

## 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>	CHC2CM16P
<b>Subject Title</b>	Traditional Entertainment in Pre-Modern China 中國傳統娛樂
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Exclusion subjects: CC228, CC2C16, CC2C16P, CC2CN16P and CHC2CN16P
<b>Objectives</b>	This subject is about the entertainment culture of pre-modern China. Students will learn about traditional entertainment types, contents, art and their far-reaching influences on politics, society and economy. Besides understanding the activities and changing culture of traditional Chinese entertainment, students <u>will be better able to appreciate the cultural, ethnic and national diversity of China. They can also better understand Chinese history and cultural traditions.</u>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) have a broad grasp of pre-modern Chinese entertainment culture, including key concepts and the institutions and organizations for entertainment;</li> <li>b) examine with depth the cultural attitude towards pleasure and entertainment of the Chinese people through their lengthy history;</li> <li>c) improve the ability in assessing original texts and their scholarship</li> <li>d) fulfill the requirement in Chinese Reading and Chinese Writing for the Chinese session</li> </ul>

<p><b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)</p>	<ol style="list-style-type: none"> <li>1. Entertainment in Chinese history: overview and concepts</li> <li>2. The role of court jesters and performers in ancient China: comedy as a tool to admonish a king</li> <li>3. The One Hundred Entertainments: acrobatics; the great Han historian's comments; the Music Bureau; Eastern Zhou tombs</li> <li>4. Entertainment culture and dynastic identity: musician migrations from Six Dynasties to Song and Yuan Dynasties</li> <li>5. Self-amusement for scholars and literati: zither, <i>weiqi</i> (go), calligraphy and painting</li> <li>6. Song Dynasty entertainment recorded in the Song-Yuan local gazetteers: street market performers, <i>washe</i> entertainment centers, food courts and storytellers</li> <li>7. Yuan Dynasty entertainment: variety shows and plays, folk comedies and historical novels</li> <li>8. Ming forms of entertainment: novels, brothels, plays and their political consequences.</li> <li>9. Tourism as entertainment: private observations and experience in Ming-Qing prose</li> <li>10. <i>The Dream of the Red Chamber</i>: colorful entertainment of the noble class</li> <li>11. Spectacles of Qing entertainment: theater development and the complex relations between scholar-literati and actors</li> <li>12. Cantonese opera in Hong Kong: traditional entertainment and urban culture</li> </ol>
<p><b>Teaching/Learning Methodology</b> (Note 3)</p>	<p>This subject will be mainly carried out through lectures. Lectures will give an overview of the subject covered. During tutorials, students will discuss the assigned reading materials. Students will give one presentation and written report in groups.</p> <p>A mid-term and final quiz will test students' understanding of the content of this subject. An individual term paper on a topic developed from the main themes covered in class or discussions with the instructor will strengthen student's knowledge of this subject and their independence in thinking and ability in writing (CW).</p>

**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
1. Final quiz	30%	√	√		
2. Tutorial presentation and written report	30%	√	√	√	√
Term paper	40% (10% graded by the CLC and 30% by the subject instructor)		√	√	√
Total	100 %				

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

1. Final quiz: Students will synthesize and examine the significance of what they have learned over the course of the semester

2. Tutorial presentation and written report: To enhance the breadth and depth of knowledge in an aspect of the subject, and to fulfill the CR and CW requirements, each student will be responsible for an additional reading for a particular week. The student is expected to write a report summarizing the main arguments and analyses of the reading and how it builds upon and reinforces what has been learned in the required reading. The student will then present these insights during tutorial.

3. Term paper: Students have to write an individual term paper of 2,000-3,000 words to demonstrate their ability and organization in writing, and to fulfill the CR and CW requirements. Students must obtain a D or above on the Writing Requirement assignment to pass the subject.

**Student Study Effort  
Expected**

Class contact:	
▪ Lectures	26 Hrs.
▪ Tutorials	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>▪ Writing</li> </ul>	28 Hrs.
	<ul style="list-style-type: none"> <li>▪ Discussion</li> </ul>	14 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<p>中文必讀科目 (共 235 頁)</p> <p>青木正兒著，盧燕萍譯注，《琴棋書畫》。北京：中華書局，2008。</p> <p>選讀書目：</p> <ol style="list-style-type: none"> <li>1. 王實甫著，王季思校注，《西廂記》。上海：上海古籍出版社，1978。</li> <li>2. 湯顯祖著，徐朔方、楊笑梅校注，《牡丹亭》。北京：人民文學出版社，2002。</li> <li>3. 張岱著，淮茗評注，《陶庵夢憶》。北京：中華書局，2008。</li> <li>4. 曹雪芹、高鶚，《紅樓夢》。北京：人民文學出版社，2005。</li> <li>5. 陳森撰，高照校點，《品花寶鑒》。北京：寶文堂書店，1989。</li> <li>6. 上海古籍出版社編，《古代白話小說選》。上海：上海古籍出版社，1979。</li> <li>7. 王國維，〈優語錄〉，收入《王國維戲曲論文集》（北京：中國戲劇出版社，1984），頁 201-217。</li> <li>8. 魯迅，《中國小說史略》，《魯迅全集》第九卷。北京：人民文學出版社，2005。</li> <li>9. 蔡豐明，《遊戲史》。上海：上海文藝出版社，1997。</li> <li>10. 華瑋，《走近湯顯祖》。上海：上海人民出版社，2015。</li> <li>11. 譚正璧，《三言二拍資料》。上海：上海古籍出版社，1980。</li> <li>12. 薩孟武，《紅樓夢與中國舊家庭》。臺北：三民書局，2005。</li> <li>13. 黎鍵，《香港粵劇敘論》。香港：三聯書店，2010。</li> <li>14. Horna, Jarmila. <i>The Study of Leisure: An Introduction</i>. London: Oxford University Press, 1994.</li> <li>15. Spence, Jonathan D. <i>Return to Dragon Mountain: Memories of a Late Ming Man</i>. New York: Viking, 2007. [此書有中譯本。史景遷著，溫洽溢譯，《前朝夢憶：張岱的浮華與蒼涼》。桂林：廣西師範大學出版社，2010。]</li> </ol>	

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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