

## ELC203.0320 / 48742 Classic Chinese Literature

INSTRUCTOR'S NAME: Jie Gao;  
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SEMESTER: Spring1, 2019

<b>Instructor's Information</b>
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<b>Instructor:</b>	Jie Gao
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<b>Office Hours:</b>	W 3:15 – 4:15
<b>Preferred communication:</b>	E-mail is preferred, with which you should expect my response within 24 hours.
<b>Class Schedule:</b>	M 1:00 - 3:15 (C222)      W 1:00- 2:00 (C253)

<b>Course goals and objectives</b>
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**Catalog Course Description:** This course is an introduction to classical Chinese literature. It aims at strengthening students' ability to read and comprehend original texts written in *wen yan wen*, classical written Chinese. Furthermore, it enables students to have a direct, zero-distance contact with genuine Chinese culture and ideology. This course is taught in Chinese.

**Section Description:** This course introduces you to classic Chinese literature. Its purpose is to strengthen your ability to read and comprehend original texts written in classical written Chinese (*wen yan wen*). Furthermore, it will enable you to have a direct, zero-distance contact with genuine Chinese culture and ideology.

We will cover the following periods in classical Chinese literature: the ancient times (from 11<sup>th</sup> century B.C. – 221 B.C.); middle ancient times (from 221 B.C. – 581 A.D.); Tang Dynasty (617 – 960 A.D.); Song Dynasty (960 – 1279 A.D.); Yuan (Mongolian) Dynasty (1279 – 1368 A.D.); Ming and Qing Dynasties (1368 – 1911 A.D.)

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

- with the help of commentaries, understand the meanings of original texts in classical Chinese of low or medium degree of difficulty;
- explain and analyze the ideas of the texts you have read;
- write essays in modern Chinese demonstrating good control and understanding of Chinese syntax and grammar;
- demonstrate general knowledge of an outline of classic Chinese literature (from 11<sup>th</sup> century B.C. to 1919 A.D.)
- make presentations about the applicability of Confucian ethical views in today's Chinese society and their relevance in other cultures or societies.

**Prerequisites:** Exemption Exam

<b>Flexible Core Objectives: Individual and Society</b>
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The course bears 3 credits that count as Flexible Core (world Culture 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 original classical Chinese texts holistically in light of the historical background of the time when the literary works were written. Reading archaic works demands integrative analyses of information collected from various sources, such as texts, cultural knowledge, historical facts, political circumstances, geographic facts, and the writer's ideology and socio-political beliefs. 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 classic Chinese literature and coherently present the writer's perspectives with evidence from both within 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 classic 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 the ancient society, 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 ancient Chinese perspective, which they obtain from class exercises and discussions. The global cultural diversity will be discussed.
- **Understand and evaluate critically a culture from remote antiquity and discuss its traditions in light of the contemporary life.**  
The major themes in the classic Chinese literature, such as class conflicts, social justice, war and peace, Confucian ethics forgiveness and benevolence, the doctrine of the mean, ancient-time international cultural exchanges, *zen* Buddhism influences on Chinese culture, etc., are discussed throughout the class. Students are encouraged to interpret these socio-cultural issues in light of the contemporary life in the U.S. and in China.
- **Articulate and assess ethical views and their underlying premises.**  
Classic Chinese authors were influenced by Confucius philosophy. As students read classical Chinese texts, they will be introduced to the basic Confucius philosophy such as "ren" (benevolence), and "yi" (righteousness). Students will compare and contrast such philosophical concepts with modern ideologies.
- **Articulate ethical uses of data and other information resources to respond to problems and questions.**  
In this course, students will learn and review the basic Confucian teachings. They will be asked to critically analyze the applicability of those teachings in today's society and present their research to the class.

<b>Textbook, grading, and other class logistics</b>
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**Textbooks:** Classic Chinese Language  
Editor in Chief: Wang Li  
Chung Hwa Publishing House  
ISBN: 7-101- 00082 – 7/I . 12

