

Cluster Area Subject Proposal Form

1. Subject Offering Department	Confucius Institute of Hong Kong (CIHK)				
2. Subject Title	Abnormal Things and Spiritual Beings in Chinese Culture 中國文化中的怪和神				
3. Cluster Area	Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way: <input type="checkbox"/> Human Nature, Relations and Development [CAR(A)] <input type="checkbox"/> Science, Technology and Environment [CAR(D)] <input type="checkbox"/> Chinese History and Culture [CAR(M)] <input checked="" type="checkbox"/> Cultures, Organisations, Societies and Globalisation [CAR(N)]				
4. Planned student intake per year	Optimal class size: <u>60</u> Planned number of offerings in each semester: Semester 1: <u>60</u> Semester 2: <u>60</u> Summer Term: <u>60</u>				
5. Proposed instructor(s) (please include the names of all the proposed instructors and indicate the subject leader)	Name	Post	Dept.	Ext.	Email
	HAN Xiaorong	Director	CIHK		xiaorong.han@polyu.edu.hk
	LI Meng	Teaching Fellow	CIHK	3839	meng.v.li@polyu.edu.hk
6. Medium of Instruction	Please check the appropriate box: <input checked="" type="checkbox"/> English <input type="checkbox"/> Putonghua* <input type="checkbox"/> Others* (Please specify: _____) Justification(s): <i>* In line with the University policy, English will be the medium of instruction except for the Chinese culture- or Chinese literature-related subjects, which will normally be taught in Putonghua. For other subjects to be offered in other languages, justifications should be provided for special consideration.</i>				
7. Please explain how the Intended Learning Outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Skills for life-long learning: <u>Literacy</u> Students are trained skills of critical analysis and interpretation in the various disciplines such as science history, art history and cultural studies through exposure to multimodality sources and hands-on activities. <u>Higher order thinking</u> The subject requires considerable critical thinking to understand technological advancement and cultural development in specific historical settings. This satisfies Intended Learning Outcomes A, B and C. <u>Skills for life-long learning</u> Intended Learning Outcomes A, D, E and F in particular aim to inculcate a constructive point of view that will prepare learners for life-long endeavors.					

8. Requirements intended to fulfil	<input checked="" type="checkbox"/> China-Study Requirement (CSR) - More than 60% CSR-related content <input checked="" type="checkbox"/> Eligible for “English Writing” (EW) designation - include an extensive piece of writing (1,500 – 2,500 words) AND “English Reading” (ER) designation - include a reading of an extensive text (100,000 words or 200 pages) <input type="checkbox"/> Eligible for “Chinese Writing” (CW) designation - include an extensive piece of writing (2,000 – 3,000 characters) AND “Chinese Reading” (CR) designation - include a reading of an extensive text (100,000 characters or 200 pages)
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Please attach a duly completed Subject Description Form [[Form AR 140](#)] with this Proposal Form.

CAR Subject Approval Record

Subject Offering Department Confucius Institute of Hong Kong (CIHK)
Abnormal Things and Spiritual Beings in Chinese Culture
Subject Title 中國文化中的怪和神

New Proposal Revised Proposal. **Subject Code: FH2CN09**

Departmental Approval

Approved.

Disapproved.

Signature of HoD



Dept CIHK

Name of HoD

Prof. Han Xiaorong

Date May 12, 2022

Review by Subcommittee

Suitable to be offered.

Suitable to be offered but revisions required

Required Major Revision

Not suitable to be offered

Signature of Coordinator _____

Subcommittee _____

Name of Coordinator _____

Date _____

Review by CoGUR

Approved at _____ meeting.

Disapproved.

Signature of Chairman _____

Name of Chairman _____

Date _____

Senate's Approval

Approved at _____ meeting.

Disapproved.

Others: _____

Date _____

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	FH2CN09
Subject Title	Abnormal Things and Spiritual Beings in Chinese Culture 中國文化中的怪和神
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	The course provides modern insights into the representations of supernatural phenomena and mysterious experience in Chinese culture. Through the study of folklores, legends, literature, film, TV series, talk shows, students will be able to understand Chinese folk beliefs and religious practices. The course involves interdisciplinary study in areas of philosophy, religious studies, sociology, Chinese literature and media studies.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. have basic knowledge of how mysterious experience is explained in Chinese society; b. understand the changing concepts and values concerning mysterious experience in Chinese society; c. understand the interaction of mysterious expressions between everyday life and folk belief; d. relate folk beliefs to different religions; e. develop library and web-based research skills relevant to literary studies and; f. meet the English reading and writing requirements.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction 2. Theories on mysterious experience 3. Deities and spirits 4. Legendary animals in myths 5. Ghosts in classical literature 6. Ghosts in contemporary media

