

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	CBS1C27
<b>Subject Title</b>	Art, Society and Community Engagement
<b>Credit Value</b>	3
<b>Level</b>	1
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion GEC1C17 Art, Society and Community Engagement
<b>Objectives</b>	This subject will map the dynamic development of art responding to social changes in various ways across cultures and time frames in a globalised state. A comparative and thematic approach will be adopted in organizing different art topics so that students will be able to review the roles of art in relation to society and community engagement in different contexts. A service learning project will be implemented so that students can gain some experiences in engaging with a local art community.
<b>Intended Learning Outcomes</b>  (Note 1)	Upon completion of the subject, students will be able to: (a) recognize artworks that address social changes; (b) identify the critical role art can play in revealing power relations; (c) explain how different art forms can respond to the sociopolitical issues at stake; (d) engage actively in a local community-based art project.
<b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)	<ol style="list-style-type: none"> <li><b>1. Overview about the role of art in society (1/2 lecture)</b> <b>Art Reflecting Social Changes 1</b> Art in South Asia: India, Pakistan and Sri Lanka (1/2 lecture)</li> <li><b>2. Art Reflecting Social Changes 2</b> Art in South-east Asia: Indonesia, Malaysia, The Philippines, Singapore, Thailand, and Vietnam (1 lecture)</li> <li><b>3. Art Reflecting Social Changes 3</b> Art in East Asia: PRC, Taiwan, Hong Kong, Macau, Japan, and Korea (1 lecture)</li> <li><b>4. Art Reflecting Social Changes 4</b> Art in Australia and the Pacific (1 lecture)</li> <li><b>5. Art as a Vehicle for Empowerment 1</b> <b>Feminist Art in America</b> (1 lecture)</li> <li><b>6. Art as a Vehicle for Empowerment 2</b></li> </ol>

	<p><b>Feminist Art in Europe</b> (1 lecture)</p> <p><b>7. Art as a Vehicle for Empowerment 3</b> <b>Political Art and Activism in America</b> (1 lecture)</p> <p><b>8. Art as a Vehicle for Empowerment 4</b> <b>Political Art and Activism in Europe</b> (1 lecture)</p> <p><b>9. Art and Community Engagement: Case Study 1</b> Performance Artworks Responding to Socio-cultural Issues: Beijing, Chengdu, &amp; Guangzhou (1 lecture)</p> <p><b>10. Art and Community Engagement: Case Study 2</b> Performance Artworks Responding to the WTO meeting, Hong Kong (1 lecture)</p> <p><b>11. Art and Community Engagement: Case Study 3</b> Performance Artworks Responding to The Demolition of Star Ferry Pier and Queen’s Pier, Hong Kong (1 lecture)</p> <p><b>12. Art and Community Engagement: Case Study 4</b> Art Container Project, Hong Kong MD@WK (Make A Difference at West Kowloon), Hong Kong (1 lecture)</p> <p><b>13. Visual Quiz</b></p>
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p><b>Lectures</b></p> <p>This subject will mainly be taught in the lecture format with visual examples and video-based images. 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.</p> <p><b>Tutorials/ Student Group Presentations</b></p> <p>Students are required to work in groups of three to prepare and present on a topic related to art, society and community engagement.</p> <p><b>Service Learning Activity</b></p> <p>Students will be assigned to engage in a service learning activity in a local community-based art organization or gallery space so that they can acquire first-hand experience.</p> <p><b>Individual Study</b></p> <p>Students will be expected to complete the remainder of the 53 hours required for each credit hour earned individually. Most of such effort should be devoted to reading and writing, which is designed to give the student an essential training of empowerment in learning to study independently and effectively.</p>

