

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	GEC1C26
Subject Title	Understanding East Asian Cinema
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	None. As an introduction to Asian Cinema, its emphasis is on film analysis, appreciation and understanding different cultures through movies
Objectives	<p>The primary focus of this subject is</p> <p><input checked="" type="checkbox"/> Art <input type="checkbox"/> History <input type="checkbox"/> Philosophy and Religion</p> <p>In this subject, the following cluster specific attributes will be emphasized:</p> <p><input checked="" type="checkbox"/> Develop a facility for systematic thinking; <input type="checkbox"/> Cultivate moral reasoning; <input checked="" type="checkbox"/> Cultivate aesthetic judgment; <input checked="" type="checkbox"/> Cultivate a cultural sense; and <input checked="" type="checkbox"/> Become more globally aware.</p> <p>Film is the most influential media to convey the issues of daily life and their cultural implications. With East Asia becoming more and more important in the global world of the 21st century, this course aims to help students understand different locales of cultural development, including the similarities and differences of visual perception of those countries, through study of their films and visual representation.</p>
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <p>(a) Describe the main characteristics of East Asian Movies (Mainland China, Taiwan, Hong Kong, Japan and Korea)</p> <p>(b) Use basic knowledge of cinematic languages and film methods for analysis</p> <p>(c) Identify the relationship among Asian movies and their cultural identities, social heritage and politics</p> <p>(d) Decode the cultural representations and their meanings of different Asian countries through their movies.</p> <p>(e) Discuss various Asian directorial styles and their aesthetics viewpoints within a trans-cultural perspective.</p> <p>(f) Evaluate objectively and appreciate with greater depth daily life movies</p>

	<p>Literacy:</p> <p>Students will be taught how to cultivate reading comprehension by reading in layers material <i>assigned in advance</i> that is closely aligned with their lecture and tutorial experiences. In preparation for <i>lecture</i>, they will be taught how to perform a “quick read” introducing them to the general flow of the material as well as setting up in their minds questions which the lecture is likely to address. In studying each topic, the students have to read assigned articles or text book chapters which relate to the history of Asian cinema and its relationship to cultural and political issues of Asian countries.</p> <p>Group presentations are required. Students are expected to express themselves clearly and systematically, backing up their arguments with research materials.</p> <p>Higher order thinking:</p> <p>This subject is a broad introduction to the study of cinema as a way of visual analysis and cultural understanding. Film language and visual methodology are introduced in the lectures using many film excerpts as examples.</p> <p>Students completing this subject are able to analyze movies in critical and aesthetic ways. This course will encourage students to treat movies not only as entertainment but also as trans-cultural products reflecting social, aesthetic and cultural dimensions of Asian countries.</p> <p>Life-long learning:</p> <p>This subject can encourage students to reflect and appreciate movies at a deeper level of understanding. Movies are the most popular cultural product and daily entertainment. Through the analysis and cultural interpretation of those Asian movies, students can identify and decode their cultural meanings and their implications. Given a basic theoretical framework to analyze movies, students can appreciate various Asian films styles and their directors within a trans-cultural context.</p>
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<p>Keyword Syllabus :</p> <ol style="list-style-type: none"> 1. An introduction to film languages and film analysis 2. Chinese Movies stars, historical and social backgrounds in 20th century 3. The rise of Chinese films and directors in the 80’s and their international influences 4. Taiwanese “New Wave” films and their cultural identity 5. Taiwanese “youth” culture and their movies 6. Hong Kong Kung Fu Movies and their tradition 7. Hong Kong ‘New Wave Cinema’ authors: Tsui Hark and Ann Hui 8. Wong Kar Wai’s movies and its nostalgic aesthetics 9. Local culture in Hong Kong genre movies 10. Japanese animation films: Hayao Miyasaki animated movies and

