

## 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>	CHC1M48P
<b>Subject Title</b>	Chinese Martial Arts and Chinese Culture 中國武術與中國文化
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	N/A
<b>Objectives</b>	<p>The aim of this subject is to expand students' knowledge of Chinese history and culture through the lens of Chinese martial arts. By tracing and exploring the historical development of martial arts traditions and their influences on Chinese culture, students will be guided to understand various aspects of Chinese martial arts history such as military use, civil customs, national consciousness, meaning of body, way of healing and globalization.</p> <p>Issues and case studies related to history, culture, bodies in history, nationalism, cultural imagination, immigration, organization, and Sino-spheres will be addressed. Through this course, the history of Chinese martial arts from antiquity to the twenty-first century will be discussed and students will get a better understanding of martial arts and its ties to Chinese culture and Chinese history from various aspects.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) identify the evolution of Chinese martial arts through history and understand the making of Chinese martial arts traditions.</li> <li>(b) define important developments and features of Chinese martial arts in the modern era.</li> <li>(c) ground their knowledge and skills on research methodology and analysis of sources.</li> <li>(d) understand Chinese martial arts through different perspectives.</li> <li>(e) meet the Chinese reading and writing requirements.</li> </ul>

**Subject Synopsis/  
Indicative Syllabus**

*(Note 2)*

1. Introduction: Chinese martial arts as a symbol of China
2. The origin and the nature of Chinese martial arts
3. Reading and interpretation: the texts of Chinese martial arts
4. Chinese martial arts and military in Chinese history
5. Chinese martial arts and custom in Chinese history
6. Chinese martial arts and physical culture in China(I)
7. Chinese martial arts and physical culture in China(II)
8. Chinese martial arts and Chinese healing tradition(I)
9. Chinese martial arts and Chinese healing tradition(II)
10. Wuxia: Chinese martial arts, literatures and films(I)
11. Wuxia: Chinese martial arts, literatures and films(II)
12. The development of Chinese martial arts culture in modern world(I)
13. The development of Chinese martial arts culture in modern world(II)

From week 1 to week 3, the subject requirement and the concepts of Chinese martial arts will be introduced. After the introduction, the beginning of Chinese martial arts and updated research on it will be presented.

From week 4 to week 5, the development of martial arts in ancient China will be shared by giving two aspects: military use and folk custom. These are the basic theme work of understanding and studying Chinese martial arts.

From week 6 to week 9, the nature of Chinese martial arts will be discussed through physical culture and healing cultural traditions in China. In these weeks, the main discussion is to understand and explore how Chinese martial arts tradition is made and shaped.

From week 10 to week 11, the modern development of Chinese martial arts will be examined—how literature and films turn Chinese martial arts into popular culture. Also, the limitations of this transformation will be discussed.

From week 12 to week 13, a case study will be given to discuss how Chinese martial arts spread to the world and how Chinese martial arts became a symbol of Chinese culture. Also, the role of Hong Kong will be stressed.

**Teaching/Learning Methodology**

(Note 3)

Textual, pictorial, audio, video, as well as physical practise will be the teaching aids in the lectures and tutorials. In the lectures, key concepts, historical and social background, important events and arguments, will be provided. Also, discussion will be an activity to make the conversation between the subject teacher and students. Views will be shared fully in the discussion.

Students should participate in discussions and finish the assessments including oral presentation, quiz and term paper. From the discussion and assessments, students will learn how to analyse a variety of written and cultural texts, including classical and modern literary works, historical documents, films and martial arts performances. The subject teacher will fully explain the criteria of the assessments including, topic selection, literature review and writing.

Through this subject, students will get a better understanding of Chinese martial arts in different contexts including, Chinese history, physical culture, healing tradition, pop culture, global aspect etc. Also, the reflection on the significance and the future of Chinese martial arts will be achieved.

**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 (with 10% CR)	30%	√	√	√			
2. Quiz	30%	√	√		√		
3. Term Paper (30% content + 10% CW from CLC)	40%		√	√	√	√	
<b>Total</b>	<b>100 %</b>						

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

1. Oral Presentation (30%), measuring the student’s ability on collecting, analysing, and expressing of written and cultural texts. Based on the presentation topic, students have to read multiple sources including the Chinese required reading list, discuss with group members and identify the transformation of Chinese martial arts.

