

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	CLC1AN03P
Subject Title	Reading the Romance: from Text to Culture 閱讀愛情：從文本到文化
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>This subject is designed to provide students with a comprehensive understanding of the concept of romantic love, its nature, theories, and manifestations in selected literary works from different periods, regions, and contexts.</p> <p>Students will be involved in different theories about romantic love by reading various literary, philosophical and psychological texts. It helps them to understand various dimensions and existential values of intimate relationships.</p> <p>Furthermore, students will study the romantic love in representative literary works. They will be equipped with the necessary knowledge and skills to understand and appreciate the existential values of an intimate relationship and the aesthetics of romantic love in literature.</p> <p>By the end of the subject, students are expected to develop reading interests and habits, build emotional memories, recognize various love attitudes and lifestyles, and explore ways of self-flourishing. This will be demonstrated through active participation in classroom discussions, completion of reading assignments, and successful performance on assessments.</p> <p>In summary, the subject is trying to guide students in an exploratory journey through the landscape of romantic love, its facets and impacts, ultimately fostering a deeper appreciation for the complexities and beauty of human relationships.</p>

<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Identify and describe key concepts about romantic love; (b) Practise various Chinese reading strategies and methods; (c) Illustrate and analyse love experiences and cultures depicted in selected readings; (d) Distinguish between and reflect upon ancient and modern, Chinese and Western, and personal and social views towards romantic love in relation to their personal lives; (e) Express and defend their ideas and opinions in Chinese, through both oral and written communication, as well as fulfil the “Chinese Writing and Reading Requirements”.
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>Weeks 1</p> <p>1. <u>Introduction</u></p> <ul style="list-style-type: none"> ● Why is reading important? Introduce the concept of close reading: the practice of carefully and critically reading a text to understand its structure, meanings, and themes. Discuss: how it can help deepen the understanding of love in literature ● What is romantic love? Discuss the concept of narrative perspective: how the point of view from which a story is told can shape our understanding of romantic love <p>Weeks 2-4</p> <p>2. <u>Romance, Identity and the Self</u></p> <ul style="list-style-type: none"> ● From self-awareness to self-identity ● Balancing connections with others and oneself ● Character development and tension in narrative discussion <p>Weeks 5-7</p> <p>3. <u>Emotion, Desire and Human Nature</u></p> <ul style="list-style-type: none"> ● Exploring the relationship between body and soul ● Examining the complexity of emotion and desire ● Understanding human needs and weaknesses Discuss: symbolism, conflict, and the use of language and tone in assigned reading materials <p>Weeks 8-10</p> <p>4. <u>Ethics, “Private” Love and “Great” Love</u></p> <ul style="list-style-type: none"> ● Assessing moral appropriateness of love ● Examining ethics in romantic relationships in literature ● Analysing conflict between love affairs and national affairs Discuss: moral dilemmas in literature

