

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017 / 18

Part I Course Overview

Course Title: Study of Modern & Contemporary Chinese Literature by Western Scholars

Course Code: CAH4103

Course Duration: 1 semester

Credit Units: 3 credits

Level: B4

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English supplemented by Chinese

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL4103 Study of Modern & Contemporary Chinese Literature by Western Scholars

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to improve students' awareness of how Western scholars study modern and contemporary Chinese literature. On the one hand, the major ideas and concepts professed in Western scholarship will be discussed, and on the other hand, the various perspectives and methods of conceptualization will be identified. This knowledge of Western scholarship will serve as a crucial instrument for better appreciation of modern and contemporary Chinese literature.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Summarize the major concepts and topics of discussion in Western studies on modern and contemporary Chinese literature.	30%	√		√
2.	Evaluate the arguments put forth in Western studies of the subject.	20%		√	√
3.	Identify the strength and weaknesses of Western studies of the subject.	15%		√	√
4.	Develop critical thinking and debate skills through applying the acquired knowledge to study modern and contemporary Chinese literature.	35%	√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	The lecturer will explain systematically in lectures the conceptualization of modern and contemporary Chinese literature and the detailed development of such conceptualization.	√	√	√				2 hours per week
Tutorials	Classic readings of Western		√	√	√			1 hour per

	studies of the subject will be assigned for individual or group presentation in tutorials. The lecturer will comment on the presentation to ensure thorough understanding of the works.							week
Term paper	Students are to write a term paper on a topic related to the course, well researched and constructively discussed in thesis form.		√	√	√			10-week preparation period

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 70%							
Tutorial presentation and discussion Initiating dialogues, degree of participation etc.	√	√	√			35%	
1 term paper (max 4000 words with critical discussion, good footnoting and bibliography)		√	√	√		35%	
Examination: 30% (duration: 2 hours)							
						100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Tutorial presentation and discussion Initiating dialogues, degree of participation etc.	<ol style="list-style-type: none"> 1. Critical thinking 2. Structure of argument. 3. Clarity of writing 4. Proper footnoting 5. Ability to discover new issues 	<ol style="list-style-type: none"> 1. Excellent command of knowledge of essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Good command of knowledge of essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. 4. Good reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject. 	<ol style="list-style-type: none"> 1. Unable to present or discuss, no participation in dialogues.
1 term paper (max 4000 words with critical discussion, good footnoting and bibliography)	<ol style="list-style-type: none"> 1. Critical thinking 2. Structure of argument. 3. Clarity of writing 4. Proper footnoting 5. Ability to 	<ol style="list-style-type: none"> 1. Excellent command of knowledge of essential aspects of the assigned topics and 	<ol style="list-style-type: none"> 1. Good command of knowledge of essential aspects of the assigned topics and 	<ol style="list-style-type: none"> 1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to 	<ol style="list-style-type: none"> 1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned 	<ol style="list-style-type: none"> Unable to submit the paper or failed to follow the instructions given to writing the paper.

	discover new issues.	readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent written presentation skills to demonstrate deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject.	readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate deliberation of the subject. 4. Good reflective and discovery ability to address new issues pertaining to the subject.	describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues pertaining to the subject.	readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject.	
Examination		1. Excellent command of knowledge of essential aspects of the assigned topics and readings. 2. Excellent linguistic competence to explain and assess the main arguments of the assigned readings. 3. Excellent written presentation skills to demonstrate	1. Good command of knowledge of essential aspects of the assigned topics and readings. 2. Good linguistic competence to explain and assess the main arguments of the assigned readings. 3. Good oral and written presentation skills to demonstrate	1. Adequate command of the assigned topics and readings. 2. Fair linguistic competence to describe the arguments of the assigned readings. 3. Acceptable oral and written presentation skills to illustrate general view of the subject 4. Fair reflective and discovery ability to address new issues	1. Familiarity with the assigned topics and readings. 2. Able to describe some important points of the assigned readings. 3. Marginal ability and skills to illustrate general view of the subject. 4. Marginal reflective and discovery ability to address new issues pertaining to the subject.	1. Unable to answer the questions.

		deliberation of the subject. 4. Excellent reflective and discovery ability to address new issues pertaining to the subject.	deliberation of the subject. 4. Good reflective and discovery ability to address new issues pertaining to the subject.	pertaining to the subject.		
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Modern and contemporary Chinese literature, modernity, gender politics, May Fourth Movement, cultural revolution, printing culture, city, revolutionary literature, subjectivity, otherness, misty poetry, *avant-garde* fiction, identity, nation, post-Mao discourse, post-modern aesthetics.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Duke, Michael S. <i>Blooming and Contending: Chinese Literature in the Post-Mao Era</i> . Bloomington: Indiana University Press, 1985.
2.	Link, Perry. <i>Mandarin Ducks and Butterflies: popular Fiction in Early Twentieth-Century Chinese Cities</i> . Berkeley: University of California Press, 1981.
3.	McDougall, Bonnie S. <i>Fictional Authors, Imaginary Audiences: Modern Chinese Literature in the Twentieth Century</i> . Hong Kong: The Chinese University Press, 2003.
4.	Pusey, James R. <i>Lu Xun and Evolution</i> . Albany: SUNY, 1998.
5.	Průšek, Jaroslav. <i>The Lyrical and the Epic: Studies of Modern Chinese Literature</i> . Ed. Leo Lee. Bloomington: Indiana University Press, 1980.
6.	Wang, David Der-wei. <i>The Monster That Is History: History, Violence, and Fictional Writing in Twentieth-Century China</i> . Berkeley: University of California Press, 2004.
7.	Yeh, Michelle. <i>Modern Chinese Poetry: Theory and Practice Since 1917</i> . New Haven: Yale University Press, 1991.
8.	陳幼石：《茅盾蝕三部曲的歷史分析》。北京：社會科學文獻出版社，1993年。
9.	雅羅斯拉夫·普實克著，李燕喬等譯：《普實克中國現代文學論文集》。長沙：湖南文藝出版社，1987年。
10.	李歐梵著，毛尖譯：《上海摩登：一種新都市文化在中國，1930-1945》。香港：牛津大學出版社，2000年。
11.	金介甫 (Jeffrey C. Kinkley) 著，符家欽譯：《沈從文傳》。北京：時事出版社，1990年。
12.	唐小兵：《英雄與凡人的時代：解讀 20 世紀》。上海：上海文藝出版社，2001年。
13.	王德威：《小說中國》。臺北：麥田出版社，1993年。
14.	夏志清著，劉紹銘等譯：《中國現代小說史》。香港：中文大學出版社，2001年。
15.	周蕾：《婦女與中國現代性：東西方之間閱讀記》。臺北：麥田出版社，1993年。

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

熊文華：《美國漢學史》（上、下冊）（北京：學苑出版社，2015年）