

**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>	FH2CN07
<b>Subject Title</b>	Chinese Culture in Hong Kong
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course aims to provide a broad knowledge and general understanding of cultural traditions and religious diversities in Chinese culture as shown in the material, social and spiritual life of the Chinese community in Hong Kong through its history. Changes and continuity in worldviews and values and cultural practices of these people will be shown for students' better appreciating of cultural, ethnic and national diversity.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: a. know the history of Hong Kong in some depth, b. have a sound knowledge and a decent understanding of the major aspects of Chinese culture in Hong Kong, c. observe the niceties and nuances in social behaviour of Chinese people in Hong Kong, and d. better communicate with Chinese in and outside Hong Kong e. improve English reading and writing skills.
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Place and People: From British Colony to Chinese World City</li> <li>2. Language and Expressions of Working Men and Women</li> <li>3. Traditional Village Life: Gods, ancestors, teachers; their places and instructions</li> <li>4. Social Customs in Post Modern Times: Food and Entertainment, Rites and Rituals for Marriage and Funeral</li> <li>5. *A study tour to a lineage village in the New Territories where local people will be engaged in conversation</li> <li>6. Charity and Relational Organizations</li> <li>7. Institutional Religions and Places of Worship</li> <li>8. Popular Religions and Beliefs: Effective Deities and Their Temples</li> <li>9. Festivals to Remember Ancestors and Relatives: CNY, Ching Ming Festival, Ghost Festival, Chong Yeung Festival.</li> <li>10. Fortune-building Ways: Geomancy, Household Spirits, Divination, Numerology, Exorcism</li> <li>11. *A study tour to a place where cultural practices can be observed</li> </ol>

	<p>directly and interviews with practitioners can be conducted</p> <p>12. Body Welfare Management: Kungfu and TCM</p> <p>13. Concluding remarks: Tradition in Transition</p> <p>(*Fieldtrip to local cultural sites)</p>																																																						
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>The course comprises classroom lectures and study tours to cultural sites in Hong Kong. Classroom lectures will be interactive; students will be assigned pre-class reading and be engaged in discussion in class. Pictorial and video/audio materials as teaching aids will be presented in class. Impressions gained from these oral and visual presentations will prepare the student for the study fieldtrip where on-site explanation will be given by teacher and dialogue with people in Chinese communities will be conducted. Student will submit a written report after the trip. A mid-term quiz on major issues in the history of Hong Kong will be given. A final paper on one of the topics covered in the lectures will be required. In order to fulfil the English reading and writing requirements of this course, students are also required to submit the first two drafts of the final paper to ELC.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="536 931 1410 1552"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th></th> </tr> </thead> <tbody> <tr> <td>1. Mid-term quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Study-tour report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Draft 1 and 2 for the final paper</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>4. Final paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>1. The mid-term quiz, aimed at assessing the student's achievement in ILO (a), (b) and (c), can effectively gauge the student's knowledge of the major issues in the history and culture of Hong Kong.</p> <p>2. The written report (around 1000 words) of the study tour can gauge the student's grasp of all the ILOs relative to what he/she has learned so far. The report, reinforcing or clarifying what the student has learned from classroom and the field, also prepare him/her for the final paper he/she is to develop and finish.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Mid-term quiz	20%	✓	✓	✓		✓		2. Study-tour report	30%	✓	✓	✓	✓	✓		3. Draft 1 and 2 for the final paper	10%	✓	✓	✓	✓	✓		4. Final paper	40%	✓	✓	✓	✓	✓		Total	100 %						
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	<p>3. Draft 1 (around 1000 words) and Draft 2 (around 2000 words) of the final paper, which will be marked by ELC, help students to develop their research skills and understanding of the final paper, whereas fulfilling their English reading and writing requirements of the course.</p> <p>4. The final paper (1,500-2,500 words in English) can discern to what extent the student has learned the subject correctly and effectively.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Study tours	12 Hrs.
	Other student study effort:	
	▪ Pre-class reading	48 Hrs.
	▪ Report/Essay writing	36 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<p><u>Required Reading</u></p> <p>1. Carrol, John M. <i>A Concise History of Hong Kong</i>. Hong Kong University Press, 2007, 2013. (p.x to p.270)</p> <p><u>Primary Reading (alphabetically arranged by author)</u></p> <p>2. Hayes, James. <i>Friends &amp; Teachers: Hong Kong and Its People 1953-87</i>. Hong Kong: Hong Kong University Press, 1996.</p> <p>3. Hayes, James. <i>The Great Difference: Hong Kong's New Territories and Its People, 1898-2004</i>. Hong Kong: Hong Kong University Press, 2006.</p> <p>4. Hayes, James. <i>The Hong Kong Region 1850-1911, Institutions and Leadership in Town and Countryside</i>. Hong Kong: Hong Kong University Press, 2012.</p> <p>5. <i>Images through Time: Photos of Old Hong Kong</i>. Hong Kong: Hong Kong Museum of History, 2013.</p> <p>6. Louise, Kam, ed. <i>Hong Kong Culture, Word and Image</i>. Hong Kong: Hong Kong University Press, 2010.</p> <p>7. Watson, James L. and Rubie S. Watson. <i>Village Life in Hong Kong</i>. Hong Kong: The Chinese University Press, 2004.</p> <p><u>Secondary Reading (alphabetically arranged by author)</u></p> <p>8. Baillieu, Clare &amp; Betty Hung. <i>Hong Kong Unveiled: A Journey of Discovery Through the Hidden World of Chinese Customs and Culture</i>. Hong Kong: Blacksmith Books, 2012.</p> <p>9. Bickley, Gillian, ed. <i>A Magistrate's Court in Nineteenth Century Hong Kong</i>. Hong Kong: Proverse Press, 2005.</p>	

