

MA in East Asian Studies, Department of East Asian Studies, University of Delhi

I. ABOUT THE DEPARTMENT

The Department of East Asian Studies is part of the Faculty of Social Sciences. The department began as the Centre for Chinese Studies in 1964. One year later, the Centre was upgraded to a full-fledged department of the University of Delhi. The Department initiated part-time certificate and diploma courses as well as one year full-time diploma course in Chinese language, in addition to research programs, namely Master of Philosophy and Doctor of Philosophy in Chinese Studies. In 1969, courses in Japanese language and studies were introduced along the lines of already established pattern of the Chinese language and studies program, and the department was renamed as the Department of Chinese and Japanese Studies. The second year full-time program in Chinese and Japanese languages was initiated in 1977 and 1978 respectively, making the full-time language program of two-year duration. In 1998, M.A. in Japanese language was introduced. After the introduction of the Korean language and studies in 2003, the department was rechristened as the Department of East Asian Studies. In 2008, M.A. in East Asian Studies was introduced.

As the demand for East Asian languages has been increasing constantly, the Department transferred the part-time certificate, diploma and advance diploma courses of Chinese, Japanese, and Korean languages to various colleges of the University gradually between 2009 and 2011 so as to make the courses available to more learners. The Department Manages these eleven courses.

Currently, the Department conducts the following courses:

1. Ph.D. in East Asian Studies/ Language and Literature
2. Two-Year M.A. in East Asian Studies
3. Two-Year M.A. in Japanese
4. Two-Year M.A. in Chinese
5. Two-Year M.A. in Korean
6. One-Year post graduate Intensive Diploma Course in Chinese Language
7. One-Year post graduate Intensive Diploma Course in Japanese Language
8. One-Year post graduate Intensive Diploma Course in Korean Language
9. One-Year post graduate Intensive Advance Diploma Course in Chinese Language
10. One-Year post graduate Intensive Advance Diploma Course in Japanese Language
11. One-Year post graduate Intensive Advance Diploma Course in Korean Language

All the above-mentioned courses are designed in such a way that students may acquire all-inclusive knowledge of the concerned country as well as communicative skills

to use the languages. These courses are also beneficial to students wishing to engage themselves in translation and research activities in the field of humanities or in professions where knowledge of these languages is required. A unique feature that identifies the Department as the first and only one of its kinds in the Indian university system is its institutional and methodological structure that enables a researcher to combine the knowledge of a specific country within the region of East Asia or the whole region along with the specific language of the country concerned.

The demand for enrollment in these courses is increasing every year and they are ranked highly. Graduates of the Department have been employed in various multinational organizations as well as government and/or private sector in various capacities, schools and universities as teachers.

The Department of East Asian Studies is equipped with a language lab, which has a rich collection of audio and video teaching materials. The departmental library has over 80,000 books and a number of prominent journals in English, Chinese, Japanese and Korean. The Department is fully wi-fi enabled for all students, staff and faculty members.

II. INTRODUCTION TO CHOICE BASED CREDIT SYSTEM

II-1. Scope:

The Choice Based Credit System (CBCS) provides an opportunity for the students to choose courses from the prescribed courses comprising core and elective/minor or skill-based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Grading system provides uniformity in the evaluation and computation of the Cumulative Grade Point Average (CGPA) based on a student's performance in examinations which enables the student to move across institutions of higher learning. The uniformity in evaluation system also enables potential employers in assessing the performance of candidates.

II-2. Definition:

- (i) 'Academic Program' means an entire course of study comprising its program structure, course detail, evaluation scheme etc., designed to be taught and evaluated in a teaching department/centre or jointly under more than one such department/centre.
- (ii) 'Course' means a segment of a subject that is part of an Academic Program.
- (iii) 'Program Structure' means a list of courses (Core, Elective, Open Elective) that makes up an Academic Program, specifying the syllabus, credits, hours of teaching, evaluation and examination schemes, minimum number of credits required for successful completion of the program etc., prepared in conformity to University rules, eligibility criteria for admission.

- (iv) 'Core Course' means a course that a student admitted to a particular program must successfully complete to receive the degree, and which cannot be substituted by any other course.
- (v) 'Elective Course' means an optional course to be selected by a student out of such courses offered in the same or any other department/centre.
- (vi) 'Open Elective' means an elective course which is available for the students of all programs, including students of same department. Students of other departments will opt for these courses, subject to fulfilling of eligibility criteria as laid down by the department offering the course.
- (vii) 'Credit' means the value assigned to a course which indicates the level of instruction; one- hour lecture per week equals 1 credit, while two-hour practical class per week equals 1 credit. Credit for a practical class could be proposed as part of a course or as a separate practical course.
- (viii) 'SGPA' means Semester Grade Point Average, calculated for individual semester.
- (ix) 'CGPA' is Cumulative Grade Points Average, calculated for all courses completed by students at any point of time. CGPA is calculated each year for both the semesters clubbed together.
- (x) 'Grand CGPA' is calculated in the last year of the course by clubbing together of CGPA of two years, i.e., four semesters. Grand CGPA is given in transcript form. To benefit the student, a formula for conversion of Grand CGPA into %age marks is given in the transcript.

III. PROGRAM DETAILS FOR M.A. IN CHINESE

III-1. Program Objectives (POs):

- To create Chinese language experts with a deep understanding of the life and culture of China
- To promote studies of Chinese civilization and culture in comparison to other civilizations such as the East Asian Civilization, the Indian civilization and the Western civilization, instead of studying China in isolation
- To obtain a holistic perspective of China through emphasis on linguistic training as well as a multidisciplinary social science approach

III-2. Program Specific Outcomes (PSOs):

Upon successful completion of the program, graduates are expected to

- obtain sound grasp over written and spoken Chinese language
- acquire all-inclusive knowledge about aspects of China's literature, culture, history, society, politics, economy, and international relations

- undertake meaningful research on China as well as comparative research
- obtain gainful employment in areas such as educational institution, newspaper agency, think tank, government agency, non-governmental organization, international organization, corporate sector, and others

III-3. Program Structure:

1st Year of PG Curricular Structure for 2 year PG Programmes (3+2)

Semester	DSC	DSE	2 Credit Course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester I	DSC1-CL101 Advanced Chinese Language DSC2-CL102 China Past and Present- I (up to 1840) DSC3- CL103 Translation & Interpretation- I (12 Credits)	DSE 1: CH101 Modern History of China DSE 2: CH 102 Chinese Society and Culture OR DSE 1 & GE 1: From any other Department (8 Credits)	Skilled based course/ workshop/ hands on learning/ interpretation/ language teaching (2 Credits)	nil	22
Semester II	DSC4- CL201 Chinese Linguistics DSC5- CL202 China Past and Present- II (1840-1949) DSC6- CL203 Translation & Interpretation- II (12 Credits)	DSE 3: CH 201 Intellectual Debates in Modern China DSE 4: CH202 Government and Politics of China OR DSE 2 & GE 2: from any other Department (8 Credits)	Skilled based course/ workshop/ hands on learning/ interpretation/ language teaching (2 Credits)	nil	22

Curricular Structures of the 2nd Year of PG for the Two-year PG Programme (3+2)

OR

One Year PG Programme after completion of Four Year UG Programme (4+1)

Structure 1 (Level 6.5): PG Curricular Structure with only coursework

Semester	DSC	DSE	2 Credit Course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester III	DSC7- CL301 Introduction to Classical Chinese DSC8- CL 302 Modern Chinese Literature (1919-1949) (8 Credits)	DSE 5: EAS304 Rise of Asia and the New World Order DSE 6: CH301 Chinese Foreign Policy DSE 7: TW301 Taiwan Political System OR DSE 3, DSE 4 & GE 3 (12 Credits)	Skilled based course/ workshop/ hands on learning/ Internship/ Apprenticeship (2 Credits)	nil	22
Semester IV	DSC9 - CL401 Cultural History of China DSC10- CL402 Contemporary Chinese Literature (1949- till present) (8 Credits)	DSE 7: CH401 China's Economic Statecraft DSE 8: CH 402 India China Relations DSE 9: TW401 Taiwan's Foreign Policy OR DSE 5, DSE 6 & GE 4 (12 Credits)	Skilled based course/ workshop/ hands on learning/ Internship/ Apprenticeship (2 Credits)	nil	22

