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	CLC1M04P
Subject Title	Discovery of Chinese Cultural Landscape: Focusing on Literature and Film 探索中國文化地景：以文學及電影為焦點
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This course centers on the concept of "cultural landscape" in China, aiming to provide students with a comprehensive understanding of "cultural landscape". Through discussions of relevant texts, it explores how different places, architecture, and scenery in China are shaped into landscapes and how these landscapes are internalized as part of the national memory. The course is divided into four core sections: "Imperial Capital", "Temples", "Scenic Spots", and " Metropolitan". It encompasses high culture, religion, daily life, and even modern urban consumer culture, covering the imaginations and gazes of nobles, intellectuals, and commoners towards different places. The course will guide students in understanding how these cultural landscapes constitute the core of Chinese culture and continue to influence the present. Students will learn the concepts of "landscape", "place", "site", and "sense of place" from human geography and use these concepts to discuss the characteristics and values of different types of landscapes in China. Additionally, students will study representative literary and film works to gain the necessary knowledge and skills to discuss how these works describe different cultural landscapes and to understand and appreciate how these texts construct the cultural memory of the Chinese nation. By the end of the course, students should be able to cultivate a reading interest and habit, establish emotional memories, recognise the formation and characteristics of different cultural landscapes, and reflect on the relationship between these landscapes and traditional culture and values. This will be demonstrated through active participation in class discussions, completion of reading assignments, and successful performance in assessments.

	In summary, this course aims to guide students in thinking about the value and impact of different cultural landscapes and ultimately to strengthen their awareness of traditional culture and national pride.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) Identify and describe key concepts about cultural landscape; (b) Practise various Chinese reading strategies and methods; (c) Illustrate and analyse the formation of different cultural landscape from selected texts. (d) Interpret the spirit of Chinese humanism and advocate for respect towards cultural heritage, nature, and humanity. (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".
Subject Synopsis/ Indicative Syllabus *(Note 2)*	**Weeks 1** 1. *Introduction* ● 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 the formation of cultural landscape. ● The relationship between text and landscape Introduce the concept of Landscape, Site, Place, and Sense of Place. Explain that landscapes are not merely objective places or buildings but are filled with a variety of cultural symbols and emotional memories by humans. Discuss: how literature and film can enrich a place or building with diverse and rich cultural connotations. **Weeks 2-4** 2. Imperial Capital ● The establishment and evolution of the imperial capitals throughout the dynasties ● The life of the nobility in the imperial capital and its dissemination ● How the works of literati and officialdom influenced the local imagination of the capital's landscape ● How modern film and television works reinforce our memories **Weeks 5-7** 3. Temples ● Brief discussion of the spread of Buddhism and Taoism during the Tang and Song dynasties ● Standard specifications of temples and Taoist abbeys ● The trend of "temple touring" and "temple touring" as an aesthetic model ● "The Prime Minister in the Mountains"(山中宰相): The interaction between the court and the forest ● The landscape of temples and Taoist abbeys and the spiritual imagination space of literati **Weeks 8-10** 4. Scenic Spots

	• The birth of concepts such as "grand tour", "all under heaven", and "Jiangnan" • Famous gardens and entertainment and leisure • Scenic spots and folk customs • The sense of seasons and examples of famous scenic spots: Yellow Crane Tower(黃鶴樓), Yueyang Tower(岳陽樓), West Lake(西湖)…… **Weeks 10-12** 5. Metropolitan • Space, city, and modernity • The rise of metropolises and visual culture • "Shanghai Modern" and the image of modern women • Landscape and Soundscape: Writing and Imagining Modern Chinese Cities **Weeks 13** 6. *Conclusion* • Review the course content to summarise the diversity and complexity of Chinese cultural landscapes. • Reflect on the significance and value of the concepts of "landscape", "place", "site", and "sense of place". • Emphasise the contributions of imperial capitals, temples, Scenic Spots, and modern cities to Chinese culture. • Encourage students to apply their knowledge to daily life, fostering respect and pride in Chinese traditional culture. • Inspire students to continue exploring and studying the rich cultural landscapes of China in the future.
Teaching/Learning Methodology *(Note 3)*	Teaching and learning of the subject will take place in forms of lectures, tutorials and other class activities. 1. The subject adopts a thematic approach to engage students in literary reading. Lectures will provide key concepts and raise controversial issues related to Chinese cultural landscape, 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. This course focuses on reading and analysing texts that depict and imagine Chinese cultural landscapes, and it will examine the process of their formation. The course will cover not only literary works but also diaries, letters, scripts, news media, and other textual forms. A variety of audio-visual materials (e.g., CDs, DVDs), online resources (e.g., websites, apps), and subject management systems (e.g., Blackboard) will be utilized to enhance teaching and learning effectiveness. 3. This course will draw on the STEAM educational model, emphasising interdisciplinary learning across geography, sociology, literature, history, and science within the theme of "cultural landscapes." The goal is to help students fully understand the creation of Chinese literary landscapes and their relationship with the formation of traditional culture. Therefore, the course will include field trips to visit significant cultural landscapes in Hong Kong, allowing students to engage with these physical cultural landscapes, which complements the theoretical and textual knowledge gained in

