

# CAH2502: ASIAN ART AND CULTURE

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Asian Art and Culture

### Subject Code

CAH - Chinese and History

### Course Number

2502

### Academic Unit

Chinese and History (CAH)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

CTL2502 Introduction to Asian Art and Culture

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to 1) provide students with a comprehensive understanding about common and diverse cultural bodies of knowledge in the Chinese and Asian context, and 2) to impart a critical cultural literacy that enables students to reflect upon cultural practices and to communicate them effectively.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Understand the dynamics that form a common body of knowledge in a given culture;		x		
2	Reflect critically on specific mainstream and non-mainstream cultural beliefs, values, and sensibilities in the Chinese and Asian world, including minorities;				x
3	Analyze a variety of cultural texts on topics in Asian cultural literacy;			x	
4	Identify the expressions of (or against) specific cultural norms in cultural artefacts and cultural institutions;			x	
5	Identify the sources and influences of popular cultures in today' s Asian cultures.			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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and readings of primary texts	Lectures and readings of primary texts regarding cultural literacy in the Asian context	1, 2, 3, 4, 5
2	Lectures and readings of secondary texts	Lectures and readings of secondary texts regarding formation of cultural beliefs in Asia; group discussions; guest lectures (if possible)	2, 3, 4, 5

3	Readings of secondary texts and group discussions	Readings of secondary texts and group discussions;	3, 4, 5	
4	Lectures and readings regarding popular culture; group discussions	Lectures and readings regarding popular culture; group discussions	5	
5	Movies	Movies and other media	1, 2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation and discussion in class	1, 2, 4, 5	10	
2	Written assignment on specific items of Chinese and/or Chinese minority culture. This essay (800 words) should reflect knowledge of at least one cultural area (art, literature, film, etc.) and its representational value.	1, 2, 3	20	
3	Group presentation and individual written assignment on critical cultural knowledge from China or one other Asian country. This essay (800 words) should also incorporate materials from one or two theory-related secondary readings.	4, 5	30	

**Continuous Assessment (%)**

60

**Examination (%)**

40

**Examination Duration (Hours)**

2

**Assessment Rubrics (AR)****Assessment Task**

Participation and discussion in class

**Criterion**

This part will grade on attendance rate and performance in learning activities. Students require attending lectures, tutorials. They have to respond to questions and finish five minute summaries in lectures. They also require to actively participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.

**Excellent (A+, A, A-)**

Strong evidence of

- Excellent in-class participation, positive listening, ability to simulate class discussion and comment on other points.
- Excellent pre-class preparation and familiarity with peer reports and other materials.

**Good (B+, B, B-)**

Some evidence of

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

**Fair (C+, C, C-)**

Limited evidence of

- Adequate in-class participation, listening comprehension, ability to participate class discussion and comment on other points.
- Adequate 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

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**Assessment Task**

Written assignment on specific items of Chinese and/or Chinese minority culture

**Criterion**

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

**Excellent (A+, A, A-)**

Strong evidence of

- Excellent command of knowledge in all areas of Asian cultural literacy
- Excellent understanding of key issues related to cultural literacy in general and in the Asian context
- Excellent demonstration of research and writing skills in the area of Chinese and minority cultural literacy
- Excellent demonstration of writing skills and critical thinking about cultural literacy in two or more other Asian countries
- Active and excellent contributions to class in form of regular attendance, group discussion, and miscellaneous assignments

**Good (B+, B, B-)**

Some evidence of

- Good command of knowledge in all areas of Asian cultural literacy
- Good understanding of key issues related to cultural literacy in general and in the Asian context
- Good demonstration of research and writing skills in the area of Chinese and minority cultural literacy
- Good demonstration of writing skills and critical thinking about cultural literacy in two other Asian countries
- Active and useful contributions to class in form of attendance, group discussion, and miscellaneous assignments

**Fair (C+, C, C-)**

Limited evidence of

- Adequate command of knowledge in all areas of Asian cultural literacy
- Adequate understanding of key issues related to cultural literacy in general and in the Asian context
- Adequate demonstration of research and writing skills in the area of Chinese and minority cultural literacy
- Adequate demonstration of writing skills and critical thinking about cultural literacy in one other Asian country
- Adequate contributions to class in form of attendance, group discussion, and miscellaneous assignments

### **Marginal (D)**

Familiarity with the subject matter.

