

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A in 2017 / 18

Part I Course Overview

Course Title: Western Art and Culture

Course Code: CAH2503

Course Duration: 1 Semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL2503 Introduction to Western Art and Culture
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to 1) provide students with a comprehensive understanding about the cultural history of the West, 2) to introduce important Western artworks, artefacts and heritage, 3) to familiarize students with critical approaches to object analysis, and 4) to encourage students to develop their own research and interests in the area of Western art and culture.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand the dynamics that form a common body of knowledge in a given culture;	20%	√	√	
2.	Reflect critically on specific mainstream and non-mainstream cultural beliefs, values, and sensibilities in the Western world (including sub-cultures);	20%	√	√	
3.	Analyze a variety of texts on topics in Western cultural literacy;	30%		√	√
4.	Identify the expressions of (or against) specific cultural norms in cultural artefacts;	10%		√	√
5.	Identify the sources and influences of popular cultures in the world today.	20%		√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures and primary readings	Lectures and primary readings regarding cultural literacy in the Western context.	√	√	√	√	√	
Lectures and readings of secondary sources	Lectures and readings of secondary sources regarding the formation of cultural beliefs in the West; group discussions.		√	√	√	√	
Readings of secondary materials and group discussions	Readings of secondary materials and group discussions.			√	√		
Lectures and group discussions	Lectures and group discussions regarding popular culture.					√	
Movies and other media	Movies clips and other media.	√	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 60%							
Written assignment on specific items of a Western culture. This essay (1000-1500 words) should reflect knowledge of at least one cultural area (art, literature, film, etc.) and its representational value.	√	√	√			30%	
Group presentation and discussion				√	√	20%	
Participation	√	√	√	√	√	10 %	
Examination: 40% (duration: 2 hours)							
						100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Continuous Assessment: <ul style="list-style-type: none"> - Written assignment on specific items of a Western culture - Group presentation and written report - Participation 		Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.
2. Examination						

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

American culture, European culture, cultural literacy, cultural theories, Western belief systems (including religion and psychology), Western popular culture, sub-cultures, Western cultural norms; literature, film, art.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Primary Readings:

1.	Gardner, Helen. <i>Art through the Ages</i> . Boston, Mass.: Wadsworth/Cengage Learning, c2013.
2.	Adams, Laurie. <i>A history of Western art</i> . Boston, McGraw-Hill, 2008.
3.	Williams, Robert. <i>Art Theory: An Historical Introduction</i> . Chichester, U.K. ; Malden, MA : Wiley-Blackwell, 2009.
4.	Spielvogel, Jackson J. <i>Western civilization</i> . Minneapolis/St. Paul : West Pub. Co, 1994
5.	Wiesner, Merry E., Ruff, Julius R., Wheeler, William Bruce. <i>Discovering the Western past : a look at the evidence</i> . Boston, Mass. : Houghton Mifflin, 2004.

Secondary Readings:

1.	Graves, Robert. <i>The Greek Myths</i> . Harmondsworth, England: Penguin Books, 1960.
2.	Grosse, Lloyd T., ed. <i>1500 Literary References Everyone Should Know</i> . New York: Arco Books, 1983.
3.	Guins, Raiford A., Crus, Omayra and Omayra Zaragoza Cruz, eds. <i>Popular Culture: A Reader</i> . Sage Publications, 2005.

Other:

1.	<i>Dialogue—A Journal For Cultural Literacy</i> .
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Online Resources

Hirsch, E.D., Jr., et al, eds. *The New Dictionary of Cultural Literacy*,

Boston: Houghton Mifflin, 2002. On the web at www.bartleby.com/59/.