

ELC201.0318 / 48741 Modern Chinese Literature

INSTRUCTOR'S NAME: Jie Gao instructor's email: gaoji@lagcc.cuny.edu

SEMESTER: Fall 1, 2018

Instructor's Information

Instructor: Jie Gao
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Office Hours: T: 2:00 – 3:00
Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: T: 1:00 – 2:00 (B318) Th: 1:00 – 3:15 (B321)

Course goals and objectives

Catalog Course Description: This course introduces students to modern Chinese literature and culture. Readings will be taken from various genres of literature, with an emphasis on modern Chinese literature expression. The course aims at strengthening the students' ability to read and discuss literature in Chinese. Special attention will be paid to Chinese literacy tradition and its relationship to Western literature.

Section Description: This course introduces you to modern Chinese literature and culture covering the period between 1919 and 1949, an important period in Chinese history. After the last emperor was overthrown in 1911, Chinese went through rapid socio-economical changes. The selected readings for this course emphasize modern Chinese literature expression. The purpose of this course is to strengthen your ability to read and discuss literature in a historical context. Special attention will be paid to Chinese literacy tradition and its relationship to Western literature.

By the end of the semester, you will be able to:

- Understand the meaning of texts of literary works in modern Chinese of high degree of difficulty;
- Explain and analyze issues in the literature;
- Write essays in modern Chinese demonstrating good control and understanding of Chinese syntax and grammar;
- Demonstrate general knowledge of modern Chinese literature (from 1919 to 1949);
- Present research on the impact of the ideological critical movement in China in the years 1919 – 1949 on the society and culture or research on one aspect of the influence of the Western influence on new Chinese literature.

Prerequisites: Exemption Exam

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
Students are required to read and interpret modern Chinese literary texts historically in light of the historical backgrounds of that particular period of time (1919 – 1949). Reading literary works demands integrative analyses of information collected from various sources, such as texts, cultural knowledge, historical facts, political circumstances, geographical facts, and the writer's bibliographical information and socio-political belief. The class exercises are

designed to achieve such integration of information from a variety of sources through lectures, discussions, and reflective essay writing.

- **Evaluate evidence and arguments critically or analytically.**

The class exercises are focused on the development of students' analytical and critical thinking ability. Students are expected to make systematic analysis of different works of modern Chinese literature and coherently present the writer's perspectives with evidence from both with and outside of the literary texts.

- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**

Students are expected to present their ability to make cogent arguments on selected topics of the modern Chinese literature in the final paper and in the final presentation at the end of the class. Students are required to cite evidence appropriately to support conclusions.

- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.**

Through the lecture and discussion during the class, students are expected to become more familiar with Chinese culture, Chinese traditions and the history of China. Depending on students' previous coursework, methodologies and theories drawn from anthropology, history, art, and psychology are discussed with respect to the literary texts.

- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**

Students are encouraged to analyze the literary works from their own current cultural perspective and also from the modern Chinese perspective which they obtain from class exercises and discussions. The global cultural diversity will be discussed.

- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

The major themes in the modern Chinese literature, such as class, social justice, re-evaluation of Confucian traditions, Western impacts, reformation and revolution, etc., are discussed throughout the class. Students are encouraged to interpret these socio-cultural changes in light of the contemporary life in the U.S. and in China.

Textbook, grading, and other class logistics

Textbooks: Reading in Modern Chinese Literature
 Edited by: Wu-chi Liu and Tien-yi Li
 Far Eastern Publications, Yale University
 ISBN: 0-88710-072-4

Plus handouts

Grades: Your final grade will be determined based on the following evaluation points.

Midterm 20%
 Final exam 20%
 Quizzes (3 quizzes x 5) 15%
 Homework (10 HW x 1) 10%
 Compositions (3 comp x 5) 15%
 Presentation 10%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Week	Topic (T: textbook pages; W: workbook pages)
Week 2 [March 5 / 7]	Week Two Diagnostic 概論 Modern Chinese Literature (1917 - 1949) INTRODUCTION
Week 3 [March 12 / 14]	Week Three 胡適《差不多先生傳》 Hu Shi: <i>The Story of Mr. About The Same</i> 魯迅《風波》 Lu Xun: <i>Disturbance</i> 作文 Composition #1 (5%)
Week 4 [March 19 / 21]	Week Four 魯迅《風波》 Lu Xun: <i>Disturbance</i> (Ctd) 郭沫若《地球·我的母親！》 Guo Moruo: <i>Oh, Earth, My Mother</i> (poem) Quiz 1: (5%)
Week 5 [March 26 / 28]	Week Five 郭沫若《鳳凰涅槃》 Guo Moruo: <i>The Nirvana of Phoenix</i> (poem)
Week 6 [April 2 / 4]	Week Six 聞一多等：詩四首 Wen Yi-duo: <i>Four Poems</i> 茅盾《春蠶》 Mao Dun: <i>Spring Silkworms</i> (Ctd) Quiz 2: (5%)
Week 7 [April 9 / 11]	Week Seven 茅盾《春蠶》 Mao Dun: <i>Spring Silkworms</i> 朱自清：《荷塘月色》 Zhu Ziqing: <i>Moonlight on the Lotus Pond</i> 作文 Composition #2 (5%)
Week 8 [April 16 / 18]	Week Eight 巴金《化雪的日子》 Ba Jin: <i>The Day When Snow Melts</i> Midterm: 20%
Week 9 [April 23 / 25]	Week Nine No Classes
Week 10 [April 30 / May 2]	Week Ten 老舍《月牙兒》 Lao She: <i>Crescent Moon</i>

Week 11 [May 7 / 9]	Week Eleven 沈從文《蕭蕭》 Shen Congwen: <i>Xiaoxiao</i> Quiz 3: (5%)
Week 10 [Nov 13, 15]	Week Ten 張愛玲《琉璃瓦》 Zhang Ailing: <i>Glazed Tiles</i> -作文 Composition #3 (5%)
Week 11 [Nov 20]	Week Eleven 艾青《大堰河·我的保姆！》 Ai Qing: <i>Dayanhe, My Nurse, My Mother!</i> (poem)
Week 12 [May 14 / 16]	Week Twelve 曹禺《日出》（第四幕） Cao Yu: <i>Sunrise (Act IV)</i> (Play) (Ctd) Presentation: 10%
Week 13 [May 21 / 23]	Week Thirteen 曹禺《日出》（第四幕） (Continued) Cao Yu: <i>Sunrise (Act IV)</i> (Play)
Week 14 [May 28 / May 30]	Week Fourteen General Review

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia's Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).