


M.A Chinese

Semester-I		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Chinese I (122831101) (Core)	Advanced Chinese Language	Same as above
Newspaper Translation (122831102) (Core)	Chinese Linguistics	
China Past and Present (122831103) (Core)	China: Past and Present-I (up to 1840)	
Introduction to general linguistics with special reference to Chinese Language (Chinese/English) (122831104) (Core)	Translation and Interpretation- I	
Semester -II		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Chinese II (122831201) (Core)	Introduction to Classical Chinese	Same as above
Introduction to Modern and Contemporary Literature in	Cultural History of China	


विभागाध्यक्ष/Head
पूर्व एशियाई अध्ययन विभाग
Department of East Asian Studies
दिल्ली विश्वविद्यालय
University of Delhi

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China (122831202) (Core)		
Cultural History of China (122832201) (Elective)	China: Past and Present-II (1840-1949)	
Second Language Pedagogy (122833201) (Open Elective)	Translation and Interpretation-II	
Semester –III		
Existing Syllabi	Proposed amendment	Reason for amendment
Advanced Chinese III (122831301) ((Core)	Modern Chinese Literature (1919-1949)	Same as above
History of Chinese Literature (122831302) (Core)	Literary Criticism	
Introduction to Classical Chinese (122831303) (Core)	Contemporary Chinese Society	
Contemporary Chinese Society (122832301) (Elective)	China’s Political Dynamics (1949 till present)	
China’s Political Dynamics (1949 till present) (122832302) (Elective)	Chinese Foreign Policy (1949 till present)	
Chinese Foreign Policy (1949 till present) (122832303) (Elective)	Taiwan’s Political Dynamics	
Taiwan’s Political Dynamics (122833301) (Open Elective)	Second Language Pedagogy	
Semester –IV		
Existing Syllabi	Proposed amendment	Reason for amendment
Literary Criticism (122831401) (Core)	Contemporary Chinese Literature (1949 till present)	Same as above
Interpretation (122831402) (Core)	Dissertation	
Teaching Methodology (122831403) (Core)	China: International Economic Relations (1949 till present)	
Dissertation (122831404) (Core)	Current Issues in Chinese Economy	
	China: Nationalism and Communism (1911-1949)	
	122802406 Taiwan’s Foreign Policy (1949 till present)	
	India-China Relations (from 1947 to the present)	

Nabin Pandey
 विभागाध्यक्ष/Head
 पूर्व एशियाई अध्ययन विभाग
 Department of East Asian Studies
 दिल्ली विश्वविद्यालय, दिल्ली-११०००७
 University of Delhi, Delhi-110007

UNIVERSITY OF DELHI

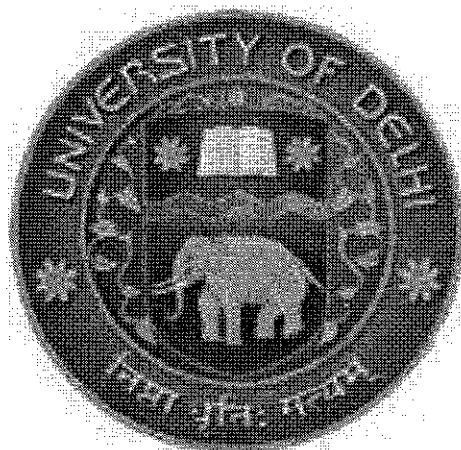
MASTER OF ARTS

(CHINESE)

(TWO-YEAR FULL TIME PROGRAM)

PROGRAM SYLLABUS

(DRAFT)



DEPARTMENT OF EAST ASIAN STUDIES

UNIVERSITY OF DELHI

DELHI - 110007

2024

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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 nine 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. One-Year post graduate Intensive Diploma Course in Chinese Language
5. One-Year post graduate Intensive Diploma Course in Japanese Language
6. One-Year post graduate Intensive Diploma Course in Korean Language
7. One-Year post graduate Intensive Advance Diploma Course in Chinese Language
8. One-Year post graduate Intensive Advance Diploma Course in Japanese Language
9. 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.

The Department, in its ceaseless effort to upgrade its courses, curricula and the infrastructure, proposes to introduce M.A. in Chinese along the lines of the already established pattern of the master's program in Japanese and in East Asian Studies.

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 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:

The M.A. in Chinese program is a two-year full time course, divided into two parts: Part-I (First Year) and Part-II (Second Year). Part 1 consists of two semesters: Semester I and Semester II. Part 2 consists of two semesters: Semester III and Semester IV.

Course Module	Academic Year	Semester - Odd	Semester - Even
Part-I	First Year	Semester I	Semester II
Part-II	Second Year	Semester III	Semester IV

III-4. Course Credit Scheme:

- Each course will carry 4-5 credits (5 credits for each core and elective course; 4 credits for each open elective course).
- For each core and elective course, there will be 4 lecture hours of teaching per week (worth 4 credits) and 1 hour of tutorial/practical class (worth 1 credit).
- Open elective courses can have a maximum total of 8 credits.
- A minimum of 78-80 credits (depending on courses opted) is required for completion of the course and award of degree.
- In Semester I and II, 4 core courses will carry a total of 20 credits per semester.
- In Semester III and IV, 2 core courses and 2 optional courses (elective and/or open elective) will carry a total of 24 credits per semester.

Semester	Core Course			Elective Course			Open Elective Course			Total Credits
	No. of Papers	Credits (L+T/P)*	Total Credits	No. of Papers	Credits (L+T/P)*	Total Credits	No. of Papers	Credits (L+T/P)*	Total Credits	
I	4	4+1=5	20							20
II	4	4+1=5	20							20
III	2	4+1=5	10	2	4+1=5	10	1	4	4	24
IV	2	4+1=5	10	2	4+1=5	10	1	4	4	24
	Total credit for Core courses		60	Total credit for Elective courses		20	Total credit for Open Elective Courses		08	88

*Lecture + Tutorial (in classroom)/Practical (in language lab)

III-5. Semester-wise Details:**First Year, Semester I**

Total Credit: 20 [4 (core course) x 5 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-101	Advanced Chinese Language	Core	4	1	5
CL-102	Chinese Linguistics	Core	4	1	5
CL-103	China: Past and Present-I (up to 1840)	Core	4	1	5
CL-104	Translation and Interpretation- I	Core	4	1	5

First Year, Semester II

Total Credit: 20 [4 (core course) x 5 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-201	Introduction to Classical Chinese	Core	4	1	5
CL-202	Cultural History of China	Core	4	1	5
CL-203	China: Past and Present-II (1840-1949)	Core	4	1	5
CL-204	Translation and Interpretation-II	Core	4	1	5

Second Year, Semester III

Total Credit: 24 [2 (core course) x 5 (credit); 2 (elective course) x 5 (credit); 1 (open elective course) x 4 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-301	Modern Chinese Literature (1919-1949)	Core	4	1	5
CL-302	Literary Criticism	Core	4	1	5
EA-CH-302*	Contemporary Chinese Society	Elective	4	1	5
EA-CH-303*	China's Political Dynamics (1949 till present)	Elective	4	1	5
EA-CH-304*	Chinese Foreign Policy (1949 till present)	Elective	4	1	5
EA-TW-306*	Taiwan's Political Dynamics	Elective	4	1	5
EA-OE-301	Second Language Pedagogy	Open Elective			4

Second Year, Semester IV

Total Credit: 24 [2 (core course) x 5 (credit); 2 (elective course) x 5 (credit); 1 (open elective course) x 4 (credit)]

Course Code	Course Title	Course Status	Credit		
			Theory	Tutorial	Total
CL-401	Contemporary Chinese Literature (1949 till present)	Core	4	1	5
CL-402	Dissertation	Core	4	1	5
EA-CH-401*	China: International Economic Relations (1949 till present)	Elective	4	1	5
EA-CH-403*	Current Issues in Chinese Economy	Elective	4	1	5
EA-CH-404*	China: Nationalism and Communism (1911-1949)	Elective	4	1	5
EA-TW-406*	122802406 Taiwan's Foreign Policy (1949 till present)	Elective	4	1	5
EA-CH-402*	India-China Relations (from 1947 to the present)	Open Elective			4

***Elective and Open Elective course currently offered by the Department:**

Course Code	Unique Code	Course Title	Course Status	Total Credit
SEMESTER III				
EA-CH-302	122802302	Contemporary Chinese Society	Elective	5
EA-CH-303	122802303	China's Political Dynamics (1949 till present)	Elective	5
EA-CH-304	122802304	Chinese Foreign Policy (1949 till present)	Elective	5
EA-TW-306	122802305	Taiwan's Political Dynamics	Elective	5
SEMESTER IV				
EA-CH-401	122802401	China: International Economic Relations (1949 till present)	Elective	5
EA-CH-403	122802402	Current Issues in Chinese Economy	Elective	5
EA-CH-404	122802404	China: Nationalism and Communism (1911-1949)	Elective	5
EA-TW-406	122802406	Taiwan's Foreign Policy (1949 till present)	Elective	5
EA-CH-402	122803401	India-China Relations (from 1947 to the present)	Open Elective	4

Area wise breakup of the courses:

The M.A. in Chinese Program consists of 12 core courses and 4 elective and open elective courses, distributed over the following areas:

12 Core Courses (shall be taught in Chinese)

- Language, literature, and literary criticism (five)
- Linguistics (one)
- Translation and interpretation (two)
- Cultural history (one)
- History (two)
- Dissertation (one)

4 Elective and Open Elective Courses (shall be taught in English)

- Society, economy, politics, and international relations (four)

III-6. Overview of Elective Courses:

The Department of East Asian Studies is the first and only one of its kinds in the Indian university system is its institutional and methodological structure that enables a student to combine the knowledge of a specific country within the region of East Asia along with the specific language of the country concerned. In line with this unique feature, the Department offers area-wise elective courses on various aspects on China, Japan and Korea in Semester III and Semester IV. The list of elective courses is announced at the beginning of each semester. Students of M.A. in Chinese are required to choose only from the courses on China/Taiwan.

III-7. Selection of Open Elective Courses:

Under the inter-disciplinary option, open elective courses offered by the Department of East Asian Studies are open to students of the Department as well as to students of departments of the Faculty of Social Sciences and the Faculty of Arts.

Students of M.A. in Chinese have the option to choose one paper each in Semester III and Semester IV either at the Department or other departments of the University. Opting open elective courses at other departments is subject to availability of courses in the concerned departments, and approval of the Department of East Asian Studies. Students must abide by the rules and regulations of the concerned departments.

Students enrolled in M.A. Program at other departments of the University opting for the open elective courses offered by the Department of East Asian Studies may apply through the Head of the Department of where they are enrolled. The number of seats and eligibility criteria will be decided by the Department at the beginning of each semester. Students must abide by the rules and regulations of the Department. No request for re-adjustment of time-table, re-scheduling of submission of assignment or conduct of mid-semester and end-semester examinations will be entertained.

III-8. Teaching:

The faculty of the Department of East Asian Studies is primarily responsible for organizing lecture work for the program. Instructions related to open elective course tutorials will be provided by respective registering units under the overall guidance of the Department. Faculty from other related departments and constituent colleges may also be associated with lecture and tutorial work in the Department. There shall be 90 teaching days spread over 15-18 weeks including examinations in a semester.