Semester	DSC	DSE	2 Credit Course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester III	DSC7- CL301 Introduction to Classical Chinese DSC8- CL302 Modern Chinese Literature (1919-1949) (8 Credits)	DSE 5: EAS304 Rise of Asia and the New World Order DSE 6: CH301 Chinese Foreign Policy OR DSE 3 & GE 3 (8 Credits)	nil	See details (6 Credits)	22
Semester IV	DSC9 - CL401 Cultural History of China DSC10- CL402 Contemporary Chinese Literature (1949- till present) (8 Credits)	DSE 7: CH401 China's Economic Statecraft DSE 8: CH 402 India China OR DSE 4 & GE 4 (8 Credits)	nil	See details (6 Credits)	22

1st Year of PG curricular structure for 2-year PG Programmes (3+2)

Semester I (22 Credits)

3(DSC) x 4 (credit) =12 credits;

2 (DSE) or 1 (DSE)+ 1 GE x 4 credit =8 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL101	Advanced Chinese Language
DSC	CL102	China Past and Present- I (up to 1840)
DSC	CL103	Translation & Interpretation- I
DSE	CH101	Modern History of China
DSE	CH102	Chinese Society and Culture

GE	GE	From any other department
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Electives

GE	GE 101	Introduction to General Linguistics
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Semester II (22 Credits)

3(DSC) x 4 (credit) =12 credits;

2 (DSE) or 1 (DSE)+ 1 GE x 4 credit =8 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL201	Chinese Linguistics
DSC	CL202	China Past and Present- II (1840-1949)
DSC	CL203	Translation & Interpretation- II
DSE	CH 201	Intellectual Debates in Modern China
DSE	CH 202	Government and Politics of China
GE	GE	From any other department

Electives

GE	GE 201	Second language pedagogy
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Curricular Structures of the 2nd Year of PG for the Two-year PG Programme (3+2) OR

One Year PG Programme after completion of Four Year UG Programme (4+1)

Structure 1 (Level 6.5): PG Curricular Structure with only coursework

Semester III (22 Credits)

2(DSC) x 4 (credit) =8 credits;

3 (DSE) or 2 (DSE)+ 1 GE x 4 credit =12 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL301	Introduction to Classical Chinese
DSC	CL 302	Modern Chinese Literature (1919-1949)
DSE	EAS304	Rise of Asia and the New World Order

DSE	CH301	Chinese Foreign Policy
DSE	TW301	Taiwan Political System
GE	GE	From any other department

Electives

GE	GE 301	Foreign Policy of China
GE	GE 302	Tagore Literature in China

Semester IV (22 Credits)

2(DSC) x 4 (credit) =8 credits;

3 (DSE) or 2 (DSE)+ 1 GE x 4 credit =12 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL401	Cultural History of China
DSC	CL402	Contemporary Chinese Literature (1949- till present)
DSE	CH401	China's Economic Statecraft
DSE	CH 402	India China Relations
DSE	TW401	Taiwan's Foreign Policy
GE	GE	From any other department

Electives

GE	GE-401	Non Traditional Security Threats of China
GE	GE-402	Contemporary India-China Relations
GE	GE-403	Foreign Policy of Taiwan

Structure 2 (Level 6.5): PG Curricular Structure with Coursework + Research

Semester III (22 Credits)

2(DSC) x 4 (credit) =8 credits;

2 (DSE) or 1 (DSE)+ 1 GE x 4 credit =8 credits

Dissertation/Academic Project= 6 credits

DSC	CL301	Introduction to Classical Chinese
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DSC	CL 302	Modern Chinese Literature (1919-1949)
DSE	EAS304	Rise of Asia and the New World Order
DSE	CH301	Chinese Foreign Policy
DSE	TW301	Taiwan Political System
GE	GE	From any other department

Electives

GE	GE 301	Foreign Policy of China
GE	GE 302	Tagore Literature in China

Semester IV (22 Credits)

2(DSC) x 4 (credit) =8 credits;

3 (DSE) or 2 (DSE)+ 1 GE x 4 credit =12 credits

1 (Skill-based course/workshop/Internship/Hands-on training)x2= 2

DSC	CL401	Cultural History of China
DSC	CL402	Contemporary Chinese Literature (1949- till present)
DSE	CH401	China's Economic Statecraft
DSE	CH 402	India China Relations
DSE	TW401	Taiwan's Foreign Policy
GE	GE	From any other department

Electives

GE	GE-401	Non Traditional Security Threats of China
GE	GE-401	Contemporary India-China Relations
GE	GE-403	Foreign Policy of Taiwan

NOTE: The Dissertation/Academic Project/Entrepreneurship chosen should be an original work and not a repetition of work done in the 4 Year of the UG programme. It may be an extension though of the work done in the 4 Year of UG programme.

A. Outcomes expected of Dissertation writing track in the 2d Year of PG Programmes

Semester III

The following four outcomes must be achieved by the end of III Semester:

- i. Research Problem identification
- ii. Review of literature
- iii. Research design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. Research output in the form of any one of the following -
 - Prototype or product development/ patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council
 - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
 - Book or Book Chapter in a publication by a reputed publisher

B. Expected outcomes of Academic Projects in the 2nd Year of PG Programmes (Academic Project should be an application based research (not an exploratory or descriptive research) or a real-life problem solving research or a book translation or projects leading to creation of a new product such as those of Bachelor of Fine Arts)

Semester III

The following four outcomes must be achieved by the end of III Semester:

- i. Problem identification
- ii. Review of literature
- iii. Design formulation
- iv. Commencement of experimentation, fieldwork, or similar tasks

Semester IV

The following three outcomes must be achieved by the end of IV Semester:

- i. Completion of the experimentation, fieldwork or similar task.
- ii. Submission of project report
- iii. Project output in the form of any one of the following -
 - Prototype or product development or patent
 - Any other scholastic work as recommended by the DRC & BRS and approved by the Research Council
 - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals

- Draft policy formulation and submission to the concerned Ministry
- Book or Book Chapter in a publication by a reputed publisher
- Book translation (for Language departments)

DSC courses:-

1 of 10 courses

ADVANCED CHINESE LANGUAGE

Course Description:

This course aims at strengthening the student's overall language skills (listening, speaking, reading and writing), especially more specialized vocabulary, and complex sentence structures. The course content is designed to combine advanced language learning with exploration of various facets of contemporary China. This combination will not only sharpen the student's language skills and increase general knowledge of China, but will also provide the background knowledge needed to develop translation and interpretation skills.

Course Objective:

The course will primarily develop the student's fluency and accuracy for practical communication in Chinese language. The emphasis is on the transformation of linguistic knowledge into active skills through oral and written activities. Thus, the course is aimed towards absorbing and also analytically looking at the dynamic socio-cultural aspect of life in China which constantly shapes the interaction among people.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Extend specialized vocabulary
2. Refine grammar rules
3. Enhance proficiency in written and oral Chinese language skills
4. Articulate thoughts in Chinese language with clarity
5. Broaden the knowledge base on China through study of contemporary issues

Course Outline:

Unit I: Training of oral skills in Mandarin Chinese through audio-visual exercises

Unit II: Selected Reading from prescribed textbooks

Unit III: Reading of theme based Chinese language texts (society, culture, economy, politics, environment, science and technology, business, tourism, recreation, lifestyle, military, etc.)

Reading list:

1. 岑玉珍（编著），《发展汉语•高级综合（I）（第二版）》北京：北京语言大学出版社，2011. [Cen, Yuzhen (compiled by), Developing Chinese: Advanced Comprehensive Course, Vol. 1 (2nd ed.). Beijing: Beijing Language and Culture University Press.]
2. 高增霞、游舒（编著），《发展汉语高级综合（II）（第二版）》•北京：北京语言大学出版社，2011. [Gao, Zengxia and You Shu (compiled by), Developing Chinese: Advanced Comprehensive Course, Vol. 2 (2nd ed.). Beijing: Beijing Language and Culture University Press.]
3. 刘元满、任雪梅、金舒年（编著），《高级汉语口语（第三版）》（上）、（下）.北京：北京大学出版社，2014 & 2015 [Liu, Yuan man, Ren Xue mei and Jin Shu nian (eds.) Advanced Spoken Chinese Vol. 1 & 2 (3rd ed.). Beijing: Peking University Press.]
4. 邱军（主编），《成功之路•成功篇》（1、2）.北京：北京语言大学出版社，2008. Qiu, Jun (chief ed.), Road to Success (Advanced) Vol. 1 & 2. Beijing: Beijing Language and Culture University Press.]
5. Teaching material prepared by the Department.

