

• CHN 660 Second Semester Classical Chinese

Spring 2021

M W 1:30-2:45 online, link <https://hawaii.zoom.us/j/2702357476?>

Meeting ID: 270 235 7476

Passcode: 485

Instructor:

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Office hours: **& by appointment**

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COURSE DESCRIPTION

Prerequisite: CHN 461.

This course, which is a continuation of CHN 461, will build on the previous introduction to the basics of Classical Chinese, while exposing them to a range of philosophical, historical, and literary texts. In addition to reading passages from prose texts such as *Lunyu*, *Mengzi*, *Zhuangzi*, and the *Zhan'guo ce*, the course will offer students a taste of readings in different genres, such as ghost tales and love romances from the Medieval period (Six Dynasties—Tang), plus short excerpts from canonical Ming-Qing novels. Through frequent reference to ways that Classical Chinese has influenced Modern Chinese, students will improve their understanding of formal professional and academic Modern Chinese, while at the same time reading original texts from various eras in China's past.

In this class we will look at some of the intersections between Classical/Literary Chinese and Modern Chinese. Linguistic examples of these connections abound, and that is one of the reasons why studying Classical Chinese directly impacts one's study of modern Chinese. For example, when you know that Yue 粵 refers to Guangdong and Shu 蜀 refers to Sichuan, it is easy to identify a restaurant that specializes in food of that region. Expressions like *ruhe* 如何, *nengfou* 能否, *hechu* 何處 that are often seen in forms or newspaper articles, become clear when the basic grammatical principles of Classical Chinese have already been learned.

What are some ways that modern Chinese readers/speakers incorporate Classical Chinese into their own writing and speech? *Chengyu* 成語 are generally what first comes to mind. Although not all 4-character expressions are 成語, in fact, many 4-

character phrases (e.g., *yucitongshi* 與此同時, etc.) do fit this description. *Chengyu* can function in numerous ways. This group of expressions is often translated as “classical idiomatic phrases” and they are distinguished from *suyu* 俗語, which are translated as “vernacular idiomatic phrases.”

However, there clearly is much more depth in Classical Chinese texts than something that can be summed up in 4 characters. In this class, we will consider each of the texts we read through reference to the context and cultural background that helps us better understand the worlds of classical Chinese and how those bleed over to modern Chinese. Although some of the readings may be the basis for a *chengyu*, for the most part selected here will offer more meaningful connections that take into account the language, genre, and historical/literary setting that enriches cultural assumptions that most educated Chinese make when hearing or reading specific types of language that bring these earlier texts and incidents to mind.

In addition to practice with translation, we will consider other aspects of Classical Chinese, such as the use of formal and informal register in pronouns and other terms of address, a historical look at Chinese surnames, the ways poets used associations with the 五行 5 elements (or 5 phases or 5 agents) in their poetry, different grammatical usages for terms of negation, attitudes toward ritual within families and in larger social units.

Class presentations will focus on topics of general knowledge that will broaden understanding of what traditional China. For example: What did people eat? What types of clothing did they wear? What were some medical traditions in early China? What was the importance of the examination system in medieval China? Ideally, these class presentations could be the basis of podcasts, that will inform other learners of Chinese about these and other topics (more details about this idea will be forthcoming).

Obviously, in-depth study of each of these issues is beyond the scope of this course. Nonetheless, we will be able to gain a basic understanding of some of these issues, which will certainly help our readings of texts and also allow us to imagine what the life of some authors of these texts might have been like.

Since success in this course largely depends on practice in reading and accurately translating Classical texts, participation will be an important part of the grade. In addition, there will be two hour-long tests plus frequent quizzes, and a final exam. More details will be given in class.

Dictionary: **Required.** Kroll, with Boltz, Knechtges, Lien, Richter, Warner. *A Student's Dictionary of Classical and Medieval Chinese* (Brill Academic Publisher, **2015**) (Available as phone APP through **PLEICO** – Be sure to use the educational discount! **It is important to use this dictionary, rather than a modern Chinese dictionary.** (Z-dict is another online dictionary that can help with reading Classical Chinese.)

Sources for readings: *online materials on Laulima*

Selected readings and other materials will be posted on Laulima. It is your responsibility to check that site frequently.

The readings come from multiple sources, such as:

Chiang, Gregory. *Language of the Dragon* (2 volumes). 3rd printing. Boston: Cheng & Tsui Company, 2010.

Rouzer, P. *A New Practical Primer of Literary Chinese*. Cambridge Harvard East Asian Monographs 276, 2007.

Su Shishan 蘇石山 ed. *Guwen guanzhi*. 古文觀止。Gaoxiong: Liwen wenhua chubanshe, 1995.

Wang Li. *Gudai Hanyu* 古代汉语. Rpt. 4 vols. Beijing, 中華書局, 2004.

Xu Zongcai 徐宗才 *Gudai Hanyu* 古代汉语. Beijing: Beijing University Press, 2005.

Yang Jinding 楊金鼎, ed. *Guwen guanzhi quanyi* 古文觀止全譯, 1992.