the classroom. By experiencing the landscapes first hand, students deepen their understanding of the formation and characteristics of different landscapes, as well as their relationship with traditional culture and values. Students will develop various skills such as observation, analysis, and communication as they navigate the landscapes, interpret their significance, and present their findings.

In addition to the theoretical and textual components, this course will incorporate a practical assessment that requires students to design a cultural tour route. This project-based learning activity necessitates the integration of literary analysis, field research, and the innovative application of generative artificial intelligence (GEN-AI) tools. The use of GEN-AI in this context is pivotal as it enhances the students' ability to synthesise information, create interactive content, and develop immersive experiences that enrich the understanding of cultural landscapes. By leveraging GEN-AI, students can generate dynamic maps, virtual tours, and multimedia presentations that not only showcase their comprehension of the subject matter but also demonstrate their proficiency in utilizing cutting-edge technology to communicate and share cultural knowledge. This interdisciplinary approach, combining humanities with technology, is designed to cultivate students' holistic understanding and applied skills, ultimately fostering a deeper connection with China's rich cultural heritage and reinforcing their sense of national identity. Through these activities, students are encouraged to reflect on the significance of cultural landscapes, bridging the gap between academic learning and personal experience.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

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					

* for the fulfilment of Chinese Reading Requirement
\# for the fulfilment of Chinese Writing Requirement

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Oral Presentation (≤25 min./group) (30%): Students are required to select a specific area in Hong Kong and design a two-hour cultural tour route. They must integrate the theories and textual knowledge learned in class with on-site investigations, GPS positioning, photos, and videos to introduce the various cultural landscapes of Hong Kong. This assignment helps students to deepen their

understanding of the theory of cultural landscapes and apply what they have learned in class to their daily lives.

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): This component assesses 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 culture landscape.

To familiarize themselves with the Landscape 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.

Additionally, two drafts of the academic writing paper must be 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.

Student Study Effort Expected	Class contact:	
	- Lectures	26 Hrs.
	- Tutorials	13 Hrs.
	Other student study effort:	
	- Reading	20 Hrs.
	- Group Presentation (Preparation and Review)	15 Hrs.
	- Class Discussion (Preparation and Review)	8 Hrs.
	- Extended Exercises	5 Hrs.
	- Academic Writing	30 Hrs.
	Total student study effort:	*117 Hrs.*
Reading List and References	**Required Reading List (Total 224 pages)** 1. Tim Cresswell 著、徐苔玲、王志弘譯，《地方：記憶、想像與認同》。台北：群學出版有限公司，2006。 （Chinese Reading Requirement: pp. 1-224） **References** 2. 張永祿，《唐都長安》。西安：西北大學出版社，1987。 3. 段義孚著，潘桂成譯，《經驗透視中的空間與地方》。台北：國立編譯館，1998。	