	<p>their themes</p> <p>11. Contemporary Japanese movies of Love and violence</p> <p>12. The rise of Korean popular culture through movies and their globalized influence</p>
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Lectures: This will be taught primary using PowerPoint, film clips and lecture notes.</p> <p>The first few lectures will introduce the basic terms of film languages, narrative plots, theme, camera movement and methodology of film analysis e.g. auteur theory. In order to understand film images and their cultural implication, excerpts from different films and video-based visual materials will be used. Specific reading articles and according to each lecture topic will be distributed before lectures, so that students will be better prepared for the lectures and to question unclear concepts within them. There have 5 – 10 minutes discussion at the end of lectures through reflective questions for sharing opinions.</p> <p>Seminars: Seminars will focus on empowering students by giving group presentations and then sharing different opinions.</p> <p>Presentation: Students are made responsible for setting ONE sharing question about the chosen film leading the open discussion for 10 – 15 minutes (e.g. comment it's a good or bad film with reasons).</p> <p>Individual Study: Students will be expected to select one of the listed films and complete a film review (2500words), using the method of film analysis, thematic analysis and film language from assigned reading lists. The purpose of this exercise is to train students to write an academic essay through research and critical analysis.</p> <p>Film appreciation: Students are recommended to watch the selected Asian movies on the list every two weeks, which are reserved at the PolyU library. Those movies can be part of chosen movies for group presentation topic and film essay selected by individual students. They are also the part of discussion topic during the lectures.</p> <p>Assessment Feedback: After each group presentation, the lecturer will give comments on the strengths and weaknesses of the presentation. For the film essay, each individual will receive appropriate marks and comments (content analysis, essay format, list of reference material, arguments...).</p>

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Group presentation (30%):

Small groups of 3 to 4 students are responsible for 20 to 25 minutes group presentations on their favorite movies or movies listed from outline recommended by lecturer. The presentation needs to show thematic and image analysis with PowerPoint and film excerpts and ONE open question for discussion 10 – 15 minutes.

Film essay (50%):

Students are required to submit an analytical film essay (2500words) at the end of the term. The analysis includes theme, directorial style, cinematic languages used, visual image impacts etc, with proper quotation format and research / reference material citations provided. Students will be required to produce a substantial paper which will undergo several drafts, the first to be submitted by mid-semester, supervised by the ELC. Two grades will be assigned, one by the ELC teacher based upon an assessment of the student's participation in the drafting process (worth 10% of the total subject grade) and one by the subject teacher based on content (worth 40% of the total subject grade). The final version will be accompanied with a copy of the first draft to assess "progress". **In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade "D" in the writing component.**

End-term quiz (20%)

One end-term quiz is arranged at the end of the term. The quiz includes multiple choices and long questions. The questions will focus on students' understanding of the lectures content, film excerpts and reading materials that has been taught in lectures or Blackboard.

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	f
Group presentation	30%		√	√	√	√	√
Film Review	50% (40% GEC subject teacher + 10% ELC)	√	√	√	√	√	
End-term quiz	20%		√	√	√	√	√
Total	100 %						

Student Study Effort Expected

Class contact:	
▪ Lectures	27 Hrs.
▪ Seminars: group presentation	12 Hrs.
Other student study effort:	

	<ul style="list-style-type: none"> ▪ Presentation team meetings + Presentation preparation 	15 Hrs.
	<ul style="list-style-type: none"> ▪ Reading, writing ,consultation and watching listed classical films + ELC writing supportive activities 	75 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p>Essential Reading: (for a “ER” & “EW” subject) (Ed.) Elesftheriotis, Dimitris Needham, Gary (2006). <i>Asian Cinema: a reader</i>. (Edinburgh: Edinburgh University Press) pp. 473</p> <p>Supplementary reading lists:</p> <p>Bordwell, David (2000) <i>Planet Hong Kong: Popular Cinema and The Art of Entertainment</i> (Cambridge: Harvard University Press) p. 26-60</p> <p>(Ed.) Lu, Hsiao-peng Sheldon (1997). <i>Transnational Chinese Cinemas: Identity, Nationhood, Gender</i> (U.S.A.: University of Hawaii Press) p.187-238</p> <p>Lee, Hyangin (2000). <i>Contemporary Korean Cinema: identity, culture and politics</i> (Manchester: Manchester University Press) p. 16-66</p> <p>Teo, Stephen (1997). <i>Hong Kong Cinema: The extra dimensions</i> (London: British Film Institute) p.110-184</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Subject Offering Department	GEC
Cluster Area	<input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalisation <input checked="" type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment
Medium of Instruction	English
Requirements intended to fulfil	<input type="checkbox"/> China-Study Requirement (CSR) <input checked="" type="checkbox"/> English Reading (ER) and English Writing (EW) <input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)