

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	CHC234P
<b>Subject Title</b>	Modern and Contemporary Chinese Literature 中國現當代文學
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	This course introduces a selection of widely circulated masterpieces of literary work in twentieth- and twenty-first century China. This course aims to provide new perspectives to discuss these literary pieces in relation to the concrete historical issues and simultaneously situate them in a global context. All these masterpieces embody rich and diverse historical, social and cultural components. Therefore, learning how to appreciate and analyse these literary texts will provide students with deeper understandings of modern Chinese culture and enrich their ways of experiencing the world.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> <li>a) comprehend the close relationship between these masterpieces and modern Chinese history and culture as well as the way how they responded to and participated to the trend of a particular historical period;</li> <li>b) obtain multiple perspectives on the richness and uniqueness of modern Chinese literature</li> <li>c) master the skills to analyse a series of literary works</li> <li>d) demonstrate a critical thinking ability to understand literary texts</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1) Modern Chinese Literature as Part of World literature</li> <li>2) Ways of Reading Lu Xun: Close Reading and Chinese Literary Modernity</li> <li>3) Urban Modernity (I): Flaneur and Writings about Shanghai</li> <li>4) Urban Modernity (II): The Rise of Modern Chinese Woman Writers and Their Writings about the City</li> <li>5) How to Imagine the Nation: Mass Media and Rural China</li> <li>6) Diaspora in the Sinophone World: Taiwan and Overseas Chinese Writers</li> <li>7) Diaspora in the Sinophone World: Hong Kong</li> </ol>

	<p>8) Diaspora in the Sinophone World: Malaysia  9) Writing an Academic Paper and Bei Dao and World Poetry  10) The Rise of Middle Class and Self-help Culture: Workplace Novels  11) Post-human Temporal and Spatial Construct: China’s science fiction</p>																																																						
<p><b>Teaching/Learning Methodology</b>  <i>(Note 3)</i></p>	<p>This course will include lectures, classroom discussions, group oral presentations as well as final paper writing. Before the class, students should complete the assigned readings, watch the films/plays, listen to the musical pieces and write down their thoughts and questions to be raised during class discussions. Lectures will provide key concepts, themes and historical/social contexts and demonstrate the ways of analyzing the texts. Moreover, the course materials are interdisciplinary and multimedia in nature and therefore, the course will provide the students with diverse experience through listening, watching, and reading and then further train the students’ ability of critical thinking. Students are encouraged to find materials related to that week’s subject and readings independently and share with the other students their findings, thoughts, analysis and raise questions during their oral presentations. They will have opportunities to exercise their critical thinking and voice their opinions during the tutorials. and their presentations will further diversity the students’ understandings and enrich the course content as a whole.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i></p>	<table border="1" data-bbox="533 1128 1390 1771"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Mid-term and Final quiz</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. In-class assessment and Oral Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Readings</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>4. Final Papers</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  A mid-term and a final quiz will test students’ grasp of their knowledge of the content of the subject. Oral presentations will test the students’ ability to find materials independently and their skills of articulating their thoughts and analyzing the materials. A</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Mid-term and Final quiz	20 %	✓	✓	✓	✓			2. In-class assessment and Oral Presentation	30%	✓	✓	✓	✓			3. Readings	10%	✓	✓	✓	✓			4. Final Papers	40%	✓	✓	✓	✓			Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																			
		a	b	c	d																																																		
1. Mid-term and Final quiz	20 %	✓	✓	✓	✓																																																		
2. In-class assessment and Oral Presentation	30%	✓	✓	✓	✓																																																		
3. Readings	10%	✓	✓	✓	✓																																																		
4. Final Papers	40%	✓	✓	✓	✓																																																		
Total	100 %																																																						

	<p>term paper will test the students' ability to incorporate what they learn from the class and their analytical skills into the written assignments.</p> <p>Final paper requirement: Write a 4-5-page paper on a topic of your choice and in consultation with the instructor. Manuscripts must be double-spaced with 12-point type and 1 inch margins and formatted for letter-size (8.5 x 11 in.) paper if possible. (or approximately 1600 words) .Your paper needs to discuss at least one primary text or film from the course while engaging relevant critical issues. Your paper must be word-processed, double-spaced, page-numbered, and spell-checked. It should have normal margins and a readable font. The quotation style follows Chicago style. You should always back up your argument with evidence from the texts through judicious use of quotations and paraphrases (keep plot summaries to a minimum and avoid lengthy quotations). You are expected to make use of the scholarly texts from the course to the best of your ability. In addition, please also include 2-3 scholarly articles to support your analysis and argument.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	26 Hrs.
	<ul style="list-style-type: none"> <li>▪ Tutorials</li> </ul>	13 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Readings</li> </ul>	48 Hrs.
	<ul style="list-style-type: none"> <li>▪ Writing Report</li> </ul>	33 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p><b>Part I. Reference on General Studies</b></p> <ol style="list-style-type: none"> <li>1. 洪子誠：《中國當代文學史》，北京：北京大學出版社，2007.</li> <li>2. 錢理群、溫儒敏、吳福輝著：《中國現代文學三十年(修訂本)》。北京：北京大學出版社，1998 年。</li> <li>3. 夏志清：《中國現代小說史》，香港：香港中文大學出版社，2001.</li> <li>4. 楊義：《中國現代小說史》。北京：人民文學出版社，1993 年。</li> <li>5. 趙家璧主編：《中國新文學大系 1918-1927》（第 1- 8 卷，導言，胡適、鄭振鐸、茅盾、鄭伯奇、魯迅、周作人、郁達</li> </ol>	

夫、朱自清著)。上海：良友圖書公司出版，1935-1936年。

6. Carlos Rojas and Andrea Bachner eds. *The Oxford Handbook of Modern Chinese Literatures*. New York: Oxford University Press, 2016.

