

371-190
Fall, 2008
Chinese Studies: Texts and Subjects

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OFFICE: Administration, 220f
Office Hours: Mon, Wed, 9:30-12:30; Friday, 9:30-10:30
Location: Hong International Hall, 246A
Time: Monday, Wednesday, 1:45-3:30

Course Orientation:

This course is intended to be both an exploration of China and an exploration of academic exploration itself, the latter of which accounts for its 190 designation. With particularly the second element in mind (exploring academic exploration itself), our course will be conducted in *discussion* format, meaning that there will be very little lecturing. This does not mean that you are expected to “know” about China prior to your arrival. The point is that much of our discussion will concern not only *what* we learn about China, but *how* we learn what we learn about China. Underlying both the what and how is the question of *why* we learn about China, and I do expect this question to be answered by each student in one way or another by the end of the semester. The question can be phrased as follows: *what* about China is important to *you* and how does this particular interest on your part structure your learning experience? Thus and to reiterate, I hope and expect that each of you will be thinking about China in terms of what China’s rise to prominence in the contemporary world means to you personally as well as to the world globally.

Course Assignments, General:

The basic assignment for the course is to come to class each day prepared to discuss the reading assigned in terms not only of its content but as a specimen of source material, as a *text which tells us something about China*. In addition to this students will give two in-class presentations. The first is meant to be preparatory to the second, which will be somewhat more elaborate and should lead directly into your final project. The final paper should be a piece of original self-reflective research. This means that I want it to be both original and research oriented (to discover something as yet unknown—to people other than yourself—about the text you decide to explore), but it should also demonstrate explicit understanding of methodology and orientation. In other words, you should appreciate the relevance of what you are studying, and should be explicit about how you come to know what you come to know. Also, you should explore as much as possible what you don’t know, why you don’t know it, and what it would take to learn about it. In other words, what kind of evidence are you missing? where is that evidence? why can’t you get that evidence? etc.

Course Assignments, Detail:

Readings, all of which will appear in the syllabus on the day they are due to have been read *prior* to class, will be one of three types:

1. Readings posted on Sakai. These will include secondary readings concerning Chinese culture and history, or primary text postings (poetry and other) all of which will be available for online reading. Students are encouraged to print out these texts and bring them to class for discussion if they so choose.
2. Presentations described above.

3. Sakai postings. These will be links to websites or complete texts which you locate, upload and annotate.
4. Readings of course texts. There will be three course texts, all of which will be used in the second half of the semester. These are:
 - Wei Hui, Shanghai Baby (Washington Square Press, 2002) 0743421574
 - Rittenberg, Sidney, The Man Who Stayed Behind (Duke, 2001) 0822326671
 - Yu Hua, To Live (Anchor, 2003) 1400031869

Attendance policy:

More than 3 absences, excused or not, will result in a 1/2 drop in your letter grade. 5 unexcused absences will result in failure of the course. *(Special Conditions: If you need course adaptations or accommodations because of a disability or need to make special arrangements of any kind, please make an appointment with me as soon as possible, preferably by the end of the first week of the semester. If you have additional questions, please contact Alene Klein in Ramstad 106 or call x7206.)*

Grading by the numbers:

Daily class participation: 10 x 20	=	200 (2 “free days”)
Presentation 1:	=	50
Presentation 2:	=	150
Final Paper	=	200
(3) Short papers:	=	300
Sakai postings (annotated references)	=	60 (3 x 20 pts)
In-class exam on Eno reading	=	40

Special Note On Academic Integrity:

PLU’s expectation is that students will not cheat or plagiarize, and that they will not condone these behaviors or assist others who plagiarize. Academic misconduct not only jeopardizes the career of the individual student involved, but also undermines the scholastic achievements of all PLU students and attacks the mission of this institution. Students are inherently responsible to do their own work, thereby insuring the integrity of their academic records.

The most common forms of dishonesty are cheating and plagiarism. Cheating includes, but is not limited to:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing another student to copy from your exam; or
- Using information or devices not allowed by the faculty; such as formulas or a computer program or data, or unauthorized materials, such as a copy of an examination before it is given; or
- Fabricating information, such as data for a lab report; or
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or
- Collaborating with others on assignments without the instructor's consent; or
- Cooperating with or helping another student to cheat; or
- Other forms of dishonest behavior, such as having another person take an exam for you, altering exam answers and requesting the exam be re-graded; or, communicating with anyone other than a proctor or instructor during an exam.

Plagiarism includes, but is not limited to:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or

- Using altered wording, materials or ideas of others without properly identifying their source; or
- Representing an idea or strategy that is significant in one's own work as one's own when it comes from someone else.

If you are unsure about something that you want to do or the proper use of materials, then ask your instructor for clarification.

OVERVIEW

****Monday

9/8 Introduction

Wednesday

9/10 Understanding China Today

Assignments: (SAKAI) Eno, General Introduction (entire)

Monday

9/15 Confucianism, Daoism

Assignments: (SAKAI) Eno, Intellectual History, Pages 1-11

Wednesday

9/17 Buddhism and beyond

Assignments: (SAKAI) Eno, Intellectual History, Pages 12-25

TOPICS (TEXTS)

Monday

9/22 Calligraphy, Painting

Assignments: (SAKAI) "Inner World of the Brush"

Wednesday

9/24 Poetry, poets, poetics, translation

Assignments: inclass

Monday

9/29 Poetry, poets, poetics

Assignments: Li Bai poem

Wednesday

10/1 Poetry, poets, poetics

Assignments: Wang Changling poem

Monday

10/6 Food, Festival

Assignments: Jonathan Spence

Wednesday

10/8 Architecture

Assignments: (SAKAI) Yetts

Monday

10/13 Gardens

Assignments: (SAKAI) Silbergeld

Wednesday

10/15 **presentations**

Monday

10/20 Hero

Wednesday

10/22 Hero

Paper 1 Due

Modern China Through Fiction

Monday

10/27 Assignments: Eno, Modern China

Wednesday

10/29 Assignments: (Sakai) "Medicine"

Monday

11/3 Assignments: (Sakai) "AQ"

Wednesday

11/5 Assignments: Man Who Stayed Behind, Chapter 1 **Paper 2 Due**

Monday

11/10 Assignments: Man Who Stayed Behind

Wednesday

11/12 Assignments: (Sakai) Ding Ling, "Shanghai Spring, 1930" **Parts 1 AND 2**
Man Who Stayed Behind, Chapters 2-6 (pages 37-136)

Monday

11/17 **INDIVIDUAL MEETINGS**

Wednesday

11/19 Assignments: Man Who Stayed Behind 7-10 (pages 137-202)
Shanghai Baby (pages 1-134)

FRIDAY (topics of final presentations due in my mailbox by 5 pm)

Monday

11/24 Assignments: Man Who Stayed Behind 11-12 (pages 203-238)
Shanghai Baby (pages 135-)

Monday

12/1 **presentations**

Wednesday

12/3 **presentations**

Monday

12/8 To Live (pages 1-161)
Man Who Stayed Behind 13-21 (pages 239-408)

Wednesday

12/10 To Live (pages 162-)
Man Who Stayed Behind 22-Epilogue (pages 409-end)
Paper 3 due