**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%

Essays (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 4 / 6]	Week Two <b>Remote Ancient Poetry</b> ----- <i>Book of Poetry (Shi Jing)</i> , an anthology of poems between 11 <sup>th</sup> and 6 <sup>th</sup> century B.C. 上古詩歌 - - 《詩經》
Week 3 [March 11 / 13]	Week Three <b>Ancient Poetry</b> ----- <i>The Songs of the South (Chu Ci)</i> by Qu Yuan (340 - 278 B.C.) and other poets 上古詩歌 - - 《楚辭》 Essay #1 (5%)
Week 4 [March 18 / 20]	Week Four <b>Ancient Philosophers</b> ----- Confucius (551 - 479 B.C.), Mencius (372 - 289 B.C.), Lao Zi (6 <sup>th</sup> century B.C.), Zhuang Zi (4 <sup>th</sup> century B.C.), etc. 先秦諸子 - - 孔子、孟子、老子、莊子 Quiz 1: (5%)
Week 5 [March 25 / 27]	Week Five <b>History Classics</b> ----- <i>Zuo Zhuan</i> , Annals about the History between 722 and 463 B.C., by Zuo Qiuming, <i>Strategies of Warring States (Zhan Guo Ce)</i> , a book about the history of Warring States period (475 - 221 B.C.), <i>Records of the Historian (Shi Ji)</i> , written by Sima Qian (145 B.C. - ???) 古代史傳文 - - 《左傳》、《戰國策》、《史記》
Week 6 [April 1 / 3]	Week Six <b>Middle Ancient Time (1st - 4th Century A.D.) Prose</b> ----- Jiang Yan: <i>Fu (poetic prose) on Parting, Fu on Regret</i> ; Zhuge Liang: <i>Memorial on Going to War</i> , etc. 中古散文 - - 《吊古戰場文》、《恨賦》、《別賦》、 《蕪城賦》、《出師表》、《陳情表》 Essay #2 (5%)
Week 7 [April 8 / 10]	Week Seven <b>Middle Ancient Time (5th - 11<sup>th</sup> Century A.D.) Prose</b> ----- Tao Yuanming: <i>The Land of Peach Blossoms, a Paradise in This World</i> ; Liu Yuxi: <i>Epigram on the Humble Room</i> , 中古散文 - - 《岳陽樓記》、《醉翁亭記》、《赤壁賦》、《蘭亭集序》、《陋室銘》、《桃花源記》、《歸去來辭》 Quiz 2: (5%)
Week 8 [April 15 / 17]	Week Eight <b>Poetry of Tang Dynasty (617 - 960 A.D.)</b> ----- Li Bai, Du Fu, Bai Juyi, et al; Versification 唐詩 - - 李白、杜甫、白居易; 近體詩格律簡介 Midterm: 20%
Week 9 [April 22 / 24]	Week Nine No Classes
Week 10	Week Ten

[April 29 / May 1]	<p><b>"ci"----- New Style of Poetry Thriving at Song Dynasty</b> (960 – 1279 A.D.) ----- Lu You, Xin Qiji, Liu Yong, Li Qingzhao, et al; its versification</p> <p>宋詞 - - 陸游、辛棄疾、柳永、李清照；詞律簡介</p>
Week 9 [Insert DATE]	<p>Week Nine <b>Opera in Northern China at Yuan (Mongolian ) Dynasty</b> (1279 – 1368 A.D.) ----- Wang Shifu: <i>Romance in the West Wing-Room</i>, Guan Hanqing: <i>Madame Dou's Unjust Case</i></p> <p>元曲 - - 王實甫《西廂記》、關漢卿《竇娥冤》</p> <p>Quiz 3: (5%)</p>
Week 11 [May 6 / 8]	<p>Week Eleven <b>Opera in Southern China at Ming (1368 – 1644 A.D. ) and Qing (1644 – 1911 A.D.) Dynasties</b> ----- Tang Xianzu: <i>Pavilion of Peony</i>; Kong Shangren: <i>The Peach Flower Fan</i>; Hong Sheng: <i>The Hall of Longevity</i></p> <p>明清戲曲 - - 湯顯祖《牡丹亭》、孔尚任《桃花扇》、洪昇《長生殿》</p> <p>Essay #3 (5%)</p>
Week 12 [May 13 / 15]	<p>Week Twelve <b>Ancient Novels in <i>baihua</i></b>, i.e., spoken-language-like Chinese as opposed to <i>wenyan</i>, traditional classical written Chinese ----- Luo Guanzhong: <i>Story of Three Kingdoms</i>; Shi Nai'an: <i>Waterside Stories</i>; Cao Xueqin: <i>The dream in Red Mansions</i></p> <p>白話小說 - - 羅貫中《三國演義》、施耐菴《水滸傳》、曹雪芹《紅樓夢》</p>
Week 13 [May 20 / 22]	<p>Week Thirteen <b>Prose at Ming (1368 – 1644 A.D. ) and Qing (1644 – 1911 A.D.) Dynasties</b> ----- Gu Yanwu, Wang Guowei</p> <p>明清散文 - - 顧炎武、王國維</p> <p>Presentation: 10%</p>
Week 13 [May 29]	<p>Week Thirteen</p> <p><b>Presentations about the applicability of Confucian ethical views in today's Chinese society and their reference values for other nations</b></p>
Week 14 [June 3]	<p>Week Fourteen</p> <p>Preparation for Final</p>

## ASSIGNMENTS

**A. Research Paper/ Reflection Paper (4 pages, Time New Roman font and double –spaced). You can choose from the following two choices.**

**One:** War is a very common topic in the Tang Dynasty poetry. Collect two representative poems by each of the following poets (Tu Fu, Gao Shi, Cen Shen, Bai Juyi, Li He) and analyze the impact of war on the country, society and people.

**Two:** Write a reflection paper and discuss hoe Confucius' ethical views still have a place in today's Chinese society and their relevance in other cultures or societies.

**B. Essays (1 page, Times New Roman font and double-spaced)**

Essay #1 Based on the narrative poem *My Man* (from *Shi Jing*), analyze the marriage system and women's position in that society.

Essay #2 Mencius asked King Xuan of Country Qi to apply a policy of benevolence and made some suggestions to him. Looking at the situation at that time, analyze whether or not those suggestions were really practical to the ancient society.

Essay #3 Analyze the strategies that the King of Kingdom Zheng used to defeat his rebellious brother. Do you think those strategies were ethical and if they could be applied in other situations? Please support your opinion with detailed examples.

NB: The historical facts which the essay and discussion topics in this syllabus are based on are well known to Chinese students or are the content of the materials they have just read. It is impractical to give explanations here.

<b>Policies</b>
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**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).