

**ANS 378–W Spring 2013**  
**Meets with LAH 350**  
**Capstone Seminar in Asian Studies**  
**M 4-7 p.m.**  
**MAIN 220D**

**Dr. C.M. Lai (Léi 雷)**

**cmlai@austin.utexas.edu**  
**471-5811 (dept)**  
**WCH 5.112**

**Office Hours:           Mondays 2-4 p.m.**  
**Wednesdays 5-6 p.m. (by appointment only)**

- **ANS 379 fulfills the Asian Studies major requirement of ANS 378**
- **Prerequisites** – Completion of at least 90 hours of semester coursework, including at least 12 semester hours of upper-division coursework in Asian Studies and an Asian language. This course meets with LAH 350 – course enrollment requires a GPA of 3.5 or higher.
- All lectures and readings in English; no previous background in Chinese language, culture or literature is required.

**Required:**

CAO Xueqin, translated by David Hawkes, *The Story of the Stone, Vols. I, II, III*  
(Penguin, 1973, 1977, 1980) [aka *Honglou meng* (Dream of the Red Chamber)]  
CAO Xueqin and Gao E, translated by John Minford, *The Story of the Stone, Vols. IV, V*  
(Penguin, 1982, 1986)  
Richard J. Smith, *China's Cultural Heritage – The Qing Dynasty, 1644-1912* (2nd ed.;  
Westview Press, 1994)

- **Other Required and Supplementary Readings on Blackboard Course Site**

**Recommended:**

Tang Xianzu, translated by Cyril Birch, *The Peony Pavilion – Mudan ting*. 2<sup>nd</sup> ed (Indiana, 2002)

**Course Description – Cultural Memory and the Classic Chinese Novel**

- **2013 Novel: The Story of the Stone**  
**(Honglou meng, or Dream of the Red Chamber)**

The course focus is on the masterpiece 18<sup>th</sup> c. Qing dynasty Chinese novel, *Dream of the Red Chamber* (*Honglou meng*), with the alternate title of *The Story of the Stone* (*Shitou ji*). Lectures and seminar-style discussion will examine the metaphors and mythology from Chinese cultural memory that are present in this classic novel. In particular, the course will introduce American students to one of the most well-known of Chinese literary figures in Lin Daiyu, the novel's female protagonist that holds a significant place in Chinese cultural memory. Lin Daiyu's cultural significance is comparable to Juliet or Ophelia in Western cultural memory. This close study of the enduring appeal of the characterization of Lin Daiyu will include a perusal of antecedents for the Chinese "goddess" archetype in literary memory. Lectures and readings will provide literary and socio-historical contexts for the novel. A selection of primary and secondary source readings will introduce a cross-section of influential works from classical literature and the major founding schools of Chinese thought. Complementary study will include the viewing of modern-day visual and dramatic representations of this novel.

The core of the seminar will be the intensive reading and study of *The Story of the Stone*. Our reading of the novel in this course is modeled after the original serial nature of the work, where segments of the story were serially released, and read and discussed with great fervor in both public and private spheres. The attendant commentary and reimagining of the story belonged to the reading public. One could argue that this was one of the earliest prominent works to spawn “fan fiction,” especially in the context of Chinese artistic ownership, or lack thereof. We will consider the novel in this light of pop culture, and address the work as a stellar example of how a lowbrow cultural practice has evolved into a highbrow dynamic.

**Statement on Global Cultures and Writing Flags:**

**Global Cultures:** This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

**Writing:** This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work.

**Course Grade Based On:**

- *There is no final written exam in this course.*
  - *There is a class attendance policy.*
  - *Extra credit opportunities – attendance of Special Lectures outside of class*
- I. 15% *Class and online discussion, participation and “preparedness” (including in-class and online informal writing)*
- II. 50% *1-page Reading Response Writings (weekly)*
- III. 25% *One 8-page Research Inquiry Paper*
- IV. 5% *One Oral Presentation/ Panel Discussion (on required text CCH)*
- V. 5% *One Fan fiction piece (3-5 pages)*

**COURSE EXPECTATIONS**

- **This course will be graded on the Plus/Minus system.**
- *No assignments will be accepted after 5/5/13. Your final course grade will be based on work completed up to this date.*
- There is no written final exam for this course.
- **Laptop Use Policy** – Laptops may ONLY be used for your designated presentation day
- **Any Electronic Devices (Cell/Smart phones, iPhone, iPad, etc.) Use Policy** – **All devices must be turned off during class.** Any use of these devices, including texting, websurfing, etc. will lead to dismissal from class (and marked as an absence for that day). **Repeat offenders will result in a filing of a report of academic problems.**
- There is a class attendance policy for this course.

