Dr. Fan Pen Chen
Office hours: Tu 1:15-2:15; Th 2:00-3:00; and by appointment.
Office: Hu-246
Phone: 442-2600
Email: fchen@albany.edu

Course Description:
This course is an introduction to Chinese literature from the May Fourth Movement (1919) to the present, including works written after the Cultural Revolution (1966-1976). The purpose of this course is to gain an appreciation and critical understanding of modern Chinese literature through the reading and discussion of short stories. Oral presentation and discussion are vital components of the course. All the students are required to give 2 thematic presentations and lead 2 discussions. This course fulfills the General Education “Humanities” requirement. There are no prerequisites for the course.

Required Texts:
Stories from the following books will be available through the library Electronic Reserve system via the Blackboard Learning System. Students are responsible for printing them out and bringing them to class according to the assigned schedule. Reading from smart phones is prohibited in class.
(LOV) Love in a Fallen City and Other Stories. Eileen Chang.
(SH) Shifu, You’ll Do Anything for a Laugh. Mo Yan.
(BL) Black Walls and Other Stories. Liu Xinwu.
(SO) Soul Mountain. Gao Xingjian.

Testing and Grading:
- Oral reports: 25%
- Discussion leading: 17% (70% significance and interest of the question, 30% leadership in discussion)
- Attendance and participation in discussions: 20%
- Mid-term: 18%
- Final: 20%
Attendance will be taken regularly. Each student will be responsible for presenting two oral “thematic” reports as well as leading two class discussions (with five questions and their answers prepared) on assigned readings. Grading of these oral components is based on both the form (relationship with the audience, vocal punctuation and expressiveness, volume and pace of speech, poise and comfort, fluency, eye contact) as well as the content of the presentations (understanding, analysis, clarity, structure). The Midterm and Final will be take-home exams.

The grade of "Incomplete" is for emergencies (death in the family, extreme illness, etc.) only, not for students who fail to plan ahead. Grades are not curved, nor are extra credit assignments given. The grading scale is as follows: 93-100%=A; 90-92%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; 0-59%=E. The grades for the individual components will be posted on the Blackboard Learning System. If there are extenuating circumstances which you anticipate will unduly affect your grade, it is your responsibility to speak with me IN ADVANCE.
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 Humanities Courses

Humanities courses teach students to analyze and interpret texts, ideas, artifacts, and discourse systems, and the human values, traditions, and beliefs that they reflect. Humanities courses enable students to demonstrate knowledge of the assumptions, methods of study, and theories of at least one of the disciplines within the humanities. Depending on the discipline, humanities courses will enable students to demonstrate some or all of the following:

- an understanding of the objects of study as expressions of the cultural contexts of the people who created them;
- an understanding of the continuing relevance of the objects of study to the present and to the world outside the university;
- an ability to employ the terms and understand the conventions particular to the discipline;
- an ability to analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them;
- an understanding of the nature of the texts, artifacts, ideas, or discourse of the discipline and of the assumptions that underlie this understanding, including those relating to issues of tradition and canon.
# Course Schedule
*(Subject to Amendment)*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td><strong>August 27</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td>Course Introduction</td>
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<tr>
<td>Systems of Romanization</td>
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<td>Overview of Chinese history</td>
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<tr>
<td><strong>September 1</strong></td>
<td>Overview of Chinese literature</td>
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<tr>
<td><strong>3</strong></td>
<td>Lu Hsun (Lu Xun)</td>
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<td></td>
<td>“K’ung I-chi” (Kong Yiji)</td>
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<td></td>
<td>“Medicine”</td>
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<td><strong>8</strong></td>
<td>Films: <em>The Chinese Revolution: 1911-1989</em>; <em>The New Year’s Sacrifice</em></td>
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<td><strong>10</strong></td>
<td><em>The New Year’s Sacrifice</em>: continued</td>
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<tr>
<td><strong>15</strong></td>
<td>“The New Year’s Sacrifice”</td>
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<tr>
<td><strong>17</strong></td>
<td>Yeh Shao-chün (Ye Shaojun)</td>
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<td></td>
<td>“Rice”</td>
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<td><strong>22</strong></td>
<td>NO CLASS</td>
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<tr>
<td><strong>24</strong></td>
<td>(Start Thematic Reading Presentations and Student-led Discussions)</td>
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<td></td>
<td>Mao Tun (Mao Dun)</td>
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<td>“Spring Silkworms”</td>
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<td><strong>29</strong></td>
<td>Lin Shu-hua (Lin Shuhua)</td>
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<td>“Embroidered Pillows”</td>
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<tr>
<td><strong>October</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td><strong>1</strong></td>
<td>Shen Ts’ung-wen (Shen Congwen)</td>
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<td></td>
<td>“Pai-tzu” (Baizi)</td>
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<td><strong>6</strong></td>
<td>Shen Ts’ung-wen (Shen Congwen)</td>
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<td></td>
<td>“Hsiao-hsiao” (Xiaoxiao)</td>
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<td>Date</td>
<td>Assignment</td>
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<td>8</td>
<td>Watch the film, <em>Girl from Hunan</em>&lt;br&gt;Discussion of the film</td>
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</table>
| 13   | Ting Ling (Ding Ling)  
*“When I was in Hsia Village”*  
M: pp.268-278 |
| 15   | Pa Chin (Ba Jin)  
*“Piglet and Chickens”*  
M: pp.313-321 |
| 20   | Chao Shu-li (Zhao Shuli)  
*“Lucky”*  
M: pp.324-333 |
| 22   | Chang T’ien-I (Zhang Tianyi)  
*“The Bulwark”*  
M: pp.336-344 |
| 27   | **MIDTERM DUE**  
Wu Tsu-hsiang (Wu Zuxiang)  
*“Young Master Gets His Tonic”*  
M: pp.372-381 |
| 29   | Eileen Chang (Ailing Zhang)  
*“Sealed Off”*  
LOV: pp.237-251 |

**November**

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<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>3</td>
<td>Watch the film, <em>Hibiscus Town</em></td>
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<tr>
<td>5</td>
<td><em>Hibiscus Town.</em> Discussion</td>
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| 10   | Bei Dao  
*“In the Ruins”*  
W: pp.vi-xi; pp.147-156 |
| 12   | Mo Yan  
*“The Cure”*  
SH: pp.114-125 |
| 17   | Ch’en Jo-hsi (Chen Ruoxi)  
*“The Last Performance”*  
C: pp.2-12 |
| 19   | Pai Hsien-yung (Bai Xianyong)  
*“Li Tung: a Chinese Girl in New York”*  
T: pp.218-239 |
| 24   | Liu Xinwu  
*“The Woman with Shoulder Length Hair”*  
BL: pp.vi-xi; pp.147-156 |
| 26   | **NO CLASS** |
December

1  Li Rui  
   “The Brake-Stone”  
   LOS: pp.21-27

3  Gao Xingjian  
   “Chapter 49” of Soul Mountain  
   SO: pp.v-x; 286-299

8  TBA

Take-home Final Exam due May 14. Please slip the exam under my office door (Hu-246), if I’m not there.

Happy Holiday Season!