

Department of English
The Chinese University of Hong Kong

ENGE3200 Literature and Art

Instructor

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Office Hours: by appointment

About the Course

The goal of this course is to explore the transformative potential of vision and imagination. What are the ways of seeing? How do fantasy and reality intersect in creation? What is the relationship between art and power? Topics covered will include text and image, consciousness and cognition, mind and body, and nature and technology. We will engage with a range of mediums, from the illustrated book to graffiti. This course also includes a module on artificial intelligence and creativity. By the end of the course, you will have a good historical overview of 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 modern and contemporary practices of literature and art
- apply formal and theoretical approaches in the interpretation of different mediums
- develop interdisciplinary methods to examine the nature of creativity
- investigate, discuss and write critically, reflectively, and analytically

Set Texts

Ballard, J.G. *The Unlimited Dream Company*. London: Fourth Estate, 2014.

Ishiguro, Kazuo. *Klara and the Sun*. London: Faber & Faber, 2022.

Please purchase a copy of this specific edition of the text from the University Bookstore or online bookstores (e.g. bookdepository.com, amazon.com). All page references in class will be based on it.

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

*Maughan, Tim. "Paintwork" (2013)

Texts marked with * are included in the course pack on Blackboard.

Film

Exit Through the Gift Shop (Dir. Banksy, 2010)

Recommended Readings

Benjamin, Walter. *One-Way Street and Other Writings*. London: Penguin, 2015.

Berger, John. *Ways of Seeing*. London: Penguin, 2009.

Bridle, James. *Ways of Being*. London: Penguin, 2022.

Danchev, Alex. *100 Artists' Manifestos: From the Futurists to the Stuckists*. London: Penguin, 2011.

Du Sautoy, Marcus. *The Creativity Code : How AI is Learning to Write, Paint and Think*. London: Fourth Estate, 2020.

Hayles, N. Katherine. *Unthought: The Power of the Cognitive Nonconscious*. Chicago: University of Chicago Press, 2017.

Higgs, John. *William Blake vs the World*. London: Weidenfeld & Nicolson, 2021.

Raley, Rita. *Tactical Media*. Minneapolis: University of Minnesota Press, 2009.

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%

**The Chinese University of Hong Kong
Department of English**

**Departmental guidelines for handling students' academic problems
(to be adopted in Sept 2022)**

1. Absences

1.1 TAs and CENG tutors will be asked to monitor attendance and notify the course instructor and the General Office when a student is absent from lectures and/or tutorials (starting in Week 3) without a valid reason and documentation for **two** times.

1.2 The General Office will issue a warning email to the student to inform them that if they miss **three** or more lectures and/or tutorials, in addition to marks being deducted from their attendance grade (if applicable), they will be asked to meet with their Academic Advisor and may be referred to meet with a Learning Enhancement Officer or attend university counselling.

1.3 In cases of prolonged medical issues that hinder attendance and academic studies, students will be advised to apply for suspension of studies.

2. Assignment Due Dates

2.1 It will be made clear to all students that late assignments will be penalized. Extensions will not be granted based on workload or extra-curricular activities.

2.2 After the University grade submission deadline, assignments will not be accepted, and no changes to the grades can be made.

2.3 In cases where there is a valid medical reason with documentation, course instructors may use their discretion to handle the case.

2.4 In cases where students self-report mental health or motivation issues as reasons for not submitting their assignments on time, they will be immediately referred to university counseling and required to attend the appointment. Failure to attend the appointment(s) without any explanation will be noted in the student's records.

3. Extra-Curricular Engagements

Students engaged in extra-curricular activities are expected to manage their time and strike a balance between social and academic commitments. Involvement in extra-curricular activities will not be accepted as a valid reason for late submissions.

4. Referral to University Counselling

Students who show signs of mental health or motivation issues will be referred to university counselling. Through the department's referral, students will be able to secure an earlier time-slot.

5. Consideration of Documents for Sick Leave or Deadline Extensions

- 5.1 The document should be issued by a certified medical practitioner or by a university counsellor.
- 5.2 It should be issued within three days of the missed class or assignment deadline.
- 5.3 For mental health issues, the document is considered valid up to three months after the issuance date or for the period specified by the medical practitioner or university counselor.
- 5.4 Where possible, the document should specify the medical condition that has led to a physical or mental impairment that hinders the student's ability to attend class or work on assignments.
- 5.5 It is to be approved at the discretion of the course instructor.

6. Late-drop

No late-drop applications will be processed after the last teaching day of the semester.

7. Probation

Students who are put on academic probation will be asked to meet with the Academic Advisor II and may be referred to meet with a Learning Enhancement Officer or attend university counselling.

8. Suspension of Studies

- 8.1 Students with long-term issues that hinder their academic performance may be advised to apply for suspension of studies.
- 8.2 Retroactive suspension of studies will only be considered if students are suffering from specific and long-term conditions (or situations) that considerably hinder their ability to work on assignments and participate in university life.

9. Discontinuation

When students are discontinued by the University, the department will assess the students' overall suitability for and commitment to academic pursuits before deciding to lodge an appeal on behalf of the student.

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.