Quality class discussion is vital for success in this course and thus attendance is incumbent for such participation. As well, lectures will be vital for background on literary and historical contexts and schools of thought, as well as fleshing out ideas and concepts for discussion, all of which cannot be replaced by reading lecture outlines online. In-class writing and oral presentation work cannot be made up.

**ATTENDANCE POLICY – More than 2 excused/unexcused absences, your final class discussion/participation grade deducted a FULL grade (e.g. A- to B-); additional half grades deducted for each additional absence.**

*It is your responsibility to inform me of extenuating circumstances*

- **More than 1 hour late to class will result in a “half” absence**
- **Leaving early from class will result in a “half” absence**
- **More than 8 absences will result in a failing grade for the course.**

**Religious Holidays** – Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent** to observe a religious holy day.

**I. Class and online discussion, participation and “preparedness” (15%)**  
*See BB/Syllabus for guidelines on class and online discussion*

Discussion is essential for an understanding and appreciation of the literature. Both verbal and written forms of expression are emphasized in this course. You may be called upon to be lead discussant -- be prepared to lead with discussion questions and/or observations for each class session. Always come to class with at least two observations to contribute to discussion. The reading of the novel will be a balance between an “intensive” focus on details and “extensive” broad reading. You will be responsible for discussion of chapters assigned to your lead discussant group. (With exception of Volume III, Lead Discussant groups divided by GROUP 1 for odd-numbered and GROUP 2 for even-numbered chapters. Sign up on BB/Communication/Groups by Friday 1/18.)

**Some recommended approaches to reading the novel:**

- Start as soon as possible.
- Keep a reading “journal” with entries for each chapter, pay attention to details for your “intensive” focused chapters
- Review this journal in writing your Reading Responses
- Form informal reading partners from your Lead Discussant group
- Consult Appendices and Kinship Charts in each Volume.

• *Informal Writing*

\*There is no make-up for in-class informal writing. Informal “free-writing” and “list-writing” will jumpstart many discussions, or continue discussion (after the in-class break). I strongly encourage you to be on time for class as some of the informal writing will take place at the beginning of class for only a

few minutes. These will be collected and read and assigned points to be tabulated toward your class discussion grade.

- *Required Online Discussion on Blackboard – “Fan Fiction” Forum*

*NOTE – Please practice professional and academic decorum in participating in all online discussion.*

Required online discussion is for the purpose of having a meaningful and ongoing dialogue about the novel. This forum will serve as our “public sphere” where we can provide commentary in our reading process – speculate, argue, ruminate all you want! In all cases, in order to receive credit for class participation/discussion, please observe the due date for posts (by Sunday 11:59 p.m. of the week – see details for each forum). Credit will be given for the quality (rather than quantity) of post(s).

- The online venue is also yet another channel for ideas – to lay the groundwork for the “fan fiction” assignment due at the end of the term.

### **Writing – Critical and Analytical Writing (75%)**

*See BB/Syllabus for guidelines on academic writing and research, including citation guidelines and worksheets*

The reading of literature is incomplete without the writing about one’s understanding of the literature at a given moment. In this course, we will be engaged in critical thinking and writing about literature; in addition to informal writing in class and online, there will be formal writing assignments. We will also work on rethinking and revising prior written submitted work.

On matters of research and exploration of topics, I encourage you to make use of the UT library, including resources tailored for undergraduate students.

Website: <http://www.lib.utexas.edu/students/>

On matters of writing at any stage, I encourage you to consult with me and/or make use of the University’s Writing Center. (You may consult a Writing Tutor for brainstorming, no draft needed.)

Website: <http://www.utexas.edu/cola/centers/uwc>

## **II. Weekly Reading Response Writings (50%)**

**All Reading Response (RR) assignments (1 page, typed, double-space) due in class on Mondays by 4:00 p.m.** There is no make-up for Reading Responses. Late submissions will not be accepted for credit.

