

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	CHC1CM07P
Subject Title	Customs and Rituals in Chinese Culture 中國文化中的風俗與禮儀
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Exclusion subjects: CC1C07, CC1C07P, CC1CN07P, CHC1CN07P and CC213
Objectives	<p>Customs and rituals capture the ways human beings interact with each other. In the case of rites of passage and seasonal observances, they reveal human beings' perceptions of their position vis-a-vis the larger life-cycle observable in nature. Even though they vary across time and space, customs and rituals perform a cohesive social function that brings together people living in areas that have come under the influence of the same culture.</p> <p>This subject will introduce students to the differences in customs and rituals in the major geographical regions and dialect communities in China, document the process of their transformation over time and space, and relate them to Chinese religious beliefs and cultural values. Based on the geography and climate circumstances, Chinese calendar formed the unique festival system which was closely related to the agricultural production and literary writing. There were colorful depictions both in Confucian elite discourses and popular culture.</p> <p>With a focus on Chinese customs and rituals, the subject explores the cultural experiences and the characteristic patterns in different regions of China. Students will thereby come to appreciate the practices and significance of these social gestures that form part of their daily life. This subject will include substantial reading and writing assignments for the fulfillment of the Chinese Reading and Writing Requirements in Chinese session.</p>
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) deepen their understanding of the major traditional ritual institutions and prevalent social customs; (b) obtain a comparative perspective on the literary writings with regard to traditional rites, customs and cultural values; (c) gain insight on the everyday life in social customs and the resultant social transformation; (d) compare the similarities and differences in the reasons behind temporal and regional differences in social customs; (e) fulfil Reading and Writing Requirements. Students who take this subject in Putonghua will be able to fulfil Chinese Reading and Writing Requirements.

<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Introduction: Customs, rites, and social order 2. Songs, social customs, and the institution of Confucian rites 3. Religious ceremony and cultural interaction of social groups 4. Rites for adulthood and marriage: Changes and regional characteristics of classical rites 5. Funeral, burial and sacrificial rites: Changes and regional characteristics of classical rites 6. Efforts to transform social customs: The institutions of communal drinking and community compacts as rites 7. Cultural significance of seasonal rites and festival celebrations 8. The 24 Solar Terms: Chinese natural climate and agricultural production 9. The customs and rites in the festivals: from the Spring Festival to the Mid-autumn Day 10. The coming of Western customs and the interaction of Chinese and Western rituals 																																																					
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Lectures will provide the theoretical frame and research methodology to analyse the subject's contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students in teams will be required to give oral presentations on assigned topics, which will allow them to reflect on what they have learned. A final quiz will test students' grasp of their knowledge of the content of the subject. A term paper (2,000-3,000 Chinese characters) will solidify students' knowledge of the subject while facilitate their independence in thinking and writing.</p>																																																					
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="523 1010 1474 1771"> <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> <th rowspan="2"></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 (with 10% CR)</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>2. Final Quiz</td> <td>30%</td> <td>√</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Final paper (30% content + 10% CW from CLC)</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>4. Class participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> <td></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"> 1. For fulfilment of the Chinese Writing Requirement, the term paper will be 2,000-3,000 words in length (including at least 700 characters for the first draft and 2,000 characters for the second draft). It summarizes in a sustained piece of writing paper understanding of history and culture of Chinese cities covered in the subject. All Intended Learning Outcomes will be evaluated. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	1. Oral Presentation (with 10% CR)	20%	√	√	√	√	√		2. Final Quiz	30%	√	√		√			3. Final paper (30% content + 10% CW from CLC)	40%	√	√	√	√	√		4. Class participation	10%	√	√	√	√			Total	100 %						
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	<p>Students must obtain a D or above on the Writing Requirement assignment to pass the subject.</p> <ol style="list-style-type: none"> 2. For fulfilment of the Chinese Reading Requirement, group oral presentation need to read the specified materials in tutorials. In order to complete the term paper, students need to collect and read the relevant historical materials, literature works and research books and articles. 3. Final quiz, comprises multiple choice questions and short questions, will be given to the students to assess their understanding of cultural traditions, development and long-standing history and culture of Chinese cities in general. 4. Oral presentation and group discussion enable students to delve further into the topics introduced in lectures and therefore gauge students' ability in all five intended learning outcomes. The well-prepared presentation and the active engagement in discussion would be the important ways of class participation. 	
<p>Student Study Effort Expected</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ lectures 	<p>26 Hrs</p>
	<ul style="list-style-type: none"> ▪ tutorials 	<p>13 Hrs</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Reading 	<p>48 Hrs</p>
	<ul style="list-style-type: none"> ▪ Writing 	<p>33 Hrs</p>
	<p>Total student study effort</p>	<p>120Hrs.</p>
<p>Reading List and References</p>	<p>Required Reading list (Total 205 pages)</p> <ol style="list-style-type: none"> 1. 彭林，《中國古代禮文明》，北京：中華書局，2004，頁 21-59、97-126、190-227。 2. 蕭放，《歲時：傳統中國民眾的時間生活》，北京：中華書局，2002，頁 113-210。 <p>References</p> <ol style="list-style-type: none"> 1. (清)黃以周，王文錦點校，《禮書通故》，北京：中華書局，2007。 2. 丁世良、趙放主編，《中國地方志民俗資料彙編》(東北、西北、西南、中南、東南、華北、華東卷)，北京：書目文獻出版社，1989-1995。 3. 鍾敬文主編，《中國民俗史》(先秦卷、漢魏卷、隋唐卷、宋遼金元卷、明清卷、民國卷)，北京：人民出版社，2008。 4. 王貴民，《中國禮俗史》，臺北：文津出版社，1993。 5. 彭林，《中華傳統禮儀概要》，北京：高等教育出版社，2006。 6. 費成康，《中國家族傳統禮儀》，上海：上海社會科學院出版社，2003。 7. 李松濤：《天上人間：禹域神話與歲時節令》，上海：上海 	

	<p>三聯書店，2023。</p> <p>8. 齊如山，《中國風俗叢談》，瀋陽：遼寧教育出版社，2006。</p> <p>9. 鄧雲鄉：《紅樓風俗譚》，北京：中華書局，2015。</p> <p>10. 〔美〕商偉著，嚴蓓雯譯：《禮與十八世紀的文化轉折：〈儒林外史〉研究》，北京：生活·讀書·新知三聯書店，2012。</p> <p>11. Bodde, Derk. <i>Festivals in classical China: New Year and other annual observances during the Han Dynasty, 206 B.C.-A.D. 220</i>. Princeton, N.J.: Princeton University Press, 1975.</p> <p>12. Ebrey, Patricia Buckley. <i>Confucianism and Family Rituals in Imperial China: A Social History of Writing about Rites</i>. Princeton: Princeton University Press, 1991.</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.

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