4. 加斯東・巴謝拉(Gaston Bachelard)著，龔卓軍譯，《空間詩學》。新北：張老師文化事業股份有限公司，2003。
5. 愛德華・索雅（Edward W. Soja）著，王志弘等譯：《第三空間：航向洛杉磯以及其他真實與想像地方的旅程》。台北：桂冠圖書股份有限公司，2004。
6. 郭少棠，《旅行：跨文化想像》。北京：北京大學出版社，2005。
7. 居伊・德波(Guy Debord)著；王昭風譯：《景觀社會》。南京：南京大學出版社，2006。
8. 邁克・克朗（Mike Crang）著，楊淑華等譯，《文化地理學》。南京：南京大學出版社，2007。
9. 宇文所安著，賈晉華譯，《盛唐詩》。台北：聯經出版公司，2007。
10. 榮新江著，《隋唐長安：性別，記憶及其他》。上海：復旦大學出版社，2010。
11. 皮耶・諾哈（Pierre Nora）等著，戴麗娟譯，《記憶所繫之處》。台北：行人出版社，2012。
12. 凱文・林區（Kevin Lynch）著，胡家璇譯，《城市的意象》。台北：遠流出版社，2014。
13. 亨利・列斐伏爾（Henri Lefebvre）著，李春譯，《空間與政治》。上海：上海人民出版社，2015。
14. 約翰・厄里（John Urry）、約拿斯·拉森（Jonas Larsen）著，黃宛瑜譯，《觀光客的凝視》。台北：書林出版有限公司，2016。
15. 前田愛著，張文薰譯，《花街・廢園・烏托邦：都市空間中的日本文學》。台北：台灣商務印書館，2019。
16. 商偉著，《題寫名勝：從黃鶴樓到鳳凰臺》。北京：生活・讀書・新知三聯書店，2020。
17. 曹淑娟著，《在勞績中安居：晚明園林文學與文化》。台北：國立台灣大學出版中心，2020。
18. 段義孚著，周尚意、張春梅譯，《逃避主義：從恐懼到創造》。新北：立緒文化事業有限公司，2021。
19. 侯迺慧，《詩情與幽境——唐代文人的園林生活》。台北：東大圖書公司，2023。
20. Tim Cresswell. *In Place/Out of Place: Geography, Ideology, and Transgression.* London: University of Minnesota Press, 1996.
21. Lehan, Richard Daniel. *The City in Literature : An Intellectual and Cultural History*. Berkeley, Calif.: University of California Press, 1998.
22. Kay Anderson, Mona Domosh, Steve Pile and Nigel Thrift eds. *Handbook of Cultural Geography.* London: Sage Publications, 2003.
23. Urry, John. *The Tourist Gaze 3.0.* Los Angeles: Sage Publictions, 2011.
24. Minkenberg, Michael. *Power and Architecture: The Construction of Capitals and the Politics of Space*. New York: Berghahn Books 2014.

Literary Work
25. 張愛玲，《流言》。香港：皇冠出版社，1991。
26. 葉靈鳳，《能不憶江南》。南京；江蘇古籍出版社，2000。
27. 王安憶，《長恨歌》。香港：天地圖書有限公司，2004。
28. 莫言，《紅高粱家族》。台北：洪範書店有限公司，2007。

	29. 穆時英著，嚴家炎、李今編，《穆時英全集》。北京：北京美術攝影出版社，2008。
	30. 畢飛宇，《推拿》。北京：人民文學出版社，2008。
	31. 橫光利一，《上海》。上海：復旦大學出版社，2008。
	32. 北島，《城門開》。香港：牛津大學出版社，2010。
	33. 葉靈鳳，《香港的失落》。香港：中華書局，2011。
	34. 葉靈鳳，《香海浮沉錄》。香港：中華書局，2011。
	35. 葉靈鳳，《香港方物志》。香港：中華書局，2011。
	36. 葉靈鳳，《香島滄桑錄》。香港：中華書局，2011。
	37. 楊衒之撰著，范祥雍校注，《洛陽伽藍記校注》。上海：上海古籍出版社，2018。
	38. 梁偉洛（可洛），《幻城》。香港：立夏文創，2018。
	39. 韓邦慶著，秦漢椿校注，《海上花列傳》。台北：三民書局，2020。
	40. 芥村龍之介著，林皎碧譯，〈南京的基督〉，《羅生門：人性本相的地獄書寫，芥川龍之介經典小說集》。台北：大牌出版社，2021。
	Movie
	41. 關錦鵬（導演），《阮玲玉》。香港：嘉禾電影（香港）有限公司，1992。
	42. 區丁平（導演），《南京的基督》。香港：嘉禾（香港）有限公司，1995。
	43. 侯孝賢（導演），《海上花》。香港：廣視有限公司，1999。
	44. 張藝謀（導演），《紅高粱》。西安：西安電影製片廠錄音錄影出版社，2005。
	45. 陳可辛（導演），《投名狀》。香港：寰亞電影有限公司，2007。
	46. 張藝謀（導演），《金陵十三釵》。北京：北京新畫面影業公司，2011。
	47. 婁燁（導演），《推拿》。香港：安樂影視有限公司，2015。
	48. 謝君偉、鄒靖（導演），《長安三萬里》。香港：安樂影片有限公司，2023。

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