

CAH2865: HISTORY OF CHINESE ART

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

History of Chinese Art

Subject Code

CAH - Chinese and History

Course Number

2865

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

Other Languages

Other Languages for Medium of Instruction

English supplemented by Chinese

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Covering the prehistoric to modern periods, this course aims to explore Chinese art in great depth and provide students with the methodological foundation for further historical research. With references to artistic productions and materials, it explains the major issues in Chinese history related to art, including the origin of Chinese civilization, historical/artistic remains (e.g. jade, pottery, bronze, sculpture, painting, calligraphy) and rituals, the various functions and/or meanings of these artifacts, socio-political thoughts and the practices in Chinese historical times etc. Students will become familiar with the deep culture of China represented by artistic materials.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the historical background and techniques of viewing and understanding works of art and archaeological findings.	20	x		
2	Explain in depth the characteristics of Chinese Art and archaeological artefacts and how they are related to Chinese history from the past to present.	20	x		
3	Analyse the masterpieces in Chinese archaeology and art, as well as their functions and meanings.	20		x	
4	Examine critically the research conducted by scholars in relation to Chinese archaeology and art.	20		x	
5	Apply historical theories and research methods to the study of Chinese archaeology and art.	20			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 and in-class activities	In order to promote active learning and encourage new discovery, besides normal lectures, students will be engaged in in-class group activities, e.g. group discussions, simple quizzes and debates.	1, 2, 3	

2	Reading	Book chapters and articles related to the topic.	2, 3, 4	
3	Tutorial Presentation & Discussion	All tutorials are topic-oriented. Students are expected to study the assigned readings in advance, and all of them will take turns to be the presenter and lead the discussion throughout the course. Teachers will assess students' analytical skills and their understandings of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions will be conducted during tutorials. Students will submit in written form a revised presentation after receiving comments from their teachers and classmates. Both the oral and written presentations will be assessed. Students assigned as discussants should actively take part in discussions right after the presentation. They will submit to the lecturer their comments and discovery in written form.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Group Oral Presentation Emphasises are placed on the depth of knowledge and the discovery of new issues.	1, 2, 3, 4	20	It is more appropriate to arrange 40% weighting for the oral presentation + written report of a research topic.	No

2	Group Final Report Students will submit in a written-form revision of the presentation after receiving comments from teacher and discussants.	3, 4, 5	20	It is more appropriate to arrange 40% weighting for the oral presentation + written report of a research topic.	No
3	Participation and discussion in class Motivate students' spirit in learning and enhance their awareness in discovering new points of discussion.	1, 2, 3	30	According to lecturer's experience, in-class learning attitude and direct outcomes is an important task that has to be arranged a larger weighting.	No
4	Test 1 - Mid-term Test 2 - Term-end In the two tests, students will be tested on topics and study material, and related historical theories discussed in the course.	4	30	Two tests (one in mid-term and one at term end) with a total of 30% is a more useful assessment method than a final exam weights as much as 40%.	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Presentation

Criterion

This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the 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 should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.

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;
- Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Final Paper

Criterion

This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as well as conclude in a convincing and creative manner.

Excellent (A+, A, A-)

Strong evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas
- Able to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, able to use various research methods and 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 based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Able to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.

- Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Able to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;
- Able 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

Participation and discussion in class

Criterion

Students should actively participate in discussions, debates and other class activities in tutorials and lectures. They should demonstrate an ability to interpret and criticize both insightfully and innovatively.

Excellent (A+, A, A-)

Strong evidence of:

- Active in-class participation, positive listening, able to simulate 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, able 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, able 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

Examination

Criterion

An examination will be given to assess students' knowledge and ability in describing, analysing and reflecting on the subject.

Excellent (A+, A, A-)

- Excellent command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Deep understanding of concepts and key ideas and connections between them
- Innovative ideas with convincing demonstration • Good and organized expression

Good (B+, B, B-)

- Good command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Deep understanding of concepts and key ideas and connections between them
- Innovative ideas with convincing demonstration
- Good and organized expression

Fair (C+, C, C-)

- Adequate command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Understanding of concepts and key ideas and connections between them
- Innovative ideas with less convincing demonstration

Marginal (D)

- Marginal command of knowledge, skills and understanding in lectures of ancient Chinese history.
- Fair understanding of concepts and key ideas and connections between them
- Ideas without convincing demonstration

Failure (F)

- Failure to show knowledge, skills and understanding in lectures of ancient Chinese history.
- Poor understanding of concepts and key ideas and connections between them
- Ideas without convincing demonstration

Part III Other Information**Keyword Syllabus**

Archaeological materials, architecture, art, artifacts, artistic productions, bronze, calligraphy, China, historical/artistic remains, jade, painting, pottery, ritual, sculpture, socio-political thoughts

Reading List**Compulsory Readings**

Title	
1	Adams, Laurie Schneider. A history of Western art, rev. 4th ed. Boston: McGraw-Hill, 2008.
2	Gardner, Helen. Gardner's art through the ages, 14th ed., backpack ed. Fred S. Kleiner. Boston, Mass.: Wadsworth/Cengage Learning, 2013.
3	Gombrich, E.H. The story of art, 16th ed., enl. & rev. London: Phaidon Press, 1995.

4	Kemp, Martin ed. The Oxford history of Western art. Oxford; New York: Oxford University Press, 2000.
5	Rowland, Benjamin Jr. The classical tradition in Western art. Cambridge, Mass.: Harvard University Press, 1963.

Additional Readings

Title	
1	巫鴻，《儀禮中的美術》，北京：三聯書店，2005。
2	蔣文光，《中華書法史》，台北：文津出版社，1993。
3	王伯敏，《中國美術通史》八冊，山東：教育出版社，1988。
4	王正華，《藝術、權力與消費：中國藝術史研究的一個面向》，杭州：中國美術學院出版社，2011。
5	石守謙等，《中國古代繪畫名品》，台北：雄獅圖書公司，1986。
6	石守謙，《風格與世變——中國繪畫史論文集》，台北：允晨文化公司，1996。
7	中國美術全集編輯委員會編，《中國美術五千年》（一至八卷），北京：人民美術出版社等，1991。
8	楊仁愷主編，《中國書畫》，台北：南天出版社，1992。
9	Clark, Kenneth. Animals and men: their relationship as reflected in Western art from prehistory to the present day. New York: W. Morrow, 1977.
10	Cole, Bruce. The informed eye: understanding masterpieces of western art. Chicago: Ivan R. Dee, c1999.
11	Panofsky, Erwin. Meaning in the visual arts: papers in and on art history. Garden City, N.Y.: Doubleday, 1955.
12	Panofsky, Erwin. Renaissance and renaissances in Western art. New York: Harper & Row, 1972, c1960.
13	Rice, Pierce. Man as hero: the human figure in Western art. New York: Norton, c1987.
14	Summers, David. Real spaces: world art history and the rise of Western modernism. London; New York, NY: Phaidon Press, 2003.
15	Vaizey, Marina ed. Art: the critics' choice: 150 masterpieces of western art selected and defined by the experts. New York: Watson-Guptill Publications, 1999.
16	Walther, Ingo F. Masterpieces of western art: a history of art in 900 individual studies from the Gothic to the present day. Köln; New York: Taschen, c2002.
17	Wren, Linnea H. et. al. eds. Perspectives on Western art. New York: Harper & Row, 1988-c1994.