III-9. Eligibility for Admission:

- A Bachelor's Degree in Chinese Language and Literature from any recognized university in India or a foreign university with a minimum of 15 years of education, and a minimum of 50% marks (or equivalent grade) in the aggregate

OR

- A Bachelor's Degree in any discipline from any recognized university in India or an equivalent degree from a foreign university with a minimum of 15 years of education, and a minimum of 45% marks in the aggregate (or equivalent grade) along with One-Year Post-Graduate Intensive Advance Diploma Course in Chinese conducted by the University of Delhi
- The National Testing Agency (NTA) conducts Central University Entrance Test (CUET) for admission to Post Graduate (PG) programs at the participating central universities across the country. The CUET PG is an examination that candidates must take in order to gain admission to M.A. in Chinese Program. Candidates can check the NTA CUET PG syllabus by visiting the official CUET PG website (pgcuet.samarth.ac.in).
- Eligibility criteria for SC/ST/OBC/PH/EWS shall be as per the University of Delhi rules.

III-10. Assessment of Students' Performance and Scheme of Examination:

The medium of instruction for teaching and for examinations of all core courses (twelve) will be Chinese. The medium of instruction for teaching and examination of all elective and open elective courses (four) will be English/Chinese.

Assessment of students' performance shall generally consist of the following:

- Each course will carry 100 marks, divided into two components: Internal Assessment (30 marks) and End Semester Examination (70 marks).
- Course CL-402 (Dissertation) is divided into synopsis (25 marks) and dissertation (70 marks). After submitting the synopsis (in lieu of Mid Semester Examination) the student is required to present it at a synopsis-presentation seminar. Similarly, after submitting the dissertation (in lieu of End Semester Examination) the student is required to present it at a pre-submission seminar.

- Internal Assessment shall consist of two components: Attendance (5 marks) and Mid Semester Examination (25 marks).
- Examinations shall be conducted as per the Academic Calendar notified by the University. Duration of Mid Semester and End Semester examinations shall be 2 hours and 3 hours respectively.

III-11. Guidelines for the Award of Internal Assessment Marks:

- A maximum of 5 marks will be awarded in each course for regularity in attending lectures and tutorials delivered during the entire tenure of a semester a student is enrolled in. The credit for regularity in each course, based on attendance, shall be as follows:

More than 67% but less than 70%	: 1 mark
70% or more but less than 75%	: 2 marks
75% or more but less than 80%	: 3 marks
80% or more but less than 85%	: 4 marks
85% and above	: 5 marks
- Medical certificates shall be excluded while calculating credit towards marks to be awarded for regularity.

III-12. Attendance Requirement:

- No candidate would be eligible for the final examination unless she/he is certified by the Department that she/he has attended a minimum of 66% of the total number of classroom sessions conducted in each semester during her/his course of study. Any student not complying with this requirement will not be allowed to appear in the semester examination.
- Medical certificates shall be taken into account for the purpose of calculating eligibility to appear for examinations as per existing provision of Ordinance VII.2.9.(a)(ii) of the University.
- Students are advised to take internal assessments seriously, as the Internal Assessment marks shall be carried forward in the case of students who repeat one or more course/s.

III-13. Pass Percentage and Promotion Criteria:

- The minimum marks required to pass any course in a semester shall be 40% in each course (40 out of 100), and 50% in aggregate in each semester (200 out of 400).
- A student failing in an individual course (less than 40 marks) is allowed to repeat the course only in the corresponding semester of the next academic year.
- A student who has secured the minimum marks in each paper (40 out of 100) but not in aggregate (200 out of 400) may reappear in any of the course/s in the corresponding semester of the next academic year in order to be able to secure 50% in aggregate.

III-14. Part I to Part II Progression:

- A student shall be eligible for promotion from Part-I (First Year) to Part-II (Second Year) of the Program provided she/he has passed 50% of the papers of Semester I and Semester II taken together.
- A student who does not fulfill the promotion criteria stipulated above shall be declared failed in the Part concerned. However, she/he shall have the option to retain the marks in the courses in which she/he has secured pass marks.
- A student who has to reappear in a course prescribed for Semester I and/or Semester III may do so only in the odd semester examinations. Likewise, a student who has to reappear in a course prescribed for Semester II and/or Semester IV may do so only in the even semester examinations.
- A student, who appears in Semester I examination but is detained from appearing in Semester II examination due to shortage of attendance, shall not be promoted to Semester III and shall have to be readmitted to Semester II.
- If a student is not eligible for appearing in Semester I examination for any reason, she/he will not be eligible for admission to Semester II, and will have to be readmitted to Semester I of the Program.

III-15. Span Period:

No student shall be considered as a candidate for the examination for any of the Parts/Semesters after the lapse of 4 years from the date of admission to the Part-I/Semester-I of the Program.

III-16. Conversion of Marks into Grades:

Conversion of Marks into Grades as per standard University rules

III-17. Grade Points:

A student who becomes eligible for the degree shall be categorized on the basis of the combined result of semester I to semester IV examinations under CBCS on a 10 point grading system with the letter grades. Grade point table as per University Examination rules.

III-18. CGPA and SGPA Calculation:

As per University Examination rules

III-19. Grand SGPA Calculation:

As per University Examination rules

III-20. Division of Degree into Classes:

As per University Examination policy

IV. COURSE CONTENT DETAILS (SEMESTER WISE) FOR M.A. IN CHINESE**IV-1. Core Courses [TWELVE]:**

Sl. No	Course Code	Course Title
SEMESTER I		
1.	CL-101	Advanced Chinese Language
2.	CL-102	Chinese Linguistics
3.	CL-103	China: Past and Present-I (up to 1840)
4.	CL-104	Translation and Interpretation- I
SEMESTER II		
5.	CL-201	Introduction to Classical Chinese
6.	CL-202	Cultural History of China
7.	CL-203	China: Past and Present-II (1840-1949)
8.	CL-204	Translation and Interpretation-II
SEMESTER III		
9.	CL-301	Modern Chinese Literature (1919-1949)
10.	CL-302	Literary Criticism
SEMESTER IV		
11.	CL-401	Contemporary Chinese Literature (1949 till present)
12.	CL-402	Dissertation

I of 12 (Core Course)**ADVANCED CHINESE LANGUAGE [CL-101]****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 advance level 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 as also analytically looking at the dynamic socio-cultural aspect of life in China which constantly shapes the interaction among a 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, Yuanman, Ren Xuemei and Jin Shunian (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, II
 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 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 12 (Core Course)**CHINESE LINGUISTICS [CL-102]****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 on 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, Fanzhu and 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, Leyi, 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 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 12 (Core Course)**CHINA: PAST AND PRESENT-I (UP TO 1840) [CL-103]****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. [Lü, Simian, A Brief History of China. Xi'an: 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 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.

4 of 12 (Core Course)**TRANSLATION AND INTERPRETATION-I [CL-104]****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. Buildup 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, 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, Huawen, 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, Guowen, 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, 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, Riccardo 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.

5 of 12 (Core Course)**INTRODUCTION TO CLASSICAL CHINESE [CL-201]****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, arts, and culture in general. It continues to influence present-day language through idiomatic phrases, and professional and academic writing. Therefore, study of 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: 中国社会科学出版社, 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'u 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 (文言文入门)*. Vols. 1, 2 & 3. Ithaca, New York: Cornell University Press, 1968.
19. Xu, Zongcai and Li Wen, *Gudai Hanyu. 《古代汉语》 (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 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 12 (Core Course)**CULTURAL HISTORY OF CHINA [CL-202]****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: 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. [Dutu Shidai Xiangmuzu (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, Baolin, A General Outline of Chinese Folk Literature. Beijing: Peking University Press.]

3. 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 Yongji, *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, Jiazheng, *Culture is 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, Lifan, *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 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.

7 of 12 (Core Course)**CHINA: PAST AND PRESENT-II (1840-1949) [CL-203]****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, and 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 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 12 (Core Course)**TRANSLATION AND INTERPRETATION-II [CL-204]****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 advance and intensive training in guided speaking and interpretation. This course will help the student pursue a career in applied language, as 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, Huawen, 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, Guowen, 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, 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. 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, Riccardo 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 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 broadcast on various themes.

9 of 12 (Core Course)**MODERN CHINESE LITERATURE (1919-1949) [CL-301]****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 the 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 and feminism in modern Chinese literature

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 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 12 (Core Course)**LITERARY CRITICISM [CL-302]****Course Description:**

Critical theory contributes to literary studies by offering principles upon which systematic study of the nature of literature is done, and literary appreciation, criticism and commentary of a text is responsibly conducted. This course focuses on critical theory as it applies to literature and culture, and aims at teaching the student how to analyze a text using various methods of theoretical interpretation. The course also focuses on application of theoretical approaches and theoretical dimensions to reading and analyzing Chinese literary texts from major genres such as short and long prose, poetry, and drama, as well as writing critical responses to those works. The course promotes an awareness of the relation of literary studies to broader interdisciplinary knowledge elsewhere in the humanities and social sciences.

The content of the course will cover a series of traditional concepts in criticism of lyric poetry such as ethical or aesthetical function of poetry, vision or dynamic process as nature of poetry, use of correlative thinking in lyric aesthetics, and taste and flavour in connoisseurship.

Course Objective:

This course encourages the student to study eastern and western literary criticism theories, and engage critically with texts, particularly how to apply the theoretical premises and techniques to selected literary texts. It aims at transforming the simple reader in the student into a critic by making her/him think and write creatively and critically.

Course Learning Outcome:

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

1. Become familiar with different literary and cultural theoretical approaches
2. Evaluate and analyze strengths and limitations of critical/theoretical arguments
3. Apply specific theoretical concepts to interpretation and analysis of literary and cultural texts
4. Gain competence in literary research
5. Strengthen and deepen critical reading, writing, and interpretive practices

Course Outline:

Unit I. Definition and scope of literary theory (Week 1-3)

Unit II. Different schools of literary theory (Week 4-8)

Unit III. Study of various movements of literary criticism in China (Week 9-10)

Unit IV. Critical analysis and appreciation of Chinese literature through theoretical lens (Week 11-16)

Reading List:

1. Abrams, M. H. and Geoffrey Galt Harpham, *A Glossary of Literary Terms*. Noida: Cengage India Private Limited (11th ed.), 2015.
2. Anderson, Marston, *The Limits of Realism: Chinese Fiction in the Revolutionary Period*. Berkeley: University of California Press, 1990.
3. Bennett, Andrew and Nicholas Royle, *Introduction to Literary Criticism and Theory*. New York: Routledge (6th ed.), 2023.
4. Blamires, Harry, *A History of Literary Criticism*. New Delhi: Macmillan, 2001.
5. Culler, Jonathan, *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, (2nd ed.), 2011.
6. Denton, Kirk A. (ed.), *Modern Chinese Literary Thought: Writings on Literature, 1893-1945*. Stanford: Stanford University Press, 1996.
7. Dobie, Ann B. (ed.), *Theory into Practice: An Introduction to Literary Criticism*. Wadsworth Cengage Learning (3rd ed.), 2011.
8. Duke, Michael S., *Blooming and Contending: Chinese Literature in the Post-Mao Era*. Bloomington: Indiana University Press, 1985.
9. Eagleton, Mary (ed.), *Feminist Literary Theory: A Reader*. Oxford: Wiley-Blackwell (3rd ed.), 2010.
10. Eagleton, Terry, *How to Read Literature*. New Haven and London: Yale University Press, 2013.
11. Eagleton, Terry, *Literary Theory: An Introduction*. Oxford: Blackwell, 2008.
12. Galik, Marian, *The Genesis of Modern Chinese Literary Criticism (1917-1930)*. London: Curzon Press, 1980.
13. Guerin, Wilfred L., Earle Labor, Lee Morgan, Jeanne C. Reesman, and John R. Willingham, *A Handbook of Critical Approaches to Literature*. Oxford: Oxford University Press (6th ed.), 2010.
14. Kubin, Wolfgang, and Rudolf G. Wagner (eds.) *Essays in Modern Chinese Literature and Literary Criticism*. Bochum: Brockmeyer, 1982.
15. Liu, James J. Y., *Chinese Theories of Literature*. Chicago: University of Chicago Press, 1975.
16. Liu, Kang, and Xiaobing Tang (eds.), *Politics, Ideology, and Literary Discourse in Modern China: Theoretical Interventions and Cultural Critique*. Durham: Duke University Press, 1993.
17. McDougall, Bonnie S., *The Introduction of Western Literary Theories into Modern China, 1919-1925*. Tokyo: Centre for East Asian Cultural Studies, 1971.
18. Nayar, Pramod K., *Literary Theory Today*. New Delhi: Asia Book Club, 2002.
19. Pickowicz, Paul G., *Marxist Literary Thought in China: A Conceptual Framework*. Berkeley: University of California Press, 1980.