Teaching Plan:

Week 1-2: Selected texts from Road to Success (Advanced), I

Week 3-4: Selected texts from Road to Success (Advanced), II

Week 5-6: Selected texts from Developing Chinese: Advanced Comprehensive Course, I

Week 7-8: Selected texts from Developing Chinese: Advanced Comprehensive Course, I

Week 9-10: Selected texts from Advanced Spoken Chinese (3rd Ed.), 1

Week 11-12: Selected texts from Advanced Spoken Chinese (3rd Ed.), 2

Week 13-14: Theme based Chinese language texts prepared by the Department

Week 15-16: Theme based Chinese language texts prepared by the Department

Note:

- Training of oral skills in Mandarin Chinese will run concurrently with two-hour class in the language laboratory every week on various themes/topics.
- Lessons with content related to society, culture, economy, politics, environment, science and technology, business, tourism, recreation, lifestyle, military, etc. will be given preference.

Facilitating the Achievement of Course Learning Outcomes:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Both classroom lecture and audio-visual lessons in the language laboratory will be used. Appealing modes of learning such as quiz, debate, performing small skits on related themes, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, project, etc.) will be used to maximize learning Experience.

2 of 10 courses

CHINA PAST AND PRESENT-I (UP TO 1840)

Course Description:

The history of China spans several millennia, and the pattern of past events, customs, and traditions have shaped contemporary Chinese culture, language, and politics. Therefore, knowledge about the history and civilization of China is imperative to understand China's contemporary situation. This course introduces a general history of China from prehistory up to 1840. The course also touches upon the major events through various dynastic regimes that shaped the political, economic, social, political, and intellectual and folk culture of the country.

Course Objective:

This course will help students understand the current socio-political-cultural-economic issues of China through its history. The course will also serve as a backdrop for the study of continuity and change of these issues in detail in the elective courses offered in Part II of the Program.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Obtain a general idea of the dynastic and imperial history
2. Learn characteristic features of the imperial state and society of pre-1840 China
3. Know about the evolution and shaping of the civilizational identity in China
4. Appreciate the traditions and legacies of the history and culture of China

Course Outline:

Unit I: Origin and geography of China (Week 1)

Unit II: Dynastic history of China (Week 2-4)

Unit III: Formation of Chinese Empire and early imperial age (Week 5-7)

Unit IV: Mid and late imperial age (Week 8-16)

Reading List:

In Chinese:

1. 翦伯赞, 《中国史纲要》(上). 北京: 北京大学出版社, 2007. [Jian, Bozan, The Outline History Chinese (Vol.1). Beijing: Peking University Press.]
2. 吕思勉, 《中国简史》, 西安: 三秦出版社, 2020. [Li, Simian, A Brief History of China. Xian: Sanqin Publishing House.]
3. 钱穆, 《国史大纲》(上、下). 上海: 商务印书馆出版, 1996. [Qian, Mu, Outline of National History (Vol. 1 & 2). Shanghai: The Commercial Press.]
4. 张帆, 《中国古代简史》. 北京: 北京大学出版社, 2001. [Zhang, Fan, A Brief History of Ancient China. Beijing: Peking University Press.]
5. 张帆、李帆(主编), 《中外历史纲要》(上). 北京: 人民教育出版社: 1990. [Zhang, Fan and Li Fan (chief eds.), Compendium of Chinese and Foreign History (Vol. 1). Beijing: People's Education Press.]

6. 张岂之（主编），《中国历史十五讲（典藏版）》•北京：北京大学出版社，2003. [Zhang, Qizhi (ed.), *Fifteen Lectures on Chinese History*. Beijing: Peking University Press.]

In English:

7. Bozan, Jian, Shao Xunzheng and Hu Hua, *A Concise History of China*. Beijing: Foreign Languages Press, 1986.

8. Fairbank, John K. and Merle Goldman, *China: A New History*. Cambridge: Harvard University Press, 1998.

9. Goodrich, Luther C., *A Short History of the Chinese People*. New York: Harper, 1951.

10. Ropp, Paul S. (ed.), *Heritage of China: Contemporary Perspectives on Chinese Civilization*. California: University of California Press, 1990.

11. Shouyi, Bai (ed.), *An Outline History of China*. Beijing: Foreign Languages Press, 1982.

12. Tanner, Harold M., *China: A History (Vol. 1): From Neolithic Cultures through the Great Qing Empire*. Indianapolis: Hackett Publishing Company, 2010.

13. Teaching material prepared by the Department.

Teaching Plan:

Week 1: Course introduction (geography and myth)

Week 2: The early dynasties (Xia and Shang: political institution and cultural features)

Week 3: The Zhou Dynasty (early Zhou political institutions and social innovation)

Week 4: The Warring States (intellectual and philosophical heritage)

Week 5: The foundation of the empire and its consolidation (the Qin and Han Dynasties)

Week 6: The period of disunion (three Kingdoms; the Northern Dynasties; the Six Dynasties)

Week 7: The period of reunion (Sui and Tang Dynasties)

Week 8: The late imperial age (disunion and the Song Monarchy)

Week 9: Golden age of Chinese culture (literary and cultural heritage)

Week 10: Nomad invaders (the Yuan/Mongol Period)

Week 11: The return of a Chinese house (the Ming State)

Week 12: Merchants and missionaries from the West

Week 13: The Ming/Qing transition

Week 14: Formation of the Manchu Empire

Week 15: China in the mid-Qing: tottering at the heights

Week 16: Sino-Western relations on the eve of the Opium War

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

3 of 10 courses

TRANSLATION AND INTERPRETATION-I

Course Description:

This course introduces the fundamental aspects of translation including the linguistic, cognitive, socio-political, and cultural aspects, with special focus on developing the student's translation skills through theories along with practical exercise in translation from English to Chinese and vice versa. It also focuses on critical analyses of context, strategy, method, and their socio-political and cultural implications on translation. The student will learn formal expressions and honorific language, and the context in which such expressions are used in formal translation.

Course Objective:

This course aims to impart various theories of translation, problems of translation, and techniques of translation. The student will be encouraged to explore different theories and approaches to translation, verify the validity and applicability of various theoretical paradigms through analysis and comparison of source and translated texts from a range of subject matters.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Develop key skills in practical aspects of translation of different types of texts
2. Recognize challenges of translation, and evaluate alternatives to deal with it
3. Learn the contrastive syntactic structure of Chinese and English languages
4. Built Up area-specific vocabulary and expression
5. Be aware of the role of socio-political-cultural components in translation

Course Outline:

Unit I:Theoretical concepts of translation studies (Week 1-2)

Unit II:Socio-cultural-political Issues in translation (Week 3-4)

Unit III:Special topics in translation and problem solving (Week 5-16)

Reading List:

In Chinese:

1. 陈善伟, 《翻译科技新视野》. 北京: 清华大学出版社, 2014. [Chan, Sin - wai , New Vistas in Translation Technology, Beijing: Tsinghua University Press.]
2. 陈友勋 (编) , 《汉英笔译教程》. 北京: 科学出版社, 2017. [Chen, You xun (e d .) , A Text Book of Translation: From Chinese into English. Beijing: China Science Publishing & Media.]
3. 方华文, 《20世纪中国翻译史》, 西安: 西北大学出版社, 2008. [Fang , Hua wen , The Translation History of China in the Twentieth Century. Xi'an: Xibei University Press.]
4. 黄国文, 《实用英汉翻译教程》. 北京: 北京大学出版社, 2009. [Huang , Guo wen , A Coursebook on Practical English and Chinese Translation. Beijing: Peking University Press.]

5. 李忆民（主编），《国际商务汉语（第三版）》（上、下）。北京：北京语言文化大学出, 2000. [Li, Yimin (chief ed.), International Business Chinese (Vol. 1 & 2) (3rd ed.). Beijing: Beijing Language and Culture University Press.]
6. 李运兴，《英汉语篇翻译（第四版）》•北京：清华大学出版社，2020. [Li, Yunxing, English-Chinese Text Translation (4th ed.). Beijing: Tsinghua University Press.]
7. 罗新璋，《中英翻译教程》。上海：上海外语教育出版社，2010. [Luo, Xinzhang, A Coursebook on Chinese and English Translation. Shanghai: Shanghai Foreign Language Education Publishing House.]
8. 施光亨、王绍新，《新闻汉语导读》。北京：华语教学出版社，1998. [Shi, Guangheng and Wang Shaoxin, A Guide to Reading Chinese Newspapers. Beijing: Sinolingua.]
9. 徐莉娜，《英汉翻译原理》•上海：上海外语教育出版社，2014. [Xu, Lina, Linguistic Approaches to English-Chinese Translation. Shanghai: Shanghai Foreign Language Education Press.]
10. 许建平（编），《英汉互译实践与技巧（第二版）》•北京：清华大学出版社，2003. [Xu, Jianping (ed.), A Practical Course of English-Chinese and Chinese-English Translation (2nd ed.). Beijing: Tsinghua University Press.]