	<p>7. Taboos in language, behaviour and everyday life 8. Necromancy, sorcery and divination 9. Customs and rituals of exorcism 10. The foreign devils: influence of foreign religions 11. Weird diseases and medical treatments 12. Superpower and <i>qigong</i> 13. Conclusion Remark</p>																																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The course comprises two-hour lectures and one-hour tutorials. Pre-class readings are supplemented by the use of textual and audio-visual materials in the lectures. Students are also required to read media items and readings for tutorial discussion. At the beginning of the semester students are assigned topics to study with and to provide a written report for oral presentations in the tutorials, which will then be developed into a term paper with research elements.</p>																																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="536 824 1410 1742"> <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>f</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. Oral Tutorial Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Written Tutorial Report</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Draft 1 and Draft 2 of the term paper</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>5. Term Paper (minimum requirement: 1500-2500 English words)</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> <ol style="list-style-type: none"> The mid-term quiz, including multiple choice questions and simple answer questions, will help gauge students' mastering of philosophical concepts, religious practices and folk beliefs related to mysterious experience in traditional and modern China. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Mid-term quiz	20%	√	√	√				2. Oral Tutorial Presentation	20%	√	√	√	√	√	√	3. Written Tutorial Report	10%	√	√	√	√	√	√	4. Draft 1 and Draft 2 of the term paper	10%	√	√	√	√	√	√	5. Term Paper (minimum requirement: 1500-2500 English words)	40%	√	√	√	√	√	√	Total	100 %						
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	<p>2. The written tutorial report and oral presentation can inform the teacher the progress students have made in their general grasp of the subject and their skill in writing and oral communication.</p> <p>3. The term paper can help assess the students' overall in-depth understanding of the subject. The first and second drafts of the term paper will be graded by ELC. Students will fulfil the English writing requirement via submissions of both drafts.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	12 Hrs.
	Other student study effort:	
	▪ Pre-class reading	48 Hrs.
	▪ Report and essay writing	36 Hrs.
	Total student study effort	122 Hrs.
Reading List and References	<p>Required reading: Poo Mu-chou ed.. <i>Rethinking Ghosts in World Religions</i>. Leiden and Boston: Brill, 2009. (page:23-223)</p> <p>Supplementary readings: Chamberlain, Jonathan. <i>Chinese Gods: An Introduction to Chinese Folk Religion</i>. Hong Kong and London: Blacksmith, 2009. Chow, Adam Yuet ed.. <i>Religion in Contemporary China: Revitalization and Innovation</i>. London and New York: Routledge, 2011. Davis, Edward L. <i>Society and the Supernatural in Song China</i>. Honolulu: University of Hawaii Press, 2001. Feng Menglong and Ling Mengchu. <i>Selected Chinese Stories of the Song and Ming Dynasties</i>, translated by Yang Xianyi and Gladys Yang. Beijing: Foreign Languages Press, 2007. Gan Bao. <i>Anecdotes about Spirits and Immortals</i>, translated by Ding Wangdao. Beijing: Foreign Languages Press, 2007. Hearn, Lafcadio. <i>Chinese Ghost Stories: Curious Tales of the Supernatural</i>. Singapore: Tuttle Publishing, 2011. Li Fang et al.. <i>Anthology of Tales from Records of the Taiping Era</i>, translated by Zhang Guangqian. Beijing: Foreign Languages Press, 2007. Li Lan. <i>Popular Religion in Modern China: The New Role of Nuo</i>. London and New York: Routledge, 2015. Lewis, Mark Edward. <i>The Flood Myths of Early China</i>. New York: State University of New York Press, 2006. Nienhauser, William H., ed. <i>Tang Dynasty Tales: A Guided Reader</i>. Singapore: World Scientific, 2010. Overmyer, Daniel L. ed.. <i>Religion in China Today</i>. Cambridge: Cambridge University Press, 2003.</p>	

	<p>Pu Songling. <i>Strange Tales of Liao Zhai</i>, translated by Sydney L. Sondergard. Fremont: Jain Publishing Company, 2014.</p> <p>Shen Jiji et al.. <i>Selected Tang Dynasty Stories</i>, translated by Yang Xianyi and Gladys Yang. Beijing: Foreign Languages Press, 2007.</p> <p>Yao Xinzhong. <i>Religious Experience in Contemporary China</i>. Cardiff: University of Wales Press, 2007.</p> <p>Zeitlin, Judith T. <i>The Phantom Heroine: Ghosts and Gender in Seventeenth-Century Chinese Literature</i>. Honolulu: University of Hawaii Press, 2007.</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