

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	CHC2CN13P
Subject Title	Chinese Folk and Popular Stories 中國民間故事與通俗小說
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion subjects: CC2C13, CC2C13P, CC2CN13P and CC222
Objectives	<p>Folk and popular stories trace the outcomes of human actions and desires, drawing on richly varied beliefs. This subject surveys myths and legends from as early as the 1st millennium BCE and folk tales, regional lore, and printed popular stories through the 18th century. The subject will introduce various theories about the development of the popular story from histories, drama, ritual, and storytelling; it defines the storyteller's voice that typifies folk and popular stories; and describes the broad types of stories. The subject will explore beliefs and notions of causality associated with Confucian, Buddhist, and Daoist religious precepts as well as geomancy, traditional medicine, and fortunetelling. Students can thereby come to appreciate how patterns such as karmic retribution, fate, and bonds of kin and friendship underlie each story. It considers the close interaction of folk or "oral" and printed literatures in China. It asks how and why "common" story traditions that are shared by the most highly literate elite class and common folk emerged in China, as distinct from Europe and other cultures. The subject documents the ways in which folk and popular stories forged a unity of popular culture, while paying due attention to the cultural, social, and historical conditions in which traditional storytelling and popular publishing took shape.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Comprehend the themes, language, and styles shared by popular printed stories and oral folk storytelling, as well as the features that distinguish them; (b) describe the interplay between folk beliefs and orthodox belief systems associated with Confucianism, Buddhism, and Daoism; (c) chart the development of the popular story from sources in oral storytelling, myths and legends, drama, ritual, and the classical tale; (d) recognize the variety of world views and values represented in stories and, while noting realistic elements, trace how storytelling shapes and standardizes cultural values and norms.

	<p>(e) read the texts of original stories with attention to theme, language, structure, discuss the modes of causation and world views.</p> <p>(f) build skills in reading, reflection, and writing. Students who complete the Chinese-language subject will be able to fulfill Chinese Reading and Writing Requirements (CR, CW). CC will be responsible for tutorials and monitor CR, CW skills and tasks.</p>
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Introduction 導論 2. Ancient Myths 古代神話 3. Folk Stories Penned by Scholars 文人筆下的民間故事 4. Interpreting the <i>Shanhaijing</i> 解讀《山海經》 5. The Great Wall and the Story of Meng Jiang nü 長城與孟姜女故事 6. Guan Yu and the <i>Romance of the Three Kingdoms</i> 關羽與《三國演義》 7. Medieval Accounts of Anomalies 中古志怪小說 8. Bao Zheng and the <i>Three Heroes and Five Gallants</i> 包拯與《三俠五義》 9. Legends of Heroes in the Song Dynasty: Yang Ye and Yue Fei 兩宋英雄傳奇：楊業與岳飛 10. Liu Bowen and the Legends of the Building of Old Peking 劉伯溫與北京建城傳說
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>Lectures and tutorials will introduce the material in its social and historical context. Students will be required to write responses to the readings, demonstrate their understanding of key concepts and CR literary themes and structure, thus fulfilling CR and CW and d, e. A final paper (2000- 3000 words) on topic chosen in consultation with the instructor will synthesize learning outcomes a, b, c, d, e, f.</p>

Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1"> <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. Oral Presentation</td> <td>20%</td> <td>√ CR</td> <td>√</td> <td></td> <td>√</td> <td>√ CR</td> <td></td> </tr> <tr> <td>2. Midterm quiz</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Final Paper</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√ CW</td> </tr> <tr> <td>4. Final quiz</td> <td>20%</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>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Oral Presentation	20%	√ CR	√		√	√ CR		2. Midterm quiz	20%	√	√	√	√			3. Final Paper	40%	√	√	√	√	√	√ CW	4. Final quiz	20%	√	√	√	√			Total	100 %						
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	4. Final quiz	20%	√	√	√	√																																																	
Total	100 %																																																						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>For the fulfillment of CR, students must demonstrate understanding of the assigned readings (CR) in quizzes and classroom discussion</p>																																																							
Student Study Effort Expected	Class contact:																																																						
	▪ Lecture	26 Hrs.																																																					
	▪ Tutorials	13Hrs.																																																					
	Other student study effort:																																																						
	▪ Reading	40 Hrs.																																																					
	▪ Writing; Prepare Questions on Assigned Texts	38 Hrs.																																																					
	▪ Story Collecting, Interview Storyteller, Photos	4 Hrs.																																																					
	Total student study effort	121 Hrs.																																																					
Reading List and References	<ol style="list-style-type: none"> 1. Barend J. ter Haar, <i>Telling Stories: Witchcraft and Scapegoating in Chinese History</i>, Brill, 2006, pp. 1-27. (中譯本可參看：《講故事：中國歷史上的巫術與替罪》，上海：中西書局，2017年) 2. 王明珂：《英雄祖先與弟兄民族》，台北：允晨文化，2006年，頁35-50。 																																																						

3. 袁珂：《中國古代神話(增訂本)》，上海：商務印書館，1951年，頁13-29。
4. 譚正壁：《中國小說發達史》，上海：上海古籍出版社，2012年，頁12-37。
5. 苗壯：《筆記小說史》，杭州：浙江古籍出版社，1998年，頁1-16。
6. 吳禮權：《中國筆記小說史》，台北：台灣商務印書館，1993，頁1-12。
7. 袁珂：〈《山海經》「蓋古之巫書」試探〉，收入《袁珂神話論集》，成都：四川大學出版社，1996年，頁9-18。
8. 張春生：〈試論《山海經》〉，收入《山海經研究》，上海：上海社會科學出版社，2007年，頁25-49。
9. 袁珂：〈中國神話傳說：從盤古到秦始皇〉，北京：世界圖書出版公司北京公司，2012年，頁487-494。
10. 顧頡剛：〈孟姜女故事研究〉，收入《中國民間傳說論集》，台北：聯經出版事業公司，1980年，頁1-48。
11. 陳壽：《三國志》，北京：中華書局，1959年，卷36〈關羽傳〉，頁939-942。
12. 韓秋白、顧青：《中國小說史》，台北：文津出版社，1995年，頁155-163。
13. 吳彰裕：〈關公信仰研究〉，收入《關羽、關公和關聖：中國歷史文化中的關羽學術研討會論文集》，北京：社會科學文獻出版社，2002年，頁97-121。
14. 韓秋白、顧青：《中國小說史》，台北：文津出版社，1995年，頁31-40。
15. 王國良：《魏晉南北朝志怪小說研究》，台北：文史哲出版社，1984年，頁1-35。
16. 脫脫等《宋史》，北京：中華書局，1977年，卷316〈包拯傳〉，頁10315-10317。
17. 韓秋白、顧青：《中國小說史》，台北：文津出版社，1995年，頁360-361。
18. 黃天驥：〈石玉崑與《三俠五義》(代序)〉，收入石玉崑：《三俠五義》，廣州：廣東人民出版社，1980年，頁1-14。

	<p>19.脫脫等《宋史》，北京：中華書局，1977年，卷272〈楊業傳〉，頁10315-10317；卷365〈岳飛傳〉，頁11375-11398。</p> <p>20.韓秋白、顧青：《中國小說史》，台北：文津出版社，1995年，頁252-254。</p> <p>21.陳學霖：《劉伯溫與哪吒城：北京建城的傳說》，台北：東大圖書股份有限公司公司，1996年。</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