	<p>10. Chao, Hing, ed. <i>Spirit of a Nation: Development of Chinese Martial Art, 1900 to Present</i>. Hong Kong: International Guoshu Association, 1990.</p> <p>11. Cheng Po Hung. <i>Early Prostitution in Hong Kong</i>. Hong Kong: Museum of Art Gallery, The University of Hong Kong, 2010.</p> <p>12. Faure, David and Helen F. Siu, eds. <i>Down to Earth: The Territorial Bond in South China</i>. Stanford: Stanford University Press, 1995.</p> <p>13. Faure, David and Tao-tao Liu, eds. <i>Unity and Diversity: Local Cultures and Identities in China</i>. Hong Kong: Hong Kong University Press, 1996.</p> <p>14. Hong Kong Tourist Association, Hong Kong. Government Information Services. <i>Rural Architecture in Hong Kong</i>. Hong Kong: Information Services Department, 1990.</p> <p>15. Ingham, Michael. <i>Hong Kong, A Cultural and Literary History</i>. Oxford: Signal Books Oxford, 2007.</p> <p>16. Johnson, Elizabeth. <i>Recording a Rich Heritage: Research on Hong Kong's "New Territories"</i>. Hong Kong: Leisure &amp; Culture Services Department, The Government of HKSAR, 2000.</p> <p>17. Lambot, Ian and Greg Girard. <i>City of Darkness: Life in Kowloon Walled City</i>. Chiddingfold Surrey: Watermark Publications (UK), 1993.</p> <p>18. Sin, Elizabeth. <i>Pacific Crossing, California Gold, Chinese Migration, and the Making of Hong Kong</i>. Hong Kong: Hong Kong University Press, 2013.</p> <p>19. So, Simon Siu-Hing. <i>A Glossary of Common Cantonese Colloquial Expressions</i>. Hong Kong: The Chinese University Press, 2002.</p> <p>20. Strokes, Edward. <i>Hong Kong as It Was</i>. Hong Kong: Hong Kong University Press, 2009.</p> <p>21. Tsang, Steve. <i>A Modern History of Hong Kong</i>. Hong Kong: Hong Kong University Press, 2004, 2011.</p> <p>22. Young, Katherine P.H. and Anita Y. L. Fok. <i>Marriage, Divorce and Remarriage</i>. Hong Kong: Hong Kong University Press, 2005.</p> <p>* Items 8 and 19 help student communicate with local Chinese people in Hong Kong more effectively.</p>
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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