

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CHC2M41P
Subject Title	Chinese Poetic Culture: From Antiquity to the Tang 中國詩歌文化：從上古到唐代
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion subjects: CC221, CC2C11P, CC3161 and CC3161P
Objectives	<p>This subject introduces the traditional Chinese poetic tradition from antiquity to the end of the Tang dynasty (618-907), with particular attention to the development of major Chinese poetic genres and forms, along with relevant cultural, social, and historical contexts. Organized by themes and chronological order, this subject focuses on the interaction between poetry and the social-cultural contexts in traditional China.</p> <p>By reading both poems and materials on relevant social and cultural traditions, students (1) will develop familiarity with a variety of traditional Chinese poetic forms, genres, and works; (2) will gain a general knowledge of the social and cultural traditions that gave rise to the flourishing of poetic culture; (3) will understand and appreciate the diversity of Chinese cultural traditions by the end of the semester. This subject will also help students develop the essential skills of analysis and articulation required for further academic work.</p> <p>Medium of Instruction: Putonghua</p> <p>本課程介紹了從上古到唐朝（618-907）的中國詩歌傳統。本課程特別關注中國主要詩歌體裁和形式的發展，以及相關的文化、社會和歷史背景。本課程按主題和時間順序組織單元，重點關注詩歌與傳統中國社會文化之間的互動。</p> <p>通過閱讀詩歌和相關社會文化傳統的材料，學生在學期結束時，（1）將熟悉各種中國傳統的詩歌形式、體裁和作品；（2）將獲得關於中國古典詩歌的一般知識；（3）將了解催生詩歌文化的古代社會和文化傳統；（3）將理解和欣賞中國文化傳統的多樣性。本科目還將幫助學生培養未來學習中所需的分析和表達的基本技能。</p>

	授課語言：普通話
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) develop familiarity with a variety of traditional Chinese poetic forms, genres, and works; - b) gain a general knowledge of the social and cultural traditions that gave rise to the flourishing of poetic culture; c) understand and appreciate the diversity of Chinese cultural traditions by the end of the semester; d) develop the essential skills of analysis and articulation required for further academic work; e) communicate and write coherently and elegantly for the conveyance of ideas and sentiments f) fulfill the Chinese Reading and Writing Requirements
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. 課程介紹：如何理解中國詩？ Introduction: How to Understand Chinese Poetry? 2. 詩與外交：《詩經》之用 Poetry and Diplomacy: The Uses of <i>The Book of Poetry</i> 3. 詩與帝國：司馬相如與漢賦 Poetry and Empire: Sima Xiangru and Han Dynasty Rhapsody 4. 詩與愛情及婚姻：樂府詩與「古詩十九首」 Poetry, Love, and Marriage: Music Bureau Poems and “Nineteen Old Poems” 5. 詩與亂世：魏晉南北朝詩 Poetry in Chaos: Six Dynasties Poetry 6. 詩與隱逸：陶淵明 Poetry and Reclusion: Tao Yuanming 7. 詩與山水：謝靈運 Poetry and Landscape: Xie Lingyun 8. 詩與科舉：唐詩與唐代 Poetry and Civil Service Examination: Tang Poetry in Context 9. 詩與酒：李白 Poetry and Wine: Li Bai 10. 詩與佛教：王維與寒山 Poetry and Buddhism: Wang Wei and Han Shan 11. 詩與史：杜甫 Poetry and History: Du Fu 12. 詩與友誼：元稹與白居易 Poetry and Literati Friendship: Yuan Zhen and Bai Juyi 13. 課程總結：中國詩歌傳統與現代社會 Class Summary: Chinese Poetic Tradition in Modern Society
Teaching/Learning Methodology <i>(Note 3)</i>	<p>The course consists of lecture, discussion, tutorial oral presentation and discussion.</p> <p>Students need to finish all assigned readings before coming to class. Lectures include introduction of a variety of forms and genres of classical Chinese poetry, extensive analysis of selected literary texts, as well as the historical background, the social context, the</p>