20. Pickowicz, Paul, Marxist Literary Thought and China: A Conceptual Framework. Berkeley: Center for Chinese Studies, Institute of East Asian Studies, University of California, 1980.
21. Preminger, Alex, et. al., (eds.), Classical Literary Criticism: Translations and Interpretations. New York: Ungar, 1984.
22. Rickett, A (ed.), Chinese Approaches to Literature from Confucius to Liang Ch'i-ch'ao. Princeton: Princeton University Press, 1978.
23. Rolston, David L. (ed.), How to Read the Chinese Novel. Princeton: Princeton University Press, 1990.
24. Waugh, Patricia (ed.), Literary Theory and Criticism: An Oxford Guide. Oxford: Oxford University Press, 2006.
25. Books, research papers and articles on literary criticism, Modern Chinese Literature and Culture Resource Center, The Ohio State University database (<https://u.osu.edu/mclc/bibliographies/lit/genre/#R:>)
26. Teaching material prepared by the Department.

Teaching Plan:

- Week 1: Define literature, literary theory and literary criticism; identify their scope and purpose
- Week 2: Role of literary theory in literary criticism; role of literary criticism in the study of literature (analyzing, interpreting and judging literary texts)
- Week 3: Literary concepts in binary oppositions (literary theory/literary criticism; objectivity/subjectivity of beauty; singular/plural/multiple literary themes, etc.)
- Week 4-7: Types, movements and schools of literary criticism and literary theory (formalism, structuralism, post-structuralism, Marxism, feminism, psychoanalysis and deconstruction, etc.)
- Week 8: Similarities and differences of literary theories, their benefits and limitations; socio-political and cultural context in creative literature
- Week 9-10: Impact of various literary theories on Chinese literature and literary thinkers
- Week 11-16: Reading literature through theoretical lens: respond to literary works using different critical and theoretical response techniques; critical analysis and appreciation of Chinese literature

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 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.

11 of 12 (Core Course)**CONTEMPORARY CHINESE LITERATURE (1949 TILL PRESENT) [CL-401]****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: 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 21st 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 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.

12 of 12 (Core Course)**DISSERTATION [CL-402]****Course Description:**

Dissertation writing is an important method to sharpen transferable abilities like critical thinking and problem solving, as well as hone capability required for independent research by putting theoretical understanding into practice. This course is an academic project in the form of a research oriented dissertation on a topic agreed between the student and her/his supervisor. The topic must be either on China or a comparative study involving China. This course exposes students to major theories in Chinese Studies, which can be used as theoretical frameworks in the thesis writing at the postgraduate level as well as higher level research.

Course Objective:

The course aims at imbibing in the student the confidence to undertake and manage a piece of original project work, particularly to identify and develop a research topic, formulate research questions and hypothesis, critically review the research of others, and to apply the knowledge about research design and methods gained from the taught components to the dissertation project with the support and guidance of dissertation supervisor so as to build an independent researcher out of the student.

Course Learning Outcome:

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

1. Develop basic understanding of the process of independent research
2. Study a variety of materials and experience an inquiry-based learning opportunity
3. Structure and communicate research concepts and contexts clearly and effectively
4. Form logical argument from an academic angle
5. Write critical essay/report in academic Chinese

Course Outline:

- Unit I: The purpose of writing and mechanics of writing (Week 1)
 Unit II: Documentation (Week 2)
 Unit III: Analysis of research writings (Week 3)
 Unit IV: Shaping research findings (Week 4-16)

Reading list:

1. Anderson, Jonathan, B. H. Durston and M. Pcole, Thesis and Assignment Writing. New Delhi: Wiley Eastern, 1970.
2. Brown, J. D., Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design. Cambridge: Cambridge University Press, 1988.
3. Gibaldi, Joseph, MLA Handbook for writers of Research Papers (10th ed.). New Delhi: Affiliated East-West Press, 2009.
4. Kothari, C. R., Research Methodology: Methods and Techniques. Delhi: New Age International, 1985.

5. Wilkinson, David and Peter Birmingham, Using Research Instruments: A Guide for Researchers. London and New York: Routledge, 2003.
6. Reading material prepared by the Department (depending on research topic)

Teaching Plan:

- Week 1: The purpose of research (explore and identify a research problem and relate it to a theory); format and documentation (spelling, punctuation, italics, title of work, quotation, etc.)
- Week 2: Works cited (citing works, essays, articles, newspapers, journals, internet, etc.)
- Week 3: Analysis of specimen research writings
- Week 4-6: Selection of the dissertation topic and collection of material (identify, summarize and critically evaluate relevant literature and write a literature review)
- Week 7-8: Preparation of synopsis (identify key research questions within the field and develop a research proposal)
- Week 9: Synopsis submission and oral presentation at a synopsis-presentation seminar
- Week 10-15: Dissertation writing
- Week 16: Thesis submission and oral presentation at a pre-submission seminar

Facilitating the Achievement of Course Learning Outcome:

The Department will allot a teacher in-charge (supervisor) for each student. The student, in consultation with the supervisor, shall choose the topic of dissertation from the areas covered in the 15 core/elective/open elective courses taught in the Program. The specificities (format, word limit, date of submission, etc.) will be declared by the Department at the beginning of the semester. The synopsis, dissertation and oral presentations will be examined by a board of examiners including the supervisor.

IV-2. Elective Courses [EIGHT]:

Note: All eight courses are approved elective courses for the Department's MAEAS Program

Sl. No.	Course Code	Unique Code	Course Title
SEMESTER III			
1.	EA-CH-302	122802302	Contemporary Chinese Society
2.	EA-CH-303	122802303	China's Political Dynamics (1949 till present)
3.	EA-CH-304	122802304	Chinese Foreign Policy (1949 till present)
4.	EA-TW-306	122802305	Taiwan's Political Dynamics
SEMESTER IV			
5.	EA-CH-401	122802401	China: International Economic Relations (1949 till present)
6.	EA-CH-403	122802402	Current Issues in Chinese Economy
7.	EA-CH-404	122802404	China: Nationalism and Communism (1911-1949)
8.	EA-TW-406	122802406	Taiwan's Foreign Policy (1949 till present)

1 of 8 (Elective Course)**Contemporary Chinese Society [EA-CH-302]****Unique Code: 122802302****Course Description:**

This course is designed to expand the student's knowledge of Chinese Society, especially contemporary Chinese Society.

Course Objective:

1. To understand the salient aspects of Chinese society
2. To study various social institutions and social phenomena of Chinese society
3. To understand the ethics, beliefs and value system of Chinese people
4. To analyze Chinese society from the perspectives of sociological theories

Course Learning Outcome:

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

- Gain knowledge of the characteristic features of Chinese society, culture, religions, etc.
- Analyze the applicability of sociological theories to Chinese society
- Learn modern and postmodern transformations of Chinese society
- Learn comparative study of China and other East Asian societies.

Course Outline:

1. Philosophical ideas and social institutions in Imperial China
2. The agrarian basis of Chinese society: family, kinship and lineage in China
3. Popular religion and social networks
4. Cultural praxis and Buddhism
5. Intellectual currents and social change in the 19th and 20th centuries
6. Communist social organizations: the Danwei and the Commune
7. Changing gender relations
8. Social hierarchies and a new youth culture
9. The dynamics of social stratification in the reform era
10. Race and ethnicity
11. Critical representations of Chinese society in contemporary art and culture

Reading List:

1. Baker, Hugh. Chinese Family and Kinship. New York: Columbia University Press, 1979.
2. Bian, Yanjie. Work and Inequality in Urban China. Albany, NY: University of New York Press, 1994.
3. Croll, Elizabeth. Feminism and Socialism in China London: Routledge and Kegan Paul, 1977.
4. Fei, Xiaotong. From the Soil: The Foundations of Chinese Society. Beijing: Foreign Languages Press, 2012.

5. Feuchtwang, S. Popular Religion in China: The Imperial Metaphor. Routledge, 2001.
6. Hinton, William. Fan Shen: A Documentary of Revolution in a Chinese Village. New York: Monthly Review Press, 1966.
7. Huot, Clair. China's New Cultural Scene: A Handbook of Changes. Durham and London: Duke University Press, 2000.
8. Keith, Ronald and Lin, Zhiqiu. Law and Justice in China's New Marketplace. New York, NY: Palgrave Macmillan, 2001.
9. Levenson, J.R. Confucian China and its Modern Fate: A Trilogy. Berkley: University of California Press, 1968.
10. Miller, James and Wochak, Sharon. The Social Legacy of Communism. New York: Cambridge University Press, 1994.
11. Wasserstrom, Jeffery and Perry, Elizabeth. Popular Protest and Political Culture in Modern China. Boulder, Colo.: Westview Press, 1994.
12. Weber, Max. The Religion of China: Confucianism and Taoism. New York: Free Press, 1968
13. Wen-hsin, Yeh. Becoming Chinese Passages to Modernity and Beyond. Berkeley: University of California Press, 2000.
14. Wright, Arthur, Buddhism in Chinese History. Stanford University Press, 1968.
15. Zhang, Mei. China's Poor Regions: Rural-urban Migration, Poverty, Economic Reform and Urbanization. London, UK, New York, NY: Routledge Curzon, 2003.

Teaching Plan:

- Week 1-2: Philosophical ideas and social institutions in Imperial China
- Week 3: The agrarian basis of Chinese society: family, kinship and lineage in China
- Week 4-5: Popular religion and social networks
- Week 6-7: Cultural praxis and Buddhism
- Week 8: Intellectual currents and social change in the 19th and 20th centuries
- Week 9: Communist social organizations: the Danwei and the Commune
- Week 10-11: Changing gender relations
- Week 12-13: Social hierarchies and a new youth culture
- Week 14: The dynamics of social stratification in the reform era
- Week 15: Race and ethnicity
- Week 16: Critical representations of Chinese society in contemporary art and culture

Facilitating the Achievement of Course Learning Outcome:

Thorough class room teaching / tutorials and assignments for internal assessment

2 of 8 (Elective Course)**China's Political Dynamics (1949 till present) [EA-CH-303]****Unique Code: 122802303****Course Description:**

This course will focus on economic reconstruction and transformation as well as political campaigns, such as the Great Leap Forward, the Cultural Revolution, and the post-1978 reforms in politics, society, economy, etc.

