

UC 11849 12F

CBM003 ADD/CHANGE FORM

APPROVED APR 24 2013

Undergraduate Council
 New Course Course Change
Core Category: Lang/Phil/Culture Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
Effective Fall 2014

1. Department: MCL College: CLASS
2. Faculty Contact Person: Xiaohong Wen Telephone: 713.743.3072 Email: xwen@uh.edu

3. Course Information on New/Revised course:
• Instructional Area / Course Number / Long Course Title:
CHNS / 3352 / Chinese Culture and Society through Modern Literature
• Instructional Area / Course Number / Short Course Title (30 characters max.)
CHNS / 3352 / CHNS CUL & SOC THRU MODN LIT
• SCH: 3.00 Level: JR CIP Code: 1603010001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements
5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:
 / /
• Course ID: Effective Date (currently active row):

6. Authorized Degree Program(s): B.A., Chinese Studies
• Does this course affect major/minor requirements in the College/Department? Yes No
• Does this course affect major/minor requirements in other Colleges/Departments? Yes No
• Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
CHNS / 3352 / Chinese Culture and Society through Modern Literature
• Course ID: 15415 Effective Date (currently active row): 20053

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
Cr: 3. (3-0). Prerequisites: ENGL 1304 Description (30 words max.): Taught in English. May not apply as foreign language credit. Readings of the most important literary works from the 1919 May 4th Movement to the 1970s.

10. Dean's Signature: _____ Date: 10/9/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL

Person Making Request: Xiaohong (Sharon) Wen

Telephone: 713 743 3072

Email: xwen@uh.edu

Dean's Signature: _____

Date: 7/22/2012

Course Number and Title: CHNS 3352: Chinese Culture and Society through Modern Literature

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will demonstrate the understanding of the course readings as expressions of individual and human values within an historical and social context. 2. Students will critically analyze the social roles of intellectuals and common people in the first half of the 20th century of China. 3. Students will express their original ideas and viewpoints analytically, clearly, and coherently.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency.

Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Critical thinking skills are assessed through closed book tests and quizzes, an oral presentation, home assignments, and a term paper. Here is a sample: students will write a five-page paper that asks them to analyze the role of Chinese intellectuals in the early years of the twentieth century, and their relationship with the working class, by presenting the evidence from the texts and analyzing the evidence from the perspectives of traditional values and societal infrastructural operations.

Critical Thinking	Unacceptable	Developing	Demonstrates competency
Use of Evidence	Student uses superficial and discrete evidences without integrating material into an argument.	Student's use of evidence is still somewhat limited but they can weave some of the evidence into their argument.	Student's use of the evidence shows a coherent understanding to make convincing argument.
Critical Analysis	Student comes to very basic conclusions or simply lists events without making a real attempt to analyze the text.	Student has a basic argument that is incompletely evidenced or not taken to its furthest conclusion.	Student is able to analyze the chosen theme relatively completely, drawing sophisticated connections.

Sample paper assignment. Students are asked to address two of the following themes in their paper.

1. The role of the intellectual in the early years of the twentieth century.
2. The struggle for political institutional reform.
3. The May Fourth Movement.
4. The Vernacular/ Literary Movement.
5. Conflict between innovation and tradition in all areas of Chinese thought.
6. The mutation, adaptation, and survival of traditional Chinese philosophy in the lives of individuals, the family, and society.
7. The struggle for democracy and individuality.

Students should consider these questions when address the themes:

CHINESE TRADITION/HISTORY

1. What are the important concepts that Confucius proposed for the government? How should a government function?
2. What are the substantial contents of RITES and BENEVOLENCE?
3. Who is the First Emperor of the Qin Dynasty?
4. Who is Sun Yatsen?

5. What is the literary revolution/Pai-hua movement? Who proposed it and participated in it? And *New Youth*?

6. What is the May Fourth Movement? What is its significance?

Students may consider the following questions when addressing the themes.

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2. What are the substantial contents of RITES and BENEVOLENCE?

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PREFACE TO CALL TO ARMS & THE TRUE STORY OF AH Q

1. What is Lu Xun's famous metaphor of an "iron house"? What are the implications of this metaphor on Chinese intellectuals?

2. Please evaluate the "means of winning a psychological victory" that Ah Q used frequently when he was defeated. Your analysis may be from the perspectives of an ordinary person like Ah Q, or of the Chinese government in relation to foreign countries.

3. Analyze the people's attitudes to the revolutionaries, their participation to the 1911 Revolution, and to the execution parade of Ah Q (e.g. p. 91; pp. 98-112).

