Introduction to the History of Chinese Painting

A EAC/ARH280 -- Spring 2015 – HU-123
TTH 11:45-1:05
Prof. Charles Hartman (HU-245; 2-4219; Chartman@albany.edu)
Department of East Asian Studies
Office Hours: TTH 1:30-2:30

Course Syllabus

1/22 -- Course introduction. The place of this course in the General Education Program. Goals of the program. Goals of this course.

1/27 -- The Chinese Painting. Materials used, formats, collection, connoisseurship.
-- The Chinese Painter. His social station, his goals. Literati vs. professional painting.

1/29 -- Film: “The Emperor’s Eye”


2/5 -- The Zhou 周 dynasty. Art of the Chu 楚 culture. The first empire of Qin 秦. Slides 4-6.

2/10 -- The Han 漢 and Six Dynasties period. Slides 7-9.

2/12 -- Early Buddhist Art at Dunhuang 敦煌. Slides 10-12.


2/19 -- Northern Song 宋 landscape painting, I. Slides 16-18.

2/24 -- Northern Song landscape painting, II. Slides 19-21.


3/5 -- Slide review for Mid-Term

3/10 -- Mid-term


3/24, 26 -- The Song-Yuan transition. Qian Xuan 錢選. Slides 31-34.


4/7 -- The Four Yuan Masters, II. Slides 40-41.


4/30, 5/5 -- Slide review for Final.

**Final: --Friday, May 8, 2015, 10:30AM, in Hu-123.**

All material for the course is posted on Blackboard. There is no textbook for this class. The most important of these materials are two Powerpoint files that contain a total of 53 “test slides” (26 for the mid-term; and 27 for the final).

**Class format:** This is an art history class. We will view, read about, and discuss Chinese paintings. The 53 "test slides" and the summaries on each slide are the keys to doing well in this class. This syllabus indicates on which days the test slides will be shown and discussed in class. Review the material on the upcoming slides and look at them before coming to class. Prepare to ask questions on the slides and on the text summaries in class. Take notes on the class discussion. Although there will be some lectures to provide historical background and context, the major activity in the class will be discussion, as a class, of the test slides and other slides. Classroom attendance and participation in these discussions will count for 1/3 of the final grade.

**Grading:** the final grade will consist of the mid-term exam grade (33%), final exam grade (34%), and class attendance, preparation, and participation in class discussion (33%). All three areas are equally important; excellence in one area will not be used to compensate for deficiencies in another. A major portion of the mid-term and final will be identification of selected test slides.

**Class attendance policy:** Attendance will be monitored at each class meetings. Undocumented absences, at the rate of one percentage point per cut, will be deducted from the 33% of the grade devoted to class attendance.

**Things to do and not to do:** 1) class attendance is mandatory. No not cut class. 2) Bring the handout to every class. 3) View the test slides before class and come to class prepared to discuss the slides and their summaries. 4) Ask questions whenever you do not understand something. 5) Take notes in class and review them for the exams.
GENERAL EDUCATION CATEGORY: ARTS

Characteristics of all General Education Courses

1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. General Education courses recognize multiple perspectives on the subject matter.
4. General Education courses emphasize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

Learning Objectives for General Education Arts Courses

1. Arts courses enable students to demonstrate an understanding of the history and/or practice of one form of artistic expression
2. Arts courses enable students to demonstrate recognition of the difference and overlap between creative and critical thinking
3. Arts courses enable students to demonstrate an understanding of the function and meaning of form
4. Arts courses enable students to demonstrate that they have the vocabulary they need to continue to learn about how art is made and interpreted
5. Depending on the nature of the course, arts courses enable students to demonstrate an understanding of how art works are embedded within different cultures at different times and places