Course Objective:

1. Familiarize the student with the evolution, nature, distinct characteristics and problems of Chinese political system and its political processes
2. Deconstruct major events and issues involved in its dynamics
3. Examine the role of various stake holders and institutions in shaping Chinese politics

Course Learning Outcome:

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

- Develop students understanding on the dynamics of Chinese politics
- Enhance skill to analyze major issues, events and problems through the discipline of political science
- Acquired the ability to use different social science approaches in understanding politics and the political processes of China

Course Outline:

1. The Party State in the People's Republic of China (PRC) under Mao Zedong
2. Sinified Marxism: Maoist ideology, revolution and socialist transformation
3. The Constitution of the PRC: political institutions and structures of authority
4. The Party State under Reform and Opening up era
5. The CCP and the PLA
6. Forms of political representation in the PRC
7. National minorities and Chinese politics
8. The direction of Chinese politics

Reading List:

1. Baum, Richard. Burying Mao: Chinese Politics in the Age of Deng Xiaoping. Princeton NJ: Princeton University Press, 1994.
2. Cambridge, Mass: Harvard University Press, 1999.
3. Cheng Li. China's Political Landscape: Prospects for Democracy. Brookings: Brookings Institution Press, 2008.
4. Dickson, Bruce J. Red Capitalists in China: The Party, Private Entrepreneurs, and Prospects for Political Change. Cambridge: Cambridge University Press, 2003.
5. Dreyer, J. T. China's Political System: Modernization and Tradition. London, Miami: Routledge, 2015.

6. Goldman, Merla and MacFarquhar, Roderick (eds). The Paradox of China's Post-Mao Reforms. Harvard: Harvard University Press, 1999.
7. Guo, Xiaoqin. State and Society in China's Democratic Tradition: Confucianism, Leninism, and Economic Development. New York: Routledge, 2003.
8. Hui, Wang. China's New Order: Society, Politics, and Economy in Transition. Theodore Hutters (ed). Cambridge, MA: Harvard University Press, 2003.
9. MacFarquhar, Roderick (ed). The Politics of China: Sixty Years of the PRC. Cambridge: Cambridge University Press, 2011.
10. Saich, Tony and Hans Van De Ven (eds). New Perspectives on the Chinese Communist Revolution. New York: M.E. Sharpe, 1995.
11. Unger, Jonathan (ed). The Nature of Chinese Politics: From Mao to Jiang. New York: M.E. Sharpe, 2002.
12. Zhao, Suisheng. Reconsidering the Prospects for a Democratic China. New York: Routledge, 2000.

Teaching Plan

- Week 1-2: Introduction and the Party State of China
 Week 3-4: Maoist ideology
 Week 5-6: Political institutions and structure of authority
 Week 7-8: Opening up and Reform
 Week 9-10: The Party and the PLA
 Week 11-12: Forms of political representation
 Week 13-14: National minorities and politics
 Week 15-16: The direction of Chinese politics

Facilitating the Achievement of Course Learning Outcome:

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1.	The Party- State in China	Lecture presentation & Interaction	Reading & Class discussion & Presentation
2.	Maoist ideology	- do -	- do -
3.	Political institutions and structure of authority	- do -	- do -
4.	Opening up and Reform China	- do -	- do -
5.	The Party and the PLA	- do -	- do -
6.	Forms of political representation	- do -	- do -
7.	National minorities and politics	- do -	- do -
8.	The direction of Chinese politics	- do -	- do -

The Internal Assessment method (30 marks) comprises of Attendance (5 marks) and Two assignments with oral presentation (25 marks) [One Book review (about 1000-1200 words, 10 marks) + One term paper (about 3000 words, 15marks)]

3 of 8 (Elective Course)**Chinese Foreign Policy (1949 till present) [EA-CH-304]****Unique Code: 122802304****Course Description:**

This course is divided into two parts. In the first part, students would be acquainted with the evolution of Chinese foreign policy post-1949, and then learn about the objectives and tools of Chinese foreign policy as well as the factors and sources that play a role in the making of foreign policy. In the second part, students would learn about China's relations with the major and neighboring powers. The rationale behind this study is to understand the Chinese foreign policy behavior and its implications for global politics.

Course Objective:

1. To understand the evolution of Chinese foreign policy post-1949
2. To learn about the objectives and tools of Chinese foreign policy as well as the factors and sources that play a role in the making of foreign policy
3. To learn about China's relations with the major and neighboring powers

Course Learning Outcome:

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

- Assess the Chinese foreign policy behavior and its implications for global politics
- Assess the bilateral relations between China and the major powers/neighboring countries

Course Outline:

1. Evolution of China's foreign policy & the key concepts
2. Chinese foreign policy-making process
3. Determinants of Chinese foreign policy
4. The tools of china's foreign policy
5. The drivers of china's foreign policy
6. New issues in Chinese foreign policy
7. China and the great powers
8. China and West Asia
9. China and South Asia
10. China and East Asia
11. China and the EU
12. China and Africa/ Latin America

Reading List:

1. Breslin, Shaun (ed). Handbook of China's International Relations. London: Routledge, 2010. Hongyi, Lai. The Domestic Sources of China's Foreign Policy. London: Routledge, 2010.

2. Deng, Yong and Wang, Fei-Ling. *China Rising: Power and Motivation in Chinese Foreign Policy*. Boulder: Rowman & Littlefield Publishers, Inc., 2005.
3. Hinton, Harold C. *Communist China in World politics*. London: Macmillan, 1966.
4. Johnston, Alastair Iain and Ross, Robert S. (eds). *New Directions in the Study of China's Foreign Policy*. Stanford: Stanford University Press, 2006.
5. Kim, Samuel S. (ed). *China and the World: New Directions in Chinese Foreign Policy*. London: Westview Press, 1989.
6. Lampton, David M. (ed). *The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000*. Stanford: Stanford University Press, 2001.
7. Lanteigne, Marc. *Chinese Foreign Policy: An Introduction*. London: Routledge, 2009.
8. Liu, Guoli. *Chinese Foreign Policy in Transition*. New York: Walter de Gruyter, Inc., 2004.
9. Nathan, Andrew J. and Ross, Robert S. *The Great Wall and the Empty Fortress*. New York: W.W. Norton & Company, 1997.
10. Oxford: Clarendon Press, 1994.
11. Robinson, Thomas W. and Shambaugh, David. *Chinese Foreign Policy: Theory and Practice*.
12. Roy, Denny. *China's Foreign Relations*. Maryland: Rowman & Littlefield Publishers, Inc., 1998.
13. Shambaugh, David. *Power Shift: China and Asia's New Dynamics*. Berkeley: University of California Press, 2005.
14. Sujian, Gao and Shiping, Hua (eds). *New Dimensions of Chinese Foreign Policy*. Lexington books, 2007.
15. Wang, Zheng. *Never Forget National Humiliation*. New York: Columbia University Press, 2012.

Teaching Plan:

Week 1: Evolution of China's Foreign Policy

- Ronald C. Keith, *China from the Inside Out: Fitting the People's Republic into the World* (London: Pluto Press, 2009). Chapter-5: China's New Model of International Relations.
- Joseph Yu-shek Cheng and Franklin Wankun Zhang, "Chinese Foreign Relation Strategies Under Mao and Deng: A Systematic and Comparative Analysis," overd.upd.edu.ph
- Lowell Dittmer, "Reform and Chinese Foreign Policy," in Chien-min Chao and Bruce J. Dickson (eds.), *Remaking the Chinese State* (London: Routledge, 2001): 171-189.

Week 2: The Key Concepts

a. Three-World Theory:

- Chen Jian, "China's changing policy towards the Third World and the end of the global Cold War," in Artemy M. Kalinovsky and Sergey Radchenko, eds. *The End of the Cold*

War and the Third World (London: Routledge, 2011): 101-121.

- Herbert S. Yee, "The Three World Theory and Post-Mao China's Global Strategy," *International Affairs*, Vol. 59, No. 2 (Spring, 1983): 239-249 (Jstor).
- Jiang An, "Mao Zedong's 'Three Worlds' Theory: Political Considerations and Value for the Times," *Social Sciences in China*, vol. 34, no. 1 (2013): 35-57 (Web).

b. Peace and Development:

- Deng Xiaoping, Peace and Development are the two outstanding issues in the world today, March 04, 1985, *Selected Works of Deng Xiaoping*, Vol. 3, 1982-1992.

Week -3: The Key Concepts

c. New Security Concept:

Lowell Dittmer, "Reform and Chinese Foreign Policy," in Chien-min Chao and Bruce J. Dickson, eds., *Remaking the Chinese State: Strategies, Society and Security* (London: Routledge, 2001): 171-189.

Ronald C. Keith, *China from the Inside Out: Fitting the People's Republic into the World* (London: Pluto Press, 2009). Chapter-5: China's New Model of International Relations.

China's Position Paper on New Security Concept, July 31, 2002, FMPRC, <http://www.fmprc.gov.cn/eng/wjb/zzjg/gjs/gjzzyhy/2612/2614/t15319.htm>

d. Peaceful Rise:

- Zheng Bijian, "China's Peaceful Rise to Great-Power Status," *Foreign Affairs*, Vol. 84, No. 5 (September-October, 2005), pp.18-24.
- Wang Jisi, "Peaceful Rise: A Discourse in China." (Web)
- Yongnian Zheng and Sow KeatTok, "China's Peaceful Rise: Concept and Practice," *China Policy Institute*, Discussion Paper 1, 2005, Web.
- Abanti Bhattacharya, "Revisiting China's Peaceful Rise," *East Asia*, Vol. 22, No. 4 (2005): 59-80.

Week-4: The Key Concepts:

e. Harmonious Development:

- Hongying Wang and James N. Rosenau, "China and Global Governance," *Asian Perspective*, Vol. 33, No. 3 (2009), pp. 5-39.
- White Paper on China's Peaceful Development Road, December 22, 2005, http://www.chinadaily.com.cn/english/doc/2005-12/22/content_505678.htm
- Jaeho Hwang and Chen Dongxiao, "China's Harmonious Asia Strategy,"
- *International Area Review*, Vol. 13, No. 2 (Summer 2010), pp. 105-124.

f. China Dream

- Filippo Fasulo, "Waking from the China Dream," in Alessia Amighini, (ed.), *China Dream: Still coming true*, ISPI Report, July 2016.
- William A. Callahan, "China's Harmonious World and Post-Western World Orders," in

Rosemary Foot (ed.), *China Across the Divide* (New York: Oxford University Press, 2013): 19-42.

