

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: Texts in Chinese Art and Culture

Course Code: CAH2545

Course Duration: One semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL2545 Texts in Chinese Art and Culture

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to enhance students' understanding of Chinese art and culture through extensive reading on selective texts from both Chinese and non-Chinese sources either in original or in translation. It will introduce the students to a substantial amount of representative cultural texts—literary, philosophical, art, aesthetic or in popular/folklore forms—that have influenced the development of art and culture as well as shaped our understanding of culture and heritage. It will give the students an overview of the central theories that have been developed by artists, historians and philosophers from ancient time to the present. Students will read art and cultural texts from more popular and easy-to-read style to more theoretical style, and are encouraged to read and discuss critically about the selective texts, so that can be able to develop their own analytical views on 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.	Demonstrate critical understanding and appreciation of art and cultural texts through extensive reading		x		
2.	Demonstrate analytical skills on art and culture			x	
3.	Acquire broad cultural knowledge through reading and being familiar with representative cultural texts		x		
4.	Be able to respond critically to arguments and theories in art and culture		x		
5.	Be able to discourse in English with ease and confidence on cultural topics				
6.	Demonstrate ability in expressing in English cross-cultural understanding through reading translated cultural texts				
		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	6	
1	Reading assigned art and cultural texts per	x	x	x	x	x	x	

	week, done before students come to class							
2	Class discussions on assigned texts	x	x	x	x	x	x	
3	Students group discussions and summarizing the meaning of the texts, questions and answers	x	x	x	x	x	x	
4	Carrying on conversations on the topics of the texts	x	x	x	x	x	x	
5	Individual speeches and presentations on particular topics	x	x	x	x	x	x	
6	Group debates on cultural issues and translation	x	x	x	x	x	x	

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	6		
Continuous Assessment: 100%								
Class participation and Canvas Discussion	x	x	x	x	x	x	20	
Oral Presentation	x	x	x	x	x	x	20	
Written Report	x	x	x	x		x	20	
Final Paper	x	x	x	x		x	40	
Examination: - (duration: -)								
							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 Tasks	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Grading is based on overall performance scored in various tasks. No need for further subdivisions here.		Superior command of English-language ability in comprehending, conversing and discoursing on art and cultural texts. Demonstrated familiarity with representative cultural texts and topics, and demonstrated confidence and fluency in expressing them in near-native level English.	Good command of English-language ability in comprehending, conversing and discoursing on art and cultural texts. Demonstrated familiarity with representative cultural texts and topics, and demonstrated confidence and fluency in expressing them in good English.	Satisfactory command of English-language ability in comprehending, conversing and discoursing on art and cultural texts. Adequate familiarity with representative cultural texts and topics, and fair confidence and fluency in expressing them in comprehensible English.	Sufficient command of English-language ability in comprehending, conversing and discoursing on art and cultural texts so as to allow students to progress without repeating the course.	Little command of English-language ability in comprehending, conversing and discoursing on art and cultural texts. Little familiarity with representative cultural texts and topics, and little confidence and fluency in expressing them in acceptable English.

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.)

Art, Culture, Aesthetic, Art Theory, Cultural theory, Literary theory

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.)

1.	Wilt L. Idema, ed. & trans. <i>The butterfly lover: the legend of Liang Shanbo and Zhu Yingtai ; four versions, with related texts</i> . Indianapolis: Hackett Pub. Co., 2010.
2.	Wilt L. Idema, ed. & trans. <i>The White Snake and her Son: a translation of The Precious Scroll of Thunder Peak with related texts</i> . Indianapolis: Hackett Pub. Co., 2009
3.	Judith T. Zeitlin, <i>Historian of the strange: Pu Songling and the Chinese classical tale</i> . Stanford, Calif. : Stanford University Press, 1993
4.	Shiamin Kwa and Wilt L. Idema, ed. & trans. <i>Mulan: five versions of a classic Chinese legend with related texts</i> . Indianapolis: Hackett Pub. Co., 2010.
5.	Hsiu-Chuang Deppman, <i>Adapted for the screen: the cultural politics of modern Chinese fiction & film</i> . Honolulu: University of Hawai'i Press, 2010.

2.2 Additional Readings

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

1.	Dan Hassler-Forest and Pascal Nicklas, eds., <i>The politics of adaptation: media convergence and ideology</i> . Basingstoke: Palgrave Macmillan, 2015.
2.	Poshek Fu ed. <i>China Forever: The Shaw Brothers and Diasporic Cinema</i> . Urbana: University of Illinois Press, 2008
3.	Siu Leung Li, <i>Cross-Dressing in Chinese Opera</i> . Hong Kong: Hong Kong University Press, 2003.
4.	Judith T. Zeitlin, <i>The phantom heroine: ghosts and gender in seventeenth-century Chinese literature</i> . Honolulu : University of Hawai'i Press, 2007
5.	Anne Birrell, <i>Chinese Mythology: An Introduction</i> . Baltimore: The John Hopkins University Press, 1993.
6.	V. Propp, <i>Morphology of the folktale</i> . Austin: University of Texas Press, 1968.
7.	Northrop Frye, <i>Anatomy of criticism: four essays</i> . Princeton, : Princeton University Press, 1971.
8.	Steven M. Cahn and Aaron Meskin eds. <i>Aesthetics: A Comprehensive Anthology</i> . Malden, MA: Blackwell Pub., 2008.
9.	Stuart Hall and Jessica Evans eds. <i>Visual Culture: the Reader</i> . London: Sage, 1999.
10.	Carl G. Jung, "The Concept of the Collective Unconscious" (http://www.timestar.org/collective.htm)
11.	Roland Barthes, <i>Mythologies</i> (http://seacoast.sunderland.ac.uk/~os0tmc/myth.htm)