	<p><b>Assessment Feedback</b></p> <p>Grading in this subject is based entirely on continuous assessment components, including a group presentation, a visual quiz, a service learning report and participation in tutorials and lectures.</p>																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<p><b>Assessment for this subject will be 100% coursework. They are composed of a group presentation, a visual quiz, a service learning report and attendance. Details as followed:</b></p> <p><b>Tutorial: Student Group Presentation (20%):</b> Students are required to work in groups of three to elaborate on a presentation topic related to art, society and community engagement. Each presentation is about 15 minutes, followed by discussion. A group grade (10%) and an individual grade (10%) will be given.</p> <p><b>Visual Quiz (30%):</b> A visual quiz will be held in week 13. It will be carried out in the form of a visual analysis of three pairs of images. Students will be asked to compare and contrast the images in terms of their form, content, context as well as other aspects they consider relevant and significant.</p> <p><b>Service Learning Report (40%):</b> Students are required to submit a service learning report, one week after the last lecture. They are required to report and reflect on their personal service learning experience. The report can be presented in either print or DVD format.</p> <p><b>Participation (10%):</b> Attendance and participation in discussion are considered very important. It is crucial that students come to all classes, and also turn up on time. A roll of attendance will be kept and certain ground rules for class participation will be set. It counts for 10% of the total grade. Marks will be deducted for each unexcused absence.</p> <table border="1" data-bbox="518 1458 1455 2018"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Group Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Visual quiz (week 13)</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Service Learning Report (due one week after the last lecture)</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Participation in lectures and tutorials</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Group Presentation	20%	√	√	√	√	2. Visual quiz (week 13)	30%	√	√	√	√	3. Service Learning Report (due one week after the last lecture)	40%	√	√	√	√	4. Participation in lectures and tutorials	10%	√	√	√	√	Total	100 %				
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<p><b>Student Study Effort Expected</b></p>	<p>Class contact:</p>																																												
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>			<p>30Hrs.</p>																																									

	<ul style="list-style-type: none"> <li>▪ Tutorials / Student Group Presentations</li> </ul>	9Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Preparation for group presentation</li> </ul>	20Hrs.
	<ul style="list-style-type: none"> <li>▪ Service Learning Activity</li> </ul>	20Hrs.
	<ul style="list-style-type: none"> <li>▪ Reading, writing, and self-study</li> </ul>	56Hrs.
	Class contact:	135Hrs.
<b>Reading List and References</b>	<p>Chadwick, Whitney. <i>Women, Art, and Society</i>. London: Thames &amp; Hudson Ltd, 2007.</p> <p>De Cautier, Lieven, Ruben De Roo &amp; Karel Vanhaesebrouck. <i>Art &amp; Activism in the Age of Globalization: Reflect No. 8</i>. NAI Publishers, 2011.</p> <p>Deepwell, Katy (ed.) <i>New Feminist Art Criticism: Critical Strategies</i>. Manchester and New York: Manchester University Press, 1995.</p> <p>Farris-Dufrene, Phoebe (ed). <i>Voices of Color: Art and Society in the Americas</i>. New Jersey: Humanities Press, 1997.</p> <p>Frostig, Karen., and Kathy A. Halamka (ed.) <i>Blaze: Discourse on Art, Women and Feminism</i>. Newcastle: Cambridge Scholar Publishing, 2007.</p> <p>Johnstone, Stephen (ed). <i>The Everyday: Documents of Contemporary Art</i>. London: Whitechapel; Cambridge: The MIT Press, 2008.</p> <p>Jones, Amelia. <i>A Companion to Contemporary Art Since 1945</i>. Malden, Oxford &amp; Victoria: Blackwell Publishing Ltd, 2006.</p> <p>Jones, Amelia (ed). <i>Sexual Politics: Judy Chicago's Dinner Party in Feminist Art History</i>. Berkeley, Los Angeles, and London: the University of California Press, 1996.</p> <p>Kapferer, Judith (ed.) <i>The State and the Arts: Articulating Power and Subversion</i>. New York and Oxford: Berghahn Books, 2008.</p> <p>Klanten, R., M. Hubner &amp; A. Bieber. <i>Art &amp; Agenda: Political Art and Activism</i>. Die Gestalten Verlag, 2011.</p> <p>Smith, Terry, Okwui Enwezor, and Nancy Condee (eds). <i>Antinomies of Art and Culture: Modernity, Postmodernity and Contemporaneity</i>. Durham &amp; London: Duke University Press, 2008.</p> <p><i>Wack! Art and the Feminist Revolution</i>. Los Angeles: The Museum of Contemporary Art, 2007.</p> <p>Turner, Caroline (ed). <i>Art and Social Change: Contemporary Art in Asia and the Pacific</i>. The Australian National University, Research School of Pacific and Asian Studies: Pandanus Books, 2005.</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.

<b>Subject Offering Department</b>	CBS
<b>Cluster Area</b>	<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
<b>Medium of Instruction</b>	English
<b>Requirements intended to fulfil</b>	<input type="checkbox"/> China-Study Requirement (CSR) <input type="checkbox"/> English Reading (ER) and English Writing (EW) <input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)