

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: Chinese Art and Political Expression

Course Code: CAH2551

Course Duration: 1 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) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to familiarize students with how artworks deliver political message by using both pre-modern and modern examples from China. It allows the students on one the hand to explore how to get the political views expressed by the political power. On the other hand, how the artists who are out of office express political view through works of art. It will examine the impact of political power on the development of artistic activities, the influence of propaganda art on society and historical events, and our preconceptions and modern concerns about propaganda. Besides, according to the teachings of Confucian tradition, literati artists responded to political turmoil with subtle expression through implicit symbolism, poetry and artistic techniques. The course will explore these messages conveyed by visual arts. Moreover, it will examine the close relationship between art and society in the social cultural context of modern and contemporary China, demonstrating that art is not only the product of an independent condition, but also a matter of cultural economy as well as socio-politics. Student will recognize the art works created by artists in direct response to social and political issue in their environments and in the world. Upon completion of this course, students will learn how to apply the knowledge they have learned to the artworks they encounter, and develop the analytical skills to synthesis the knowledge across art, its expression, connotation and political expression.

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.	Appreciate the significant art works disseminate political messages in their historical contexts.			√	
2.	Explain the different media and techniques of message dissemination through visual/non-verbal means in the art world.			√	
3.	Describe the relationship between art and politics from pre-modern to modern China in the global perspective.			√	
4.	Acquire interdisciplinary methodologies: literary analysis, iconography symbolism research for inquiry of art and history.				√
5.	Apply analytical skills to criticize the past and current artistic creations in the context of social and political issues.		√		
		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	
Lectures	Lectures will introduce the historical background, methodologies, cases, context and development of art expression. In-class learning with images and video based study materials.	√	√	√	√		
Presentation and discussion	Each group of Students will select an area about Chinese art and politics; Each group have to present the topic and lead in-class discussion; The whole tutorial class will participate in the discussion. Peer comment and marking will take place in order to develop critical thinking skill.		√	√	√		
Art Review on	Visit art galleries, museums, public art works, web-site or artists' workshops; Write an art review on art work and have an introduction to it.	√		√	√	√	
Essay	Each student will draw up an essay topic according to the area of their group presentation; Write an essay to analyse the artwork by applying the analytical skills, and criticize it in the context of social and political issues.	√	√	√	√	√	

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		
Continuous Assessment: 70%							
Classroom participation, attendance, attitude	√	√	√	√		12%	
Art Review	√		√	√	√	8%	
Group presentation		√	√	√		20%	
Essay An essay on any topic introduced in the course. (1500-1800words)	√	√	√	√	√	30%	
Examination: 30% (duration: 2hours)							
<i>* The weightings should add up to 100%.</i>						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. Classroom participation, attendance, attitude	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.	<p>Strong evidence of</p> <ul style="list-style-type: none"> • 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. 	<p>Some evidence of</p> <ul style="list-style-type: none"> • 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. 	<p>Limited evidence of</p> <ul style="list-style-type: none"> • 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. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Art Review	This assessment will grade on rationality, clarity and fluency of argument and comment. Students require answering the questions which will be set for each discussion and response session. Students should	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Excellent content, ability to integrate various resources based on demand ; • Excellent organization, coherent structure, systematic composition; • Excellent, clear 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Good content, ability to integrate various resources based on demand ; • Good organization, coherent structure, systematic composition; • Good, clear and integrated ideas 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Adequate content, ability to integrate various resources based on demand ; • Adequate organization, coherent structure, systematic composition; • Adequate , 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; 	<ul style="list-style-type: none"> • 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;