- Marginal command of course materials, with the ability to describe a few important issues in the area of cultural literacy in Asia
- Marginal ability and skills in conducting research work and in writing.
- Marginal participation in class, group discussion, and miscellaneous assignments

### **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.

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### **Assessment Task**

Written assignment on critical cultural knowledge from China or one other Asian country

### **Criterion**

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

### **Excellent (A+, A, A-)**

Strong evidence of

- Excellent command of knowledge in all areas of Asian cultural literacy
- Excellent understanding of key issues related to cultural literacy in general and in the Asian context
- Excellent demonstration of research and writing skills in the area of Chinese and minority cultural literacy
- Excellent demonstration of writing skills and critical thinking about cultural literacy in two or more other Asian countries
- Active and excellent contributions to class in form of regular attendance, group discussion, and miscellaneous assignments

### **Good (B+, B, B-)**

Some evidence of

- Good command of knowledge in all areas of Asian cultural literacy
- Good understanding of key issues related to cultural literacy in general and in the Asian context
- Good demonstration of research and writing skills in the area of Chinese and minority cultural literacy
- Good demonstration of writing skills and critical thinking about cultural literacy in two other Asian countries
- Active and useful contributions to class in form of attendance, group discussion, and miscellaneous assignments

### **Fair (C+, C, C-)**

Limited evidence of

- Adequate command of knowledge in all areas of Asian cultural literacy
- Adequate understanding of key issues related to cultural literacy in general and in the Asian context
- Adequate demonstration of research and writing skills in the area of Chinese and minority cultural literacy
- Adequate demonstration of writing skills and critical thinking about cultural literacy in one other Asian country
- Adequate contributions to class in form of attendance, group discussion, and miscellaneous assignments

### **Marginal (D)**

Familiarity with the subject matter.

- Marginal command of course materials, with the ability to describe a few important issues in the area of cultural literacy in Asia
- Marginal ability and skills in conducting research work and in writing.
- Marginal participation in class, group discussion, and miscellaneous assignments

### **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.

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### **Assessment Task**

Examination

### **Criterion**

It will grade on how student respond to the questions, content and fluency. Students should demonstrate the ability to describe the significant art works disseminate political messages in their historical contexts.

### **Excellent (A+, A, A-)**

Strong evidence of

- Excellent grasp of the material with in-depth of extensive knowledge of the subject matter;
- Excellent understanding of issues in art and politics.
- Excellent explanation the different media and techniques of message dissemination in the art world.

### **Good (B+, B, B-)**

Some evidence of

- Good grasp of the material with in-depth of extensive knowledge of the subject matter;
- Good understanding of issues in art and politics.
- Good explanation the different media and techniques of message dissemination in the art world.

### **Fair (C+, C, C-)**

Limited evidence of

- Adequate grasp of the material with in-depth of extensive knowledge of the subject matter;
- Adequate understanding of issues in art and politics.
- Adequate explanation the different media and techniques of message dissemination in the art world.

### **Marginal (D)**

Familiarity with the subject matter;

- Marginal grasp of the material with in-depth of extensive knowledge of the subject matter;
- Marginal understanding of issues in art and politics.
- Marginal explanation the different media and techniques of message dissemination in the art world.

### **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 of relevant themes;

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## **Part III Other Information**

### **Keyword Syllabus**

China, Chinese minority cultures, Asia; cultural literacy, cultural theories (e.g. Pierre Bourdieu' s concept of cultural capital), belief systems, mythology, cultural norms; popular culture, literature, film, art.

### **Reading List**

**Compulsory Readings**

Title	
1	Barnstone, Tony, ed. Literatures of Asia—From Antiquity to the Present. Upper Saddle River, NJ : Prentice Hall, 2003.
2	Hackin, J. et al. The Mythologies of the East—A Detailed Description and Explanation of the Mythologies of All the Great Nations of Asia. New Delhi: Aryan Books International, 1996.
3	Hirsch, E. D., Jr. "Introduction to the First Edition." In Hirsch, E.D., Jr., et al, eds. The New Dictionary of Cultural Literacy, Boston: Houghton Mifflin, 2002.
4	Stanley-Baker, Joan. Japanese Art. London: Thames & Hudson, 2014.
5	Portal, Jane. Korea : Art and Archaeology. New York: Thames & Hudson, 2000.
6	Lent, John A., ed. Asian Popular Culture. Boulder : Westview Press, 1995.
7	Neave, Dorinda. Asian Art. Boston: Pearson, 2015.
8	Mitter, Partha. Indian Art. Oxford: Oxford University Press, 2001.
9	Temple, Robert K.G. The Genius of China--3,000 Years of Science, Discovery, and Invention. London: Prion, 1998.
10	Thorp, Robert L., and Richard Ellis Vinograd. Chinese Art & Culture. New York: Harry N. Abrams, 2001.
11	Bourdieu, Pierre, and Jean-Claude Passeron. "Cultural Reproduction and Social Reproduction." In Knowledge, Education, and Social Change. Richard Brown, ed. London: Tavistock, 1973. 71-112.
12	Broudy, Harry S. "Cultural Literacy and General Education" Journal of Aesthetic Education 24.1, (Special Issue: Cultural Literacy and Arts Education, Spring, 1990): 7-16.
13	Gardner, Louise. Art Through the Ages. New York: Harcourt Brace Jovanovich, 1980.
14	Tam, Kwok-kan, Yip, Terry Siu-han, and Wimal Dissanayake, eds. Sights of Contestation: Localism, Globalism and Cultural Production in Asia and the Pacific. Hong Kong; The Chinese University Press, 2002.
15	Dialogue—A Journal For Cultural Literacy.
16	Hirsch, E.D., Jr., et al, eds. The New Dictionary of Cultural Literacy, Boston: Houghton Mifflin, 2002.

**Additional Readings**

Title	
1	Nil