4. Why has "The True Story of Ah Q" proved a great impact on modern Chinese literature and new literary movements? (In relation to the Western influence on Lu Xun, May Fourth movement, the responsibility of Chinese intellectuals, the literary significance of the writing.)

KONG YI JI & THE NEW YEAR'S SACRIFICE

1. Who/What killed Kong Yi Ji? And provide your supporting arguments.

2. What are "the profound questions of human existence" raised by Xianglin Sao? Why did the narrator feel guilty for his answers to the question? What are the implications of this plot?

Readings 2 and 3 (L. Lee & M. Anderson)

1. Evaluate Mao's comment on Lu Xun.

2. Compare three narrators in Ah Q, Kong yi ji, and the New Year's sacrifice. Compare their roles and functions in the stories. What is special to Lu Xun's narration in the three stories that we read?

3. Please analyze the two themes in Lu Xun's novels: the victimization of the peasant and the role of the intellectual in Chinese society. What is Lu Xun's attitude toward these two themes? (Ref. M. Anderson: p. 37)

4. In what ways is Lu Xun a modern writer (his significant contributions to modern Chinese literature)? Analyze Lu Xun's writings in terms of **purpose, content, and style**. Your argument needs to be supported by evidence from the stories by Lu Xun.

5. Lu Xun is well known for the techniques of symbolism, narrative, and sarcasm/irony in his fictional writings. Please make comments on and provide examples of each of the techniques from the three stories we read.

Reading 4 (R. Chow, Modernity and Narration in feminine detail)

1. Compare and analyze Xiang-Lin Sao, Rui-chueh, Ming-feng, and Qin, in the aspects of social/family status, education, their value and rebellion to tradition and rules, their personalities, etc. Can you think of the reasons why they are different? In what ways are they victimized?

FAMILY

1. Please analyze the nature of filial piety. Your argument should be based on evidence from Family.

2. What does Family symbolize? In what way does it operate politically and economically? What is wrong with this structure?

Communication Skills:

Communication skills are assessed through closed book tests and quizzes, an oral presentation, home assignments, and a term paper. In the same five-page paper as above, students will demonstrate their ability to communicate effectively.

Communication skills	Unacceptable	Developing	Demonstrates competency
Structure and organization of ideas	Student presents ideas in a random fashion with little evidence of organization of idea.	Student is somewhat able to organize the source material to fit into a structured argument.	Student allows the argument to dictate the structure of the paper and moves rather fluidly from idea to idea.
Grammar and style	Student's ability to communicate is limited by their command of formal writing.	Students may still make rather large mistakes or write more informally, but the message is clear and relatively coherent.	Student is able to use the appropriate style to express ideas clearly, coherently, and relatively precisely.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

Social responsibility is assessed through closed book tests and quizzes, an oral presentation, home assignments, and a term paper. In the same five-page paper as above, students will explore social responsibility.

Social Responsibility	Unacceptable	Developing	Demonstrates Competency
Understanding different cultural concepts/values	Student stereotypes/misunderstands cultural values without understanding the true meaning of the culture.	Student is able to recognize the basic cultural issues raised and different social values.	Student is able to recognize the concepts and perspectives and some of the complexity of another culture.
Understanding of social action and consequence	Student has little or no understanding of action and consequences.	Student has some understanding of action and consequences.	Student understands the action and consequence of societal decisions.

Personal Responsibility:

Personal responsibility is assessed through closed book tests and quizzes, an oral presentation, home assignments, and a term paper. In the same five-page paper as above, students will explore personal responsibility.

Personal Responsibility	Unacceptable	Developing	Demonstrates Competency
Responsible freedom and individual responsibilities	Student demonstrates little understanding of the relationship of freedom and	Student is able to understand the relationship between freedom and individual responsibilities	Student is able to understand and infer the relationship between freedom and

	individual responsibilities for society.	for society.	individual responsibilities for society.
Personal understanding of action and consequence	Student has little or no understanding of action and consequence.	Student has some understanding of action and consequence.	Student understands the action and consequence of their personal decisions.

Will the syllabus vary across multiple section of the course? Yes No

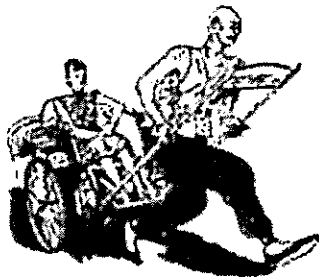
If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature:



Chinese Culture and Society through Modern Literature



Fall 2011 Chinese 3352 A Core Course for Humanities Chinese Culture and Society through Modern Literature

Location 203 AH, Time: W 1:00-4:00. Instructor: Dr. Xiaohong Wen
Office Hour: T, W: 10:00-11:30 and by appointment
Office: 664AH. Phone Number: 713-743-3072 Email: Xwen@uh.edu
Helpful website: www.eldritchpress.org/hsun/hsun.htm

Course Description:

Welcome to this WebCt course! The syllabus, required and reserved readings, learning materials, power point presentations of Supplementary Background Information, Course Notes, Study Guide / Assignments, Suggested Topics, are all on-line for your easy access. The course requires that you have a WebCT ID and access to the Internet.

