

## 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>	CLC2M07P
<b>Subject Title</b>	粵語詞曲與中國文化 Cantonese Songs and Chinese Culture
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>This subject aims to provide learners with an overview of Cantonese songs which reflect the historical and cultural aspects of Guangdong across different eras. By understanding the origins, developments, and variations of these songs, it is expected that students will enhance their understanding of Cantonese songs, enabling them to further appreciate Chinese history and culture in daily life. Students will also be challenged with questions, such as comparing different forms of Cantonese songs and their representative works over time, as well as how these songs mirror the lives and experiences of people and groups living and working in China. This will require students to critically analyse issues from historical, social, and cultural perspectives.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. have an enhanced understanding of the historical and cultural perspectives of Cantonese songs, which will in turn enhance their understanding of life in Southern China.</li> <li>b. cultivate critical thinking about the meanings and developments of Cantonese songs.</li> <li>c. appreciate the history and culture of Cantonese songs, cultivating a sense of belonging to the country and a sense of national identity.</li> <li>d. have a better understanding of the evolution of contemporary Cantonese songs, both today and in the future.</li> <li>e. apply the knowledge to understand Cantonese songs in a deeper sense.</li> <li>f. fulfil the Chinese Reading and Writing Requirements.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<p>Topics</p> <ol style="list-style-type: none"> <li>1. 導論 Introduction and Overview             <ul style="list-style-type: none"> <li>– Provide a brief introduction to Cantonese songs by outlining their key features and differences. Highlight their development, significance, and cultural importance, emphasizing their role in</li> </ul> </li> </ol>

	<p>the Cantonese music landscape.</p> <ol style="list-style-type: none"> <li>2. 粵語音韻 Cantonese Phonology <ul style="list-style-type: none"> <li>– Introduce the initials, finals, and tones of Cantonese to facilitate understanding of pronunciation and meaning in Cantonese songs and culture.</li> </ul> </li> <li>3. 木魚歌的文化意義 The Cultural Significance of Mu-yu Songs <ul style="list-style-type: none"> <li>– Investigate the everyday life, beliefs, and thoughts of working people through the Mu-yu Songs, showcasing their role as expressions of community values rooted in regional customs and traditions.</li> </ul> </li> <li>4. 龍舟歌與說唱藝術 Dragon Boat Songs and the Art of Storytelling <ul style="list-style-type: none"> <li>– Examine the performance forms of Dragon Boat Songs by identifying their key characteristics. Analyse their distinct styles, significance, and cultural relevance, focusing on their role in celebrating community traditions and heritage.</li> </ul> </li> <li>5. 粵謳中的情愛觀 Perspectives on Love in Yue'ou <ul style="list-style-type: none"> <li>– Explore Yue' Ou, detailing its lavish style and emotional depth. Discuss its portrayal of love's tenderness and sorrow in the lives of lower-class singers.</li> </ul> </li> <li>6. 南音與瞽師 Nanyin and Blind Musicians <ul style="list-style-type: none"> <li>– Explore the themes of Nanyin, such as traditional folklore and legends. Evaluate the role of blind musicians and their diverse instrumentation, illustrating the accessibility of their performances.</li> </ul> </li> <li>7. 粵劇與家國情懷 Cantonese Opera and Patriotic Sentiments <ul style="list-style-type: none"> <li>– Trace the development of Cantonese opera, highlighting its cultural significance and its embodiment of resilience, loyalty, and collective courage in expressing patriotic sentiments during times of oppression.</li> </ul> </li> <li>8. 神功戲與宗教傳統 Ritual Opera and Religious Traditions <ul style="list-style-type: none"> <li>– Introduce ritual opera, emphasizing its significance in religious events. Examine its development and cultural importance, focusing on its role in entertaining both deities and people, along with traditional practices.</li> </ul> </li> <li>9. 粵語流行曲與多元文化 Cantonese Pop Songs and Multiculturalism <ul style="list-style-type: none"> <li>– Present modern Cantonese songs, outlining their characteristics that blend Eastern and Western cultural elements. Assess their development and cultural significance, emphasizing their unique role in the multicultural landscape.</li> </ul> </li> <li>10. 粵語歌曲的未來 The Future of Cantonese Songs <ul style="list-style-type: none"> <li>– Discuss the future of Cantonese songs, identifying the</li> </ul> </li> </ol>
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	challenges and opportunities they face. Explore the need for a balance between tradition and modernity to engage younger audiences while preserving cultural significance.							
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	Inquiry-based learning approaches will be adopted. Besides face-to-face lectures and tutorials, discussions via Blackboard or Padlet and web-based study materials will be used. Assignments are closely related to the analysis of Cantonese songs, and students are strongly encouraged to explore Chinese history and culture in daily life to deepen their understanding of the material. Furthermore, students are encouraged to use AI tools for Cantonese pronunciation, translation, and to investigate the historical or cultural background of the songs, enhancing their engagement with the subject and enriching their learning experience.							
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1.exercises/assignments	25%	✓	✓	✓	✓	✓	✓
	2. tutorial discussion	25%	✓	✓	✓	✓	✓	✓
	3. project/essay	50%  (including10% for CW, to be assessed by CLC)	✓	✓	✓	✓	✓	✓
	Total	100 %						
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  This subject aims to provide learners with an overview of the historical and cultural aspects of Cantonese songs. Topics include the origin, developments, variations, and the future of Cantonese songs. Assessment methods are designed to align with the intended learning outcomes. Exercises or small assignments will be designed to cultivate students’ understanding of the cultural and historical context of Cantonese songs. For example:  1. Appreciating Songs: Students will listen to and discuss representative songs, focusing on their historical and cultural significance.  2. Exploring Changes in Cantonese Songs: Students will examine how and why Cantonese songs have evolved over time, analyzing the reasons and methods behind their development.  Tutorials will focus on assigned topics and articles from selected readings.  Towards the end of the study period, students will be required to conduct							

