

Subject Description Form

Subject Code	CC314 / CC314P
Subject Title	Art and Culture of China 中國藝術與文化
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	Exclusion for CC314: CC314P / CC206 Exclusion for CC314P: CC314 / CC206
Objectives	This course gives a comprehensive introduction to Chinese visual arts. It provides cultural, historical and stylistic understanding to the development of visual art from c. 1500BCE to the 18 th century. It emphasizes on jade, bronze, secular and religious sculptures before the 9 th century; and focus on the rise of literati painting and art theory, garden and architecture from 9 th century to 18 th century.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) develop skills in understanding visual art forms, and learn the basic methods of analyzing them, b) understand critically the methods used by art-historians to analyze the artworks, c) understand the trajectories of the development of Chinese paintings from c1500BCE to the 18th century, and d) communicate knowledge concerning the stylistic, cultural and historical background of works of Chinese art.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1) Aesthetics in Late Neolithic Pottery 2) Shamanism in Late Neolithic Jade 3) Ritual in Shang and Zhou Bronzes 4) Commemoration in Shang and Zhou Ritual Bronze Vessels 5) Immortality in Qin and Han Funerary Arts 6) Transcendence in Northern Dynasties' Buddhist Art 7) Realism and Political Allegory in Northern Song Landscape Painting 8) "The Three Perfections" in Southern Song Pictorial Art 9) Reclusion in Yuan Literati Painting 10) Material Culture in Ming and Qing Elites' Life 11) Spatial Hierarchy in Ming and Qing Imperial Architecture 12) Literati Aesthetics in Ming and Qing Gardens

<p>Teaching/Learning Methodology</p>	<p>This course will be lecture-based, but students are expected to read the assigned materials in advance and participate in class discussions. The teacher will show images of Chinese art in different visual media, therefore, teaching students how to conduct stylistic analysis as well as fundamental knowledge of those works. Each student is required to deliver an oral presentation on an assigned topic. Comments from the teacher and other students on those presentations will deepen the presenters' understanding of the themes and contents of the course.</p>																																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="480 607 1428 1323"> <thead> <tr> <th data-bbox="480 607 783 824" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="783 607 943 824" rowspan="2">% weighting</th> <th colspan="4" data-bbox="943 607 1428 752">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="943 752 1062 824">a</th> <th data-bbox="1062 752 1182 824">b</th> <th data-bbox="1182 752 1302 824">c</th> <th data-bbox="1302 752 1428 824">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 824 783 931">1. Short essay on visual analysis</td> <td data-bbox="783 824 943 931">10%</td> <td data-bbox="943 824 1062 931">✓</td> <td data-bbox="1062 824 1182 931">✓</td> <td data-bbox="1182 824 1302 931"></td> <td data-bbox="1302 824 1428 931"></td> </tr> <tr> <td data-bbox="480 931 783 1039">2. Mid-term written exam</td> <td data-bbox="783 931 943 1039">20%</td> <td data-bbox="943 931 1062 1039"></td> <td data-bbox="1062 931 1182 1039"></td> <td data-bbox="1182 931 1302 1039">✓</td> <td data-bbox="1302 931 1428 1039">✓</td> </tr> <tr> <td data-bbox="480 1039 783 1146">3. Oral presentation and participation</td> <td data-bbox="783 1039 943 1146">30%</td> <td data-bbox="943 1039 1062 1146">✓</td> <td data-bbox="1062 1039 1182 1146">✓</td> <td data-bbox="1182 1039 1302 1146">✓</td> <td data-bbox="1302 1039 1428 1146">✓</td> </tr> <tr> <td data-bbox="480 1146 783 1254">4. Final written report</td> <td data-bbox="783 1146 943 1254">40%</td> <td data-bbox="943 1146 1062 1254">✓</td> <td data-bbox="1062 1146 1182 1254">✓</td> <td data-bbox="1182 1146 1302 1254">✓</td> <td data-bbox="1302 1146 1428 1254">✓</td> </tr> <tr> <td data-bbox="480 1254 783 1323">Total</td> <td data-bbox="783 1254 943 1323">100%</td> <td data-bbox="943 1254 1428 1323"></td> <td data-bbox="1062 1254 1182 1323"></td> <td data-bbox="1182 1254 1302 1323"></td> <td data-bbox="1302 1254 1428 1323"></td> </tr> </tbody> </table> <p data-bbox="480 1368 1428 1440">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="480 1458 1428 1570">First, for the intended learning outcomes (a) and (b), two written reports are arranged in the mid-term and final in order to measure students' overall understanding of the critical issues of Chinese arts.</p> <p data-bbox="480 1588 1428 1731">Second, for the intended learning outcome (c), the individual-based oral presentation can help assess the students' ability in working on a guided-research project. This will be followed by the write-up of a standard academic report in the end.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Short essay on visual analysis	10%	✓	✓			2. Mid-term written exam	20%			✓	✓	3. Oral presentation and participation	30%	✓	✓	✓	✓	4. Final written report	40%	✓	✓	✓	✓	Total	100%				
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<p>Student Study Effort Expected</p>	Class contact:																																												
	▪ Lectures	24 Hrs.																																											
	▪ Tutorials	12 Hrs.																																											
	▪ Fieldtrips	8 Hrs.																																											
	Other student study effort:																																												