List of Readings (tentative):

呂氏春秋： 孝行覽 （伯牙知音）

莊子： 大瓜之種，莊周夢蝶

孟子： 魚我所欲也
孟子見梁惠王
牛山

山海經 (selections)

世說新語 (selections)

戰國策：求千里馬
鄒忌諷齊王納諫
趙威后問齊使

陶淵明：五柳先生傳

韓愈：師說
雜說：千里馬

柳宗元：楚南獵者
捕蛇者說
種樹郭橐駝傳

PLUS Selected short stories and anecdotes 志怪小說，筆記，傳奇
AND Brief selections from 紅樓夢 and other examples of Ming-Qing fiction
PLAGIARISM

All material (text, images, and ideas) that is not your own creation should be cited appropriately. Failing to cite your sources is considered plagiarism, and will result in an F in the course. Please refer to the University policy on academic dishonesty for details.

EVALUATION

Attendance, participation & performance, poem recitation, and homework assignments, class projects (40%)	<p>Your attendance, punctuality, and active participation in class are crucial to the successful completion of this course. Regular class attendance is mandatory. If you must miss class due to illness, please notify your instructor as soon as possible. Your grade will be affected considerably after two absences.</p> <p>Coming to class well prepared is essential to your learning. All the materials detailed in the syllabus for each class should be read in advance. If you have any questions about the class work, please ask or email your instructors. (More details about participation and preparation are given below).</p> <p>Homework assignments are important in this course so that you can get the most out of each class period. No late homework is accepted</p>
Quizzes (20%)	There will be frequent quizzes. No make-ups will be given.

Major tests and (20%)	Two hour-long tests will be given in this course throughout the course. No make-ups will be given.
Final exam (20%)	No make-ups will be given.
TOTAL (100%)	

In addition, the following EALL departmental SLOs (Student Learning Outcomes) and university-wide ILOs (Institutional Learning Objectives) apply, at least in part, to this course:

1. [SLO3: READING] Read and comprehend texts written in Chinese from a variety of genres and contexts.
2. [SLO5: RESEARCH] Conduct independent research on topics related to the study of Classical Chinese and effectively communicate the results.
3. [SLO9: LITERATURE & CULTURE] Analyze and interpret works of premodern Chinese poetry, prose, and read original Chinese using terms appropriate to each genre.
4. [ILO1 – Know - Breadth and Depth of Knowledge, 1.a] “General Education,” and “Specialized study in an academic field.”
5. [ILO2 – Do - Intellectual and Practical Skills, 2a Think critically and creatively; 2b Conduct research; 2.c] “Communicate and Report.”
6. [ILO3 – Value - Personal and Social responsibility, 3a Continuous learning and personal growth; 3.b] “Respect for people and cultures.”

Homework assignments generally are of two types: 上 & 下 (or A and B). The 上 assignments are when you are working through phrases, sentences, or longer texts for the first time. The 下 assignments are after we have worked through the passage in class, and you go back and work on a more accurate translation. Since this is a small class and I expect that each of you will prepare for each reading, the evaluation of 上 assignments will be simplified from CHN 461.

Score: Description

0 Did not submit the assignment



Minimal attempt to complete the assignment

Frequent errors

May be incomplete or illegible

Often students who receive this score will be asked to redo the assignment and resubmit on the following day (then the average of this score will be averaged with the new score)

👍 **Completion of task; most responses are correct or at least are on the right track. Demonstrates effort and general understanding of most items, although there may still be some parts of the assignment that are still unclear.**

***** Superior completion of the task**

Only one or two minor errors

The feedback for the 下 assignments is based on how well the translated text reads and if it reflects that your previous errors have been clarified. This is more important and will be part of your portfolio of translations. (Dropbox or google drive folder—we will decide in class)

Tip: Read your translations in your homework aloud and see if it makes sense in English. It's okay to be very literal but you might also want to include a more readily understandable translation.
But be careful--- everything we read is not a philosophical statement and usually it is not a 成語。 Try not to over-translate and remember that there is no single correct translation.

As long as you mostly get 👍 on your homework, you are doing very well.

More information about class participation:

We have limited time to learn how to read Classical Chinese texts and poems that were written up to two thousand years ago (generally we will be reading materials from the Warring States Period (481-221 BCE to the Tang dynasty (618-907). That's not an easy goal!

Therefore, in learning about Chinese culture, we will adopt an approach that is in line with Chinese behavioral culture. What does that mean?

- **Come to class on time. Make sure your video is on and your audio works (please test it ahead of time).**
- **Be alert and well prepared –doing the work on your own (not copying homework from another student, etc.).**

- **Respect your classmates and teachers by taking the class seriously (that doesn't mean that the class won't be fun—it will be!).**
 - **Please do not eat food or chew gum during class (drinks are okay). This is culturally inappropriate and rude to your classmates and teacher.**
 - **Use your computer/phone appropriately- fine to check Pleco dictionary; not ok to check and respond to texts, emails etc.; cell phones should be on vibrate so they do not interfere with class.**
 - **Help create a mature, positive atmosphere in the class-- Classical Chinese requires problem solving, which requires focus and critical thinking.**
 - **We will read from a clean version of each text, so make sure you are really reading the text not just reading your notes or the glosses.**
 - **Be collaborative (when appropriate) and supportive of each other. This is an environment where it is ok to make mistakes (and we all will make many, no doubt)**
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