

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	CHC308P
Subject Title	Discovering Chinese Culture in Hong Kong 在香港發現中國文化
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	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.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) grasp the fundamental methodology of conducting on-site studies in the field of Chinese culture; b) grasp the skills of presenting cultural phenomena and heritage; c) independently conduct historical field studies according to their own research needs; d) strengthen their professional knowledge through both theoretical and practical learning.

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<p>Part One : Historical Figures and Sites</p> <ol style="list-style-type: none"> 1. New Asia College, Contemporary Neo-Confucianism and the Chinese cultural crises in the 20th century 2. A study tour to New Asia College and the former campus (New Asia Middle School) 3. Hong Kong's role in the development of Contemporary Neo-Confucianism (evaluation & students' presentation) <p>Part Two : Traditional Village and Society</p> <ol style="list-style-type: none"> 4) The Structure of Traditional Chinese Rural Society: Lineage and Village 5) A study tour to the walled villages in New Territories 6) The cultural significance of the traditional lineage in modern society (evaluation & students' presentation) <p>Part Three : Religion and Culture</p> <ol style="list-style-type: none"> 7) Religious belief and practices in traditional Chinese communities 8) A study tour to the Sha Tau Kok. 9) The cultural significance of the religious belief and practices to the community on the Sha Tau Kok (evaluation & students' presentation)
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<ol style="list-style-type: none"> 1) This course is divided into three learning units. Theoretical concepts related to the topic of the field trip, and significant details of the sites will be introduced before field trips. 2) During each field trip, the course instructor will provide on-site explanations and answer students' queries. 3) After the field trip, the students will give oral presentations under guidance. 4) Besides attending all the lectures, students are required to attend at least two of the three field trips(especially the last one).

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">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> </tr> </thead> <tbody> <tr> <td>1. Written Report</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Fieldtrip Report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Oral Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. In-class assessment</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table>	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. In-class assessment	10%	✓	✓	✓	✓	Total	100%				
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	4. In-class assessment	10%	✓	✓	✓	✓																																			
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<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), in-class assessment and the oral presentation will help assess the students' degree of involvement and ability to respond to 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>																																									
Student Study Effort Expected	Class contact:																																								
	▪ Lectures	20 Hrs.																																							
	▪ Tutorials	10 Hrs.																																							
	▪ Fieldtrips	24 Hrs.																																							
	Other student study effort:																																								
	▪ Reading	30 Hrs.																																							
	▪ Writing	30 Hrs.																																							
	▪ Discussion	10 Hrs.																																							
	Total student study effort	124 Hrs.																																							

Reading List and References

1. 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。
2. 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。
3. 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。
4. 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。
5. 錢穆，《新亞遺鐸》。臺北：東大圖書公司，1989。
6. 華琛（James L. Watson）、華若璧（Rubie Watson）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。
7. 許舒（James Hayes）著，林立偉譯，《新界百年史》。香港：中華書局，2016，頁261-286。
8. 蔡志祥，《酬神與超幽：香港傳統中國節日的歷史人類學視野》。香港：中華書局，2019。
9. 馮承聰等編譯，《從人類學看香港社會：華德英教授論文集》。香港：大學出版社，1985。
10. 田仲一成著，錢杭、任余白譯，《中國的宗族與演劇：華南宗族社會中祭祀組織、儀禮及其演劇的相關構造》。香港：三聯書店，2019。

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.