The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CBS1A24
Subject Title	Understanding Human Relations through Cinema
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion GEC1A09 Understanding Human Relations through Cinema
Objectives	Cinema is like a window, a door and a mirror about life and different world. It imitates, reflects and constructs diversified human relations through filmic images and plots. This subject aims at introducing different kinds of human relations especially family relations and parental love. Through the plots and characters of eastern and western films, they reveal complicated human relations problems and their situations e.g. family links, kinship Love, matrimonial love, and sibling relations etc. The contents include the methodology of analysing themes, narrative implications and critical understanding of eastern and western films. Through the analysis of films' themes and cinematic languages from different culture background, students can develop skills to analyse how films reflect human nature, family problems, life expectation and self identity. The course also analyses how images, characters and visual techniques of the chosen films represent the universal human natures, relations and value systems in trans-cultural context.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. Identify universal human relationships through eastern and western films. b. Understand how human natures & cultural patterns are mirrored in cinematic languages c. Decode the symbolic meanings of visual representations and forms of cinematic images d. Understand the relation between social-cultural issues and film in high-order level. e. Compare and contrast cultural identities and differences reflected in eastern and western films
Subject Synopsis/ Indicative Syllabus *(Note 2)*	Keyword Syllabus: 1. Film languages, themes and methods of narration Family Relations: • Broken Family: Tokyo Story (Japan)

	• Father and Son: Honey (Spain) • Sibling relation: My sister keeper (U.S.A.) • Father and daughters: Eat, drink, man and woman (Taiwan) • Mother and son: Days of Being Wild (Hong Kong) • Matrimonial love in conflicts of religion: My name is Khan (India) • Grandma and kid: Poetry (Korea) Love relations: • Friendship and Triangle Love: Jules and Jim (France) • Master and old Servant as family: A simple Life (Hong Kong) • Homosexual love: Farewell, My concubine (Mainland China) Human relations: • Gay couple: La cage aux folles (France) • Forbidden Desire: American Beauty (U.S.A.) • Generation gap: One, one (Taiwan)
Teaching/Learning Methodology *(Note 3)*	**Lectures:** All the lectures will be taught primary using Power point, different film clips and lecture notes. The first few lectures will introduce the basic terms of film languages, narrative plots, functions of camera movement and methodology of film analysis. In order to understand the film images and their narrative implications, excerpts from different films and video-based visual materials will be used. Specific reading articles and textbook chapters according to each lecture topic will be assigned before lectures so that students could better prepare for the lectures and to raise relevant questions. **Seminars:** Besides allowing students to more directly engage the material with ready access to the teacher, seminars can serve as a mechanism which empowers students to read, actively engage, and ultimately comprehend selected textbook chapters. Students in seminars will be further subdivided into different presentation groups. The basic approach will be peer teaching in which each presentation group in turn will facilitate discussion of the assigned presentation topic through a series of questions posed to the other presentation groups, and consequently a close interactive atmosphere can be fostered which in turn will be essential to encourage students to get immersed in the learning environment. **Individual Paper:** Writing is a very essential practice for critical thinking, organizing information and doing research. The purpose of this exercise is to train students to write a critical academic essay through research and image analysis.

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Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
(Note 4)	1. Seminar/Group Presentation	30%	√	√	√	√	√
	2. Individual Paper	50% (40%CBS subject +10%ELC)	√	√	√	√	
	3. End-term Quiz	20%	√	√	√	√	√
	Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Seminar/Group Presentation (30%):

Small groups of 3 to 4 students are responsible for 30 minutes group presentations on their own chosen movies or movies in the recommended list film given by the lecturer. The presentation needs to show thematic and image analysis using PowerPoint and film excerpts, followed by 15 minutes for Q&A.

Individual Paper (50%):

Students are required to submit an analytical film essay (1,500 – 2,500 words) at the end of the term. The analysis includes theme, situations, cinematic languages used, visual image impacts etc, with proper quotation format and research / reference material citations provided. As a "Writing Intensive" subject, 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 30% 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%):

1 end-term quiz is arranged at the end of the term. The quiz includes visual analysis and human relations through images in long question format. The questions will focus on students' understanding of the lectures content, film excerpts and reading materials that has been taught in Lectures.

Student Study Effort Expected	Class contact:	
	▪ Lectures	27Hrs.
	▪ Seminars: group presentations	12Hrs.
	Other student study effort:	
	▪ Reading and presentation preparation	40Hrs.
	▪ Watching list of movies and preparation of end-term quiz	40Hrs.
	Total student study effort	119Hrs.
Reading List and References	**Essential Reading:** 1. Giannetti, L. D. (2011). *Understanding Movies* (12th). United States: Pearson Education, Inc. **Supplementary Reading:** 1. Nochimson, M. (2010). *World on film: an introduction.* Chichester: Wiley-Blackwell 2. Chow, R. (1995). *Primitive passions: visuality, sexuality, ethnography, and contemporary Chinese cinema.* New York: Columbia University Press. 3. Cornelius, S. (2002). *New Chinese cinema: challenging representations.* London: Wallflower. 4. Hong, G.J. (2011). *Taiwan cinema: a contested nation on screen.* New York: Palgrave Macmillan.] 5. Zhu, Y. & Rosen, S. (2010). *Art, politics, and commerce in Chinese cinema.* Hong Kong: Hong Kong University Press. 6. 蒲鋒、李照興（1998）《經典 200——最佳華語電影二百部》，增訂版。香港：香港電影評論學會。 7. 李孝仁（2006）《追尋快樂：戰後韓國電影與社會文化》。香港：三聯書店（香港）股份有限公司。 8. 張健 編（1999）《聲電光影裏的社會與人生：影視藝術導論》。北京：中國人民 大學出版社。 9. 舒明（2007）《平成年代的日本電影》。香港： 香港三聯書店。

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.

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Subject Offering Department	CBS 5
Cluster Area	Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way: ☒ Human Nature, Relations and Development [CAR(A)] ☐ Science, Technology and Environment [CAR(D)] ☐ Chinese History and Culture [CAR(M)] ☐ Cultures, Organisations, Societies and Globalisation [CAR(N)]
Medium of Instruction	English
Requirements intended to fulfil	☐ China-Study Requirement (CSR) ☒ English Reading (ER) and English Writing (EW) ☐ Chinese Reading (CR) and Chinese Writing (CW)