Each reading response is worth 10 points. There is no make-up of Reading Responses but your lowest score (including 0 for one missed) will be dropped in the final tabulation of your average.

These reading responses are exercises in developing critical thinking and formulating your ideas and observations about the week’s assigned chapters in the novel. The expectation is that these responses will stimulate discussion for the class that day,

and cumulatively evolve into components of your final paper. I would like you to regard all informal writing as ongoing drafts, therefore you are NOT expected to focus on WRITTEN PRESENTATION (organization, clarity, writing mechanics) nor to have formal introductions or conclusions. Rather, the focus is on thinking, analysis, and brainstorming in written form, and evaluation will be based on the **CONTENT of a “focused” response to that week’s assigned chapters for discussion.** (Think of these reading responses as excerpts from your reading journal of the novel.)

### **III. Research Inquiry Paper (8 pages, double-space) (25%)**

- **Paper (20%) Due by Sunday 5/5 11:59 p.m. No late submissions accepted**  
*Submit a .doc or .docx or pdf file (double space) on Blackboard under Assignments. Allow for technical problems and wait time in meeting the deadline.*

- **Proposal/Source Discussion Due Monday 4/22 (in class): (5%)**
  - **Brief 1 paragraph proposal and list of 3-5 additional primary/secondary sources (no late assignments accepted)**
  - **Be prepared to discuss one secondary source (article, book, etc.) in class**

Analytical and critical thinking will be the focus for this paper. Develop your observations and ideas into a thoughtful review of the literature, appending relevant ideas, interpretations, information, etc. from lectures, background reading, and additional research. View this critique as a point of thoughtful and analytical departure, rather than as a block of mere description. Support your observations and analysis with specific examples from the texts and with relevant source material (3-5 primary and/or secondary sources). How you define the parameters of this framework is up to you, and should reflect you in voice and in taste.

I look to your papers to reflect thoughtful observations and clear analysis regarding your chosen theme or themes; incorporate relevant ideas and works from background reading, in-class and online discussion, and lectures; and last but not least, to reflect something of your interest and inspiration as a reader of literature.

**Citation required.** Citation formatting guidelines are posted under Blackboard (See Syllabus) Acceptable styles: APA, Chicago, MLA. **Plagiarism will not be tolerated and consequences will include failure of assignment and may lead to failure of the course. Serious breaches of academic integrity will be reported.**

I expect you to proof your work carefully and to hand in final essays with minimal errors in spelling, punctuation, and grammar. The paper will be assessed two separate grades, equally evaluated on the following:

*See BB/Syllabus for Final Draft checklist*

<b>Content</b>	Quality of discussion and selection of topic (including assimilation of additional research, lectures, background reading, discussion), expression of ideas and opinions, observations, etc.
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**Written Presentation** Organization, clarity of expression of ideas and opinions, proper usage of English (mechanics of spelling, punctuation, grammar)

**IV. Oral Panel Presentation and Discussion (5%)**

*See Oral Presentation Guidelines below and on BB/Syllabus.*

- **ONE 10-minute** Powerpoint Presentation and subsequent Lead Discussant work on your designated chapter from Smith, CCH. (2-3 students per panel)
- Please sign up for a presentation time on BB/Communication/Groups by Week 2 Friday 1/25. If you have not signed up for a chapter, one will be assigned to you. (Recommended: Sign up for a chapter that is of potential interest for a research inquiry.)
- CCH Chapters 2-10 (Weeks 4-13) – Presentations and discussion will take place after the in-class break
- There is no make-up for missed presentations

The process of preparing an oral presentation of one's ideas is an integral part of developing ideas and refining observations. A prepared oral presentation is an excellent exercise in abstracting the essence of one's ideas, basically "getting to the point," and supporting one's point with meaningful examples. Your presentation and lead discussant work should be based on the assigned chapter from the required background text, *China's Cultural Heritage* (CCH) by Richard J. Smith.

