

## Subject Description Form

<b>Subject Code</b>	CC309 / CC309P
<b>Subject Title</b>	Chinese Film and Its Social and Historical Context 中國電影及其社會與歷史背景
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion for CC309: CC309P / CC225 / CC2C12 / CC2C12P Exclusion for CC309P: CC309 / CC225 / CC2C12 / CC2C12P
<b>Objectives</b>	Film affords the viewers a window to examine the society from which it emerges. Chinese film first captured people's attention in 20s and flourished in 30s. Yet, its subsequent development was slowed down by the War of Resistance against the Japanese invasion, the Civil War and the post-1949 political instability. The subject aims at exploring the very close relationship between Chinese films and contemporary Chinese history through the examination of films, covering not only the development in the Mainland, but also in Taiwan and Hong Kong.
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will be able to: (a) know the course of the development of Chinese films and the setbacks they encountered, (b) comprehend the close relationship between Chinese films and contemporary history and society, and (c) appreciate the uniqueness of Chinese films.
<b>Subject Synopsis/ Indicative Syllabus</b>	1) Introduction: the complexity of Chinese film history 2) The audacious and liberal thirties 3) Struggling for survival in occupied Shanghai 4) Confusion in the post-war years 5) New aspirations of the fifties 6) The suffocated film world during the Cultural Revolution 7) Breakthroughs in the eighties 8) In search of a new voice in the nineties 9) The loud new millennium

<b>Teaching/Learning Methodology</b>	<p>The subject puts high emphasis on the examination of the artistic language of individual film in order to explore the pulse of the time when the film was produced. Students are therefore required to watch the films assigned before the lectures in order to participate in the discussion with the teacher. Students are also required to watch current Chinese films and then write short reviews on them. Students will learn how to collect source materials and to do research that will result in the writing of academic reports under the guidance of the teacher.</p>																																					
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="536 618 1444 1173"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Posting</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Film Review</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Term Paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>A film review accounts for 30% of the overall assessment of the subject. This assessment is used to measure students' capability in evaluating a chosen Chinese films</p> <p>The term paper which accounts for another 60% of the overall assessment of the subject measures students' ability in undertaking guided research. A report is considered good if it provides creative and critical views on Chinese films and connects the films with their social and historical context. In addition, the term paper can assess student's reading and writing skills in both English and Chinese.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Posting	20%	✓	✓	✓	2. Participation	10%	✓	✓	✓	3. Film Review	30%	✓	✓	✓	4. Term Paper	40%	✓	✓	✓	Total	100%			
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<b>Student Study Effort Required</b>	Class contact																																					
	▪ Seminars		39 Hrs.																																			
	Other student study effort																																					
	▪ Reading		25 Hrs.																																			
	▪ Writing		30 Hrs.																																			
	▪ Film Watching		25 Hrs.																																			

	<ul style="list-style-type: none"> <li>▪ Discussion</li> </ul>	10 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b> <b>參考書目</b>	<p>基本參考影片：</p> <ol style="list-style-type: none"> <li>1. 孫瑜：《大路》（1934）</li> <li>2. 袁牧之：《馬路天使》（1937）</li> <li>3. 李萍倩：《少奶奶的扇子》（1939）</li> <li>4. 桑弧：《太太萬歲》（1947）</li> <li>5. 費穆：《小城之春》（1948）</li> <li>6. 鄭君里：《烏鴉與麻雀》（1949）</li> <li>7. 黃佐臨：《為了和平》（1956）</li> <li>8. 蘇里：《劉三姐》（1960）</li> <li>9. 魯靄：《李雙雙》（1962）</li> <li>10. 謝晉：《舞台姐妹》（1965）</li> <li>11. 李文化：《決裂》（1975）</li> <li>12. 顏學恕：《野山》（1985）</li> <li>13. 田壯壯：《盜馬賊》（1986）</li> <li>14. 李少紅：《血色清晨》（1990）</li> <li>15. 吳文光：《我的紅衛兵時代》（1993）</li> <li>16. 田壯壯：《藍風箏》（1993）</li> <li>17. 黃建新：《背靠背，臉對臉》（1994）</li> <li>18. 姜文：《陽光燦爛的日子》（1994）</li> <li>19. 賈樟柯：《小武》（1997）</li> <li>20. 婁燁：《蘇州河》（2000）</li> <li>21. 顧長衛：《孔雀》（2004）</li> <li>22. 寧浩：《瘋狂的石頭》（2006）</li> </ol> <p>參考書：</p> <ol style="list-style-type: none"> <li>1. 倪震：《北京電影學院故事：第五代電影前史》。北京：作家出版社，2002。</li> <li>2. 梅冰、朱靖江：《中國獨立紀片檔案》。陝西師範大學出版社，2004。</li> <li>3. 程季華、李少白、邢祖文：《中國電影發展史》（上、下卷）。香港：文化資料出版社，1978。</li> </ol>	

	<ol style="list-style-type: none"><li>4. 陸弘石：《中國電影史 1905-1949》。北京：文化藝術出版社，2005。</li><li>5. 張建勇等：《當代中國電影》（上、下）。中國社會科學出版社，1989。</li><li>6. 楊遠嬰、潘樺、張專編：《90年代的第五代》。北京：北京廣播學院出版社，2000。</li><li>7. 歐陽江河：《中國獨立電影訪談錄》。香港：牛津出版社，2007。</li><li>8. Berry, Chris. <i>Perspectives on Chinese cinema</i>. British Film Institute, 1991.</li><li>9. Clark, Paul. <i>Chinese cinema – Culture politics since 1949</i>. Cambridge University Press, 1987.</li></ol>
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