- Xi pledges "great renewal of Chinese nation," Xinhua, November 29, 2012, http://news.xinhuanet.com/english/china/2012-11/29/c_132008231.htm

Week-5: Chinese Foreign Policy-making Process

- Hongyi Lai, *The Domestic Sources of China's Foreign Policy* (London: Routledge, 2010). Chapter- 7 Institutions and Players- diversified policy making process.
- David M. Lampton, ed., *The Making of Chinese Foreign and Security Policy in the Era of Reform, 1978-2000* (Stanford: Stanford University Press, 2001).
- Marc Lanteigne, *Chinese Foreign Policy: An Introduction* (London: Routledge, 2009). See, Chapter-2: Who makes Chinese foreign policy today?

Week-6: Determinants of Chinese Foreign Policy

a. Sovereignty

- Allen Carlson, *Unifying China, Integrating with the World: Securing Chinese Sovereignty in the Reform Era* (Stanford: Stanford University Press, 2005).
- Shan Wenhua, "Redefining the Chinese Concept of Sovereignty," in Wang Gungwu and Zheng Yongnian, eds., *China and the New International Order* (London: Routledge, 2008).
- Zhongqi Pan, *Managing the Conceptual gap on Sovereignty in China-EU relations*, 2010. Web.

b. Strategic Culture

- Alastair I. Johnston, "Thinking about Strategic Culture," *International Security*, Vol. 19, No. 4 (Spring, 1995): 32-64. (Web)
- Andrew Scobell, "China and Strategic Culture," May 2002. (Web)
- Huiyun Feng, *Chinese Strategic Culture and Foreign Policy Decision Making* (London: Routledge, 2007), chapter- 2.

Week-7: Determinants of Chinese Foreign Policy

c. Nationalism

- Zheng Wang, *Never Forget National Humiliation* (New York: Columbia University Press, 2012), Chapters: 3, 4, 5.
- Tianbiao Zhu, "Nationalism and Chinese Foreign Policy," *China Review*, Vol. 1, No. 1 (2001): 1-27. (Web)
- Chen Zhimin, "Nationalism, Internationalism and Chinese Foreign Policy," *Journal of Contemporary China*, Vol. 14, No. 42 (February 2005): 35-53. (Web)

Week-8: Mid-Term Break

Week-9: The Tools of China's Foreign Policy

a. Multilateralism

- Joel Wuthnow, Xin Li and Lingling Qi, "Diverse Multilateralism: Four Strategies and China's Multilateral Diplomacy," *Journal of Chinese Political Science*, July 2012 (Web).
 - Jianwei Wang, "China's Multilateral Diplomacy in the New Millennium," in Yong Deng and Fei-Ling Wang, eds. *China Rising* (Lanham: Rowman & Littlefield Publishers, Inc. 2005): 159-200.
 - Guoguang Wu and Helen Lansdowne, "International multilateralism with Chinese characteristics," in Guoguang Wu and Helen Lansdowne, eds., *China Turns to Multilateralism* (London: Routledge, 2008): 3-18.
- b. Multipolarism
- Jenny Clegg, *China's Global Strategy: Towards a Multipolar World* (London: Pluto Press, 2009).
 - Madhu Bhalla, "Making Sense of Asian Security: Multipolar Angst in a Unipolar World" *China and India: Perspectives on Politics and Strategic Issues*, Eds. Isabelle Saint-Mezard and James K. Chin (Hong Kong: Centre of Asian Studies, University of Hong Kong, 2005).
 - Michael Pillsbury, "The Multipolarity Debate," in *China Debates the Future Security Environment*, National Defense University Press, January 2000, <http://www.fas.org/nuke/guide/china/doctrine/pills2/part03.htm>
- Week-10: The Tools of China's Foreign Policy**
- c. Military Modernization and Foreign Policy
- Ka Po Ng, *Interpreting China's Military Doctrine: Doctrine makes readiness* (London: Frank Cass, 2005).
 - David Shambaugh, *Modernizing China's Military* (California: University of California Press, 2004)
 - Dennis J. Blasko, *The Chinese Army Today* (London: Routledge, 2006).
 - Larry M. Wortzel, *The Chinese People's Liberation Army and Information Warfare*, Washington DC: Strategic Studies Institute and US Army War College Press, 2016.
- d. Periphery Strategy
- Suisheng Zhao, "The Making of China's Periphery Strategy," in Suisheng Zhao, ed., *Chinese Foreign Policy* (London: M.E. Sharpe, 2004): 256-275.
 - Marc Lanteigne, *Chinese Foreign Policy: An Introduction* (London: Routledge, 2009). Chapter – 6: China's Periphery Diplomacy
 - Zhao Gancheng, "China: Periphery and Strategy," in *China and Asia's Security, China in the Globalised World Series*, volume 1 (Singapore: Marshall Cavendish Academic, 2005): 67-78.
 - Abanti Bhattacharya, *Conceptualizing the Silk Road Initiative in China's Periphery Policy*. *East Asia: An International Quarterly*. Vol. 33, No. 4, 2016, pp. 309-328.

Week-11: The Drivers of China's Foreign Policy

- a. Globalization
 - Ronald C. Keith, "China as a Rising World Power and its Response to 'Globalization'" in Ronald C. Keith, ed., *China as a Rising World Power and its response to 'Globalization'* (London: Routledge, 2005), Chapter-1, pp.1-17.
 - Yong Deng and Thomas G. Moore, *China Views Globalization: Toward a New Great-Power Politics? The Washington Quarterly*, vol. 27, no. 3 (Summer 2004): 117-136.
 - Samuel S. Kim, "China and Globalization," *Asian Perspective*, vol. 33, no. 3 (2009): 41-80.
- b. Resource Diplomacy
 - Shaun Breslin, *China's geoeconomic strategy: access: China's resource foreign policy*, IDEAS reports-special reports, Kitchen, Nicholas, ed., SR012. LSE IDEAS, the London School of Economics and Political Science, London, UK, 2012.
 - David Zweig, "Resource Diplomacy under Hegemony," Center on China's Transnational Relations, Hong Kong University of Science and Technology, Working Paper, no. 18, 2007.
 - Ian Taylor, "Unpacking China's Resource Diplomacy in Africa," Hong Kong: Center on China's Transnational Relations, Hong Kong University of Science and Technology, Working Paper, no. 19, 2007.

Week 12: China and International Organization

- a. UN Peace Keeping Operations
 - Courtney J. Fung, "What explains China's deployment to UN peacekeeping operations?" *International Relations of the Asia-Pacific*, Vol. 16, Issue 3, September 2016, pp. 409-441, <http://doi.org/10.1093/irap/lcv020>
 - Bates Gill and Chin-Hao Huang, "China's Expanding Role in Peacekeeping," SIPRI Policy Paper, No. 25, November 2009.

Week-13: China and the Major Powers

- a. The United States
 - Robert Sutter, *US-Chinese Relations: Perilous Past, Pragmatic Present* (Plymouth: Rowman& Littlefield Publishers, Inc., 2010).
 - Suisheng Zhao, ed., *China-US Relations Transformed: Perspectives & Strategic Interactions* (New York: Routledge, 2008).

Week-14: China and West Asia

- a. Iran
 - *China's Growing Role in the Middle East: Implications for the Region and Beyond*, Monograph, The Nixon Centre and Gulf research Centre, 2010.
 - Jonas Parelló- Plesner and Raffaello Pantucci, *China's Janus-Faced Response to the Arab*

Revolutions, Policy Memo, European Council on Foreign Relations, June 2011.

- Peter, J. Pham, China's Interest in the Middle East and North Africa in the light of recent developments in those regions, Testimony before the U.S.-China Economic and Security Review Commission Hearing on "China's Current and Emerging Foreign Policy Priorities," April 13, 2011.

Week-15: China and South Asia

a. Af-Pak

- Tiffany P. Ng, China's Role in Shaping the Future of Afghanistan, Carnegie, Policy Outlook, September 1, 2010
- Michael D. Swaine, China and the "Af-Pak" Issue, China Leadership Monitor, No. 31.
- StinaTorjesen, Fixing Afghanistan: What role for China, Noref Policy Brief, No. 7, June 2010.
- Andrew Small, "China's Caution on Afghanistan-Pakistan," The Washington Quarterly, vol. 33, no. 3 (July 2010): 81-97.

Week-16: China and East Asia

a. Japan

- Ming Wan, Sino-Japanese Relations: Interaction, logic and transformation (Stanford: Stanford University Press, 2006).
- Caroline Rose, Sino-Japanese Relations: Facing the past, looking to the future? (New York: RoutledgeCurzon, 2005).

Week-17: China and the EU

- Jean-Pierre Cabestan, "European-China Relations and the United States," Asian Perspectives, Vol. 30, No. 4 (2006): 11-38.
- Evan S. Medeiros, China's International Behavior, Rand Publication, 2009.
- Chen Zhimin and John Armstrong, "China's Relations with Europe: towards a 'normal relationship?'" in Shaun Breslin, ed., Handbook of China's International Relations (London: Routledge, 2010): 156-165.

Facilitating the Achievement of Course Learning Outcome:

Thorough class room teaching / tutorials and assignments for internal assessment

4 of 8 (Elective Course)**Taiwan's Political Dynamics [EA-TW-306]****Unique Code: 122802305****Course Description:**

This course will focus on the developments in the socioeconomic and political arenas of Taiwan from 1949 till today.

Course Objective:

1. Familiarize the Students with knowledge on the evolution and nature of political system and political processes of Taiwan
2. Examine various facets of its society, like culture, economy, ethnicity and religion and its impact on its evolving political system
3. Explore the evolution of the process of democratization in Taiwan's polity and its comparison in the East Asian context and world in general

Course Learning Outcome:

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

- Develop and deepen their knowledge on the political process and political system of Taiwan
- Equip with the skill to participate and engage in presentations as well as discussions on Taiwanese politics and system.
- Acquire the ability to critically and empirically analyze and compare issues on Taiwanese polity using various political science theories with Taiwan's political process

Course Outline:

1. A brief political history of Taiwan
2. KMT regime and its political culture
3. Emergence of democracy and pluralistic politics
4. Party politics and their ideologies
5. Growth of Taiwanese nationalism
6. A brief introduction to Taiwanese society (culture, family, gender and education)
7. Taiwan's economy and globalization
8. Religion and politics

Reading List:

1. Aberbach, Joel D., Dollar, David and Sokoloff, Kenneth (eds). The Role of the State in Taiwan's Development. London: M. E. Sharpe, 1994.
2. Bruce, Jacobs. J. Democratizing Taiwan. Leiden: Brill, 2012.
3. Chow, Peter C. Y. (ed). Taiwan in the Global Economy: From Agrarian Economy to an Exporter of High- tech Products. Westport, Conn. [u.a.]: Praeger, 2002.
4. Fell, Dafydd J. Government and Politics in Taiwan. London: Routledge, 2012.
5. Harrell, Stevan, and Chun-chieh, Huang (eds). Cultural Changes in Postwar Taiwan. Boulder,

Colo.: Westview Press, 1994.