- **15 minutes prior to class time, upload your Powerpoint presentation on your BB Group Page under FILE EXCHANGE.**
- **Recommended – see Oral Presentation Pointers (BB/Syllabus)**
  - Panel Groups are organized under Group Pages (see BB, Communications) – Please consult on Group Discussion Board with your fellow panelist(s) to avoid overlap in presentation topics.
  - Each presentation should be between 9-10 minutes (minimum of 9 minutes, maximum of 10 minutes), with time for discussion at the conclusion of all presentations. Arrive early to set up any other presentation needs.
  - Lead Discussant -- After all presentations, your panel will lead discussion on the designated CCH chapter and relevance to the novel.
- **Guidelines for the content of your presentation:**
  1. Summarize (Overview slide) – Tell us the focus of your presentation as explored in your selected chapter from CCH. Draw relevant connections to the novel. Coordinate with your fellow presenter(s) on a division of work in presenting a summary of the assigned CCH chapter. (4 minutes)
  2. Introduce Main Points, Background and Discuss – For example: How does this CCH chapter discuss art, literature, history, religion/thought, politics, economics or social practices? What are the relevant literary, historical, philosophical, socio-political, or cultural contexts for *The Story of the Stone*? (5 minutes)
  3. Pose 2 meaningful questions for discussion – post these on your final slide.

Your presentation and lead discussion work will be evaluated on **Content and Oral Presentation**. You will be assessed on oratory skills, for a well-spoken and well-timed presentation will greatly contribute to a communication of your ideas. As well, oral presentations and fielding questions are always good practice for something you will be called upon to do at some point in your life and career, long after you leave the classroom.

**Content** Quality of discussion and selection of topic focus, expression of ideas and opinions in leading discussion

**Oral Presentation** Organization, clarity of expression of ideas and opinions; “mechanics” of presentation (within time limit, articulate delivery of presentation), effective use of Powerpoint presentation, effectiveness in leading discussion

V. **Fan Fiction Piece (3-5 pages, double-space) (5%)**

*See BB/Syllabus for worksheet*

- Due in Week 15 **Friday 4/26 by 11:59 p.m. on BB on Discussion Board** (see appropriate forum).
- Submit in .doc/.docx/pdf format. No late submissions accepted.
- Discussion of your fan fiction pieces will take place on the last class session, Monday 4/29

A “creative” piece of fan fiction will be the endpoint of online and offline dialogue on the novel. In contrast to the academic nature of the research inquiry paper, view this assignment as a form of speculation and conjecture, involving your reading of plot, theme, characterization, and authorial intent, to name just a few possibilities. You are encouraged in this piece to freelance and forge your insight and critical analysis into more innovative directions, along the lines of creating fan fiction -- prequels, sequels, and other tangential avenues.

- Your piece will be evaluated on:

**Content** Quality of selected focus, including assimilation and relevance to original novel, effective use of allotted space (3-5 pages)

(NOTE – This is fan fiction – **written presentation** is not a priority but your piece should be fairly accessible to readers.)

## SCHEDULE OUTLINE

- Readings, Lectures/Notes on BB/Course Documents
- Sign up for an Oral Presentation/Discussion for Weeks 4-13
- Reading Response writings (RR) (1 page, double-space) due Mondays by class time; no late submissions accepted. Lowest score (including 0 for missed RR) dropped in final average
- There is no written final exam.
- No assignments accepted after 5/5/13

**Abbreviations:** **SS** – *The Story of the Stone*                      **CCH** – *China's Cultural Heritage*

### INTRODUCTION

- *By Friday 18, sign up on BB/Groups for Lead Discussant Group 1 or 2*

**Week 1 (1/14)**                      *The Story of the Stone* in cultural memory (textual history)  
The Chinese cosmos – concepts of the supernatural  
The Female Archetype – the Goddess and the Abandoned Woman

*In-class Discussion:* *Ode 58 “Meng” (“To a Man”) (Shijing or Book of Songs)*  
*“The Goddess of the Xiang” (Chuci or Songs of the South)*  
Yuan Zhen, “The Story of Yingying”

*Reading:*                      In BB/Course Docs:  
Lecture Notes on Chinese language, literary tradition  
Mark Edward Lewis, “Writing”  
Bryan W. Van Norden, from *Introduction to Classical Chinese Philosophy*: Appendix B: Chinese Language and Writing System  
*Recommended:* Norden, Chapters 1, 2, 3

**Week 2 (1/21)**                      **MLK Jr. Day – no class (but start reading!)**  
• *By Friday 1/25, sign up on BB/Groups for Oral Presentation Weeks 4-13*

**Week 3 (1/28)**                      **SS VOLUME I Introduction, Chapters 1-5**  
   **RR 1**  
*Reading:*                      CCH 1 Introduction; Appendix A, Appendix B

