The Hong Kong Polytechnic University

Subject Description Form

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

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>CBS1C32</th>
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<tbody>
<tr>
<td>Subject Title</td>
<td>Contemporary Chinese &amp; Western Art and Cultural Interactions</td>
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<tr>
<td>Credit Value</td>
<td>3</td>
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<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Exclusion GEC1C28 and GEC1C28W Contemporary Chinese &amp; Western Art and Cultural Interactions</td>
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</tbody>
</table>

Objectives
Tracing art and cultural interactions between Europe, North America and Asia in particular in China and Japan since the 16th century, this subject will discuss how contemporary Chinese art in the late 20th and early 21st century has emerged along with its western counterparts. Stylistic changes will be analyzed and they will be placed within the contexts of production, reception and consumption of art in China and elsewhere. A comparative approach to different aesthetic theories and cultural values will be adopted so as to raise the students’ awareness of different history, cultures and worldviews.

Intended Learning Outcomes
(Note 1)
Upon completion of the subject, students will be able to:

(a) Recognize the major artistic styles and interactions between Western art and Asian art

(b) Identify the major artistic styles in contemporary China;

(c) Explain the different artistic communities active in different periods of time;

(d) Describe the significant landmark exhibitions that help foster the development of contemporary Chinese art;

(e) Evaluate critically the overall development of contemporary Chinese art from the local and international perspectives.

(f) Enhance students’ literacy skills in reading and writing.

Literacy
To equip students with the basic understanding of art and cultural interactions, students will be asked to read a piece of article related to each lecture. A 15-minute Q & A discussion session at the end of each lecture will be arranged so that students can ask questions concerning the assigned articles in addition to the lecture. Group discussions on specific questions concerning the assigned reading will be conducted in tutorials. They are required to write an exhibition review and an academic essay. A substantial amount of research is required for
the essay. Personal guidance will be provided in the selection of topic and structuring of the essay.

Higher order thinking

The subject is designed to equip students with the understanding of the cross-cultural interactions in art between Europe and Asia. The way contemporary Chinese art has emerged as compared with its Western counterparts will be examined in which aesthetic evaluation, art market and art censorship issues will be raised. It aims to arouse students’ intellectual enquiry about worldwide issues such as imperialism, colonialism, globalization, etc. Students are expected to develop their own critical enquiry and higher order thinking on art-related issues, both local and global.

Life-long learning

Students should have acquired the basic skills of art appreciation, developing skills in visual analysis in relation to the socio-political context in which a piece of artwork is produced. Their awareness of the local and international contemporary art scene should have been enhanced. Thus, this subject will help them enjoy a life-long interest in art, and facilitate their participation in the art field, whether local or global.

Subject Synopsis/Indicative Syllabus

I. Art and Cultural Interactions between Europe and Asia (5 lectures)
   - European art’s influences upon Japanese art, 1550-1850
   - Chinese responses to European art, 1600-1800
   - The reception of European art in Japan, 1868-present
   - The impact of Japanese art on late 19th century French painting
   - Westernization of Chinese Art in the early twentieth century

II. Chinese Art in the Era of War and Revolution (1 lecture)
   - Chinese art in response to the war vs. German and Russian socialist art
   - Chinese propaganda art vs. Russian socialist art

III. Prelude to Contemporary Chinese Art (1 lecture)
   - Scar art’s responses to the Great Proletarian Cultural Revolution
   - Chinese rural realist art vs. American photo realist art

IV. Emergence of Contemporary Chinese Art (5 lectures)
   - Avant-garde art and politics: The Stars Exhibitions in Beijing vs. The Bulldozer Exhibition in Moscow in the 1970s
   - New Wave art and high fever culture in the 1980s
   - Art and ecology: emergence of artist villages and artistic communities
   - Art and commercialism: local and international exhibitions
   - New mode of production, reception and consumption of contemporary Chinese art: globalized art market and art criticism

Teaching/Learning Methodology

Lectures
This subject will be mainly taught in the lecture format with visual examples and video-based images. Each lecture will be aligned with one piece of reading material. A study pack will be provided for the students. Students will be asked to read the material before coming to class. In each lecture, 15 minutes will be allocated for question and answer session. Such an interactive environment will allow participating students to reflect in real time upon some of the material, bringing up their questions which require further explanation, as well as giving valuable feedback to the lecturer.
Tutorials
Students are required to discuss in teams the specific questions concerning the assigned material in each tutorial, and then present to the other teams their interpretation and questions for that piece of reading. The basic approach will be peer teaching in which each team in turn will facilitate discussion of the assigned reading through a series of questions posed to the other teams.

