

## 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>	CHC2CN24P
<b>Subject Title</b>	Introduction to Theater and Performance in Traditional China 中國傳統戲曲及表演藝術概論
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion subjects for: CC2C24, CC2C24P, CC2CN24P, CC2C17 CC2C17P, CC223 and CC230
<b>Objectives</b>	This class aims to inform students of the different theses that exist on the origins of Chinese theater. These views will be explored from an interdisciplinary perspective, in the process introducing students to basic methods in the study of literary history.
<b>Intended Learning Outcomes</b>  (Note 1)	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) grasp a historical overview of the various theses on the origins of theater in China, understand the intellectual background of the origins of these theses, and examine in-depth the cultural trends that produced these ideas;</li> <li>b) analyze the material from a cross-disciplinary point of view;</li> <li>c) develop critical historical skills through the comparison of primary sources on performance and the modern interpretation of these sources;</li> <li>d) develop skills in critical thinking, analytical reading, formal writing and oral expression;</li> <li>e) fulfill the Chinese Reading and Writing Requirements (in the Chinese version of the course).</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)	<ol style="list-style-type: none"> <li>1. Definitions of concepts: Ritual, Entertainment, Theatricality, Performance, Theater and Drama</li> <li>2. Notions of theater and performance in pre-modern China</li> <li>3. Early modern Chinese theories on the roots of theater</li> <li>4. Ancient festivals and drama performances</li> <li>5. Masterpieces in the history of Chinese drama</li> <li>6. Theater and performances in daily life</li> <li>7. Theater and performances in Court culture and banqueting</li> <li>8. Comparative perspectives: theater in traditional and modern society</li> </ol>

<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>This course will be mainly carried out through lectures and discussion. Lectures will give an overview of the subject covered and in the tutorial sessions students will discuss the reading material assigned. Students will give one presentation either individually or in groups, depending on the number of students. A term research paper on any aspect of the subjects covered will be decided early in the semester.</p>																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table border="1" data-bbox="520 477 1474 983"> <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> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. One final quiz</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Tutorial Oral Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Written Report</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></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"> <li>Participation in discussion during lectures and tutorial sessions allows the instructor to gauge student's efforts in learning. Group oral participation on a topic from the angles of ILO (a) to (d) should be expressed Power Point. Students will learn to work as a team in collecting reference resources, in-depth reading, discussion, and through analysis and synthesis of various perspectives and interpretations of the research topic. Each group member should present solely on his/her part. Marking is based on the content and the fluency of presentation, group cooperation and individual performance in interacting with classmates and in leading discussions.</li> <li>The purposes of the final quiz on factual and interpretative questions evolved from lecture notes and assigned readings are to help students revise what they have learnt in class. It may require some factual recall and articulation of opinions on the part of the students on all the ILOs.</li> <li>The written report is a writing assignment which may further develop from the assigned themes of the subject content or on a topic in consultation with the instructor, making it an apt assessment of ILO (a) to (d) as well. The written report aims to let student develop certain extent of knowledge on a theme of the subject content and reflect what they have learnt by utilizing primary and secondary sources to write a clear logical essay form paper with proper citation and bibliography and in well structure with fluent written language.</li> </ol>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. One final quiz	40%	✓	✓	✓	✓	✓	2. Tutorial Oral Presentation	20%	✓	✓	✓	✓	✓	3. Written Report	40%	✓	✓	✓	✓	✓	Total	100 %					
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<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>																																												
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>		<p>26 Hrs.</p>																																										
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>		<p>13 Hrs.</p>																																										

	Other student study effort:	
	▪ Readings	42 Hrs.
	▪ Writing	28 Hrs.
	▪ Discussion	14 Hrs.
	Total student study effort	123 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. (元)王實甫著，王季思校注：《西廂記》，上海：上海古籍出版社，1978年。</li> <li>2. (明)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年。</li> <li>3. (清)曹雪芹、(清)高鶚著：《紅樓夢》，北京：人民文學出版社，2005年。</li> <li>4. 王國維撰，馬美信疏證：《宋元戲曲史疏證》，上海：復旦大學出版社，2004年。</li> <li>5. 廖奔、劉彥君：《中國戲曲發展史》，太原：山西教育出版社，2000年。</li> <li>6. 譚帆：《優伶史》，上海：上海文藝出版社，1995年。</li> <li>7. 陸萼庭：《崑劇演出史稿》，上海：上海教育出版社，2006年。</li> <li>8. 徐城北：《中國戲》，鄭州：海燕出版社，1999年。</li> <li>9. 梅蘭芳：《舞臺生活四十年》，北京：中國戲劇出版社，1987年。</li> <li>10. 黎鍵：《香港粵劇敘論》，香港：三聯書店，2010年。</li> <li>11. 葉紹德編撰，張敏慧校訂：《唐滌生戲曲欣賞：一，帝女花、牡丹亭驚夢》，香港：匯智出版有限公司，2015年。</li> <li>12. (日)田仲一成著，布和譯：《中國祭祀戲劇研究》，北京：北京大學出版社，2008年。</li> <li>13. Van der Loon, Piet, “Les origines rituelles du théâtre chinois,” <i>Journal Asiatique</i> 265, 1977, pp. 141-168. 龍彼得 (Piet van der Loon) 著，王秋桂、蘇友貞譯，〈中國戲劇源於宗教儀典考〉，收入王秋桂主編，《中國文學論著譯叢》(臺北：臺灣學生書局，1985)，冊下，頁 523-547。</li> <li>14. Swatek, Catherine. <i>Peony Pavilion on Stage: Four Centuries in the Career of a Chinese Drama</i>. Ann Arbor: University of Michigan, 2002.</li> </ol>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.