In English:

11. Baker, Mona, In Other Words: A Coursebook on Translation (3rd ed.). London and New York: Routledge, 2018.
12. Chan, Leo Tak-Hung, Twentieth-Century Chinese Translation Theory: Modes, Issues and Debates. Amsterdam: John Benjamins, 2004.
13. Chan, Sin-wai (ed.), An Encyclopedia of Practical Translation and Interpreting. Hong Kong: The Chinese University Press, 2018.
14. Chan, Sin-wai (ed.), The Human Factor in Machine Translation. London and New York: Routledge, 2018.

15. Chan, Sin-wai, A Chronology of Translation in China and the West. Hong Kong: The Chinese University Press, 2009.
16. Cheung, Martha P. Y. (ed.), An Anthology of Chinese Discourse on Translation. Manchester: St Jerome, 2006.
17. Gile, Daniel, Basic Concepts and Models for Interpreter and Translator Training (revised ed.). Amsterdam and Philadelphia: John Benjamins, 2009.
18. Jin, Di and Eugene A. Nida, On Translation: With Special Reference to Chinese and English. Beijing: China Translation and Publishing Corporation, 1984.
19. Moratto, Ricardo and Martin Woesler (eds.), Diverse Voices in Chinese Translation and Interpreting: Theory and Practice. Singapore: Springer, 2021.
20. Munday, Jeremy, Introducing Translation Studies: Theories and Application (2nd ed.). London and New York: Routledge, 2008.
21. Wang, Ning and Sun Yifeng (eds.), Translation, Globalisation and Localisation: A Chinese Perspective. Buffalo, N.Y.: Multilingual Matters, 2008.
22. Ye, Zinan and L. Xiaojing Shi, Introduction to Chinese-English Translation: Key Concepts and Techniques. New York: Hippocrene Books, 2009.
23. Teaching material prepared by the Department (television and radio broadcast, newspaper, internet sources, etc.)

Teaching Plan:

Week 1-2: Introduction to translation theories

Week 3-4: Basic issues in translation

Week 5-6: Analytical methods of translation

Week 7-8: Derivative methods in semantics

Week 9-10: Method of adding and omitting words

Week 11-14: Techniques of restructuring (conversion of parts of speech; transformation of sentence types; splitting and combined translations; translocation method, etc.)

Week 15-16: Issues faced by non-native translators (with respect to Indian translators)

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing clear course plan/course schedule by the faculty members. Diverse modes of learning such as on-the-spot drill, self-evaluation and peer critique, individual and group practice will be used in class. The analytical skills in the course of rendering ideas and concepts from Chinese to English and vice versa will be cultivated with the aid of audio-visual systems in the language laboratory, primarily through listening to radio and television broadcast on various themes

4 of 10 courses

CHINESE LINGUISTICS

Course Description:

Chinese being a non-alphabetic language having more than four thousand years of civilization, it is imperative to study the Chinese language structure and language issues in China from a linguistic perspective to understand important historical and sociolinguistic issues. This course provides a survey of social and historical development of the Chinese language, the writing systems, sound system, and grammar system. As a foundation for exploring these topics, students will be introduced to the core concepts and basic terminology of modern linguistics.

Course Objective:

This course aims at training students to observe and analyze Chinese language in the light of modern linguistics concepts, and help them acquire a deep understanding of Chinese language beyond simple practical applications. The course will also prepare students for future research and teaching of Chinese language.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Comprehend the core concepts of linguistics and general properties of Chinese language
2. Be familiar with the historical development of Chinese language and script
3. Learn fine points of Chinese grammar
4. Attain the skills necessary to prepare written and oral presentations on linguistic topics

Course Outline:

Unit I: Definition of language and linguistics, and their relationship (Week 1-3)

Unit II: Development and evolutionary phases of Chinese language and script (Week 4-6)

Unit III: Modern Standard Chinese (Mandarin) and its dialects (Week 7-9)

Unit IV: Nature and structure of Mandarin Chinese language Chinese (Week 10-13)

Unit V: Important functions of language (Week 14-16)

Reading List:

In Chinese:

1. 胡范铸、甘莅豪（编），《中国修辞（2017）》. 上海：学林出版社，2018. [Hu, Fanzhuang Gan Lihao (eds.), Chinese Figure of Speech 2017. Shanghai: Academia Press.]
2. 李乐毅，《汉字演变五百例》. 北京：北京语言学院出版社，1992. [Li, Le yi, Tracing the Roots of Chinese Characters: 500 Cases. Beijing: Beijing Language Institute Press.]
3. 邵敬敏，《汉语语法趣说》. 广州：暨南大学出版社，2011. [Shao, Jingmin, Interesting Stories about Chinese Grammar. Guangzhou: Jinan University Press.]
4. 郑懿德 [等]，《汉语语法难点释疑》. 北京：华语教学出版社，1992. [Zheng, Yide et'al., Difficult Points in Chinese Grammar Explained. Beijing: Sinolingua.]

In English:

5. Arcodia, Giorgio Francesco and Bianca Basciano, Chinese Linguistics: An introduction. Oxford: Oxford University Press, 2021.
6. Benyi, Ge, Modern Chinese Lexicology. London: Routledge, 2018.
7. Chaofen, Sun, Chinese: A Linguistic Introduction. Cambridge: Cambridge University Press, 2006.
8. Huang, C.-T. James, Y.-H Audrey Li and Andrew Simpson (eds.), The Handbook of Chinese Linguistics. West Sussex: Wiley Blackwell: 2018.

9. Huang, Chu-Ren, Yen-Hwei Lin, I-Hsuan Chen and Yu-Yin Hsu (eds.), *The Cambridge Handbook of Chinese Linguistics*. Cambridge: Cambridge University Press, 2022.
10. Jiao, Liwei, Cornelius C. Kubler and Weiguo Zhang, *500 Common Chinese Idioms: An Annotated Frequency Dictionary*. London: Routledge, 2011.
11. McGregor, William B., *Linguistics: An Introduction*. London: Bloomsbury, 2015.
12. Norman, Jerry, *Chinese*. Cambridge: Cambridge University Press, 1988.
13. Peverelli, Peter J., *The History of Modern Chinese Grammar Studies*. Berlin: Springer, 2015.
14. Shei, Chris, *Understanding the Chinese Language: A comprehensive Linguistics Introduction*. London and New York: Routledge, 2014.
15. Youwei, Shi, *Loanwords in the Chinese Language*. London and New York: Routledge, 2021.
16. Yule, George, *The Study of Language* (4th ed.). Cambridge and New York: Cambridge University Press, 2010.
17. Zhang, Hang, and Lan Zhang, *Introducing Chinese Linguistics: A Handbook for Chinese Language Teachers and Learners*. Amsterdam: John Benjamins, 2022.
18. Teaching material prepared by the Department.

Teaching Plan:

Week 1-3: Definition and features of language and language families; a general survey of linguistics and its branches; relations between language and linguistics; introduction to the language system (phonetics, phonology, morphology, syntax, semantics and pragmatics, etc.)

Week 4-6: Evolution and historical development of Chinese language; origin and evolutionary phases of Chinese script; classification of Chinese characters

Week 7-9: Modern Standard Chinese; major dialects; language reform and simplification of Chinese characters

Week 10-13: Nature and structure of Chinese language (speech organs and production; syllable structure and rules; word stress and intonation; structural properties of sentences and different sentence types; foreign loan words and figure of speech in Chinese)

Week 14-16: Sociology of language; language and communication; psychology of language and cultural cognition: the role of language in reflecting and constructing social identities.

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

5 of 10 courses

CHINA PAST AND PRESENT-II (1840-1949)

Course Description:

This course acquaints the student with the major events in the course of the shaping of modern Chinese state in a chronological order, and engages the student to investigate key issues including international relations, political and government structures, an intellectual programs, and explores the social, political, and economic changes and transformations in China following the Opium War of 1840 up to the establishment of the People's Republic of China in 1949.