Exhibition Visits
Students are required to make a 3-hour visit to different museums and galleries in small teams so that they are able to have direct viewing experience of real artworks. They are required to write an exhibition review of 1000 words that will be due in week 6.

Individual Study
Students will be expected to complete the remainder of the 45 hours required for each credit hour earned individually. Most of such effort should be devoted to reading which is designed to give the student an essential training of empowerment in learning to study independently and effectively.

Assessment Feedback
Grading in this subject is based entirely on continuous assessment components, including a mid-term exhibition review, a visual quiz, an essay and participation in tutorial discussions of assigned readings.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)
Assessment for this subject will be 100% coursework. They are composed of an exhibition review, a visual quiz, an essay and participation in tutorial discussions of assigned readings. Details as followed:

Mid-term Exhibition Review (20%): Students have to participate in one exhibition visit. They are required to write an exhibition review in 1000 words which will be due in week 6.

Visual Quizzes (30%): Three visual quizzes will be held in week 5, 9 and 13. It will be carried out in the form of a visual analysis of artworks shown in the previous lectures. Students will be asked to compare and contrast the artworks in terms of their form, content, context as well as other aspects they consider relevant and significant.

Essay (40%): Students are required to submit a research essay in 2500 words in week 13. This is the most important piece of coursework for this subject. It examines and develops student’s written presentation skills.

For the topic of the essay, students are free to select any of their interest. Their analysis should reflect the depth of their research. They should provide a clear and coherent paper in an analytical and argumentative manner with proper citations and references.

10% of the marks will be graded by ELC to fulfil the English Writing Requirement.

In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D” in the writing component.
Participation (10%):
Participation in discussions in tutorials concerning the assigned reading to fulfill the “Reading” requirement is crucial. It counts for 10% of the total grade. Marks will be deducted for each unexcused absence.

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mid-term Exhibition Review (week 6)</td>
<td>20%</td>
<td>a √ b √ c √ d √ e √ f √</td>
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<tr>
<td>2. Visual Quizzes (week 5, 9, 13)</td>
<td>30%</td>
<td>a √ b √ c √ d √ e √ f √</td>
</tr>
<tr>
<td>2. Essay (week 13)</td>
<td>40% (10% by ELC)</td>
<td>a √ b √ c √ d √ e √ f √</td>
</tr>
<tr>
<td>3. Participation in tutorial discussion of reading materials</td>
<td>10%</td>
<td>a √ b √ c √ d √ e √ f √</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Student Study Effort Expected

Class contact:
- Lectures 30 Hrs
- Tutorials 6 Hrs
- Museum Visit 3 Hrs

Other student study effort:
- Reading, writing, and self-study 96 Hrs

Total student study effort 135 Hrs

Reading List and References

Reading material for fulfilling the “ER” requirement:

References:


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**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.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>CBS</th>
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<tbody>
<tr>
<td>Cluster Area</td>
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<tr>
<td>☐ Human Nature, Relations and Development</td>
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<td>☐ Community, Organization and Globalisation</td>
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<td>☑ History, Cultures and World Views</td>
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<td>☐ Science, Technology and Environment</td>
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<tr>
<td>Medium of Instruction</td>
<td>English</td>
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<tr>
<td>Requirements intended to fulfil</td>
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<tr>
<td>☑ China-Study Requirement (CSR)</td>
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<tr>
<td>☑ English Reading (ER) and English Writing (EW)</td>
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<tr>
<td>☐ Chinese Reading (CR) and Chinese Writing (CW)</td>
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