7. Denton, Kirk ed. *The Columbia Companion to Modern Chinese Literature*. New York: Columbia University Press, 2016.

8. Wang, David Der-wei. "Chinese Literature from 1841 to 1937" in Chang Kang-i Sun and Stephen Owen eds., *The Cambridge History of Chinese Literature* (Volume II). Cambridge: Cambridge University Press, 2010.

9. Wang, David Der-wei ed. *A New Literary History of Modern China*. Cambridge, MA: Harvard University Press, 2017.

## **Part II. Reference on the Studies of Individual Authors and Literary Works**

1. 陳平原：《中國小說敘事模式的轉變》。北京：北京大學出版社，2010。

2. 賀桂梅：《趙樹理文學與鄉土中國現代性》，太原：北嶽文藝出版社，2016。

3. 金介甫：《沈從文傳》，北京：國際文化出版公司，2009。

4. 李海燕：《心靈革命：現代中國的愛情譜系》，北京：北京大學出版社，2018。

5. 李歐梵：《上海摩登——一種新都市文化在中國，1930-1945》，北京：北京大學出版社，2001。

6. 李歐梵：《鐵屋中的吶喊》，杭州：浙江大學出版社，2016。

7. 李歐梵：《蒼涼與世故：張愛玲的啟示》。香港：牛津大學出版社，2006。

8. 凌宇：《從邊城走向世界：對作為文學家的沈從文的研究》。北京：三聯書店，1985。

9. 劉禾：《語際書寫：現代思想史寫作批評綱要》，上海：上海三聯書店，1999。

10. 劉禾：《跨語際實踐：文學、民族文化與被譯介的現代性(中國 1900-1937)》，北京：生活·讀書·新知三聯書店，2008。

11. 孟悅、戴錦華：《浮出歷史地表：中國現代女性文學研究》。臺北：時報文化出版公司，1993。

12. 歐陽子：《王謝堂前的燕子——白先勇《臺北人》的研析與索隱》，桂林：廣西師範大學出版社，2014。

13. 錢理群、黃子平、陳平原著：《二十世紀中國文學三人談·漫說文化》。北京：北京大學出版，2004。
14. 唐小兵：《再解讀：大眾文藝與意識形態》，北京：北京大學出版社，2007。
15. 王斑：《歷史與記憶——全球現代性的質疑》，香港：牛津大學出版社，2004。
16. 王德威：《茅盾、老舍、沈從文：寫實主義與現代中國小說》。臺北：麥田出版，2009。
17. 王潤華：《沈從文小說新論》。臺北：文史哲出版社，1998。
18. 王曉明主編：《二十世紀中國文學史論》。上海：東方，1997。
19. 吳福輝：《都市漩流中的海派小說》。長沙：湖南教育出版社，1995。
20. 楊小濱：《中國後現代：先鋒小說中的精神創傷與反諷》。上海：上海三聯書店，2013。
21. 趙毅衡：《苦惱的敘述者》，北京：北京十月文藝出版社，1994。
22. Chow, Rey. *Woman and Chinese Modernity: The Politics of Reading between West and East*. Minneapolis, MN: University of Minnesota Press, 1991.
23. Lee, Leo Ou-fan. *Voices from the Iron House: A Study of Lu Xun*. Bloomington & Indianapolis: Indiana University Press, 1987.
24. Goldman, Merle (ed.). *Modern Chinese Literature in the May Fourth Era*. Cambridge, Mass.: Harvard University Press, 1977.
25. Kong, Shuying. *Consuming Literature: Bestsellers and the Commercialization of Literary Production in Contemporary China*, Stanford, CA: Stanford University Press, 2004.
26. Larson, Wendy. *Women and Writing in Modern China*. Stanford: Stanford University Press, 1998.
27. Liu, Lydia H. *Translingual Practice: Literature, National Culture, and Translated Modernity--China, 1900-1937*. Stanford, Calif.: Stanford University Press, 1995.
28. McDougall, Bonnie S. *Mao Zedong's "Talks at the Yan'an Conference on Literature and Art": A Translation of the 1943 Text with Commentary*. Ann Arbor: Center for Chinese Studies, University of Michigan Press, 1980.

	<p>29. Shih, Shu-mei. <i>The Lure of the Modern: Writing Modernism in Semi-Colonial China</i>. Los Angeles and Berkeley: University of California Press, 2001.</p> <p>30. Song, Mingwei and Theodore Hutters eds. <i>The Reincarnated Giant, Chinese Science Fiction in the Twenty-First Century: Taiwan, Hong Kong, and the PRC</i>. New York: Columbia University Press, 2018.</p> <p>31. Tang, Xiaobing. <i>Chinese Modern: The Heroic and the Quotidian</i>, Durham &amp; London: Duke University Press, 2000.</p> <p>32. Wang, Ban. <i>The Sublime Figure of History: Aesthetics and Politics in Twentieth-Century China</i>, Stanford, CA: Stanford University Press, 1997.</p>
--	---

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020