Course Objective:

The objective of this course is to present an overview of how China faced the internal and external challenges of the nineteenth century, and how the revolutions of the twentieth century led to the establishment of the People's Republic of China, covering approximately one hundred years from the mid-nineteenth century to the mid twentieth century.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Understand the key struggles and structural transformations of China since 1840
2. Identify fundamental challenges faced by the imperial state in the 18th and 19th centuries
3. Comprehend various responses to those challenges
4. Understand the conditions that led to establishment of modern Chinese state

Course Outline:

Unit I: External intervention and unequal treaties (Week 1-5)

Unit II: Internal crisis and domestic revolts (Week 6)

Unit II: Reforms, revolutions and Warlordism (Week 7-10)

Unit III: Rise of political party system and the Republic of China (Week 11-12)

Unit IV: Republican China and involvement in the World Wars (Week 13-14)

Unit V: Communist revolution and birth of the People's Republic of China (Week 15-16)

Reading List:

In Chinese:

1. 翦伯赞, 《中国史纲要》(上). 北京: 北京大学出版社, 2007. [Jian Bozan, The Outline History Chinese (Vol.1). Beijing: Peking University Press.]
2. 钱穆, 《国史大纲》(上、下). 上海: 商务印书馆出版, 1996. [Qian Mu, Outline of National History (Vol. 1 & 2). Shanghai: The Commercial Press.]
3. 张帆, 《中国古代简史》•北京: 北京大学出版社, 2001. [Fan Zhang, A Brief History of Ancient China. Beijing: Peking University Press.]
4. 张帆、李帆(主编), 《中外历史纲要》(上). 北京: 人民教育出版社, 1990. Zhang Fan and Li Fan (chief eds.), Compendium of Chinese and Foreign History (Vol.1). Beijing: People's Education Press.]
5. 张岂之(主编), 《中国历史十五讲(典藏版)》. 北京: 北京大学出版社, 2003. [Zhang Qizhi (chief ed.), Fifteen Lectures on Chinese History. Beijing: Peking University Press.]

In English:

6. Atwill, David G. and Yurong Y. Atwill, Sources in Chinese History: Diverse Perspectives from 1644 to the Present. New York: Routledge (2nd ed.), 2021.
7. Bianco, L., Origins of the Chinese Revolution 1915-1949. Stanford, California: Stanford University Press, 1967.
8. Bozan, Jian, Shao Xunzheng and Hu Hua, A Concise History of China. Beijing: Foreign Languages Press, 1986.

9. Chesneaux, Jean, Françoise Le Barbier and Marie-Claire Bergere, *China from the 1911 Revolution to Liberation*. New York: Pantheon Books, 1977.
10. Chesneaux, Jean, Marianne Bastid, and Bergere, Marie-Claire, *China from the Opium Wars to the 1911 Revolution*. New York: Pantheon, 1976.
11. Fairbank, John K. and Merle Goldman, *China: A New History*. Cambridge: Harvard University Press, 1998.
12. Goodrich, Luther Carrington, *A Short History of the Chinese People*. New York: Harper, 1951.
13. Mitter, Rana, *Modern China: A Very Short Introduction*. Oxford: Oxford University Press, 2008.
14. Peter Zarrow, *China in War and Revolution, 1895-1949*. London and New York: Routledge, 2005.
15. Ropp, Paul S. (ed.), *Heritage of China: Contemporary Perspectives on Chinese Civilization*. California: University of California Press, 1990.
16. Shouyi, Bai (ed.), *An Outline History of China*. Beijing: Foreign Languages Press, 1982.
17. Studwell, Joe, *The China Dream: The Quest for the Last Great Untapped Market in Earth*. New York: Grove Press, 2002.
18. Tanner, Harold M., *China: A History (Vol. 2): From the Great Qing Empire through the People's Republic of China*. Indianapolis: Hackett Publishing Company, 2010.
19. Teaching material prepared by the Department.

Teaching Plan:

Week 1-2: China before 1840: fundamental socio-political-economic conditions

Week 3: China before 1840: Relations with outside world (trade and religion)

Week 4-5: External intervention: The Opium Wars and the changing of Chinese society

Week 6: Internal crisis: Taiping Rebellion

Week 7: Self-Strengthening Movement in the age of accelerated foreign imperialism

Week 8: First Sino-Japanese War

Week 9: The Reform Movement: Hundred Days' Reform and Late-Qing Reforms

Week 10: Boxer Rebellion

Week 11: The 1911 revolution

Week 12: Struggles for power: political parties, dictators, and warlords

Week 13-14: May Fourth Movement and intellectual programs

Week 15: The Nanjing Decade and the War of Resistance against Japan

Week 15: Communist Movement in china

Week 16: Civil Wars and establishment of the People's Republic of China

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

6 of 10 courses

TRANSLATION AND INTERPRETATION-II

Course Description:

This course is a continuation of CL-104 (Translation and Interpretation-I). It focuses on developing the student's interpretation skills through a thorough study of different Chinese and non-Chinese interpretation theories and techniques along with practical exercise in interpretation from English to Chinese and vice versa, including listening and analysis, effective use of memory, delivery of the target message, note-taking, etc. Besides, the student will be made aware of the issues that translators and interpreters face, and will be encouraged to create new modes of conceptualizing translation and interpretation. Topics will be selected from science as well as social sciences.

Course Objective:

The course is designed to facilitate advanced and intensive training in guided speaking and interpretation. This course will help the student pursue a career in applied language, a translator, interpreter or teacher of Chinese as a foreign language.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Gain knowledge of salient features of interpreting
2. Develop key skills in different types of interpreting, including simultaneous, consecutive, and liaison interpreting.
3. Recognize challenges of interpreting, and evaluate alternatives to deal with it
4. Expand subject-specific vocabulary for informal conversation and formal situations
5. Understand the role of socio-political-cultural features of the target/source language speakers in interpreting

Course Outline:

Unit I: Methodology and methods of interpretation (Week 1-2)

Unit II: Problem and solution of interpretation issues (Week 3-4)

Unit III: Interpreting exercises using real-world example (Week 5-16)

Reading list:

In Chinese:

1. 陈善伟, 《翻译科技新视野》. 北京: 清华大学出版社, 2014. [Chan, Sin-wai, New Vistas in Translation Technology, Beijing: Tsinghua University Press.]
2. 陈友勋 (编), 《汉英笔译教程》. 北京: 科学出版社, 2017. [Chen, Youxun (ed.), A Text Book of Translation: From Chinese into English. Beijing: China Science Publishing & Media.]

3. 方华文, 《20世纪中国翻译史》, 西安: 西北大学出版社, 2008. [Fang, Hua wen, The Translation History of China in the Twentieth Century. Xi'an: Xibei University Press.]
4. 黄国文, 《实用英汉翻译教程》. 北京: 北京大学出版社, 2009. [Huang, Guo wen, A Coursebook on Practical English and Chinese Translation. Beijing: Peking University Press.]
5. 李忆民 (主编), 《国际商务汉语 (第三版)》 (上、下). 北京: 北京语言文化大学出版社, 2000. [Li, Yimin (chief ed.), International Business Chinese (Vol. 1 & 2) (3rd ed.). Beijing: Beijing Language and Culture University Press.]
6. 李运兴, 《英汉语篇翻译 (第四版)》. 北京: 清华大学出版社, 2020. [Li, Yun xing, English-Chinese Text Translation (4th ed.). Beijing: Tsinghua University Press.]
7. 罗新璋, 《中英翻译教程》. 上海: 上海外语教育出版社, 2010. [Luo, Xinzhang, A Coursebook on Chinese and English Translation. Shanghai: Shanghai Foreign Language Education Publishing House.]
8. 施光亨、王绍新, 《新闻汉语导读》. 北京: 华语教学出版社, 1998. [Shi, Guangheng and Wang Shaoxin, A Guide to Reading Chinese Newspapers. Beijing: Sinolingua.]
9. 徐莉娜, 《英汉翻译原理》. 上海: 上海外语教育出版社, 2014. [Xu, Lina, Linguistic Approaches to English-Chinese Translation. Shanghai: Shanghai Foreign Language Education Press.]
10. 许建平 (编), 《英汉互译实践与技巧 (第二版)》. 北京: 清华大学出版社, 2003. [Xu, Jianping (ed.), A Practical Course of English-Chinese and Chinese-English Translation (2nd ed.). Beijing: Tsinghua University Press.]

In English:

11. Albl-Mikasa, Michaela and Elisabet Tiselius (eds.), The Routledge Handbook of Conference Interpreting. London and New York: Routledge, 2021.

