

**City University of Hong Kong  
Course Syllabus**

**offered by School of Creative Media  
with effect from Semester B 2018 /19**

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**Part I Course Overview**

**Course Title:** Cinema East and West

**Course Code:** GE1102

**Course Duration:** 13 Weeks (or 1 Semester)

**Credit Units:** 3 Credits

**Level:** B1

**Proposed Area:**  
*(for GE courses only)*

Arts and Humanities  
 Study of Societies, Social and Business Organizations  
 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)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* SM2274 History of Cinema

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

This course aims to present students with a larger picture of how film has developed from 1895 to today as both a popular medium and an art form, and how cinemas of the West and the East have influenced each other's aesthetics and cultural visions from the earlier years to present days. Students are expected to define basic terminologies in cinema history, to name representative directors and works from each country and/or period, and to describe major events and trends in the world of film. In addition to appreciation of film works, formations of Hollywood, Hong Kong and other film industries, as well as the evolution of their business models will also be discussed. Through a component of independent cinema and its dissemination outside the mainstream film industry, the social functions of film/video work will also be analyzed.

By covering significant ideas, movements, trends and new forms of cinema, the course will also enhance students' general knowledge on visual media and cultural history and provide them a vocabulary with which they can further explore in the field of visual media studies and topics related to socio-cultural issues.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1. ^	Understand the basics concepts of film techniques and recognize major movement, event and figures in world film history	20%		✓	
2. ^	Present and discuss assigned film with originality and clarity and within a special societal, cultural, economic, and/or historical context	20%	✓	✓	✓
3. ^	Acquire a broader knowledge of cinema culture—its relationship with a nation's socio-economic situation, as well as how various forms of cinema co-exist and co-function	20%		✓	
4. ^	Learn to read visual coding in films, its impact on viewers and its sophisticated techniques in narrative	20%		✓	✓
5. ^	Learn about the ethical issues and business modes in filmmaking and how this media can reflect private life and/or affect public opinion	20%	✓	✓	✓

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

100%

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

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

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	
Writing	Write in-class exercise sheets to clarify on concepts learned in lecture	✓	✓	✓	✓	✓		1.5
Discussion	Conduct on-line discussion after lectures and screening of film works	✓	✓	✓	✓	✓		1
Team Work	Work in a group to discuss an assigned film and present the film in class		✓	✓				1
Critique	Review film works from a specific perspective and raise important issues		✓	✓	✓	✓		1.5

### 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%								
5 in-class exercises to be done for essential understanding of audio-visual coding	✓	✓	✓	✓	✓		25%	None
2 film journals to be done for discussing film texts with a special vocabulary		✓	✓	✓	✓		40%	None
30 minutes Group Presentation		✓	✓				30%	None

on an assigned film to discuss both film form and film content								
A multiple choice quiz to review the fundamental concepts introduced in lectures	✓				✓		5%	None
Examination: 0% (duration: , if applicable)								
* The weightings should add up to 100%.							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. On-line notes 2. Group Presentation 3. Critique writing 4. Quiz	Knowledge learned, critical ability, delivery of work	Strong evidence of understanding of the concepts introduced in class as reflected by worksheets passed to students during tutorials; superior writings revealing original thinking; excellent group presentation that requires originality and good team work; remarkable improvement through drawing exercise through the semester	Evidence of understanding of the concepts introduced in class as reflected by worksheets passed to students during tutorials; good writing showing clarity and depth; good group presentation that requires originality and good team work; satisfying improvement through drawing exercise through the semester	Partial evidence of understanding of the concepts introduced in class as reflected by worksheets passed to students during tutorials; writing that lack any depth; satisfactory group presentation that requires originality and good team work; partial improvement through drawing exercise through the semester	Little evidence of understanding of the concepts introduced in class as reflected by worksheets passed to students during tutorials; insufficient writing ability as revealed through on line topic discussions; disorganized group presentation; little improvement through drawing exercise through the semester	No evidence of understanding of the concepts introduced in class as reflected by worksheets passed to students during tutorials; writings lack basic clarity; group presentation that reveals no originality; no improvement through drawing exercise through the semester

**Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.**

**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.)

1. Film as a Technical Invention and Early Experiments in Cinema
2. Early Film Industry and the Move to Hollywood: Business Models and Gender Politics
3. From the Late Silent Era to the Sound Era: Impressionism & Expressionism
4. Soviet Montage Movement & China's Left-wing Film: Film as a Propaganda Art
5. The Hollywood Studio System: Formation of Multi-million Business from the Era of Depression
6. Early Japanese and Taiwan Cinema: Colonial versus National
7. Before and After Italian Neorealism: Cinema and State
8. The Divided Chinese Cinema after 1949: Politics versus Entertainment
9. Hindi Cinema: History, Development, and International Impact
10. The French New Waves & The Left Bank French New Cinema
11. Other New Waves and Young Cinemas: Germany, Japan, and Brazil
12. Hong Kong New Wave, New Taiwan Cinema, and China's Fifth Generation Movement
13. Independent Cinema and Its Alternative Modes of Dissemination

**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.	Louisa Wei, <i>Cinema East and West</i>
2.	Bordwell, David and Kristin Thompson. <i>Film Art: An Introduction</i> . (Sixth Edition.) NY: McGraw Hill, 2001.
3.	Cook, David A. <i>A History of Narrative Film</i> . (Third Edition.) NY: W.W. Norton & Company, 1996.

**2.2 Additional Readings**

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

1.	Lu, Sheldon Hsiao-peng ed. <i>Transnational Chinese Cinemas: Identity, Nationhood, Gender</i> . Honolulu: U of Hawai'i P, 1997.
2.	Richie, Donald. <i>A Hundred Years of Japanese Film: A Concise History</i> . Tokyo: Kodansha International, 2001.
3.	Thompson, Kristin, and David Bordwell. <i>Film History: An Introduction</i> . (Second Edition.) NY: McGraw Hill, 2003.
4.	Zhang Yingjin and Xiao Zhiwei. <i>Encyclopaedia of Chinese Film</i> , New York: Routledge, 1998.

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 1-5 Students are required to work on their own for in-class exercises and journal writing
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CULOs 1-5 Students are required to always thinking about cultural differences, social environment and historical contexts when discussing film conventions and trends
PILO 3: Demonstrate critical thinking skills	CILOs 2-3 Students are required not only to appreciate film works but also offer their criticism
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	CILOs 1-5 Students are required to write post their journals on-line to exchange their reflections with others
PILO 6: Demonstrate effective oral communication skills	CILO 2-4 Students are required to do oral presentation and make comments on other groups' presentations
PILO 7: Demonstrate an ability to work effectively in a team	CILO 2-3 Students need to work in teams
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 1+5 Students are introduced of film movements and trends from different cultures in comparison to each other and thus understand their own culture better
PILO 9: Value ethical and socially responsible actions	CILOs 5 Students are required to debate over films made for purpose of propaganda and social reform, which often involve ethical issues
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 1-5 All tasks in class are built to encourage student's personal discovery and innovative mode of thinking

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>	<b>Related CILO(s)</b>	<b>Related GE PILO(s)</b>
On-line discussion	CILOs 1-5	PILOs 1, 2, 3, 5, 8, 9, 10