Kennelly). Singapore: Graham Brash, 1987.</p> <p>34. Dun, Lichen. <i>Annual customs and festivals in Peking as recorded in the Yen-ching Sui-shih-chi by Tun Li-ch'en</i> (translated and annotated by Derk Bodde). Hong Kong: Hong Kong University Press, 1965, 2<sup>nd</sup> ed, revised.</p> <p>35. Bogan, M. L. C. <i>Manchu Customs and Superstitions</i>. In Derk Bodde and M. L. C. Bogan, <i>Annual customs and festivals in with Manchu Customs and Superstitions</i>. Taipei: SMC Publishing Inc., 1994, rpt.</p> <p>36. Ebrey, Patricia Buckley. <i>Chu Hsi's Family Rituals: A Twelfth-Century Manual for the Performance of Cappings, Weddings, Funerals, and Ancestral Rite</i>. Princeton: Princeton University Press, 1991.</p> <p>37. Ebrey, Patricia Buckley. <i>Confucianism and Family Rituals in Imperial China: A Social History of Writing about Rites</i>. Princeton: Princeton University Press, 1991.</p> <p>38. Ebrey, Patricia Buckley: "Taking out the Grand Carriage: Imperial Spectacle and the Visual Culture of Northern Song Kaifeng," <i>Asia Major</i></p> <p>39. Finnane, Antonia: <i>Changing Clothes in China: Fashion, History, Nation</i></p> <p>40. Gernet Jacques. <i>Daily life in China, on the eve of the Mongol invasion, 1250-1276</i> (translated from the French by H. M. Wright). Stanford, Calif.: Stanford University Press, 1962.</p> <p>41. Ward, Barbara E. <i>Chinese festivals in Hong Kong</i> (photography by Joan Law). Hong Kong: MCCM Creations, c2005, 3<sup>rd</sup> ed.</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 subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.