6. Hughes, C.W. Taiwan and Chinese Nationalism. New York: Routledge, 1997.
7. Kuo, Cheng-tian. Religion and Democracy in Taiwan. New York: State University of New York Press, 2009.
8. Rigger, Shelley. From Opposition to Power: Taiwan's Democratic Progressive Party. Boulder, London: Lynne Rienner Publishers, 2001.
9. Rigger, Shelley. Politics in Taiwan: Voting for Reform. London: Routledge, 1999.
10. Roy, Denny. Taiwan: A Political History. Ithaca, New York: Cornell University Press, 1998.
11. Rubinstein, Murray (ed). Taiwan: A New History. New York: M. E. Sharpe, 2015.
12. Shambaugh, D. L. Contemporary Taiwan. London: Oxford University Press, 1999.
13. T. S. Ching, Leo. Becoming "Japanese": Colonial Taiwan and the Politics of Identity Formation. Berkeley: University of California Press, 2001.
14. Taylor, Jay. The Generalissimo's Son: Chiang Ching-Kuo and the Revolution in China and Taiwan. Cambridge, Mass.: Harvard University Press, 2000.
15. Wu, Jaushieh Joseph. Taiwan's Democratization: Forces Behind the New Momentum. London: Oxford University Press, 1995.

Teaching Plan:

- Week 1-3: Introduction to the course and its political history from ancient times to 1949
- Week 4-5: KMT regime and its political culture & its governance
- Week 6-7: Evolution of democracy in Taiwan and various theories by political scientists on it
- Week 8-9: Party politics and its ideologies
- Week 10-11: Concept of Taiwanese nationalism & its difference with Chinese nationalism
- Week 12-13: Different dimension of Taiwanese society culture, ethnicity, economy and religion
- Week 14-15: Taiwan's economic development & globalization
- Week 16: Religion in the political process of Taiwan

Facilitating the Achievement of Course Learning Outcome:

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1.	Political history of Taiwan	Lecture presentation & Interaction	Reading & Class discussion & Presentation
2.	KMT regime & political culture	- do -	- do -
3.	Democratization of Taiwanese polity	- do -	- do -
4.	Party politics & its ideology	- do -	- do -
5.	Growth of Taiwanese nationalism	- do -	- do -
6.	Taiwanese society	- do -	- do -
7.	Taiwan's economic development	- do -	- do -
8.	Religion & politics	- do -	- do -

The Internal Assessment method (30 marks) comprises of Attendance (5 marks) and Two assignments with oral presentation (25 marks) [One Book review (about 1000-1200 words, 10 marks) + One term paper (about 3000 words, 15marks)]

5 of 8 (Elective Course)**China: International Economic Relations (1949 till present) [EA-CH-401]****Unique Code: 122802401****Course Description:**

The course will cover China and the global economy: wealth, power and hegemony in the seventeenth century, restructuring economic relations under imperialism and colonialism (1840-1950), the imperatives of a modern state: Cold War constraints and the direction of trade and aid, targeting the Four Modernizations, economic integration and the management of political disputes, strategic concerns: trade and investment in military technology, participation and influence in global institutions, China in the WTO, energy policy and the "great game" in Central Asia and the Middle East, discovering India, and China and the global economy: wealth and power in the 21st century.

Course Objective:

The objective of the course is to enable the students to understand the international economic relations of China in historical and modern perspective. The study of actual experience of China would teach students how China gained power and wealth in the 21st century.

Course Learning Outcome:

1. On completion of this course, the student will be able to:
2. Understand how China developed and played its great role in international trade economy
3. Critically assess the relevance of various issues of China and global economy

Course Outline:

1. China and the global economy: wealth, power and hegemony in the seventeenth century
2. Restructuring economic relations under imperialism and colonialism (1840-1950)
3. Imperatives of a modern state: Cold War constraints and the direction of trade and aid
4. Targeting the Four Modernizations: the 'Open Door' to the world
5. Economic integration and management of political disputes: bilateral and regional issues
6. Strategic concerns: trade and investment in military technology
7. Participation and influence in global institutions: China's role in the KIEOs (WB and IMF)
8. China in the WTO: implications for a "just and fair economic order"
9. Energy policy and the "great game" in Central Asia and the Middle East
10. Discovering India: economic relations and political dialogue
11. China and the global economy: wealth and power in the 21st century

Reading List:

1. "Special Report: China Rising. How the Asian Colossus is Changing our World." Foreign Policy January / February, 2005, Washington, DC.
2. Cass, Deborah, Williams G. Brett and Barker, Georg (eds). China and the World Trading

- System: Entering the New Millennium. New York: Cambridge University Press, 2003.
3. Dahlman, C. J., and Aubert, J-E. China and the Knowledge Economy: Seizing the 21st Century. Washington, D.C.: The World Bank, 2001.
 4. Hilpert, Hanns, and Haak, René. Japan and China: Cooperation, Competition, and Conflict. New York, NY: Palgrave Macmillan, 2002.
 5. Lardy, Nicholas R. Integrating China into the Global Economy. Washington, D.C.: Brookings Institution Press, 2002.
 6. Mora, Frank O. "Sino-Latin American Relations: Sources and Consequences, 1977-1997." *Journal of Inter-American Studies and World Affairs* 41: 91-116 Summer 1999.
 7. Perkins, Dwight H. (ed). China's Modern Economy in Historical Perspective. Stanford: Stanford University Press, 1975.
 8. Pomeranz, Kenneth. The Great Divergence: China, Europe, and the Making of the Modern World Economy. Princeton, NJ: Princeton University Press, 2000.
 9. Shenkar, Oded. The Chinese Century: The Rising Chinese Economy and Its Impact on the Global Economy, the Balance of Power, and Your Job. Upper Saddle River, N.J.: Wharton School Publishing, 2004.
 10. Wiemer, Calla and Cao, Heping (eds). Asian Economic Cooperation in the New Millennium: China's Economic Presence. Hackensack, N.J.: World Scientific Publishers, 2004.

Teaching Plan:

- Week 1: China and the global economy: wealth, power and hegemony in the seventeenth century
- Week 2-3: Restructuring economic relations under imperialism and colonialism (1840-1950)
- Week 4-5: The imperatives of a modern state: Cold War constraints and the direction of trade and aid
- Week 6-7: Targeting the Four Modernizations: the 'Open Door' to the world
- Week 8-9: Economic integration and the management of political disputes: bilateral and regional issues
- Week 10-11: Strategic concerns: trade and investment in military technology
- Week 12: Participation and influence in global institutions: China's role in the KIEOs (WB and IMF)
- Week 13: China in the WTO: implications for a "just and fair economic order"
- Week 14: Energy policy and the "great game" in Central Asia and the Middle East
- Week 15: Discovering India: economic relations and political dialogue
- Week 16: China and the global economy: wealth and power in the 21st century

Facilitating the Achievement of Course Learning Outcome:

Thorough class room teaching / tutorials and assignments for internal assessment and through participating in seminars and workshops

6 of 8 (Elective Course)**Current Issues in Chinese Economy [EA-CH-403]****Unique Code: 122802402****Course Description:**

The course will offer a discussion of the main features of the Chinese economy. It will briefly set the debate in its twentieth century historical context but will primarily deal with post-reform policies and trends in the Chinese economy. The objective of the course is to provide students with some markers to understanding the main features of the Chinese economy, the impact of the reform process on the domestic economy and its impact on the regional and global economy.

Course Objective:

The objective of the course is to enable the students to understand the current economic issues faced by China and how these issues came about. Potential solutions and future prospects are covered.

Course Learning Outcome:

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

- Gain insights into the major economic issues that the Chinese economy is faced with, how they come about, and what are the possible future trajectories likely to be. Potential solutions to some of major issues will be addressed.

Course Outline:

1. Legacy of the Maoist economy – Centralized planning, production and distribution in primary and secondary sectors
2. Reform and the Open Door policy: FDIs, SEZs and trade
3. Liberalization of Chinese agriculture – Household Responsibility System, Quota and Price reform, TVEs
4. China's industrial policy – SOEs and private enterprises
5. Labor migration and labor market issues
6. Financial sector and fiscal reforms
7. China and the WTO
8. Economic policy and legal reforms
9. FDI and its role in the development of China's economy
10. Regional and income disparities
11. The environment and economic growth
12. China's trade performance and domestic growth

Reading List:

1. Cannon, Terry (ed). China's Economic Growth: The Impact on Regions, Migration, and the Environment. New York: St. Martin's Press, 2000.
2. Drysdale, Peter and Ligang Song (eds). China's Entry to the WTO. New York: Routledge, 2000.
3. Gallagher, Mary Elizabeth. Contagious capitalism: Globalization and the Politics of Labor in China. Princeton: Princeton University Press, 2005.
4. Huang, Yasheng. Selling China: Foreign Direct Investment during the Reform Era. Cambridge, Mass.: Cambridge University Press, 2003.
5. Ikels, Charlotte. The Return of the God of Wealth: The Transition to a Market Economy in Urban China. Stanford, CA: Stanford University Press, 1996.
6. Riskin, Carl et al. (eds). China's Retreat from Equality: Income Distribution and Economic Transition. Armonk, New York: M. E. Sharpe, 2001.
7. Ross, Garnaut, and Yiping, Huang (eds). Growth without Miracles: Readings on the Chinese Economy in the Era of Reform. Oxford: Oxford University Press, 2001.
8. So, Alvin (ed). China's Development Miracle: Origins, Transformations, and Challenges. New York, NY: M. E. Sharpe, 2003.
9. Steinfeld, Edmunds S. Forcing Reform in China: The Fate of State-owned Industry. Cambridge: Cambridge University Press, 1998.
10. White, Gordon. Riding the Tiger: The Politics of Economic Reform in Post-Mao China. London: Macmillan, 1993.

Teaching Plan:

- Week 1: Legacy of the Maoist economy – Centralized Planning, production and distribution in primary and secondary sectors
- Week 2: Reform and the Open Door Policy: FDI's, SEZs and Trade
- Week 3: Liberalization of Chinese agriculture – Household Responsibility System, Quota and Price reform, TVEs
- Week 4: China's industrial policy– SOEs and private enterprises
- Week 5: Labor migration and labor market issues
- Week 6: Financial sector and fiscal reforms
- Week 7-8: China and the WTO
- Week 9: Economic policy and legal reforms
- Week 10-11: FDI and its role in the development of China's economy
- Week 12-13: Regional and income disparities
- Week 14-15: The environment and economic growth
- Week 16: China's trade performance and domestic growth

Facilitating the Achievement of Course Learning Outcome:

Thorough class room teaching / tutorials and assignments for internal assessment

7 of 8 (Elective Course)**China: Nationalism and Communism (1911-1949) [EA-CH-404]****Unique Code: 122802404****Course Description:**

This course looks in detail at China in one of its most turbulent and revolutionary periods. Apart from examining major events and trends such as nationalism and the communist movement, it will familiarize students with patterns of social change and cultural transformation in this period.

Course Objective:

The objective of this course is to teach students about various aspects of nationalism and communist movements with regards to the changing dynamics in the region.

Course Learning Outcome:

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

- understand the patterns of social change and cultural dimensions of China during its most turbulent period

Course Outline:

1. Post-1911 political transitions
2. The May Fourth Movement
3. Social change: the peasantry, industrial labor and the bourgeoisie
4. The emergence of political parties: the Chinese Communist Party and the Guomindang
5. External influences: the Comintern and the United States
6. Domestic political fragmentation
7. The period of long strife: the Japanese Aggression, the World War II and the Civil War
8. The political strategies of the Guomindang and the Chinese Communist Party
9. The nature of Chinese Communism

Reading list:

1. Ash, Robert, Land Tenure in Pre-revolutionary China: Kiangsu Province in the 1920s and 1930s. London: Contemporary China Institute, School of Oriental and African Studies, University of London, 1976.

