

Disclaimer: This syllabus is from a previous semester. Expect some minor changes.

CHIN 1040/6040
2023 年秋

Toward Modernity: Chinese Literature, Culture and Film in the 20th-Century
走向现代：中国 20 世纪文学、文化、电影 (I)

Instructor

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Texts

Short stories and essays by 20th-century Chinese writers. Downloadable PDF texts are posted on Canvas.

Course Description

This course is designed for students who have completed a minimum of four years of college level Mandarin classes or equivalent. This course fulfills language requirement for Chinese major or minor, and elective requirement for Chinese major.

The objectives of the course are three-fold: 1) to facilitate the development of students' advanced reading and writing proficiency; 2) to help students gain an in-depth, multi-faceted and non-judgmental perspective of Chinese people, society and culture; and 3) to develop students' analytical and critical thinking skills when evaluating literary works. These objectives are achieved primarily through close reading and discussion of original literary texts by 20th- century Chinese writers. Observing the similarities and differences in texts created in different cultural or sociopolitical background and uncovering the implications behind them will be our main approach. The emphasis of the reading does not rest so much on understanding each sentence as on grasping the global meaning of a longer discourse. Writing and translation exercises are regularly assigned. The writing exercises focuses on expressing ideas accurately, coherently and appropriately. Class discussions address both linguistic and literary questions. In order to broaden your understanding as well as enhance your appreciation of modern Chinese literature as a whole, the reading texts are diverse in terms of time, geographical area and ideology. We will also view several Chinese films that are related to the topics of the reading text. The class is conducted exclusively in Chinese.

Expectations

The following conducts are expected from students:

- finish reading assignments by the date indicated on the schedule and annotate as you read
- complete various homework assignments on time and submit them on Canvas
- actively participate in class discussion

- keep an open mind of different perspectives and opinions
- respect other people's intellectual property. Any instance of plagiarism or other form of cheating will be dealt with according to Penn policies regarding academic integrity <https://catalog.upenn.edu/pennbook/code-of-academic-integrity/>
- you may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material. You are solely responsible for the accuracy and quality of such references.
- silence and put away your cell phone and **DO NOT TEXT** during class

Portfolio, Essays and Short Response Papers

I. The portfolio (作文集) is a very important component of this course. It is designed to help you improve your writing skill in semi-formal Chinese. Your portfolio should have three (3) narrative entries (叙述文) with the following topics (not necessarily in this order):

1. 关于你自己 (小型自传 mini-autobiography)
2. 一个你熟悉的人 (叙人 describing a person)
3. 一件你亲身经历或亲耳听到的事 (叙事 describing an event)

Each narrative (2-3 pages, double-space/3-4 pages for 6040 students) **must have a title**. Expect revisions! Your revised narratives will be re-graded based on the quality of the revision(s). The main grading criteria of the narratives are **clear and coherent story line, relevant details, and accurate language usage**, not the opinions or ideas you expressed.

II. The two essay (论文) topics will be posted on Canvas. They will be related to the stories/essays we read in class. In grading essays, my attention shifts from your language usage to your understanding and analysis of the stories/essays. That does not mean, however, that you can write a poorly presented paper. **A clearly presented central theme and coherently organized argument is essential**. Some students may, **with my approval**, write a summary of the story/stories plus a short commentary in lieu of the essay.

III. You'll also write three very short response papers (读后感). These are assigned early in the semester. They are intended: 1) for you to get comfortable in reading and writing formal Chinese, and 2) for me to get a feel of your reading and writing proficiency.

Leading Discussion

You will lead class discussion one time during the course of the semester. You should **meet with me a few days before** your discussion and prepare 5-7 content related questions. The questions should be able to generate discussion and deepen our understanding of the reading. I will give revising suggestions to these questions during our meeting. The *revised* questions should be sent back to me via email attachment at least two hours before class time so I can post them on Canvas. As you lead the discussion, it is extremely important to think of ways to stimulate the class when it falls silent. Merely repeating the questions may not do the trick.

Grading criteria: a) preparation (课前准备), b) organization (讨论效果), c) language usage (语言使用)

Mini-research Project and Presentation

The chief goal of this project (研究项目) is to provide guided training in independent research. Each student will choose a topic that is relevant to the content of this course, and conduct a small but in depth research on the topic. Prepare a PowerPoint presentation of your research results, and orally present it in class (口头报告). A short class discussion or Q & A session will follow the presentation. Specifics about the project will be posted on Canvas.

Attendance & Participation

Regular attendance is expected. Any absence notices should be submitted at the Course Action Notices site through a link on Path@Penn. You are permitted five (5) absences for any reason, after which **each additional absence will result in a 1% point reduction from your final grade**. Tardiness of 20-minutes or more is counted as absence. There are no “excused absences” – if you miss class, you are responsible for making up any work and for knowing the material covered.

The purpose of the Course Absence Report system is to facilitate communication between instructors and students when a student misses class. The system allows you to inform the instructor about absences of five days or less. If the absence is more than five days, you should contact your home school advising office for assistance and to discuss the academic implications of a longer absence.

Assessment

Essays (论文)	20% (10% X 2)
Writing portfolio narratives (叙述文)	24% (8% X 3)
<i>Perusall</i> annotations (阅读笔记)	9%
Short response papers (读后感)	2%
Final exam (期末考试)	10%
Leading discussion (带领讨论)	10%
Mini-research project (微型研究报告)	15%
Class attendance & participation (出勤)	10%

Reading Schedule (subject to change)

周日	周一	周二	周三	周四	周五	周六
8/27	28	29 课程介绍	30	31 中国家庭及亲情 靳凤羽《天气预报爱好者》；季隐《父亲》	9/1 读后 感 #1	2
3	4 劳动节	5 朱自清《背影》 龙应台《目送》	6 读后 感 #2	7 黄春明《鱼》	8	9
10	11	12 叙述文 #1 due 看电影《那山那人那狗》霍建起	13	14 讨论电影《那山那人那狗》	15	16
17	18	19 情爱、性爱与婚姻 苦苓《家变》 吴淡如《地久天长》	20	21 论文 #1 due 凌叔华《花之寺》	22	23
24	25	26 裘山山《下午茶》	27	28 刘爱华《古镇》 阿城《结婚》	29	30
10/1	2	3 叙述文 #2 due 亦舒《请按》	4	5 看电影《爱情麻辣烫》张扬	6	7
8	9	10 讨论电影《爱情麻辣烫》	11	12 秋假	13	14
15	16	17 中国教育传统与观念 鲁迅《孔乙己》	18	19 论文 #2 due 吴必雯《我想做一只猫》 上网找一篇“减负”文章读	20	21
22	23	24 余逸群《还孩子宽广世界》 赵大年《智力测验》	25	26 看电影《花儿怒放》毛小睿	27	28
29	30	31 讨论电影《花儿怒放》	11/1	2 人情与法治 张子樟《门铃叮咚》 魏云《两千块》	3	4
5	6	7 叙述文 #3 due 林语堂《脸与法治》 马识途《坏蛋就是我》	8	9 阮文新《有礼无情》	10	11
12	13	14 曾仕强《慎断是非》	15	16 看电影《秋菊打官司》张 艺谋	17	18
19	20	21 讨论电影《秋菊打官司》	22	23 感恩节	24	25
26	27	28 准备口头报告	29	30 口头报告	12/1	2
3	4	5 口头报告	6	7 期末考试	8	9

Color codes 学校假日 个人在家准备日