

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	CHC332P
Subject Title	Global Chinese-language Literature 全球華語文學
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>The current studies of Chinese literature and culture have shown the new tendency of going beyond the nation-based narrative, examining it in a global context and emphasizing the diversity of Chineseness manifested in various locations and environments. Inspired by the ideas of “global China” and of modern Chinese language as a global expressive medium, this course discusses a selection of representative literary works that were produced from and circulated among the different geo-cultural spaces of the Chinese-speaking societies and communities in Mainland China, Hong Kong, Taiwan, Singapore, and Malaysia. This course highlights the emergence of a “global China” as a broader, inclusive territory of inquiry and aims to provide a new perspective to discuss how these cultural productions first and foremost presented an affective, aesthetic, sensual experience of Chineseness. This course aims to provide the students with the diversity of experience about Chineseness through reading literature.</p> <p>This course encourages students to probe these questions: 1) What kind of aesthetic-sentimental realm did this body of literary work create for the emergence of a global audience? 2) How diasporic identities and subjectivities were constructed and negotiated through this body of literary work? 3) How did this body of global Chinese literature help mobilize historical memory and individual desire, facilitate the imagination of the socio-economic and cultural blueprints, and create new identities of being Chinese in today’s globalizing world?</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) understand Chinese-language literature within a global context; b) comprehend the aesthetics of literature as well as the historical condition and cultural values that inform these

	<p>works;</p> <p>c) develop reflective skills and critical thinking in their learning through examining and analyzing these literary works;</p> <p>d) understand the multiple and diverse experience of being Chinese in a globalized world;</p> <p>e) develop good writing skills</p>
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. What is “global China” and “global Chinese-language literature”? 2. Reading Lu Xun as global Chinese-language literature 3. Reading Eileen Chang as global Chinese-language literature 4. Bei Dao and World Poetry 5. Post-human Temporal and Spatial Construct in China’s science fiction: Hao Jingfang’s “Folding Beijing” 6. The Nostalgic and the Operatic: Pai Hsien-yung. “The Eternal Snow Beauty” (1965), “Wandering in the Garden, Awakening from the Dream” (1966) 7. Writing Taiwan’s Fin-de-Siecle Splendor: Zhu Tianwen’s urban aesthetics 8. Two Generations of Flaneur in Hong Kong: Liu Yishan’s “Intersection” 9. Images and Words in Xi Xi’s Floating City 10. The Rise of Asia and the American Dream: Selections from Kevin Kwan’s <i>Crazy Rich Asians</i> (2013) 11. The Chinese Diasporic Imagination from the South Sea: Ng Kim Chew “Death in the South” (1992) and “The Fish Skeleton” (1995)
<p>Teaching/Learning Methodology <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</p>

tutorials. and their presentations will further diversity the students' understandings and enrich the course content as a whole.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

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 Exams	20 %	✓	✓	✓	✓		
2. In-class assessment and Oral Presentation	30%	✓	✓	✓	✓		
3. Readings	10%	✓	✓	✓	✓		
4. Final Papers	40%	✓	✓	✓	✓		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

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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 term paper will test the students' ability to incorporate what they learn from the class and their analytical skills into the written assignments.

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.

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Readings	48 Hrs.
	▪ Writing Report	33 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p>Part I. Reference on General Studies</p> <p>Abbas, Ackbar, <i>Hong Kong: Culture and the Politics of Disappearance</i>, Hong Kong: Hong Kong University Press, 1998 .</p> <p>Carlos Rojas and Andrea Bachner eds. <i>The Oxford Handbook of Modern Chinese Literatures</i>. New York: Oxford University Press, 2016.</p> <p>Denton, Kirk ed. <i>The Columbia Companion to Modern Chinese Literature</i>. New York: Columbia University Press, 2016.</p> <p>Lee, Ou-fan Leo. <i>City Between Worlds: My Hong Kong</i>, Cambridge, Massachusetts, and London England: The Belknap Press of Harvard University Press, 2008 .</p> <p>Shi, Shumei, Tsai, Chien-hsin, and Bernards, Brian eds. <i>Sinophone Studies: A Critical Reader</i>. New York: Columbia University Press, 2013.</p> <p>Shih, Shu-mei. “The Concept of the Sinophone.” <i>PMLA</i>, Vol. 126, No. 3 (May 2011), pp. 709-718.</p> <p>Tu, Wei-ming, ed. <i>The Living Tree: The Changing Meaning of Being Chinese Today</i>. Stanford, Calif: Stanford University Press, 1994.</p> <p>Wang, David Der-wei ed. <i>A New Literary History of Modern China</i>. Cambridge, MA: Harvard University Press, 2017.</p> <p>Part II. Reference on the Studies of Individual Authors and Literary Works</p> <p>Chang, Sung-sheng Y. <i>Modernism and the Nativist Resistance: Contemporary Chinese Fiction from Taiwan</i>. (Durham, NC, USA: Duke University Press, 1993)</p> <p>Chow, Rey. <i>Woman and Chinese Modernity: The Politics of Reading between West and East</i>. Minneapolis, MN: University of</p>	

	<p>Minnesota Press, 1991.</p> <p>Chow, Rey. <i>Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies</i>. Bloomington: Indiana University Press, 1993.</p> <p>Lee, Leo Ou-fan. <i>Voices from the Iron House: A Study of Lu Xun</i>. Bloomington & Indianapolis: Indiana University Press, 1987.</p> <p>Liu, Lydia H. <i>Translingual Practice: Literature, National Culture, and Translated Modernity--China, 1900-1937</i>. Stanford, Calif.: Stanford University Press, 1995.</p> <p>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>Zhu Tianwen. "Fin de Siecle Splendor." Tr. Eva Hung. In <i>The Columbia Anthology of Modern Chinese Literature</i>. NY: Columbian UP, 1995, 444-59.</p> <p>高嘉謙：〈骸骨與銘刻：論黃錦樹、郁達夫與流亡詩學〉，《臺大文史哲學報》第七十四期(2011年5月)，頁103-125。</p> <p>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。</p> <p>李歐梵：《鐵屋中的吶喊》，杭州：浙江大學出版社，2016。</p> <p>李歐梵：《蒼涼與世故：張愛玲的啟示》。香港：牛津大學出版社，2006。</p> <p>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。</p> <p>劉俊，〈「對命運的感悟和思索」與「歷史流變的滄桑」：台北人〉，劉俊《悲憫情懷：白先勇評傳》，廣州：花城，2000。</p> <p>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。</p> <p>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。</p> <p>汪榮：〈戀物、悼亡與家國寓言：黃錦樹《魚骸》的離散詩學〉，《華人前瞻研究》第九卷第一期(2013年5月)，頁93-105。</p>
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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