	<p>2. Quiz (30%), short question will be used to test students' grasp of their knowledge of the content as covered in the lectures. Writing abilities and analytical skills will be tested as well.</p> <p>3. Term paper (40%), measuring the student's ability on collecting and analysing of written and cultural texts, as well as their writing ability. Inquiry and creativity are focal points. Students should present their own views—indicating the significance and criticizing Chinese martial arts in the past or in the future. The writing requirement of the final paper is 2000-3000 words for Chinese, which can fulfil the CW requirement. Also, 10% will be graded by the CLC and 30% will be graded by the subject teacher. Students must obtain a D or above on the writing requirement assignment to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Readings</li> </ul>	42 Hrs.
	<ul style="list-style-type: none"> <li>▪ Written Report</li> </ul>	36 Hrs.
	<ul style="list-style-type: none"> <li>▪ Group Presentation</li> </ul>	12 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<ul style="list-style-type: none"> <li>● Chinese Required Reading List</li> </ul> <ol style="list-style-type: none"> <li>1. 馬明達：《說劍叢稿》。北京：中華書局，2007年，頁305-324；359-383。</li> <li>2. 麥勁生：《止戈為武：中華武術在香港》。香港：三聯書店（香港）有限公司，2016年，頁2-12；166-224。</li> <li>3. 郭裔：《晚清民國時期的廣東武術》。廣州：華南理工大學出版社，2013年，頁16-47。</li> <li>4. 龔鵬程：《武藝叢談》。濟南：山東畫報出版社，2009年，頁1-81。</li> </ol> <p>*The above reading list, a total of 228 pages, is all required reading for fulfilling CR.</p> <ul style="list-style-type: none"> <li>● Reading Recommendations</li> </ul> <ol style="list-style-type: none"> <li>1. 李仲軒：《逝去的武林：1934年的求武紀事》。北京：當代中國，2006年。</li> <li>2. 林百原：《中國武術史》。台北：五洲，2012。</li> <li>3. 國家體委武術研究院編纂：《中國武術史》。北京：人民體育出版社，1996年。</li> </ol>	

	<ol style="list-style-type: none"> <li>4. 林小美等：《清末民初中國武術文化發展研究》。杭州：浙江大學，2012年。</li> <li>5. 鄭仕一：《中國武術審美哲學：現象學詮釋》。台北：文史哲，2006年。</li> <li>6. 王廣西：《中國功夫》。香港：三聯書店，2006年。</li> <li>7. 李吉遠：《明代武術史研究》。北京：中國社會科學，2018年。</li> <li>8. 蔡寶忠：《武術與文化：中國武術文化基因的構成》。太原：山西科學技術出版社，2015年。</li> <li>9. 韓賀仙：《武之魂：記中國散打創始人之一梅惠志先生的風雨人生》。北京：人民體育出版社，2013。</li> <li>10. 鄭旭旭，袁鎮瀾：《從術至道：近現代日本武術發展的軌跡》。廈門：廈門大學出版社，2011。</li> <li>11. Lu, Zhouxiang and Fan, Hong. <i>Sport and Nationalism in China</i>. London: Routledge, 2014.</li> <li>12. Schmiege, Anthony L., Peter A. <i>Watching Your Back: Chinese Martial Arts and Traditional Medicine</i>. Honolulu: University of Hawaii Press 2005.</li> <li>13. Morris, Andrew D. <i>Marrow of the Nation: A History of Sport and Physical Culture in Republican China</i>. Berkeley, Calif.: University of California Press, 2004.</li> <li>14. Amos, Daniel Miles. <i>Hong Kong martial artists: sociocultural change from World War II to 2020</i>. Lanham, Maryland: Rowman &amp; Littlefield, 2021.</li> <li>15. Avron Albert Boretz. <i>Gods, Ghosts, and Gangsters: Ritual Violence, Martial Arts, and Masculinity on the Margins of Chinese Society</i>. Honolulu: University of Hawaii Press, 2011.</li> <li>16. Bowman, Paul. <i>Beyond Bruce Lee Chasing the Dragon through Film, Philosophy and Popular Culture</i>. London; New York: Walflower Press, 2013.</li> <li>17. Cho, Allan. <i>The Hong Kong Wuxia Movie: Identity and Politics, 1966-1976</i>. Saarbrücken. Germany: Lambert Academic Pub. 2010.</li> <li>18. Chen, Ya-chen. <i>Women in Chinese martial arts films of the new millennium: narrative analyses and gender politics</i>. Lanham, Md.: Lexington Books, 2012.</li> <li>19. Moenig, Udo. <i>Taekwondo: From a martial art to martial sport</i>. London: Routledge, 2015.</li> <li>20. Boddy, Kasia. <i>Boxing: a Cultural history</i>. London: Reaktion Books, 2008.</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.