This course provides an understanding of modern China through literary writings. Readings are selected from political, economic, social, and literary perspectives to help students develop their literary critiques and intellectual inquiry. All readings are in English translation. No previous knowledge of Chinese language is required.

The course covers three periods. The first period commences in the year 1919. The May Fourth Movement of 1919 launched a new wave of criticism against Confucian philosophy and Chinese traditions. Writers such as Lu Xun explored the social dynamics of contemporary Chinese society, including the changes taking place in the class structure, the conflicts between the old and the new, between East and West. The second period covers the years from the late 1920s to the 1940s, when Ba Jin, Lao She and others focused their attention on the lives of ordinary Chinese and the oppressed elements of the society. The third period starts from the year of 1949 to 1976. Literature in this period is greatly influenced by politics. Since the purpose of literature is supposed to serve the needs of politics, the direction of literature changes according to the political movement. Readings for this period is selected from Mao Ze-Dong.

Thematically, the course will examine such topics as the following:

1. The role of the intellectual in the early years of the twentieth century.
2. The struggle for political institutional reform.
3. The May Fourth Movement.
4. The Vernacular/ Literary Movement.
5. Conflict between innovation and tradition in all areas of Chinese thought.
6. The mutation, adaptation, and survival of traditional Chinese philosophy in the lives of individuals, the family, and society.
7. The struggle for democracy and individuality.

Cr. 3. (3-0). Prerequisite: ENGL 1304. Taught in English. May not apply as foreign language credit. Readings of the most important literary works from the 1919 May 4th Movement to the present.

Core Requirement

This course is designated as a Core Humanities course that addresses Core Objectives of Critical Thinking, Communication, Personal Responsibility, and Social Responsibility. These four objectives are assessed through the tests, writing assignments, an oral presentation, and a semester essay.

The learning outcomes of the course

Students should be able to

1. demonstrate the understanding of the course readings as expressions of individual and human values and beliefs within an historical and social context through tests, assignments, student presentations, and the term paper.
2. analyze the role of Chinese intellectuals in society in the first half of the 20th century of China through tests, assignments, student presentations, and the term paper.
3. express their original ideas and viewpoints analytically, clearly, and coherently on the relationship between tradition and modernity, human nature and social nurture, and/or individuality and responsibility in across cultural contexts.

Students are expected to know the UH Academic Honesty Policy. Any violations will be duly processed. Please see the UH Link: <http://www.uh.edu/dos/hdbk/acad/achonpol.html>

REQUIRED READINGS:

Books from UH bookstore:

1. Lu Hsun. 1994. Selected stories of Lu Hsun. China Books. **The book is also on our course webct homepage: "Lu Xun's Stories"**

2. Pa Chin. 1992. Family. Cheng & Tsui Company

3. Lao She. 1979. Rickshaw, the novel of Lo-to Hsiang Tzu. University of Hawaii Press

4. Supplementary learning materials: Historical background I: Confucius-1948 Historical background II: 1949-present, etc. in the Course Webct page.

Hsia, C. T. 1971. *A History of Modern Chinese Fiction*. New Haven & London: Yale University Press. PL2442 H8 1971 (Reading 1)

Lee, L. O. 1985. *Lu Xun and His Legacy*. Berkeley: University of California Press. PL2754 S5 Z7567 1985 (Readings 2 and 3)

Chow R. 1990. *Woman and Chinese Modernity: The Politics of Reading between West and East*. pp84-120. Minneapolis: University of Minnesota Press (Reserved article and the book) DS775.2.C47 (Reading 4)

Mao N. 1978. *Pa Chin (Ba Jin)*. Boston: Twayne Publishers. PL2780 F4 Z826 (Reading 5)

Wang, D. D. 1992. *Fictional Realism in Twentieth-Century China: Mao Dun, Lao She, and Shen Congwen*. New York: Columbia University Press, PL2442 W36 1992 (Reading 6)

Hsu Kai-Yu 1980. *Literature of the People's Republic of China*. Bloomington: Indiana University Press. PL2658 E1 L55 (Reading 7 Mao's poems)

You can find them in our Course Blackboard: "Reserved & Required Readings". When downloading, wait for a few seconds. It takes a little bit time to upload. The list of readings is also E-reserved at the reservation desk of Anderson library.