	demonstrate the ability to build up argument and analyse.	and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; <ul style="list-style-type: none"> • Excellent Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 	which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; <ul style="list-style-type: none"> • Good ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration. 	clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; <ul style="list-style-type: none"> • Adequate ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Ability to respond to other statements rapidly and stimulate class discussion. 	<ul style="list-style-type: none"> • Ability to use references, provide some reasonable personal comments, but no clear demonstration. 	<ul style="list-style-type: none"> • Summary of references, no personal idea and comment, or providing unreasonable comment.
3. Group presentation	This assessment will grade on content and fluency of presentation. The 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	Strong evidence of: <ul style="list-style-type: none"> • Excellent content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Excellent organization, coherent structure, balanced composition; • Excellent critical analysis, convincing statement and creative comment 	Some evidence of: <ul style="list-style-type: none"> • Good content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Good organization, coherent structure, balanced composition; • Good critical analysis, convincing statement and creative comment; • Good 	Limited evidence of: <ul style="list-style-type: none"> • Adequate content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Adequate organization, coherent structure, balanced composition; • Adequate critical analysis, 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	lead the classmates into participating in the discussion.	<ul style="list-style-type: none"> • Excellent presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	convincing statement and creative comment; <ul style="list-style-type: none"> • Adequate presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	expression; few of mistakes in diction, but no influence to general delivery.	improper diction, seriously over time.
4. Essay	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.	Strong evidence of : <ul style="list-style-type: none"> • Excellent content, ability to integrate various resources into primary and secondary levels based on demand ; • Excellent organization, coherent structure, systematic composition; • Excellent, clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Excellent organized references which can be utilized in accordance with the topic. 	Some evidence of : <ul style="list-style-type: none"> • Good content, ability to integrate various resources into primary and secondary levels based on demand ; • Good organization, coherent structure, systematic composition; • Good, clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Good organized references which can be utilized in accordance with the topic. • Good, exact 	Limited evidence of : <ul style="list-style-type: none"> • Adequate content, ability to integrate various resources into primary and secondary levels based on demand ; • Adequate organization, coherent structure, systematic composition; • Adequate, clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Adequate organized references which 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, 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. 	<ul style="list-style-type: none"> • 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.

		<ul style="list-style-type: none"> • Excellent, exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 	and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.	can be utilized in accordance with the topic. <ul style="list-style-type: none"> • Adequate, exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction. 		
5. Examination	This assessment 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.	<p>Strong evidence of</p> <ul style="list-style-type: none"> • 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. 	<p>Some evidence of</p> <ul style="list-style-type: none"> • 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. 	<p>Limited evidence of</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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;

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.)

Chinese art, art and politics, court art, propaganda, *i-min* (leftover citizens), symbolic meaning, Communist, Nationalist, woodcut movement, World War, Marxism-Leninism, Cultural Revolution, avant-garde

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.	Andrews, Julia F., "Woodcuts in the People's Republic of China, 1949-1985", in Hwang Yin ed., <i>The art of contemporary Chinese woodcuts</i> , pp. 32-47.
2.	Berger, Patricia A., <i>Buddhist art and political authority in Qing China</i> . Honolulu: University of Hawaii Press, 2003.
3.	Chang, Chin-sung, <i>Mountains and rivers, pure and splendid: Wang Hui (1632-1717) and the making of landscape panoramas in early Qing China</i> (electronic resource of RRS Library)
4.	Chiu, Melissa, Zheng, Shengtian ed., <i>Art and China's revolution</i> . New York: Asia Society: New Haven: Yale University Press, 2008.
5.	Clunas, Craig, <i>Art in China</i> . Oxford; New York: Oxford University Press, 2009, pp. 53-62.
6.	Doran, Valerie C., <i>China's new art, post-1989</i> . Hong Kong: Hanart T Z Gallery, 1993.
7.	Ebrey, Patricia, "The Ritual Context of Sung Imperial Portraiture", in Liu, Cary Y. and Ching Dora C. Y. ed., <i>Arts of the Sung and Yuan: Ritual, Ethnicity, and Style in Painting</i> (Princeton: Princeton University, 1999), pp.68-93.
8.	Edelman, Murray, <i>From art to politics: How artistic creations shape political conceptions</i> . Chicago: The University of Chicago, 1995.
9.	Laing, Ellen Johnston, "Chinese prints between 1985 and 2000", in Hwang Yin ed., <i>The art of contemporary Chinese woodcuts</i> , pp. 48-88.
10.	Fong, Wen, "Emperor Kao-Tsung and History Painting", in <i>Sung and Yuan Paintings</i> . New York: Metropolitan Museum of art, 1973, pp. 29-58.
11.	Fong, Wen, "Late Yuan Hermit-Painters", in <i>Sung and Yuan Painting</i> . New York: Metropolitan Museum of art, 1973, pp. 109-128.
12.	Galikowske, Maria, <i>Art and politics in China, 1949-1984</i> . Hong Kong: The Chinese University Press. 1998, pp 1-54.
13.	Karekzky, Patricia K, <i>Court art of the Tang</i> . Lanham: University Press of America, 1996.
14.	Kuo, Jason C., <i>Art and cultural politics in postwar Taiwan</i> . Bethesda: CDL Press ; Seattle: University of Washington Press, 2000.
15.	Murray, Julia K., "The Hangzhou Portraits of Confucius and Seventy-two Disciples (Shengxian Tu): Art in the Service of Politics", in <i>The Art Bulletin</i> , vol. LXXIV, no. 1 (March 1992), pp. 7-18.