2. Croizier, Ralph and C. Koxinga, Chinese Nationalism: History, Myth, and the Hero. Harvard East Asian Monographs, No. 67, Cambridge, Mass.: Harvard University Press, 1977.
3. Escherich, Joseph W., Reform and Revolution in China: The 1911 Revolution in Hunan and Hubei. Berkeley: University of California Press, 1976.
4. Fairbank, J. K. and Goldman, Merle. (eds), China: A New History. Cambridge, Mass.: Harvard University Press, 1992.
5. Howe, C. (ed), Shanghai: Revolution and Development in an Asian Metropolis. Cambridge: Cambridge University Press, 1981.
6. Spence, Jonathan D., The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895-1980. New York: Viking Press, 1981.
7. Spence, Jonathan D., The Search for Modern China. London: Century Hutchinson, 1990.
8. Tan Chung, Triton and Dragon: Studies on Nineteenth Century China and Imperialism. Delhi: Gian publications, 1986.
9. Wakeman, Frederic and Wang Xi, China's Quest for Modernization: A Historical Perspective. Berkeley: Institute of East Asian Studies, 1997.
10. Wright, Mary C. (ed). China in Revolution: The First Phase 1900-1913. New Haven: Yale University Press, 1968.

Teaching Plan:

- Week 1-2: Post-1911 political transitions
- Week 3-4: The May Fourth Movement
- Week 5-6: Social change: the peasantry, industrial labor and the bourgeoisie
- Week 7-8: The emergence of political parties: the Chinese Communist Party and the Guomindang
- Week 9-10: External influences: the Comintern and the United States
- Week 11-12: Domestic political fragmentation
- Week 13-14: The period of long strife: the Japanese Aggression, the II World War and the Civil War
- Week 15-16: The political strategies of the Guomindang and the Chinese Communist Party; The nature of Chinese Communism

Facilitating the Achievement of Course Learning Outcome:

Thorough class room teaching / tutorials and assignments for internal assessment

8 of 8 (Elective Course)**Taiwan's Foreign Policy (1949 till present) [EA-TW-406]****Unique Code: 122802406****Course Description:**

This paper will focus on various aspects of foreign policy discourses as well as practices in Taiwan.

Course Objective:

1. Introduce Taiwan's history and discuss its international relations & foreign policy since 1949 till date in the international system
2. Examine various phases of and issues in cross-strait relations
3. Critically analyze Taiwan-American relations and the complexities involved in Sino-Taiwan-American triangular dynamics

Course Learning Outcome:

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

- Develop understanding on various events and issues shaping Taiwan's foreign policy, international relations and cross-strait relations after 1949
- Enhance skill to critically and empirically assess events, problems and pattern of interactions of Taiwan's foreign relations
- Develop the ability to use various international relations theories and foreign policy analysis approaches to analyze nature, issues and problems relating to Taiwan and its international politics

Course Outline:

1. A brief history of cross-strait relations from Ming era to the present
2. Taiwan's foreign policy and international space in the Cold War and post Cold War
3. Taiwan's mainland policy from 1949 to the present
4. The PRC's Taiwan policy from 1949 to the present
5. US-China-Taiwan triangular relations
6. Taiwan's economy and cross-strait relations
7. Taiwanese nationalism and cross-strait relations
8. India and Taiwan relations

Reading List:

1. Blanchard, Jean-Marc F. and Hickey, Dennis V. (eds), New Thinking about the Taiwan Issue: Theoretical Insights into its Origins, Dynamics and Prospects. London & New York: Routledge, 2012.
2. Bush, Richard C., At Cross-purposes: US-Taiwan Relations since 1942. Armonk: M. E. Sharpe, 2004.
3. Chase, Michael C. E., Taiwan's Security Policy: External Threats and Domestic Politics. Boulder: Lynne Rienner, 2008.
4. Deng, Young, and Wang Fei-Ling (eds.), China Rising: Power and Motivation in Chinese Foreign Policy. Oxford: Rowman & Littlefield, 2005.
5. Hickey, Dennis V., Taiwan's Security in the Changing International System. Boulder, Colo.: Lynne Rienner Publishers, 1997.

6. Hickey, Dennis V., United States-Taiwan Security Ties: From Cold War to Beyond Containment. New York: Praeger, 1994.
7. Hickey, Dennis V., Foreign Policy Making in Taiwan: From Principle to Pragmatism. New York: Rutledge, 2007.
8. I yuan (ed.), Cross-Strait at the Turning Point: Institution, Identity and Democracy. Taipei: Institute of International Relations, 2008.
9. Lewis, John Wilson, and Litai Xue, Imagined Enemies: China Prepares for Uncertain War. Stanford: Stanford University Press, 2006.
10. Roy, Denny, Taiwan: A Political History. Ithaca, N.Y.: Cornell University Press, 1998.
11. Rubinstein, Murray (ed.), Taiwan: A new history. New York: M. E. Sharpe, 2015.
12. Schubert, Gunter (ed.), Routledge Handbook of Contemporary Taiwan. London: Routledge, 2016.
13. Swaine, Michael D., Taiwan's National Security, Defense Policy, and Weapons Procurement Process. Santa Monica, California: Rand, 1999.
14. Swaine, Michael D., and James C. Mulvenon, Taiwan's Foreign and Defense Policies. Santa Monica. California: Rand, 2001.
15. Tucker, Nancy Bernkopf (ed.), Dangerous Strait: The US-Taiwan-China Crisis, New York: Columbia University Press, 2005.

Teaching Plan:

- Week 1-3: Introduction and Taiwan's history up to 1949
 Week 4-5: Taiwan's foreign policy 1949 to present
 Week 6-7: Taiwan's mainland policy from 1949 till present
 Week 8-9: The PRC's Taiwan policy from 1949 till present
 Week 10-11: US-China-Taiwan triangular relations
 Week 12-13: Taiwan's Economy and cross-strait relations
 Week 14-15: Taiwanese Nationalism & Cross – strait relations
 Week 16: India and Taiwan

Facilitating the Achievement of Course Learning Outcome:

Unit	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1.	History and foreign policy	Lecture presentation & Interaction	Reading & Class discussion & Presentation
2.	Cross-strait relations (C-s relations)	- do -	- do -
3.	Taiwan's policy towards mainland	- do -	- do -
4.	Mainland's Taiwan policy	- do -	- do -
5.	US-China-Taiwan	- do -	- do -
6.	Taiwan's economy and C-s relations	- do -	- do -
7.	Taiwan nationalism and C-s relations	- do -	- do -
8.	India-Taiwan	- do -	- do -

The Internal Assessment method (30 marks) comprises of Attendance (5 marks) and Two assignments with oral presentation (25 marks) [One Book review (about 1000-1200 words, 10 marks) + One term paper (about 3000 words, 15marks)]

IV-3. Open Elective Courses [TWO]:

Semester	Course Code	Unique Code	Course Title
III	EA-OE-301	—	Second Language Pedagogy
IV	EA-CH-402	122803401	India-China Relations (from 1947 to the present)

I of 2 (Open Elective Course)**Second Language Pedagogy [EA-OE-301]****Course Description:**

Learning/teaching of an East Asian language, particularly Chinese language, is a worthwhile option for an Indian student, as the requirement for more individuals with the knowledge and skill of the language and to teach the language to others in the world has been growing. The course covers a multidisciplinary range of knowledge, drawing from the disciplines of applied linguistics, literature, education, psychology, politics and other disciplines that have a possible impact on language teaching and learning.

Chinese language skills developed through this course are valued for teaching positions, translation work or work in a larger sector such as business, government and public administration. Thus, this course is useful both for students who study to become teachers, and for students who plan a career outside of academics.

Course Objective:

This course primarily aims to provide students with the theoretical knowledge and professional competencies required to teach a second/foreign language effectively to speakers of other languages. The course will address the difficulties in second/foreign language teaching, and techniques of second/foreign language teaching, focusing on merits and demerits of various teaching methods as well as most accepted methods of teaching Chinese as a foreign language.

Course Learning Outcome:

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

1. Know past thinking in second/foreign language acquisition in theory and in application and current language teaching approaches
2. Use a variety of assessment strategies to evaluate student learning in foreign language.
3. Generate ready-to-use materials and ideas in the field of innovative language teaching
4. Comprehend the issues involved in the teaching of the linguistic system and the structures of Chinese (pronunciation, tone, lexis, grammar, writing, etc.)
5. Enhance linguistic proficiency and enrich communication skills in Chinese

Course Outline:

- Unit I: Major language teaching approaches and methods (Week 1-9)
 Unit II: Techniques of Chinese language teaching (Week 10-14)
 Unit III: Creating and maintaining learning environment (Week 15-16)

Reading list:**In Chinese:**

1. 徐子亮、吴仁甫,《实用对外汉语教学法(第3版)》.北京:北京大学出版社,2021.
[Xu, Ziliang and Wu Renfu, Practical Foreign Language Teaching (3rd ed.). Beijing: Peking University Press.]
2. 杨惠元,《汉语听力说话教学法(第3版)》.北京:北京语言学院出版社,2021.
[Yang, Huiyuan, Pedagogy of Listening and Speaking for Teaching Chinese as a Second Language (3rd ed.). Beijing: Beijing Language & Culture University Press.]
3. 周小兵(编),《对外汉语教学入门(第2版)》.广州:中山大学出版社,2009. [Zhou, Xiaobing (ed.), The Guidance of Teaching to Speakers of Other Languages (2nd ed.). Canton: Sun Yat-Sen University Press.]

In English:

4. Chan, Sin-wai, Lee Wood Hung, George C. K. Jor and Philip Fung (eds.), Translation and Foreign Language Learning (Special Issue of The Humanities Bulletin, No. 5). Hong Kong: The Chinese University Press, 1998.
5. Christensen, Matthew B. and J. Paul Warnick, Performed Culture: An Approach to East Asian Language Pedagogy. Columbus: National East Asian Languages Resource Center, Ohio State University, 2006.
6. Cohen, Alvin P., Introduction to Research in Chinese Source Materials. New Haven, CT: Yale University Press, Far Eastern Publications, 2000.
7. Hughes, Arthur, Testing for Language Teachers (2nd ed.). Cambridge: Cambridge University Press, 2020.
8. Kumaravadivelu, B., Beyond Methods: Macrostrategies for Language Teaching. New York: Yale University Press, 2003.
9. Larsen-Freeman, Diane and Marti Anderson, Techniques and Principles in Language Teaching (3rd ed.). Oxford: Oxford University Press, 2011.
10. Lu, Yang (ed.), Teaching and Learning Chinese in Higher Education: Theoretical and Practical Issues. London: Routledge, 2017.
11. McGrath, Ian, Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press, 2002.
12. Moloney, Robyn and Hui Ling Xu (eds.), Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language. Singapore: Springer, 2016.
13. Nunan, David, Language Teaching Methodology: A Textbook for Teachers. Boston: Prentice Hall, 1991.
14. Orton, Jane and Andrew Scrimgeour, Teaching Chinese as a Second Language: The Way of the Learner. London: Routledge, 2019.
15. Richards, Jack C. and Theodore Rodgers, Approaches and Methods in Language Teaching (2nd ed.). Cambridge: Cambridge University Press, 2010.

