

**Title:** Appreciation of Modern and Contemporary Chinese Literature (3 units)

中國現當代文學欣賞

**Code:** GEAS2002

**Level:** Year 1/2

**Aims and**

**Objectives:**

This course aims at enabling students to understand and appreciate selected modern and contemporary Chinese literary works from China, Taiwan and Hong Kong. Emphasis is placed on applying analytical and critical reading skills to a variety of texts to cultivate a stronger interest and sense of appreciation in Chinese Literature and to compose Chinese Literary essays.

本科以賞析中國、台灣及香港現當代中國文學作品為主題，通過介紹不同系列及種類的文學作品，如詩歌、散文、小說，喚起同學自發研讀中國文學作品的興趣，並藉以培養同學賞析中國文學作品之能力及寫作文學的學術論文。

**Course Intended Learning Outcomes (CILOs):**

Upon successful completion of this course, students should be able to:	
CILO 1	identify the literary elements of Modern and Contemporary Chinese Literature; 辨識現當代中國文學的各種文學性元素；
CILO 2	articulate the relationship between literary issues and their relationship to current Chinese culture and thought; and 清楚表達文學評論及其與當時中國文化思想之關係；及
CILO 3	apply different critical literary theories to literary texts. 應用不同文學理論觀點來評論文學作品。

**Teaching and Learning Activities (TLAs):**

CILO 1	In-class discussions: Students will <ul style="list-style-type: none"><li>analyze the literary elements of selected modern and contemporary Chinese literature through lectures and in-class discussions.</li></ul> 通過課堂教學和討論以分析現代及當代文學作品的文學性元素。
CILO 2	Group Presentations: Students will <ul style="list-style-type: none"><li>analyze selected literary texts in different aspects through group presentations.</li></ul> 通過小組報告以分析不同範疇的文學作品。
CILO 3	Writing Literary Essay: Students will <ul style="list-style-type: none"><li>apply different literary theories on the chosen topics or readings; and</li></ul>

	<ul style="list-style-type: none"> <li>• write an analytical essay with a clear thesis statement and supported by textual evidence. 通過論文寫作，同學能應用不同文學理論觀點來寫作學術論文。</li> </ul>
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**Assessment Methods (AMs):**

<b>Type of Assessment Methods</b>	<b>Weighting (Total 100%)</b>	<b>CILOs to be addressed</b>	<b>Description of Assessment Tasks</b>
<i>Continuous Assessment:</i>	60%		
Presentation 1 小組報告一	10%	1-3	The first group presentation will assess students' ability to analyze a chosen Chinese poem. 以小組報告考核同學分析中國新詩的能力。
Presentation 2 小組報告二	20%	1-3	The second group presentation will assess students' ability to analyze a chosen Chinese fiction. 以小組報告考核同學分析中國小說的能力。
Term Essay 論文寫作	30%	1-3	A 2000 words essay in assessing students' ability of literary analytical skills. 以一篇約二千字的論文考核同學分析文學作品的的能力。
<i>Final Examination</i> 期終考試	40%	1-3	The examination will assess the students' ability to apply the basic literary concepts and literary theories in class, and to write analytically about the taught texts. 期終考試會考核同學分析文學作品的技巧及應用文學理論作批評的能力。

**References:**

- 陳炳良著（1991）。《香港文學探賞》。香港：三聯書店。  
 陳炳良編（1994）。《中國現當代文學探研》。台北：書林。  
 黃維樑著（1982）。《怎樣讀新詩》。香港：學津書店。  
 溫儒敏等著（2005）。《中國現當代文學學科概要》。北京：北京大學。

魯樞元等主編（2006）。《文學理論》。上海：華東師範大學。

廖炳惠編著（2003）。《關鍵詞 200：文學與批評研究的通用辭彙編》。台北：麥田。

Frank Lentricchia & Thomas McLaughlin 編，張京媛等譯（1994）。《文學批評術語》。香港：牛津大學。

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### Topics

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1. Introduction to literary appreciation
  - a. literature and cultural context
  - b. literature and literary language
  - c. literary theories and culture criticism
2. Selected modern and contemporary Chinese poetry
  - a. Metaphor
  - b. paradox
  - c. imagery
  - d. symbol
  - e. literary theories (e.g. Postmodernism, Nationalism)
3. Selected modern and contemporary Chinese prose
  - a. tone
  - b. theme
4. Selected modern and contemporary Chinese fiction
  - a. plot
  - b. setting
5. Skills to write academic essays about modern and contemporary literature

## Feedbacks from Local Academics and Fulbrighters

The general description is fine. I wonder about the time frame: when does modern Chinese literature begin –in the Yuan/Ming period, or late-19<sup>th</sup> century, since May Fourth, or some other period? Second, I am sure that the course will ensure gender balance. Still, I think it should be made explicit that men and women authors will be studied in perspective, and that students be made to be aware that there may be differences in style, content, etc. because of the gender orientations of the authors. Third: it is good that “a variety of texts” will be included. Still, I would like an explicit statement to the effect that all major perspectives are represented: *yangyang hudie* literature, *guofang wenxue*, wounded literature, and the like. Finally, some historical perspective should be given also, so that the various types of literature could be understood and analyzed in context.

The list of Topics does include selections from prose and fiction, which is good.

It is good that students are expected to gain skills in writing academic essays about modern and contemporary literature.

In a subject such as this, group discussions and reports would be most beneficial, and I think students could easily engage in such activities. This should be encouraged. Although this is a literature course, all GE courses should be taught with as much interdisciplinarity as possible. In the present case, certainly, a historical perspective is most appropriate, as is a gender perspective. A geographical or regional perspective is also helpful –Hong Kong and Taiwan are clear examples, but are there also distinctive features of literature associated with various regions/provinces in China. For example, did anything distinctive emerge out of the treaty ports or major urban areas?