16.	Noth, Jochen; Pohlmann, Wolfger; Reschke, Kai ed., <i>China avant-garde, counter –currents in art and culture</i> . Hong Kong, New York: Oxford University Press, 1994.
17.	Pan, Lynn. <i>Shanghai Style: Art and Design Between the Wars</i> . San Francisco, CA: Long River Press, 2008.
18.	Powers, Martin J., <i>Art & political expression in early China</i> . New Haven: Yale University Press, c1991.
19.	Qiang, Ning, <i>Art, religion, and politics in medieval China : the Dunhuang cave of the Zhai Family</i> . Honolulu: University of Hawai'i Press, 2004.
20.	Shen, Kuiyi, “The modernist woodcut movement in 1930s China”, in Danzker, Jo-Anne B.ed, <i>Shanghai modern, 1919-1949</i> . Ostfildern-Ruit : Hatje Cantz, 2004, pp. 254-261.
21.	Shih, Shou-Ch'ien, <i>Eremitism in Landscape Paintings by Ch'ien Hsuan (ca. 1235-before 1307)</i> , Ph. D. dissertation, Princeton University. 1984.
22.	Sullivan, Michael, <i>Art and artists of twentieth-century China</i> . Berkeley, California: University of California Press, 1996, pp.80-90.
23.	Tang, Xiaobing, <i>Origins of the Chinese avant-garde: the modern woodcut movement</i> . Berkeley: University of California Press, 2008.
24.	Tseng, Lillian Lan-ying. <i>Picturing heaven in early China</i> . Cambridge, Mass.: Harvard University Asia Center for the Harvard-Yenching Institute : Distributed by Harvard University Press, 2011, pp. 17-36.
25.	Wood, Frances, “The art of the revolution: Chinese prints 1930-1949”, in Hwang Yin ed., <i>The art of contemporary Chinese woodcuts</i> . London : Muban Foundation, 2003, pp. 13-31.

2.2 Additional Readings

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

Electronic resource

Art, religion and politics [electronic resource]: dunhuang cave 220 (china, Buddhist, tang dynasty)

Online Resources:

<http://www.artnet.com/magazineus/reviews/pollack/beijing-art-report-3-9-11.asp> (Artnet)

<https://www.facebook.com/toastfineartworkshop> (TOAST-Fine Art Workshop)

<http://chinaperspectives.revues.org/2952> (China perspectives)

http://www.artdaily.com/index.asp?int_sec=2&int_new=61655 (artdaily.org)

http://www.oxfordartonline.com/public/page/lessons/mai_6_3 (Oxford Art Online)