16. Richards, Jack C., Curriculum Development in Language Teaching. Cambridge: Cambridge University Press, 2001.
17. Shrum, Judith and Eileen Glisan, Teacher's Handbook: Contextualized Language Instruction (4th ed.). Boston: Heinle and Heinle, 2010.
18. Tedick, Diane J. (ed.), Second Language Teacher Education: International Perspectives. New York: Routledge, 2013.
19. Tomlinson, Brian, Materials Development in Language Teaching. Cambridge: Cambridge University Press, 2011.
20. Wallace, Michael J., Training Foreign Language Teachers: A Reflective Approach. Cambridge: Cambridge University Press, 1991.
21. Wen, Xiaohong and Xin Jiang (eds.), Studies on Learning and Teaching Chinese as a Second Language. London: Routledge, 2018.
22. Widdowson, Henry G., Teaching Language as Communication. Oxford: Oxford University Press: 1978.
23. Teaching material prepared by the Department

Teaching Plan:

- Week 1: Audio-lingual method of language teaching (ALM)
- Week 2: Communicative Language Teaching (CLT)
- Week 3: The silent way (SW) approach
- Week 4: The direct method (DM)
- Week 5: Content and language integrated learning (CLIL) method
- Week 6: Grammar-translation method (GTM)
- Week 7: Task based learning (TBL)
- Week 8: Content-based instruction (CBI)
- Week 9: Performed culture approach (PCA) to teach East Asian languages
- Week 10: Using ICT tools in learning Chinese language
- Week 11: Chinese characters and their teaching methodology
- Week 12: Methodology of teaching Chinese vocabulary and grammar
- Week 13: Methodology of teaching reading and writing comprehension in Chinese
- Week 14: Intercultural communication: Chinese culture and Chinese language teaching
- Week 15: Management of lesson (lesson planning; classroom activity designing; maintaining student motivation; constructive error correction techniques; effective use of available resources, etc.)
- Week 16: Management of classroom (anticipating problems and effective solutions, etc.)

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 conduct teaching sessions in front of peers, presentation, group discussion, etc. will be encouraged in the tutorial class.

2 of 2 (Open Elective Course)**India-China Relations (from 1947 to the present) [EA-CH-402]****Unique Code: 122803401****Course Description:**

The course is designed to understand the broad patterns of India-China relations from a comparative perspective. The patterns and variables like strategic culture, soft power, state systems and nation building, economic engagement, the role of leaders, competing regionalism, the domestic factors and external drivers have been taken into consideration to understand the nature of relations between the two Asian giants. Through a comparative approach this course aims to evaluate the prospects of competition and cooperation in India-China relations. As well, the objective is to explore how the two countries define the Asian power balance and play a role in crafting a security architecture.

Course Objective:

1. To understand the broad patterns of India-China relations from a comparative perspective
2. To understand the patterns and variables like strategic culture, soft power, state systems and nation building, economic engagement, the role of leaders, competing regionalism, the domestic factors and external drivers

Course Learning Outcome:

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

- Employ a comparative approach to explore the nature of India-China relations
- Evaluate the prospects of competition and cooperation in India-China relations
- Explore how the two countries define the Asian power balance

Course Outline:

1. Overview of India-China relations
2. Comparing polity and economy
3. The role of the leaders and implications
4. Core issues defining the bilateral relations
5. External variables defining the bilateral relations
6. Competing regionalism
7. Competing neighborhood spaces
8. Competing maritime spaces

Reading List:

1. Bajpai, Kanti P. and Mattoo, Amitabh (eds). The Peacock and the Dragon: India-China Relations in the 21st Century. New Delhi: Har Anand Publications, 2000.
2. Frankel, Francine R. and Harding, Harry (eds). The India-China Relationship: What the United States Needs to Know. New York: Columbia University Press, 2004.
3. Garver, John. Protracted Contest: Sino-Indian Rivalry in the Twentieth Century. Seattle: University of Washington Press, 2001.

4. Gilboy, George J. and Heginbotham, Eric. *Chinese and Indian Strategic Behaviour: Growing Power and Alarm*. Cambridge: Cambridge University Press, 2012.
5. Hoffmann, Steven A. *India and the China Crisis*. Delhi: Oxford University Press, 1990.
6. Holslag, Jonathan. *China and India: Prospects for Peace*. New York: Columbia University Press, 2009.
7. Kennedy, Andrew Bingham. *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy*. Cambridge: Cambridge University Press, 2012.
8. Lal, Rollie. *Understanding China and India: Security Perspectives for the United States and the World*. New York: Praeger, 2006.
9. Liu, Xinru. *Ancient India and Ancient China: Trade and Religious Exchanges, AD 1-600*. Delhi: Oxford University Press, 1988.
10. Malik, Mohan. *China and India: Great Power Rivals*. Boulder: First Forum Press, 2011.
11. Maxwell, Neville. *India's China War*. Garden City, NY: Anchor Books, 1972.
12. Mehra, Parshotam. *The McMahon Line and After: A study of the Triangular Contest on India's North-eastern Frontier between Britain, China and Tibet, 1904-47*. Delhi: Macmillan, 1974.
13. Ranganathan, C. V. and Khanna, Vinod C. *India and China: The Way Ahead after "Mao's India War"*. New Delhi: Har Anand Publications, 2000.
14. Saint-Mezard, Isabelle and Chin, James K. (eds). *China and India: Political and Strategic Perspectives*. Hong Kong: University of Hong Kong Press, 2005.
15. Sidhu, Waheguru Pal Singh, and Yuan, Jing-Dong (eds). *China and India: Cooperation or Conflict?* Boulder, CO: Lynne Rienner Publishers, 2003.

Teaching Plan:

Week-1: Historical Overview

- Tansen Sen, *India, China, and the World* (New Delhi: Oxford University Press, 2018).
- Liu Xinru, *Ancient India and ancient China: Trade and Religious Exchanges, AD 1- 600*. (Delhi: Oxford University Press, 1988).

Week- 2: Comparing India and China: a) Strategic Culture

- George Tanham, "Indian Strategic Culture," (Rand Publications, 1992).
- Rodney Jones, "India's Strategic Culture," SAIC (2006).

Week -3: b) Nation Building and the State System

- Ramachandra Guha, *India After Gandhi* (London: Macmillan, 2012).
- Ranbir Vohra, *The Making of India: A Historical Survey* (London: M.E. Sharpe, 1997).
- Bin Wong, *China Transformed* (Ithaca: Cornell University Press, 1997).

Week- 4: c) Economic Development & Engagement

- Jonathan Holslag, *China and India: Prospects for Peace* (Columbia University Press, 2009).

Week-5: d) Soft Power

- Patryk Kugiel, *India's Soft Power* (London: Routledge, 2016).
- Mingjiang Li, *Soft Power: China's Emerging Strategy in International Relations* (New York: Rowman & Littlefield Publishers, INC., 2009).

Week- 6: Nehru and Indian Foreign Policy

- Deepak Lal, "India's Foreign Policy 1947-64," *Economic and Political Weekly*, vol. 2, no. 19, May 1967.
- Ramachandra Guha, "Jawaharlal Nehru and China: A Study in Failure," *Harvard-Yenching Working Paper Series*, 2011.

Week -7: Mao and Chinese Foreign Policy

- Andrew Bingham Kennedy, *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy* (Cambridge: Cambridge University Press, 2012).
- Harold C. Hinton, *Communist China in World politics* (London: Macmillan, 1966).

Week 8: Mid-Term Break

Week 9: External Variables Defining the Bilateral Relations

- a. China-Pakistan Nexus and India
 - John Garver, *Protracted Contest: Sino-Indian Rivalry in the Twentieth Century* (Seattle: University of Washington Press, 2001).
 - Andrew Small, *The China Pakistan Axis* (London: C. Hurst & Co., 2015).
- b. Indo-US relations and China
 - Amit Gupta, "US-India-China: Assessing Tripolarity," *China Report*, vol. 42, no.1 (2006): pp. 69-83.
 - Zhao Gancheng, "China-US-India: Is a New Triangle Taking Shape," *China Quarterly of International Strategic Studies*, vol. 2, no.1 (2018).

Week- 10: India-China and Tibet

- Sujit Dutta, "China's Approach to the Tibetan issue," in Prabhat P. Shukla, ed., *Tibet: Perspectives and Prospects* (New Delhi: Aryan Books International, 2013), pp. 204- 211.
- MadhuBhalla, "India's Approach to the Tibetan Issue," in Prabhat P. Shukla, ed., *Tibet: Perspectives and Prospects* (New Delhi: Aryan Books International, 2013), pp. 142-173.

Week-11: India-China and the border dispute

- Steven Hoffmann, "Rethinking the linkage between Tibet and the China-India Border Conflict," *Journal of Cold War Studies*, vol. 8, No. 3 (Summer 2006), pp. 165-194.
- Dawa Norbu, *Tibet in Sino-Indian Relations: The centrality of marginality*, *Asian Survey*, vol. 37, no. 11 (Nov, 1997), pp.1078-1095.

Week- 12: India- China and the South Asian region

- Partha S. Ghosh, "An Enigma that is South Asia: India versus the region," *Asia- Pacific Review*, vol. 20, no. 1 (May 2013), pp. 100-120.

- Du Youkang, "South Asian Security and its Impact on China," China Report, vol. 37, no. 2 (2001): 142-163.

Week-13: India's Look East Policy and China's Response

- Zhao Hong, "India and China: Rivals or Partners in South East Asia?" Contemporary Southeast Asia, vol. 29, no.1 (April 2007), pp. 121-142.
- S.D. Muni, "India's 'Look East' Policy: the Strategic Dimension," ISAS Working Paper, No. 121 (February 2011).

Week- 14: China and the SAARC

- Sujit Dutta's debate and responses, Strategic Analysis, vol. 35, no.3 (May 2011): 493-522.

Week-15: Competing Neighbourhood Spaces

a. India-Nepal and China

- John Garver, Protracted Contest: Sino-Indian Rivalry in the Twentieth Century (Seattle: University of Washington Press, 2001).
- Bhaskar Koirala, "Sino-Nepalese Relations: Factoring in India," China Report, vol. 46, no. 3 (2010): 231-252.

b. China-Myanmar and India

- John Garver, Protracted Contest: Sino-Indian Rivalry in the Twentieth Century (Seattle: University of Washington Press, 2001).
- Mohan Malik, China and India: Great Power Rivals (Boulder: First Forum Press, 2011).

Week-16: India-China and the Indian Ocean

- Mohan Malik, China and India: Great Power Rivals (Boulder: First Forum Press, 2011).
- Chunhao Lou, "US-India-China Relations in the Indian Ocean: A Chinese Perspectives," Strategic Analysis, vol. 36, no.4 (July-August, 2012): 624-639.

Week-17: Naval Policy

- James R. Holmes, Andrew C. Winner and Toshi Yoshihara, Indian Naval Strategy in the Twenty-first Century (London: Routledge, 2009).
- Peter Howarth, China's Rising Sea Power (London: Routledge, 2006).

Facilitating the Achievement of Course Learning Outcome:

Thorough class room teaching / tutorials and assignments for internal assessment

Note:

The proposed syllabus for M.A. in Chinese was sent for peer review to Prof. Damodar Panda (Panjab University, Chandigarh) and Dr. Geeta Kochhar (Jawaharlal Nehru University, New Delhi). The suggestions of the two scholars have been included to the maximum extent possible.