	<p>cultural significance, and historical impact of classical Chinese poetry.</p> <p>Students will discuss in classroom and present in tutorial sessions on the emotional-ideological content, social-cultural context, artistic accomplishment, and compositional skill of selected literary works. They will also conduct research on selected topics and write academic term papers.</p>																																																													
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="565 569 1367 1423"> <thead> <tr> <th data-bbox="565 569 813 758" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="813 569 984 758" rowspan="2">% weighting</th> <th colspan="6" data-bbox="984 569 1367 695">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="984 695 1049 758">a</th> <th data-bbox="1049 695 1114 758">b</th> <th data-bbox="1114 695 1179 758">c</th> <th data-bbox="1179 695 1243 758">d</th> <th data-bbox="1243 695 1308 758">e</th> <th data-bbox="1308 695 1367 758">f</th> </tr> </thead> <tbody> <tr> <td data-bbox="565 758 813 884">1. Class Participation and Discussion</td> <td data-bbox="813 758 984 884">20%</td> <td data-bbox="984 758 1049 884">✓</td> <td data-bbox="1049 758 1114 884">✓</td> <td data-bbox="1114 758 1179 884">✓</td> <td data-bbox="1179 758 1243 884">✓</td> <td data-bbox="1243 758 1308 884"></td> <td data-bbox="1308 758 1367 884"></td> </tr> <tr> <td data-bbox="565 884 813 947">2. Online Quizzes</td> <td data-bbox="813 884 984 947">10%</td> <td data-bbox="984 884 1049 947">✓</td> <td data-bbox="1049 884 1114 947">✓</td> <td data-bbox="1114 884 1179 947">✓</td> <td data-bbox="1179 884 1243 947">✓</td> <td data-bbox="1243 884 1308 947"></td> <td data-bbox="1308 884 1367 947"></td> </tr> <tr> <td data-bbox="565 947 813 1073">3. Tutorial Oral Presentation and Written Report</td> <td data-bbox="813 947 984 1073">30%</td> <td data-bbox="984 947 1049 1073">✓</td> <td data-bbox="1049 947 1114 1073">✓</td> <td data-bbox="1114 947 1179 1073">✓</td> <td data-bbox="1179 947 1243 1073">✓</td> <td data-bbox="1243 947 1308 1073">✓</td> <td data-bbox="1308 947 1367 1073">✓</td> </tr> <tr> <td data-bbox="565 1073 813 1356">4. Term Paper</td> <td data-bbox="813 1073 984 1356">40% (Term Paper Requirement 30%; CW Writing Requirement 10%)</td> <td data-bbox="984 1073 1049 1356">✓</td> <td data-bbox="1049 1073 1114 1356">✓</td> <td data-bbox="1114 1073 1179 1356">✓</td> <td data-bbox="1179 1073 1243 1356">✓</td> <td data-bbox="1243 1073 1308 1356">✓</td> <td data-bbox="1308 1073 1367 1356">✓</td> </tr> <tr> <td data-bbox="565 1356 813 1423">Total</td> <td data-bbox="813 1356 984 1423">100 %</td> <td colspan="6" data-bbox="984 1356 1367 1423"></td> </tr> </tbody> </table> <p data-bbox="565 1493 1367 1629">For the fulfillment of CR: students are required to read 20 pages of selected Chinese-language literary works per week according to the weekly lecture topic. In total, students are required to read at least 200 pages of Chinese-language materials for this subject.</p> <p data-bbox="565 1650 1367 1776">For the fulfillment of CW: students are required to write a term paper of at least 2000 Chinese characters. Students must obtain a D or above on the Writing Requirement assignment to pass the subject.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Class Participation and Discussion	20%	✓	✓	✓	✓			2. Online Quizzes	10%	✓	✓	✓	✓			3. Tutorial Oral Presentation and Written Report	30%	✓	✓	✓	✓	✓	✓	4. Term Paper	40% (Term Paper Requirement 30%; CW Writing Requirement 10%)	✓	✓	✓	✓	✓	✓	Total	100 %						
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Total	100 %																																																													
	Class contact:																																																													
	▪ Lecture						26 Hrs.																																																							