	<p>Weeks 10-12</p> <p>5. <i>Romance, Marriage and Family</i></p> <ul style="list-style-type: none"> ● Interpretations of “triangulation” in different periods ● Is marriage a form of bondage or a path to liberation? Discuss: how interpretations of love, marriage, and family change over time and in different cultural contexts are, and how the theme of marriage as bondage or liberation is developed in literature <p>Weeks 13</p> <p>6. <i>Conclusion</i></p> <ul style="list-style-type: none"> ● Interpretations of romantic love from Chinese and Western perspectives ● Reflections on romantic love on both personal and social views 																																															
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Teaching and learning of the subject will take place in forms of lectures, tutorials and other class activities.</p> <ol style="list-style-type: none"> 1. The subject adopts a thematic approach to engage students in literary reading. Lectures will provide key concepts and raise controversial issues related to romantic love, introduce specific contexts of selected readings, and demonstrate systematic analysis of the texts. Preview and review, class participation and extended practice, group work and independent learning are expected from students. 2. The subject is focused on the reading and analysis of texts framed on romantic love, not only in the form of literary works, but also in the form of diaries, letters, scripts, news media, etc. A variety of audio-visual materials (e.g. CDs, DVDs), online resources (e.g. websites, apps) and subject management systems (e.g. Blackboard) are used to enhance teaching and learning effectiveness. 																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="533 1460 1393 2092"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>1. Oral Presentation* (Group)</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. In-class Discussion* (Group/Individual)</td> <td>20</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Extended Exercises* (Individual)</td> <td>10</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Academic Writing*# (Individual)</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100</td> <td colspan="5"></td> </tr> </tbody> </table> <p>* for the fulfilment of Chinese Reading Requirement</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Oral Presentation* (Group)	30	✓	✓	✓	✓	✓	2. In-class Discussion* (Group/Individual)	20	✓	✓	✓	✓	✓	3. Extended Exercises* (Individual)	10	✓	✓	✓	✓	✓	4. Academic Writing*# (Individual)	40	✓	✓	✓	✓	✓	Total	100					
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	<p># for the fulfilment of Chinese Writing Requirement</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Oral Presentation (≤ 25 min./group) (30%): Students are required to read, introduce and analyse designated literary works. It is to assess students' abilities to evaluate the intimate relationship and comment on the love attitudes in selected readings by means of specific love theories and intensive reading skills, competence in reflecting on romantic love today, and levels of oral expression; 2. In-class Discussion (20%): To assess students' ability to express their opinions verbally about the cases designed for different thematic modules; 3. Extended Exercises (10%): Students are required to provide feedback to the text analysis in lectures. They are to assess students' ability to share their views on the questions raised for selected readings in written form; 4. Academic Writing (Chinese Writing Requirement: 2,000 – 3,000 characters) (40%, 10% to be conducted by CLC language instructors): To assess students' abilities to incorporate and apply what they have learned from the subject, to conduct textual analyses from different perspectives and to give reasoned arguments on values of romantic love. <p>To familiarize themselves with the love theories covered in the subject, students are required to read 224 pages of texts before doing the oral presentation, in-class discussion, extended exercises and academic writing, which are listed in the reading list below.</p> <p>In addition, 2 drafts of the academic writing paper are submitted to CLC language instructors who will support students' writing process by providing feedback on word choice, sentence structure and writing style of their works. Students must obtain a D or above on the academic writing paper to pass the subject.</p>	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<p>- Lectures</p>	<p>26 Hrs.</p>
	<p>- Tutorials</p>	<p>13 Hrs.</p>
	<p>Other student study effort:</p>	
	<p>- Reading</p>	<p>20 Hrs.</p>
	<p>- Group Presentation (Preparation and Review)</p>	<p>15 Hrs.</p>
	<p>- Class Discussion (Preparation and Review)</p>	<p>8 Hrs.</p>

	- Extended Exercises	5 Hrs.
	- Academic Writing	30 Hrs.
	<i>Total student study effort:</i>	<i>117 Hrs.</i>
Reading List and References	<p>Required Reading List</p> <ol style="list-style-type: none"> 1. Armstrong, John. <i>Conditions of Love: The Philosophy of Intimacy</i>. London: Penguin, 2003. / 約翰·阿姆斯壯著，邵宗瑩譯：《愛情的條件：親密關係的哲學》，臺北：麥田出版股份有限公司，2009年。 (Chinese Reading Requirement: pp. 1-224) <p>References</p> <p><u><i>Love Theory and Literary Review</i></u></p> <ol style="list-style-type: none"> 1. Adler Alfred. <i>What Life Could Mean to You: The Psychology of Personal Development</i>. Oxford: Oneworld, 2009. / 阿德勒著，潘慶晨譯：《自卑與超越》，香港：中和出版有限公司，2022年。 2. Anthony Giddens. <i>The Transformation of Intimacy: Sexuality, Love and Eroticism in Modern Societies</i>. Redwood City: Stanford University Press, 1992. / 紀登斯著，周素鳳譯：《親密關係的轉變——現代社會的性、愛、慾》，臺北：巨流圖書公司，2003年。 3. Fromm, Erich. <i>The Art of Loving</i>. New York: Harper Perennial, 2006. / 佛洛姆著，孟祥森譯：《愛的藝術》，臺北：志文出版社，2003年。 4. Plato. <i>The Symposium</i>. Cambridge: Cambridge University Press. 2009. / 柏拉圖著，儲春艷譯：《會飲篇》，香港：商務印書館，2017年。 5. Roland Barthes. <i>A Lover's Discourse: Fragments</i>. London: Vintage, 2002. / 羅蘭·巴特著，汪耀進、劉俐譯：《戀人絮語》，臺北：商周出版，2010年。 6. Rowland Miller. <i>Intimate Relationships</i>. New York: McGraw-Hill Education, 2011. / 羅蘭·米勒著，王偉平譯：《親密關係》，北京：人民郵電出版社，2022年。 7. Woolf Virginia. <i>A Room of One's own</i>. Hoboken: John Wiley and Sons, 2015. / 弗吉尼亞·伍爾夫著，戴紅珍、周淳譯：《一間自己的房間》，上海：華東師範大學出版社，2017年。 8. 唐君毅：《愛情之福音》，臺北：正中書局，1987年。 	

