

The Hong Kong Polytechnic University

Subject Description Form

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| Subject Code | CC2C26P |
| Subject Title | Discovering Chinese Literature in Hong Kong 發現香港中國文學 |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite / Co-requisite/ Exclusion | Nil |
| Objectives | <p>The beginning of Hong Kong literature can be traced to the 1930s in the context of the socio-political evolution of the former British colony, even though the concept of “Hong Kong literature” did not emerge until the mid-1980s from a collective identity crisis and a strong root-finding movement. Thus, this subject constitutes a discovery – or even a rediscovery – of a tradition that has been in existence for some seventy years.</p> <p>The subject will lead students through the development of Hong Kong Chinese literature from its birth in the 1930s to the present day. In addition to the analysis of literary works that include both “pure” and popular literature (e.g., newspaper writings and <i>wuxia xiaoshuo</i>), the subject will also cover topics such as politics, history, society and culture of Hong Kong as well as the literary links between Hong Kong, China and the rest of the world. The subject will also examine the interplay of imagination and exoticism in the accounts of Hong Kong of Chinese intellectuals through Hong Kong (e.g., Lu Xun and Hu Shi) and Western travelers (e.g., Lady Brassey, Paul Claudel and Jean Cocteau).</p> <p>In the process, students are encouraged to reflect upon the close relationship between daily life and literature by creating their literary writings through their observation of Hong Kong where they live and study. Through the study of the Hong Kong Sinophone literature which constitutes an undeniable part of their background, the students’ innate power of observation is honed, their literary sensibilities sharpened, their capacity of self-expression and critical thinking developed and their love and solicitude for their surroundings heightened.</p> |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) understand the birth and development of Hong Kong Chinese Literature b) comprehend the cultural values and social customs that inform literary writings of Hong Kong c) discourse on the uniqueness of Hong Kong Chinese literature in themes, language and style of different literary genres . d) develop reflective skills and critical thinking in their learning through examining the literary works. e) compose literary writings in an appropriate style to develop their critical thinking and literary sensibilities based on their own imagination and participation in life in Hong Kong. f) fulfill Chinese Reading and Writing Requirements. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1) Overview of Hong Kong Chinese Literature 2) The “rediscovery” and “discovery” of Hong Kong Chinese literature in the 1980s 3) The birth of Hong Kong Chinese literature in the 1930s |

| | 4) Colonial Hong Kong as seen by writers before 1949 5) The identity of Hong Kong writers and Hong Kong literary writings 6) The different genres of literary writings in Hong Kong 7) Introduction and appreciation of poetry in Hong Kong 8) Introduction and appreciation of essay writing (sanwen) in Hong Kong 9) Introduction and appreciation of novels in Hong Kong 10) Discourse on the uniqueness of Hong Kong Chinese literature | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teaching/Learning Methodology | <p>The course consists of lectures, discussions, literary writings reading, and group presentations. Students have to complete individual writing exercises and critique each other's work. The lectures will draw from both primary and secondary readings to provide students with a comprehensive understanding of the literature, history, politics, society and culture of Hong Kong. The readings will take students to the frontiers of current literature. Visual and audio materials may also be used in class.</p> <p>Students will do assigned readings before coming to class and be engaged in classroom discussions of the thoughts, and the artistic and literary of the literary writings they read. To emphasize the link between classroom learning and practice, students will form groups to work on writing projects on an issue of Hong Kong literature, which they will present for criticism. At the end of the semester, every student will submit an individual sample of literary writing.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="523 972 1481 1451"> <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>30%</td> <td></td> <td>√</td> <td></td> <td>√</td> <td></td> <td>√</td> </tr> <tr> <td>2. Final exam</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Final Paper</td> <td>50%</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 | 30% | | √ | | √ | | √ | 2. Final exam | 20% | √ | √ | √ | √ | √ | √ | 4. Final Paper | 50% | √ | √ | √ | √ | √ | √ | Total | 100 % | | | | | | |
| 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 | 30% | | √ | | √ | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Final exam | 20% | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Final Paper | 50% | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <table border="1" data-bbox="523 1653 1517 2110"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ Lecture</td> <td>26 Hrs.</td> </tr> <tr> <td>▪ Tutorial</td> <td>13 Hrs.</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> <tr> <td>▪ Reading</td> <td>50Hrs.</td> </tr> <tr> <td>▪ Writing</td> <td>45Hrs.</td> </tr> <tr> <td>▪</td> <td></td> </tr> </table> | Class contact: | | ▪ Lecture | 26 Hrs. | ▪ Tutorial | 13 Hrs. | Other student study effort: | | ▪ Reading | 50Hrs. | ▪ Writing | 45Hrs. | ▪ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ▪ Tutorial | 13 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other student study effort: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Reading | 50Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Writing | 45Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | <ul style="list-style-type: none"> ▪ Total student study effort | 124Hrs |
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| Reading List and References | <ol style="list-style-type: none"> (1) 盧瑋鑾(編),《香港的憂鬱—文人筆下的香港(一九二五—一九四一)》,香港:華風書局,1983。(CR 245p.) (2) 鄭樹森、黃繼持、盧瑋鑾(編),《早期香港新文學作品選:一九二七—一九四一》,香港:香港天地圖書有限公司,1998。(CR p.3-42) (3) 黃繼持,盧瑋鑾,鄭樹森(編),《追跡香港文學》,香港:牛津大學出版社,1998。(CR p.53-124) (4) 盧瑋鑾(小思),《香港文學散步》,香港:商務印書館(香港)有限公司,1991。 (5) 侶倫,《向水屋筆語》,香港:三聯書店(香港)有限公司,1985。 (6) 楊國雄,《香港身世:文字本拼圖》,香港:香港各界文化促進會有限公司,2009。 (7) 也斯,《香港文化》,香港:香港藝術中心,1995。(CR p.1-25) (8) 張美君、朱耀偉(編),《香港文學@文化研究》,香港:牛津大學出版社,2002。 (9) 梁秉鈞(策劃),許旭筠(執行編輯),《書寫香港@文學故事》,香港:香港教育圖書公司,2008。 (10) 陳國球,《文學史書寫形態與文化政治》,北京:北京大學出版社,2005。(CR p.262-290) (11) 黃仲鳴,《香港三及第文體流變史》香港:香港作家協會,2002。 (12) ABBAS Ackbar, <i>Hong Kong: Culture and the Politic of Disappearance</i>, Hong Kong: Hong Kong University Press, 1998。 (13) FAURE David 科大衛(éd), <i>HONG KONG: A Reader in Social History</i> (香港社會史讀本), Hong Kong: Oxford University Press (China) Ltd., 2003。 (14) LEE Ou-fan Leo, <i>City Between Worlds: My Hong Kong</i>, Cambridge, Massachusetts, and London England: The Belknap Press of Harvard University Press, 2008。 (15) LO Hsiang-lin 羅香林, <i>The Role of Hong Kong in the Cultural Interchange Between East and West</i>, Hong Kong: Institute of Chinese Culture, 1961。 (16) WELSH Frank, <i>A Borrowed Place: the History of Hong Kong</i>, New York: Kodansha International, 1993。 (17) 陳智德,《香港文學大系1919-1949:新詩卷》,商務印書館香港,2014。 (18) 陳國球、陳智德等,《香港文學大系1919-1949:小說卷》,商務印書館香港,2015。 (19) 陳國球、陳智德等,《香港文學大系1919-1949:導言集》,商務印書館香港,2016。 (20) 陳智德,《香港文學大系1919-1949:文學史料卷》,商務印書館香港,2016。 | |