

CAH5736: CHINESE LITERATURE AND FINE ARTS

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Chinese Literature and Fine Arts

Subject Code

CAH - Chinese and History

Course Number

5736

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Writers through the ages have used words to express and describe the world around them and their ideas, while artists have relied on visual elements to do so. This course aims to provide students with the convergence of Chinese literature and fine arts. It also aims to introduce students the intertextuality and regeneration between literary arts and fine arts as both of them are products of human spirit, representing in essence two sides of the same coin.

Upon completing the course, students will be able to discover the modes of expression of literary works and artworks, and analyze the features of their creative impulse from one mode to the other.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recognize the history and format of inscriptions on fine arts;	20	x	x	
2	Point out how stories tell in narrative and nonnarrative Chinese Paintings;	20	x	x	
3	Explain and discover the relationship between Chinese literature and fine arts;	20	x	x	x
4	Discover and analyze the intertextual between literary themes and painting subjects;	20	x	x	x
5	Evaluate contemporary creativities of literature in fine arts.	20	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Learning through teaching is mainly based on lectures. The origins and structures of the selected art and literal works are explained and discussed. The importance and influence of the selected works are highlighted. Discover and analyze by making use of the images of the art works, together with biography of the artists, their thought and art theories.	1, 2, 3, 4, 5

2	Readings	Textbooks chapters, articles, primary resources on artworks, and supplementary materials.	1, 2, 3, 4, 5	
3	Visual elements	Paintings, calligraphies, bronzes, ceramics and artworks in other medium.	1, 2, 4, 5	
4	Tutorial and Assignment	Students are requested to reveal the intertextuality between literary components and visual elements in artworks. Students are asked to examine how the artists have been inspired by literary works in their creations. Students are requested to re-interpret and evaluate the commentaries of the given works.	2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	In-class discussion - Motivate students' spirituality of learning, small group discussion, class exercises.	1, 2, 3, 4, 5	15	-	No
2	Group presentation - Each tutorial group is required to make an oral presentation closely related to what they have acquired in lectures.	2, 3, 4, 5	35	-	No

3	Assignment - Students are responsible to explore the literary features in the given works or evaluate the commentaries on the selected works by using the methods explained in lectures and recognized in tutorials.	2, 3, 4, 5	50	-	No
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Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

In-class discussion - Motivate students' spirituality of learning, small group discussion, class exercises. (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.

Excellent

(A+, A, A-) Strong evidence of:

- Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Good

(B+, B, B-) Some evidence of:

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Fair

(C+, C, C-) Limited evidence of:

- Active in-class participation, listening comprehension, ability to participate in class discussion and comment on other points;
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal

(D) Marginally satisfies the basic requirements of the participation.

Failure

(F) Fail to meet minimum requirements of participation.

Assessment Task

Group presentation - Each tutorial group is required to make a 40-minute oral presentation closely related to what they have acquired in lectures. (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good

(B+, B, B-) Some evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair

(C+, C, C-) Limited evidence of:

- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal

(D)

- Loose organization, but acceptable identified content;
- Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

Failure

(F)

- Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;
- Loose organization, without distinct primary and secondary structure;
- Devoid of personal comment and/or unreasonable opinion;
- Softly voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Assignment - Students are responsible to explore the literary features in the given works or evaluate the commentaries on the selected works by using the methods explained in lectures and recognized in tutorials. (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyze.

Excellent

(A+, A, A-) Strong evidence of:

- Rich content ability to integrate various resources into primary and secondary levels as demanded;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.;
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good

(B+, B, B-) Some evidence of:

- Rich content ability to integrate various resources into primary and secondary levels as demanded;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
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- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal

(D)

- Adequate content, ability to integrate resources generally as demanded limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
- References are insufficient ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure

(F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Assessment Task

In-class discussion - Motivate students' spirituality of learning, small group discussion, class exercises. (for students admitted from Semester A 2022/23 to Summer Term 2024)

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Part III Other Information

Keyword Syllabus

Scholar art, visual art, lyrical aesthetic, expression, Inscriptions, colophon, lyric aesthetics, painting, narrative illustration, nonnarrative paintings, calligraphy, wood block print, ceramic, lacquerware, carving literature, poetry song, ode novel.

Reading List

Compulsory Readings

	Title
1	衣若芬，〈遊目騁懷：文學與美術的互文與再生〉，臺北市：里仁書局，2011。
2	戴麗珠：〈詩與畫之研究〉，台北：Airiti Press Inc.，2009。
3	Murck, Alfreda; Fong, Wen C. ed., Words and Images: Chinese Poetry, Calligraphy, and Painting, NY: The Metropolitan Museum of Art; Princeton: Princeton University Press, 1991.
4	Cahill, James, The lyric journey: poetic painting in China and Japan Cambridge, Mass: Harvard University Press, 1996.
5	Steuber Jason ed. China: 3000 years of art and literature New York: Welcome Books, 2007.

Additional Readings

	Title
1	國立故宮博物院編輯委員會編，〈文學名著與美術特展〉，台北市：國立故宮博物院，2001。
2	衣若芬，〈觀看·敘述·審美：唐宋題畫文學論集〉，臺北市：中央研究院中國文哲研究所，2004。
3	Steuber, Jason, China: 3000 years of art and literature, New York : Welcome Books, 2007.
4	陳邦彥等撰，〈歷代題畫詩類〉，上海：上海古籍出版社，1993。
5	張金鑑，〈中國畫的題畫藝術〉，福州：福建美術出版社，1993。
6	李栖，〈兩宋題畫詩論〉，台北市：學生書局，1994。