Course Requirements and Grading:

1. Attendance and participation (10%). Make sure that you sign the attendance sheet for each class. Please participate in class discussion in each class session. Tardiness of two-three times will be considered as one absence. You lose one grade point for each absence.
2. Two closed book tests both have the same format of multiple choice and essay questions (minimal 400 words for the essay questions). (25%+20%).
3. Presentation (15%). You will have 10-20 minutes for presentation. Topic is open. It must be based on the readings and lectures of this course. Either hard or soft copy of your presentation should be submitted right after your presentation or on the last day of the presentation.
4. In-class quiz for readings (8.5%), and home-assignments/Study Guide (6.5%) that is submitted through webct. Minimal 1000 words.
5. Final paper (15%). Must be based on the readings and lectures provided in this course. Topic is open. Suggested Topics are provided for your reference. Minimal 1600 words. Submit it through Turn-it-in.

No make-ups for tests and quizzes.

90-100: A- --A; 80-89: B- --B+; 70-79: C- --C+; 60-69: D- --D+; Below 60: F.

Course Schedule:

WK1 and 2: 8/29, 9/5

Introduction to the course. Introduction to Chinese tradition and Confucius, Introduction on Lu Xun.

Readings: Reading 1, Hsia, C. T. 1971. *A History of Modern Chinese Fiction*. Chapter I: PP 3-27. Lu Xun: Preface to the first collection of short stories, "call to arms", and *True story of Ah Q*

WK3, 9/12 Quiz for previous readings

Discussion: True story of Ah Q; Analysis on Ah Q; Lu Xun's attitude toward Ah Q and common people.

Readings: Lu Xun: Kong Yi-Ji. Reading 2, reserved in library "Tradition and Modernity in the Writings of Lu Xun" In Lee, L. O. ed. *Lu Xun and his Legacy*.

Film True story of Ah Q (only the beginning of the film)

WK 4, 9/19

Discussion: 1. Characterization of Ah Q; 2. The May 4th Movement, 3. Chinese intellectuals; 4. Kong Yi-Ji.

Readings: Lu Xun: New Year's Sacrifice, Reading 3, reserved in library; Anderson, M "The Morality of Form: Lu Xun and the Modern Chinese Short story" In Lee, L. O. Ed *Lu Xun and His Legacy*. Reading 4, reserved in library; Chow, R, *Women and Chinese Modernity*, Chapter 3, Modernity and Narration in Feminine detail., pp. 84-120, reserved in library.

WK5, 9/26 Quiz for previous readings

Discussion: Analysis of Xiang-Lin Sao, The Bondage on Chinese women.

Introduction to Ba Jin and The Family

Reading: Ba Jin: *The Family*

Film: The Family.

WK 6, 10/3 Discussion: Family: Chinese tradition and filial piety.

Reading 5, reserved in library, Mao, N: *Pa Chin*, Chapter 4 The turbulent stream trilogy, Assignment I due 10/4, Submit it online through your Webct.

WK 7, 10/10 Discussion: Family: Chinese feudalism and feudal family,
Prepare for the test.

WK 8, 10/17 Test I (based on the readings, homework, and class discussion). A closed book test.

WK 9, 10/24 Introduction to Lao She

Readings: Reading 6, reserved in library. D. Wang. *Melancholy Laughter: Farce and Melodrama in Lao She's Fiction*. Reading: Lao she: *Rickshaw Boy*

WK 10, 10/31 Quiz for Readings

Discussion: The characters in Tea House

Film: Tea House.

Comparisons of Xiang-Zi and Wang Li-fa. Who/what controlled their life?

Fiction. Reading: Lao she: *Rickshaw Boy*

Wk 11, 11/7 Summary of Laoshi. Introduction of Mao Ze-dong

Decide your topic and prepare your presentation.

Reading: Reading 7, reserved in library. Mao Ze-dong's Poems from Hsu Kai-Yu 1980. *Literature of the People's Republic of China*. See the film *To Live* by yourself.

WK 12, 11/14 The film: The Morning Sun. Discussion on Mao Zedong.

Assignment II due 11/15, Submit it online through your Webct.

WK 13 Happy Thanksgiving Holiday!

WK 14, 11/28 TEST II. A closed book test. Preparation for Student Presentation.

WK 15, 12/5 Student Presentation. Course evaluation

12/12 or earlier: Final Paper Due: submit the electronic version through Blackboard Turn-it-in.