12. Chan, Sin-wai (ed.), *An Encyclopedia of Practical Translation and Interpreting*. Hong Kong: The Chinese University Press, 2018.
13. Gile, Daniel, *Basic Concepts and Models for Interpreter and Translator Training* (revised ed.). Amsterdam and Philadelphia: John Benjamins, 2009.
14. Hale, Sandra and Jemina Napier, *Research Methods in Interpreting: A Practical Resource*. London: Bloomsbury, 2013.
15. Jones, Roderick, *Conference Interpreting Explained* (2nd revised ed.). London and New York: Routledge, 2015.
16. Moratto, Ricardo and Martin Woesler (eds.), *Diverse Voices in Chinese Translation and Interpreting: Theory and Practice*. Singapore: Springer, 2021.
17. Nolan, J., *Interpretation: Technique and Exercises* (2nd ed.). Bristol: Multilingual Matters, 2012.
18. Teaching material prepared by the Department (television and radio broadcast, newspaper, internet sources, etc.)

Teaching Plan:

Week 1-2: Interpretation theory and technique; basic interpreting strategies; different types of interpreting

Week 3-4: Different communicative risks in various interpreting scenarios; special topics in interpreting and problem solving; freedom, limits, and responsibility of an interpreter

Week 5: Interpreting exercise: sight interpreting

Week 6-7: Interpreting exercise: whisper and community interpreting

Week 8-10: Interpreting exercise: consecutive interpreting

Week 11-13: Interpreting exercise: simultaneous interpreting

Week 14-16: Interpreting exercise: conference interpreting

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as on-the-spot

drill, self-evaluation and peer critique, individual and group practice will be used in class. The analytical and oratory skills in the course of rendering ideas and concepts from Chinese to English and vice versa will be cultivated with the aid of audio-visual systems in the language laboratory, primarily through listening to radio and television broadcasts on various themes.

7 of 10 courses

INTRODUCTION TO CLASSICAL CHINESE

Course Description:

Classical/Literary Chinese is the language of the bulk of the Chinese textual tradition, from early historical and philosophical writings down to the early twentieth century. It was widely read and written by educated people, and has been a bearer of Chinese traditional thoughts, philosophy, literature, philosophy, literature, arts, and culture. It continues to influence the present-day Chinese language. Chinese language is never complete without studying Classical/Literary Chinese. This course introduces the basic grammatical structure, vocabulary and rhetoric expressions of Classical/Literary Chinese through reading of representative literature of various genres of literary Chinese.

Course Objective:

The course aims at introducing the fundamental grammar of classical Chinese and to read short, original texts from different periods and genres. It also makes students aware with the history of classical Chinese literature.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Gain knowledge of the essential vocabulary and grammatical structure of classical Chinese
2. Learn the history of classical literature and the stylistic conventions of literary Chinese
3. Gain familiarity with prominent authors of classical China
4. Understand the intellectual and cultural world of classical China through selected readings
5. Appreciate Chinese cultural heritage, and understand its role in the contemporary China's social and cultural milieu

Course Outline:

Unit I: Salient features of classical Chinese language (Week 1-2)

Unit II: Historical development of classical Chinese literature and its forms (Week 3-4)

Unit III: Selected readings of classical texts (Week 5-15)

Unit IV: Role of classical language and literature in Chinese way of life (Week 16)

Reading List:

In Chinese:

1. 陈小亮（译），《中国传统诗歌与诗学：世界的征象》。北京：中国社会科学出版 2013. Chen, Xiaoliang (tr.), *Traditional Chinese Poetry and Poetics: Omen of the World*. Beijing: China Social Sciences Press. [English version: Owen, Stephen, *Traditional Chinese Poetry and Poetics: Omen of the World*. Madison: University of Wisconsin Press, 1985.]
2. 衡塘退士（编），《唐诗三百首：华英对照》。台北：联益书店出版，1975。[Sun Zhu (comp.), *Three Hundred Poems of the Tang Dynasty (Chinese-English)*. Taipei: Lianyi Bookstore Publishers.]
3. 柳无忌、罗郁正（编），《葵晔集：历代诗词曲选集》。台北：成文出版社，1977。Liu, Wuji and Luo Yuzheng (eds.), *Kui Ye Collection: An Anthology of Poems, Lyrics and Music from Past Dynasties*. Taipei: Chengwen Publishers. [English version: Liu, Wu-Chi, and Irving Yucheng Lo, (eds.), *Sunflower Splendor: Three Thousand Years of Chinese Poetry*. Bloomington: Indiana University Press, 1976.]
4. 涂慧，《如何译介怎样研究：中国古典词在英语世界》。北京：中国社会科学出版社，2014。[Tu, Hui, *How to Translate and Study: Chinese Classic Tz' Poetry in the English-speaking World*. Beijing: China Social Sciences Press.]

In English:

5. Feng, Yuanjun (trs. Xianyi Yang and Gladys Yang), *An Outline History of Classical Chinese Literature*. Hong Kong: Joint Publishing Company, 1983.
6. Fuller, Michael Anthony. *An Introduction to Literary Chinese*. Cambridge, MA: Harvard University Asia Center, 1999.

7. Kroll, Paul W., et al. (comp.), *A Student's Dictionary of Classical and Medieval Chinese* (revised ed.). Leiden: Brill, 2017.
8. Li, Xiaoxiang, *Gateway to Classical Chinese Literature: Pre-Qin to Qing Dynasty*. Singapore: Asiapac, 2004.
9. Lin, Shuen-fu, and Stephen Owen (eds.), *The Vitality of the Lyric Voice: Shih Poetry from the Late Han to the Tang*. Princeton: Princeton University Press, 1986.
10. Liu, James J. Y., *The Art of Chinese Poetry*. Chicago: University of Chicago Press, 1962.
11. Mair, Victor H. (ed.), *The Columbia History of Chinese Literature*. New York: Columbia University Press, 2002.
12. Mair, Victor H. (ed.), *The Shorter Columbia Anthology of Traditional Chinese Literature*. New York: Columbia University Press, 2000.
13. Minford, John and Joseph S. M. Lau (eds.), *Classical Chinese Literature: An Anthology of Translations, Vol. 1: From Antiquity to the Tang Dynasty* (revised ed.). New York: Columbia University Press, 2002.
14. Norden, Bryan William Van, *Classical Chinese for Everyone: A Guide for Absolute Beginners*. Indianapolis: Hackett Publishing Company, 2019.
15. Owen, Stephen (ed. & tr.), *An Anthology of Chinese Literature: Beginnings to 1911*. New York and London: W. W. Norton, 1996.
16. Pulleyblank, Edwin G., *Outline of Classical Chinese Grammar*. Vancouver: University of British Columbia Press, 1996.
17. Rouzer, Paul. F., *A New Practical Primer of Literary Chinese*. Netherlands: Harvard University Asia Center, 2007.
18. Shadick, Harold and Ch'iao Chien, *A First Course in Literary Chinese (XaX^ij)*. Vols. 1, 2 & 3. Ithaca, New York: Cornell University Press, 1968.
19. Xu, Zongcai and Li Wen, *Gudai Hanyu. K r i X i t »* (Classical Chinese Textbook) (revised ed.), Grade 3, Vol. 1 & 2, Beijing: Beijing Language and Culture University Press, 2010.
20. Yuan, Naiying, Hai-tao Tang and James Geiss, *Classical Chinese: A Basic Reader in Three Volumes*. Princeton, NJ: Princeton University Press, 2004.
21. Yuan, Xingpei (tr. Paul White), *An Outline of Chinese Literature (Vol. I & II)*. New York: Routledge, 2018.
22. Teaching material prepared by the Department

Teaching Plan:

Week 1-2: Linguistic features of Classical Chinese language; Classical Chinese as a style of writing and its evolution as the literary language

Week 3-4: Major literary genres, and selected readings (up to the Han Dynasty)

Week 5-8: Post-Han poetic forms, and selected readings

Week 9-10: Post-Han literary and non-literary prose, and selected readings

Week 11-12: Emergence of novel and drama, and selected readings

Week 13-15: Leading literary figures and their representative work

Week 16: Formation of Chinese intellectual and cultural identity through literature

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

8 of 10 courses

MODERN CHINESE LITERATURE (1919-1949)

Course Description:

The literature from the early twentieth century to the establishment of the People's Republic of China mirrored the fast changing dynamics of the Chinese society when it moved from being an imperial dynasty to a Republican state, further changing to a socialist country. Such a tumultuous period proved to be a fertile ground for fostering various kinds of ideas and sentiments and brought forth the underlying social-political dimensions through various genres of literature.

This course exposes the student to the major literary movements and trends, and major litterateurs and their representative works of this period. It pays special attention to enhancing the student's awareness of, and interest in the development of modern Chinese literature in

their relevant literary, socio-political and cultural contexts, as well as Western Influence on Chinese literature.