Student Study Effort Expected	▪ Tutorial	13 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Writing	36 Hrs.
	▪ Discussion	6 Hrs.
	Total student study effort	123 Hrs.
Reading List and References	<p><u>Reading List</u> (CR) 朱東潤主編，《中國歷代文學作品選》（六冊本）。上海：上海古籍出版社，1979-1980。</p> <p><u>Chinese-Language References</u></p> <ol style="list-style-type: none"> 1. 蔡宗齊，《漢魏晉五言詩的演變》。北京：北京大學出版社，2015年。 2. 陳允吉，《佛教與中國文學論稿》，上海：上海古籍出版社，2010年。 3. 程俊英、蔣見元著，《詩經注析》。北京：中華書局，1999年。 4. 程千帆，《唐代進士行卷與文學》。上海：上海古籍出版社，1980年。 5. [唐]杜甫著，蕭滌非選注，蕭光乾、蕭海川輯補，《杜甫詩選注（增補本）》。北京：人民文學出版社，2018年。 6. 傅錫壬，《新譯楚辭讀本》。臺北：三民書局股份有限公司，2001年。 7. 高友工、梅祖麟，《唐詩三論》，北京：商務印書館，2013年。 8. 葛曉音，《八代詩史》，北京：中華書局，2007年。 9. 葛曉音，《唐詩宋詞十五講》。北京：北京大學出版社，2013年。 10. [唐]李白著，[清]王琦注，《李太白全集》，北京：中華書局，1977年。 11. 孫康宜、宇文所安主編，劉倩等譯，《劍橋中國文學史》。北京：三聯書店，2015。 12. 孫洙（蘅塘退士）編、喻守真注，《唐詩三百首詳析》。香港：中華書局，2000年。 13. [晉]陶潛著，逯欽立校注，《陶淵明集》。北京：中華書局，1979年。 14. 田曉菲，《塵幾錄：陶淵明與手抄本文化研究》。北京：中華書局，2007年。 15. 王力，《詩詞格律》。北京：中華書局，2000年。 16. [唐]王維撰，陳鐵民校注，《王維集校注》。北京：中華書局，1997年。 17. 吳小如等編，《漢魏六朝詩鑒賞辭典》。上海：上海辭書出版社，2003年。 18. [梁]蕭統編，[唐]李善注，《文選》（六冊本），上海：上海古籍出版社，2019年。 19. 宇文所安著，賈晉華譯，《盛唐詩》。北京：三聯書店，2004年。 20. 袁行霈：《中國文學概論》。北京：北京大學出版社，2010年。 21. 章培恆、駱玉明，《中國文學史新著（增訂本第二版）》。上海：復旦大學出版社，2011年。 	

English-Language References

1. Cai, Zong-qi ed. *How to Read Chinese Poetry: A Guided Anthology*. New York: Columbia University Press, 2018.
2. Cai, Zong-qi ed. *How to Read Chinese Poetry in Context: Poetic Culture from Antiquity Through the Tang*. New York: Columbia University Press, 2018.
3. Chang, Kang-I Sun, and Stephen Owen, eds. *The Cambridge History of Chinese Literature*. Cambridge: Cambridge University Press, 2010.
4. De Bary, William Theodore, et. al., eds. *Sources of Chinese Tradition, Vol. 1-2*. 2nd ed. New York: Columbia University Press, 2001.
5. Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. 2nd edition. Cambridge: Cambridge University Press, 2010.
6. Hawkes, David. *A Little Primer of Tu Fu*. Hong Kong: The Chinese University Press, 2016.
7. Idema, Wilt L. *The Red Brush: Writing Women of Imperial China*. Cambridge, Mass.: Harvard University Asia Center, 2007.
8. Knechtges, David R., and Taiping Chang. *Ancient and Early Medieval Chinese Literature: A Reference Guide. 4 Volumes*. Leiden, Netherlands: Brill, 2010(Vols 1-2), 2014(Vols 3-4).
9. Knechtges, David R., tr: Xiao Tong, Wen Xuan, or *Selections of Refined Literature*. Princeton, NJ.: Princeton University Press, 1982 (Volume I), 1987 (Volume II), & 1996 (Volume III).
10. Kroll, Paul W. *Reading Medieval Chinese Poetry: Text, Context, and Culture*. Leiden; Boston: Brill, 2015.
11. Kroll, Paul W. *Essays in Medieval Chinese Literature and Cultural History*. 1st edition. Routledge, 2019.
12. Métaïl, Michèle. *Wild Geese Returning: Chinese Reversible Poems*. Hong Kong : The Chinese University of Hong Kong Press, 2017.
13. Nylan, Michael. *The Chinese Pleasure Book*, New York: Zone Books, 2018.
14. Owen, Stephen. *An Anthology of Chinese Literature: Beginnings to 1911*. W. W. Norton & Company, 1997.
15. Owen, Stephen. *The Great Age of Chinese Poetry: The High T'ang*. Yale Univ Pr, 1981.
16. Tian, Xiaofei. *Tao Yuanming & Manuscript Culture: The Record of a Dusty Table*. Seattle, WA.: University of Washington Press, 2005.
17. Waley, Arthur, and Stephen Owen. *The Book of Songs: The Ancient Chinese Classic of Poetry*. New York: Grove Press, 1996.
18. Watson, Burton. *Chinese Lyricism*. New York & London: Columbia Univ. Press, 1971.
19. Weinberger, Eliot, and Octavio Paz. *Nineteen Ways of Looking at Wang Wei*. New York: New Directions, 2016.

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