**Week 4 (2/4)**                      **SS VOLUME I Chapters 6-15**  
   **RR 2**  
*Reading:*                      CCH 2 The Qing Inheritance (2 Presenters)

<b>Tuesday 2/5      Special Guest Lecture in English, on pop culture by Professor Teng Jimeng, Beijing Foreign Studies University (time tba)</b>
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<b>Extra credit option for attending and writing a 1-paragraph response to this talk – attendance credit or 1 point toward RR total</b>
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- Week 5 (2/11)      SS VOLUME I Chapters 16-26**  
**RR 3**  
*Reading:* CCH 3 The Qing Political Order (2 Presenters)
- Week 6 (2/18)      SS VOLUME II Chapters 27-36**  
**RR 4**  
*Reading:* CCH 4 Social and Economic Institutions (2 Presenters)
- Week 7 (2/25)      SS VOLUME II Chapters 37-44**  
**RR 5**  
*Reading:* CCH 5 Language and Symbolic Reference (2 Presenters)
- Week 8 (3/4)      SS VOLUME II Chapters 45-53**  
**RR 6**  
*Reading:* CCH 6 Thought (3 Presenters)

<b>Week 9 (3/11)      SPRING BREAK – no classes</b>
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- Week 10 (3/18)      SS VOLUME III Chapters 54-80\***  
**Focus on 55,56,57,61,65,66,67,68,69,70,73,74,75,79,80**  
*\*Lead Discussant group intensive reading does not apply to Volume III*

**RR 7**  
*Reading:* CCH 7 Religion (2 Presenters)

- Week 11 (3/25)      SS VOLUME IV Chapters 81-88**  
**RR 8**  
*Reading:* CCH 8 Art (2 Presenters)

<b>Thursday 3/28      Special Guest Lecture (in Chinese?) by Chinese novelist, Yan Lianke (time tba)</b>
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<b>Extra credit option for attending and writing a 1-paragraph response to this talk – attendance credit or 1 point toward RR total</b>
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- Week 12 (4/1)      SS VOLUME IV Chapters 89-98**  
**RR 9**  
*Reading:* CCH 9 Literature (3 Presenters)

- Week 13 (4/8)      SS VOLUME V Chapters 99-109**  
**RR 10**  
*Reading:* CCH 10 Social Life (2 Presenters)

**Week 14 (4/15)      SS VOLUME V Chapters 110-120**  
**RR 11**

*(RR 11 is Optional –Your RR grade average will be based on RR 1-10.)*

**Week 15 (4/22)      RESEARCH INQUIRY**

**For class --** Be prepared to discuss one secondary source (article, book, etc.) from your research inquiry

**Due by class time (no late assignments accepted):**

- *Brief 1 paragraph proposal and list of 3-5 additional primary/secondary sources (typed, double-space)*

**Week 16 (4/29)      AN OVERVIEW – FAN FICTION**

Discussion of your fan fiction piece

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| <ul style="list-style-type: none"><li>• <b>Sunday 5/5 11:59 p.m. Due on BB/Assignments: Final Research Inquiry Paper (8 pages plus bibliography)</b></li><li>• <b>Submit in .doc, .docx, pdf format</b></li><li>• <b>No late assignments accepted</b></li></ul> |
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### **Use of Blackboard**

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notifications of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are **not** an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 a.m. to 6 p.m., so plan accordingly.

### **The UT Library**

The UT Library offers resource help and many services. The following link is for Undergraduate Students:  
Website: <http://www.lib.utexas.edu/students/>

### **The Undergraduate Writing Center**

The Undergraduate Writing Center provides individual, professional advice on all aspects of writing to UT undergraduates on a drop-in basis or by appointment. Location: Flawn Academic Center 211, 471-6222.

Writer's Advice Line: free and open to everyone.

Email your brief query or call at 475-VERB.

Website: <http://www.utexas.edu/cola/centers/uwc>

## **IMPORTANT INFORMATION ON UNIVERSITY POLICIES**

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **University Electronic Mail Notification Policy**

#### **(Use of E-mail for Official Correspondence to Students)**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

### **Documented Disability Statement**

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. See Website below for more information: <http://deanofstudents.utexas.edu/ssd/providing.php>