9. 夏志清：《愛情·社會·小說》，臺北：純文學出版社，1970年。
10. 張小虹：《性別越界》，臺北：聯合文學出版社，1995年。
11. 熊哲宏：《我愛故我在：西方文學大師的愛情與愛情心理學》，北京：北京大學出版社，2021。

Literary Work

1. Antoine de Saint-Exupéry. *The Little Prince*. Hertfordshire: Wordsworth Editions, 1995. / 安東尼·迪·聖艾舒比尼著，周克希譯：《小王子》，香港：商務印書館，2015年。
2. Kundera, Milan. *The Unbearable Lightness of Being*. New York: Harper Perennial, 2009. / 米蘭·昆德拉著，尉遲秀譯：《生命中不能承受之輕》，臺北：皇冠文化出版有限公司，2018年。
3. Wilde. Oscar. *The Nightingale and the Rose*. London: Electric Book Co, 2001. / 王爾德著、林徽因譯：《夜鶯與玫瑰》，瀋陽：春風文藝出版社，2018年。
4. William Somerset Maugham. *The Painted Veil*. New York: Vintage International, 2004. / 威廉·薩默塞特·毛姆著、宋瑛堂譯：《面紗》，臺北：麥田出版股份有限公司，2017年。
5. [明]湯顯祖：《牡丹亭》，臺北：三民書局股份有限公司，2011年。
6. [清]蒲松齡：《聊齋誌異》，臺北：三民書局股份有限公司，2012年。
7. [清]韓邦慶：《海上花列傳》，臺北：皇冠文化出版有限公司，2009年。
8. 也斯：《後殖民食物與愛情》，香港：牛津大學出版社，2012年。
9. 王小波、李銀河：《愛你就像愛生命》，北京：北京理工大學出版社，2011年。
10. 王安憶：《長恨歌》，北京：人民文學出版社，2004年。
11. 王禎和：《嫁粧一牛車》，臺北：洪範書店，1993年。
12. 白先勇：《樹猶如此》，臺北：聯合文學出版社，2002年。
13. 白先勇：《孽子》，臺北：天下遠見出版股份有限公司，2008年。
14. 西西：《像我這樣的一個女子》，臺北：洪範書店有限公司，2007年。

15. 李昂：《愛情試驗》，臺北：洪範書店，1988年。
16. 周芬伶：《影子情人》，臺北：二魚文化事業有限公司，2003年。
17. 徐志摩：《徐志摩詩選》，臺北：格林文化事業股份有限公司，2000年。
18. 張愛玲：《第一爐香》，香港：皇冠出版社，1993年。
19. 張愛玲：《傾城之戀：1943年短篇小說》，香港：皇冠出版社，2012年。
20. 琦君：《橘子紅了》，南京：江蘇文藝出版社，2009年。
21. 蕭紅著，蕭軍編注：《蕭紅書簡》，香港：牛津大學出版社，2014年。
22. 錢鍾書：《圍城》，北京：人民文學出版社，2003年。
23. 簡媜：《水問》，北京：文化藝術出版社，2011年。
24. 嚴歌苓：《少女小漁》，西安：陝西師範大學出版社，2011年。
25. 蘇童：《妻妾成群》，臺北：遠流出版事業股份有限公司，2003年。

Movie/Picture Book/Play

1. Anthony Minghella (Producer). Stephen Daldry (Director). (2009). *The Reader*. (《讀愛》). [Film; DVD release]. New York: The Weinstein Company Home Entertainment. Hong Kong: CN Entertainment.
2. Scott Rudin. Rober Fox (Producer). Stephen Daldry (Director) (2002). *The Hours*. (《此時·此刻》). [Film; DVD release]. Hong Kong: University Laser & Video Co. Ltd.
3. 丁乃竺 (監製)，賴聲川 (導演)，《暗戀桃花源》〔舞臺劇〕，臺北：群星出版有限公司，木棉花國際股份有限公司，2006年。
4. 成龍 (監製)，關錦鵬 (導演)，《胭脂扣》〔DVD影片〕，香港：威禾電影製作有限公司，2009年。
5. 徐立功 (監製)，丁亞民 (導演)，《人間四月天》〔DVD影片〕，臺北：惠聚多媒體股份有限公司，2000年。
6. 徐楓 (監製)，陳凱歌 (導演)，《霸王別姬》〔DVD影片〕，香港：珠城錄像有限公司，2003年。
7. 許鞍華 (監製、導演)，《第一爐香》〔DVD影片〕，香港：鐳射企業有限公司，2022年。

	8. 幾米：《向左走，向右走》，臺北：格林文化事業股份有限公司，1999年。 9. 鍾湖濱（監製），張艾嘉（導演），《少女小漁》〔DVD影片〕，香港：美亞娛樂，2005年。	
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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