

## 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>	CC2CN16P
<b>Subject Title</b>	The Culture of Entertainment in Pre-Modern China 中國傳統的娛樂文化
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion subjects :CC228, CC2C16 & CC2C16P
<b>Objectives</b>	This subject is about the entertainment culture of pre-modern China. Students will be introduced to the significances of traditional entertainment types, contents, art and its far-reaching influences in terms of folk styles, social-politics and economy. Except understanding the activities and the changing culture of traditional Chinese entertainment, it will offer a framework to enable students to reappraise and differentiate various kinds of entertainment by comparing modern patterns of entertainment with the past.
<b>Intended Learning Outcomes</b>  (Note 1)	Upon completion of the subject, students will be able to:  a) have a broad grasp of pre-modern Chinese entertainment culture, including key concepts and institutional entertainment organizations;  b) examine with depth the cultural attitude towards pleasure and entertainment of various communities and social classes;  c) improve the ability in assessing original texts and their scholarships;  d) fulfill the requirement of Chinese Reading and Chinese Writing.
<b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)	1. Traditional Entertainment: Overview and Concepts 2. Court Jesters and performers of antiquity: comedy as a tool to admonish a king 3. The One Hundred Entertainments: acrobatics; the great Han historian's Comments; The Music Bureau institution; Eastern Zhou tombs 4. Entertainment culture and dynastic identity: musician migrations from Six Dynasties to Song and Yuan Dynasties

	<p>5. Scholars &amp; literati's choice for self-amusement: Zither, Go, Calligraphy and Painting.</p> <p>6. Entertainment of Song Dynasty recorded in Song-Yuan city records (local Gazettes): Street market performers; <i>Washe</i> entertainment centers; food courts; story teller and story telling</p> <p>7. Entertainment of Yuan Dynasty: Variety shows and plays; folk comedies and historical novels</p> <p>8. Ming forms of entertainment: novels, brothels, plays and their political consequences.</p> <p>9. Entertainment of travelling: private observation and experience of Ming-Qing prose</p> <p>10. <i>The Dream of the Red Chamber</i>: colorful entertainment of the noble class</p> <p>11. Spectacles of Qing Entertainment: theater development and the complicated relations of scholar-literati and actors</p> <p>12. Cantonese Opera in Hong Kong: traditional entertainment and the urban culture</p>																																														
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>This subject will be mainly carried out through lectures. Lectures will give an overview of the subject covered and in the tutorial sessions students will discuss the reading material assigned. Students will give one presentation and written report in groups.</p> <p>A mid-term and a final quiz will test students' understanding of the content of this subject. An individual term paper on a topic that developed from the themes covered or after discussed with the Instructor will strengthen student's knowledge of this subject and their independence in thinking and ability in writing (CW).</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="520 1391 1469 1899"> <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></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Final Quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Tutorial presentation and written report</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Term 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><b>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</b></p> <p>For the fulfillment of          CW: students have to write an individual term paper of 2,000-3,000 words to reveal the ability of organized writing.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Final Quiz	30%	√	√	√	√			2. Tutorial presentation and written report	30%	√	√	√	√			3. Term Paper	40%	√	√	√	√			Total	100 %						
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	42 Hrs.
	▪ Writing	28 Hrs.
	▪ Discussion	14 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<p>青木正兒著，盧燕萍譯注，《琴棋書畫》。北京：中華書局，2008。(CR, 235pages)</p> <ol style="list-style-type: none"> <li>1. 王實甫著，王季思校注，《西廂記》。上海：上海古籍出版社，1978。</li> <li>2. 湯顯祖著，徐朔方、楊笑梅校注，《牡丹亭》。北京：人民文學出版社，2002。</li> <li>3. 張岱著，淮茗評注，《陶庵夢憶》。北京：中華書局，2008。</li> <li>4. 曹雪芹、高鶚，《紅樓夢》。北京：人民文學出版社，2005。</li> <li>5. 陳森撰，高照校點，《品花寶鑒》。北京：寶文堂書店，1989。</li> <li>6. 上海古籍出版社編，《古代白話小說選》。上海：上海古籍出版社，1979。</li> <li>7. 王國維，〈優語錄〉，收入《王國維戲曲論文集》（北京：中國戲劇出版社，1984），頁 201-217。</li> <li>8. 魯迅，《中國小說史略》，《魯迅全集》第九卷。北京：人民文學出版社，2005。</li> <li>9. 蔡豐明，《遊戲史》。上海：上海文藝出版社，1997。</li> <li>10. 華瑋，《走近湯顯祖》。上海：上海人民出版社，2015。</li> </ol>	

	<p>11. 譚正璧，《三言二拍資料》。上海：上海古籍出版社，1980。</p> <p>12. 薩孟武，《紅樓夢與中國舊家庭》。臺北：三民書局，2005。</p> <p>13. 黎鍵，《香港粵劇敘論》。香港：三聯書店，2010。</p> <p>14. Horna, Jarmila. <i>The Study of Leisure: An Introduction</i>. London: Oxford University Press, 1994.</p> <p>15. Spence, Jonathan D. <i>Return to Dragon Mountain: Memories of a Late Ming Man</i>. New York: Viking, 2007. [此書有中譯本。史景遷著，溫洽溢譯，《前朝夢憶：張岱的浮華與蒼涼》。桂林：廣西師範大學出版社，2010。]</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.

(Form AR 140) 8.2020