Course Objective:

This course aims at broadening the knowledge base and humanistic horizon of the student, with special focus on how Chinese writers reconstructed modern literature in relation to the nation-building process, which contributed significantly to shaping Chinese culture.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Gain an understanding of Chinese literary and political history from the early twentieth century until 1949
2. Demonstrate an appreciation of the historical context of the literary works
3. Appreciate literary masterpieces within their socio-political context
4. Adopt an independent, critical approach to a topic in order to produce an argument (oral and written) of some complexity

Course Outline:

Unit I: Literary movements and rise of modern Chinese literature (Week 1-3)

Unit II: Factors shaping a new literature (Week 4-8)

Unit III: Study of major literary genres (Week 9-10)

Unit IV: Study of prominent litterateurs and their representative works (Week 11-16)

Reading List:

1. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
2. Denton, Kirk A. (ed.), *The Columbia Companion to Modern Chinese Literature*. New York: Columbia University Press, 2016.

3. Feng, Jin, *The New Woman in Early Twentieth-Century Chinese Fiction*. West Lafayette, Indiana: Purdue University Press, 2004.
4. Goldman, Merle (ed.), *Modern Chinese Literature in the May Fourth Era*. Cambridge: Harvard University Press, 1977.
5. Idema, Wilt L. and Lloyd Haft, *A Guide to Chinese Literature*. Ann Arbor: University of Michigan Press, 1997.
6. Larson, Wendy, *Women and Writing in Modern China*. Stanford: Stanford University Press, 1998.
7. Leung, Laifong, *Contemporary Chinese Fiction Writers: Biography, Bibliography and Critical Assessment*. London and New York: Routledge, 2017.
8. Lu, Jie, (ed.), *China's Literary and Cultural Scenes at the Turn of the 21st Century*. London: Routledge, 2008.
9. Lu, Tonglin, (ed.), *Gender and Sexuality in Twentieth-Century Chinese Literature and Society*. Albany: State University of New York Press, 1993.
10. McDougall, Bonnie S. (ed.), *Popular Chinese Literature and Performing Arts in the People's Republic of China, 1949-1979*. Berkeley: University of California Press, 1984.
11. McDougall, Bonnie S., *Fictional Authors, Imaginary Audiences: Modern Chinese Literature in the Twentieth Century*. Hong Kong: The Chinese University Press, 2003.
12. 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: University of Michigan Press, 2020.
13. Palandri, Angela J. (ed.), *Women Writers of 20th-Century China*. Eugene: Asian Studies Publications, University of Oregon, 1982.
14. Rojas, Carlos, and Andrea Bachner (eds.), *The Oxford Handbook of Modern Chinese Literatures*. New York: Oxford University Press, 2016.
15. Wagner, Rudolph G., *The Contemporary Chinese Historical Drama: Four Studies*. Berkeley: University of California Press, 1990.
16. Wang, David Der-wei, *Fictional Realism in Twentieth-Century China: Mao Dun, Lao She, Shen Congwen*. New York: Columbia University Press, 1992.
17. Wang, David Der-wei, *Why Fiction Matters in Contemporary China*. Waltham, Massachusetts: Brandeis University Press, 2020.

18. Wong, Wang-chi, *Politics and Literature in Shanghai: The Chinese League of Left-Wing Writers, 1930-1936*. Manchester and New York: Manchester University Press, 1991.
19. Yan, Haiping, *Chinese Women Writers and the Feminist Imagination, 1905-1948*. London: Routledge, 2006.
20. Zhang, Longxi, *A History of Chinese Literature*. London and New York: Routledge, 2023.
21. Zhang, Yingjin (ed.), *A Companion to Modern Chinese Literature*. West Sussex: Wiley Blackwell, 2016.
22. Teaching material prepared by the Department

Teaching Plan:

Week 1: Background (Chinese literature reform in the early 1900s)

Week 2-3: Literary revolution (New Culture Movement and May Fourth Movement)

Week 4-5: Western influence (literature and politics-society-language)

Week 6: Literary societies and revolutionary literature

Week 7-8: War of resistance and patriotic literature

Week 9-10: May Fourth literary genres (essay, short story, novella, drama, poetry)

Week 11-15: Prominent litterateurs and representative works

Week 16: Women writers on feminism in modern Chinese literature

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.

9 of 10 courses

CULTURAL HISTORY OF CHINA

Course Description:

This course equips students with a deepened intellectual and cultural understanding of China. The course covers a multidisciplinary range of knowledge about Chinese culture from the humanities perspective, touching upon the disciplines of history, literature, religion, philosophy, anthropology and linguistics. Culture is defined differently across disciplines. This course adopts its basic meaning of 'a whole way of life', which will serve as the guiding principle for selecting course materials and structuring the course outline.

Course Objective:

This course aims at introducing fundamental aspects of Chinese culture, focusing on the components that shaped the Chinese national identity and still influence life. The course touches upon aspects of material culture, institutional culture and intellectual culture.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Learn the social, intellectual, and artistic facets of China and its inhabitants
2. Recognize the dynamics of formation of Chinese identity and Chinese way of life
3. Understand the cultural context that shaped Chinese understanding of the world
4. Gain knowledge of representative works and practices of intellectual and artistic activity
5. Comprehend cultural change and continuity in China

Course Outline:

Unit I: Unit II: Unit III: Unit IV: Land and people (Week 1-3)

Unit II: Intellectual and literary tradition (Week 4-8)

Unit III: Socio-political institutions (Week 9-11)

Unit IV: Social ethos and cultural symbols (Week 12-16)

Reading List:

In Chinese:

1. 读图时代项目组（编著），《符号中国：中国传统文化精要图鉴（第一版）》。长沙：湖南美术出版社，2012。[Du tu Shi di Xiang mu zu (compiled), Signs of China : China Traditional Culture Concise Illustrated Handbook. Changsha: Hunan Fine Arts Publishing House.]
2. 段宝林，《中国民间文学概要》。北京：北京大学出版社，1981。
[Duan , Bao lin , A General Outline of Chinese Folk Literature. Beijing: Peking University Press.]. 冯天瑜、杨华，《中国文化发展轨迹》·上海：上海人民出版社，2000。
[Feng , Tianyu and Yang Hua, The Development Trajectory of Chinese Culture. Shanghai: Shanghai People's Publishing House.]
4. 冯友兰，《中国哲学简史》。北京：北京大学出版社，1996。[Feng , Youlan , A Brief History of Chinese Philosophy. Beijing: Peking University Press.]
5. 胡双宝，《汉语·汉字·汉文化》。北京：北京大学出版社，1998。[Hu , Shuangbao, The Language, Script and Culture of the Hans. Beijing: Peking University Press.]
6. 刘永佶，《中国文化现代化》。保定：河北大学出版社，1997。[Liu Yong ji , Modernization of Chinese Culture. Baoding: Hebei University Press.]
7. 潘维、廉思（主编），《中国社会价值观变迁30年：1978-2008》。北京：中国社会科学出版社，2008。[Pan, Wei , and Lian Si (chief eds.) The Thirty Years Changes of Social Value in China. Beijing: China Social Sciences Press.]
8. 钱穆，《中国文化史导论（修订本）》。北京：商务印书馆，1996。
[Qian, Mu, Introduction to the History of Chinese Culture (revised ed.), Beijing: Commercial Press.]
9. 孙家正，《文化如水》。北京：外文出版社，2006。[Sun, Jia zheng, Cultures Like Water. Beijing: Foreign Languages Press.]
10. 陶立璠，《民俗学概论》。北京：中央民族学院出版社，1987。[Tao , Li fan , An Introduction to the Study of Folklore. Beijing: Central Nationalities Institute Press.]

11. 邢莉, 《中国少数民族节日》·北京: 中信出版社, 2006. [Xing, Li, Festivals of Chinese Minorities. Beijing: CITIC Press.]

12. 许倬云, 《万古江河: 中国历史文化的转折与开展》. 上海: 上海文艺出版社, 2006. Xu, Zhuoyun, *Eternal Rivers: The Turning and Development of Chinese History and Culture*. Shanghai: Shanghai Literature and Art Publishing House, 2006. [English version: Cho-Yun, Hsu (tr. Timothy D. Baker Jr. and Michael S. Duke), *China: A New Cultural History*. New York: Columbia University Press, 2006.]

13. 袁珂, 《中国神话传说 (简明版)》·北京: 北京联合出版公司, 2015. [Yuan, Ke, *Myths and Legends of China (concise ed.)*. Beijing: Beijing United Publishing.]

