

Department of English
The Chinese University of Hong Kong

ENGE3200 Literature and Art

Instructor: Dr. Carolyn Lau, carolynlau@cuhk.edu.hk.

About the Course

The goal of this course is to introduce students to literature and art about the transformative potential of the imagination. What are the conditions of novelty and creation? What is the relationship between art and power? How to make sense of the disenchantment and re-enchantment of the world? Topics covered will include experience and expression, artist and audience, and fiction and reality. We will explore a range of mediums such as the illustrated book, the zine, music, the graphic novel, and the novel. We will also examine texts characterised by their formal inventiveness and self-reflexivity. By the end of this course, you will have a good historical overview of modern artistic developments, and related aesthetic and philosophical questions.

Learning Outcomes

Having successfully completed this course you should be able to:

- acquire an advanced vocabulary of forms and practices of literature and art
- compare and contrast the context and key features of major art movements
- apply aesthetic and theoretical approaches in the interpretation of different mediums
- investigate, discuss and write critically, reflectively, and analytically

Set Texts

Barnes, Julian. *The Noise of Time*. London: Vintage, 2017.

*Blake, William. *The Complete Poetry & Prose of William Blake*. New York: Random House, 1997. (excerpt)

*Breton, Andre. *Nadja*. London: Penguin, 2007. (excerpt)

*Maughan, Tim. "Paintwork" (2013)

*Moore, Alan. *Watchmen*. New York: DC Comics, 2016. (excerpt)

*Oldfield Ford, Laura. *Savage Messiah*. London: Verso, 2019. (excerpt)

Smith, Ali. *How to be Both*. London: Penguin, 2015.

Note: Please purchase a copy of these specific editions of the texts from the University Bookstore or online bookstores (e.g. bookdepository.com, amazon.com). All page references in class will be based on them. Texts marked with * are included in the course pack on Blackboard.

Recommended Readings

- Benjamin, Walter. *One-Way Street and Other Writings*. London: Penguin, 2015.
- Berger, John. *Ways of Seeing*. London: Penguin, 2009.
- Clark, T.J. *The Sight of Death: An Experiment in Art Writing*. New Haven: Yale University Press, 2008.
- Danchev, Alex. *100 Artists' Manifestos: From the Futurists to the Stuckists*. London: Penguin, 2011.
- Debord, Guy. *Society of the Spectacle*. London: Rebel Press, 2006.
- Higgs, John. *William Blake vs the World*. London: Weidenfeld & Nicolson, 2021.
- Ross, Alex. *The Rest is Noise: Listening to the Twentieth Century*. New York: Picador, 2008.
- Smith, Ali. *Artful*. London: Penguin, 2013.

Online Resources

The William Blake Archive

<http://www.blakearchive.org/>

Art Terms

<https://www.tate.org.uk/art/art-terms>

Assessment

Tutorial attendance, preparation and participation 10%

Tutorial presentation 20%

Mid-term paper 30%

Final paper 40%

Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.