	▪ Readings	45 Hrs.
	▪ Writings	30 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<ol style="list-style-type: none"> 1) Abe, Stanley K. <i>Ordinary Images</i>. Chicago, IL: Univ. of Chicago Press, 2002. 2) Barnhart, Richard M. [et al.]. <i>Three Thousand Years of Chinese Painting</i>. New Haven: Yale University Press; Beijing: Foreign Languages Press, c1997. 楊新等, 班宗華等《中國繪畫三千年》。臺北: 聯經出版社, 1999。 3) Cahill, James. <i>Hills beyond a River: Chinese Painting of the Yüan Dynasty, 1279-1368</i>. New York; Tokyo: Weatherhill, 1976. 高居翰, 《隔江山色: 元代繪畫: 1279-1368》。臺北: 石頭出版股份有限公司, 1994。 4) Chang, Kwang-Chih. <i>Art, Myth, and Ritual: The Path to Political Authority in Ancient China</i>. Cambridge, MA; London: Harvard University Press, 1983. 5) Clunas, Criag. <i>Fruitful Sites: Garden culture in Ming Dynasty China</i>. Reaktion Books, 1996. 6) Clunas, Craig. <i>Superfluous Things: Material Culture and Social Status in Early Modern China</i>. Urbana, IL: University of Illinois Press, 1991. [英] 柯律格著, 高昕丹, 陳恆譯: 《長物: 早期現代中國的物質文化與社會狀況》。北京: 生活·讀書·新知三聯書店, 2015。 7) Fong, Wen, ed. <i>Possessing the Past: Treasures from the National Palace Museum, Taipei</i>. New York: The Metropolitan Museum of Art & Taipei: National Palace Museum, 1996. 8) Fong, Wen et al. <i>Images of the Mind: Selections from the Edward L. Elliot Family and John B. Elliot collections of Chinese Calligraphy and Painting at the Art Museum</i>. Princeton: Princeton University, 1984. 方聞著; 李維琨譯, 《心印: 中國書畫風格與結構分析研究》。西安市: 陝西人民美術出版社, 2004。 9) Fong, Wen. <i>Beyond Representation: Chinese Painting and Calligraphy 8th-14th Century</i>. New Haven and London: The Metropolitan Museum of Art, New York and Yale University Press, 1992. 10) Handler, Sarah. <i>Ming Furniture in the Light of Chinese Architecture</i>. Berkeley, CA: Ten Speed, 2005. 11) Harrist, Robert E. Jr. <i>The Embodied Image: Chinese Calligraphy from the John B. Elliott Collection</i>. Princeton, NJ: The Art Museum, Princeton University, 1999. 12) Hay, Jonathan. <i>Sensuous Surfaces: The Decorative Object in Early Modern China</i>. Honolulu: University of Hawai'i Press, 2010). [美] 喬迅著, 劉芝華、方慧譯: 《魅感的表面: 明清的玩好之 	

物》。北京：中央編譯出版社，2017。

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