14. 钟敬文 (主编), 《民间文学概论 (第二版)》. 北京: 高等教育出版社, 2010. [Zhong, Jingwen (chief ed.), *An Introduction to Folk Literature (2nd ed.)* Beijing: Higher Education Press.]

In English:

15. Chan, Sin-Wai (ed.), *The Routledge Encyclopedia of Traditional Chinese Culture*. London and New York: Routledge, 2020.

16. Davis, Edward L. (ed.), *Encyclopedia of Contemporary Chinese Culture*. London and New York: Routledge, 2005.

17. Dillon, Michael (ed.), *China: A Historical and Cultural Dictionary*. Richmond: Curzon Press, 1998.

18. Ebrey, Patricia Buckley, *Cambridge Illustrated History of China (2nd ed.)*. Cambridge: Cambridge University Press, 2010.

19. Freedman, Maurice (ed.), *Family and Kinship in Chinese Society*. Stanford: Stanford University Press, 1970.

20. Gu, Sharron, *A Cultural History of the Chinese Language*. Jefferson: McFarland, 2012.

21. Liu, Kang, *Globalization and Cultural Trends in China*. Honolulu: University of Hawaii Press, 2003.

22. Lufkin, Felicity, *Folk Art and Modern Culture in Republican China*. Lanham: Lexington Books, 2016.

23. Teaching material prepared by the Department

Teaching Plan:

Week 1-2: Origin of Chinese civilization; myths and legends

Week 3: Land and geography, ethnicity and ethnic identity

Week 4: Chinese characters and Chinese Language

Week 5: Major literary genres

Week 6-8: Major philosophical schools of thought

Week 9: Social institutions (formal): education system; religious belief, etc.

Week 10: Social institutions (informal): family and kinship; marriage, etc.

Week 11: Political institutions: royalty and governance; authority and power, etc.

Week 12: Visual and performing arts

Week 13: China's inventions and discoveries; science and technology

Week 14: Chinese calendar and Chinese zodiac

Week 15: Cultural symbols, social customs and values

Week 14-16: Contemporary culture and cultural worldview; cultural change and continuity

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning Experience.

10 of 10 courses

CONTEMPORARY CHINESE LITERATURE (1949 - TILL PRESENT)

Course Description:

This course focuses on developments in contemporary Chinese literature, seeking to place these in the context of cultural discourses that emerged in China after 1949, and offers a

comprehensive overview of the major trends in the field of literature in China from the Mao era up to the present.

Chinese literature from 1949 through much of the 1970s was largely a reflection of political campaigns and ideological battles, particularly since Mao Zedong's 1942 Yan'an talks that called for a truly proletarian literature. Following the end of Mao era, and loosening of rein over literature by the new political leadership, a comparatively unperturbed atmosphere for intellectual activity prevailed. This ushered in newer genres of fiction and poetry. This course introduces an insight into these various literary trends through a study of representative works of prominent litterateurs.

Course Objective:

This course aims at providing a panoramic outlook of Chinese literature from 1949 onwards through its key phases, genres and certain major authors. Students will be encouraged to learn how to contextualize contemporary Chinese literature within specific historical periods, and analyze literature not just as an art but also as an expression of social change.

Course Learning Outcome:

On completion of this course, the student will be able to:

1. Gain an understanding of major literary trends and developments in China through prominent genres, litterateurs and representative works
2. Examine aspects of Chinese society and politics through their reflection in literature
3. Comprehend the relations between the socio-political situation and literary trend/s of a particular period
4. Appreciate literary masterpieces within their socio-political context
5. Understand the role of literature as a vehicle for social change and development
6. Enrich literary knowledge and linguistic expressions

Course Outline:

Unit I: Unit II: Unit III: Mao era literary trends/movements and Communist literature (Week 1-3)

Unit II: Post Mao literary trends and major literary genres (Week 4-8)

Unit III: Major post-Mao literary figures and their representative works (Week 9-16)

Reading List:

1. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
2. Barnstone, Tony (ed.), *Out of the Howling Storm: The New Chinese Poetry*. Middletown, Conn.: Wesleyan University Press, 1993.
3. Denton, Kirk A. (ed.), *The Columbia Companion to Modern Chinese Literature*. New York: Columbia University Press, 2016.
4. Duke, Michael S., *Blooming and Contending: Chinese Literature in the Post-Mao Era*. Bloomington: Indiana University Press, 1985.
5. Hong, Zicheng, *A History of Contemporary Chinese Literature*. Leiden: Brill, 2007.
6. Idema, Wilt L. and Lloyd Haft, *A Guide to Chinese Literature*. Ann Arbor: University of Michigan Press, 1997.
7. Kwok-kan Tam and Terry Siu-han Yip (eds.), *Gender, Discourse and the Self in Literature: Issues in Mainland China, Taiwan and Hong Kong*. Hong Kong: The Chinese University Press, 2010.
8. Larson, Wendy and Anne Wedell-Wedellsborg (eds.), *Inside Out: Modernism and Postmodernism in Chinese Literary Culture*. Aarhus: Aarhus University Press, 1993.
9. Leung, Laifong, *Contemporary Chinese Fiction Writers: Biography, Bibliography and Critical Assessment*. London and New York: Routledge, 2017.
10. Lin, Qingxin, *Brushing History against the Grain: Reading the Chinese New Historical Fiction (1986-1999)*. Hong Kong: Hong Kong University Press, 2005.
11. Link, E. Perry (ed.), *Roses and Thorns: The Second Blooming of the Hundred Flowers in Chinese Fiction, 1979-80*. Berkeley: University of California Press, 1984.
12. Link, E. Perry (ed.), *Stubborn Weeds: Popular and Controversial Chinese Literature after the Cultural Revolution*. Bloomington: Indiana University Press, 1983.
13. Liu, Petrus, *Stateless Subjects: Chinese Martial Arts Literature and Postcolonial History*. Honolulu: University of Hawaii Press, 2011.
14. Louie, Kam, *Between Fact and Fiction: Essays on Post-Mao Chinese Literature and Society*. Sydney: Wild Peony Press, 1989.
15. Lu, Jie, (ed.), *China's Literary and Cultural Scenes at the Turn of the 21 Century*. London: Routledge, 2008.

16. Lu, Tonglin, (ed.), *Gender and Sexuality in Twentieth-Century Chinese Literature and Society*. Albany: State University of New York Press, 1993.
17. Lu, Tonglin, *Misogyny, Cultural Nihilism and Oppositional Politics: Contemporary Chinese Experimental Fiction*. Stanford: Stanford University Press, 1995.
18. Lupke, Christopher, (ed.), *New Perspectives on Contemporary Chinese Poetry*. New York: Palgrave Macmillan, 2008.
19. Mackerras, Colin (ed.), *Chinese Drama: A Historical Survey*. Beijing: New World Press, 1990.
20. Palandri, Angela J. (ed.), *Women Writers of 20th-Century China*. Eugene: Asian Studies Publications, University of Oregon, 1982.
21. Pang-yuan Chi, and David Dewei Wang (eds.), *Chinese Literature in the Second Half of A Modern Century: A Critical Survey*. Bloomington: Indiana University Press, 2000.
22. Xiaobin, Yang, *The Chinese Postmodern: Trauma and Irony in Chinese Avant-garde Fiction*, Ann Arbor: University of Michigan Press, 2002.
23. Xiaomei, Chen, *Occidentalism: A Theory of Counter-discourse in Post-Mao China* (2nd ed. Revised and Expanded). Lanham (Maryland), Boulder, New York, Oxford: Rowman and Littlefield Publishers, 2002.
24. Zhang Longxi, *A History of Chinese Literature*. London and New York: Routledge, 2023.
25. Zhang Yingjin (ed.), *A Companion to Modern Chinese Literature*. West Sussex: Wiley Blackwell, 2016
26. Teaching material prepared by the Department

Teaching Plan:

Week 1: Historical background (formation of communist literature)

Week 2: The Seventeen- Year Literature (1949-1966)

Week 3: The Cultural Revolution and literature (1966-1976)

Week 4-6: Post-Mao literary trends (Scar; Obscure; Exposure; Reportage, etc.)

Week 7: Internet literature and internet vagabonds

Week 8: Feminism and New Feminism (feminist literature; women authors)

Week 9-16: Major litterateurs and their representative works

Facilitating the Achievement of Course Learning Outcome:

The teaching-learning-evaluation process in the Department is done by preparing a clear course plan/course schedule by the faculty members. Diverse modes of learning such as quiz, debate, presentation, group discussion, etc. will be encouraged in the tutorial class. Different assignment methods (written, oral, projects, etc.) will be used to maximize learning experience.