	<p>a project on exploring the historical and/or cultural issues of Cantonese, or to write a 2000-3000 word essay containing an in-depth discussion of the historical and cultural aspects of selected Cantonese songs. This final piece of work would require students to make use of the knowledge learnt in this subject and to demonstrate that they have achieved the intended learning outcomes.</p> <p>Students must obtain a D or above on the CR/CW assignment to pass the subject.</p> <p>All the assessments will use a letter-grading system.</p> <p>All assessments may be completed using GenAI tools, except for those in-class assessments specifically designated to be done without GenAI.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures: 2 x 13	26 Hrs.
	▪ Tutorials: 1 x 13	13 Hrs.
	Other student study effort:	
	▪ Assignments	40 Hrs.
	▪ Reading	30 Hrs.
	Total student study effort	109 Hrs.
<b>Reading List and References</b>	<p>Required readings (for CR, 213 pages):</p> <ol style="list-style-type: none"> <li>1. 區文鳳（2005）《粵劇口述歷史調查報告》。香港：懿津出版企劃有限公司。（163-278頁）</li> <li>2. 朱耀偉（1998）《香港流行歌詞研究—70年代中期至90年代中期》。香港：三聯書店（香港）有限公司。（1-88、451-459頁）</li> </ol> <p>Other references:</p> <ol style="list-style-type: none"> <li>3. 陳守仁（1996）《儀式、信仰、演劇：神功粵劇在香港》。香港：香港中文大學粵語研究計劃。</li> <li>4. 陳勇新（2005）《龍舟歌》。廣州：廣東人民出版社。</li> <li>5. 東莞群眾藝術館（編）（2008）《東莞木魚書》。北京：大眾文藝出版社。</li> </ol>	

	<ol style="list-style-type: none"> <li>6. 《翻轉粵語教室》<a href="https://www.polyu.edu.hk/clc/cantonese/home/">https://www.polyu.edu.hk/clc/cantonese/home/</a></li> <li>7. 黃志華（2000）《早期香港粵語流行曲（1950-1974）》。香港：三聯書店（香港）有限公司。</li> <li>8. 《懶音診療室》<a href="https://www.polyu.edu.hk/cbs/pronunciation/">https://www.polyu.edu.hk/cbs/pronunciation/</a></li> <li>9. 留情、梁明暉（2025）《未來之歌—粵語流行曲的傳承》。香港：三聯書店（香港）有限公司。</li> <li>10. 歐陽覺亞、麥梅翹（2021）《粵謳釋讀》。香港：商務印書館。</li> <li>11. 屈大均（1985）《廣東新語》。北京：中華書局。</li> <li>12. 香港（中國）非物質文化遺產辦事處（2018）《南音遊記：行到邊，唱到邊》。香港：康樂及文化事務署。</li> <li>13. 楊漢倫、曾奕文（2024）《香港製造：與流行音樂人談創意及科技發展》。香港：匯智出版有限公司。</li> <li>14. 周仕深、鄭寧恩（2007）《情尋足跡二百年：粵劇國際研討會論文集》。香港：香港中文大學音樂系粵劇研究計劃。</li> <li>15. 莊初升、黃小婭、楊逸、馮雅琳（2014）《廣州方言民俗圖典》。北京：語文出版社。</li> </ol>
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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.

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