

ANS 372/CL 323 [GC]* FALL 2013
Decoding Classical Chinese Poetry – The Moon
MWF 12-1 p.m.
Mezes 1.120

Dr. C.M. Lai (Léi 雷)
WCH 5.112
475-6054
cmlai@austin.utexas.edu

[All lectures, discussion and readings in English.]
Office Hours: Mondays, Wednesdays, Fridays 1-2 p.m

- **REQUIRED TEXTS AND EVENT:**
- John Minford and Joseph S.M. Lau, eds. *Classical Chinese Literature – An Anthology of Translations*, Volume I: From Antiquity to the Tang Dynasty (Columbia, 2002)
- *Please purchase the following required text (custom printed) at Paradigm Books on 2116 Guadalupe (NOT at the Co-op):*
- David Hawkes, *A Little Primer of Tu Fu* (Rpt. Renditions, 1995)
- Michael Sullivan, *The Three Perfections: Chinese Painting, Poetry and Calligraphy* (Revised edition: George Braziller, 1999) [out of print]
- **Other Required and Supplementary Reading:** Articles and other readings will be posted on Blackboard/Course Documents. See <http://courses.utexas.edu/>
- **Required Viewing of the Full Moon, Mid-Autumn Festival* – Week 4**
Wednesday, September 18 around 8 p.m., btw WCH and Main
- *in lieu of class on Weds. 11/27 (Mid-Autumn Festival is on 9/19)

This course will provide an introduction to the classical Chinese poetic tradition and is open to all students. No previous background in Chinese language, culture or literature is required. Readings in English translation will encompass a selective sampling of poetry from as early as the seventh century B.C.E. through the 9th century. Lectures and discussions will focus on the literary, cultural, historical, social, political, philosophical, and religious background against which these representative works in poetry arose. While background reading will be assigned, the focus of lectures and discussion will be on the primary works of poetry. Course emphasis will be given to poetry of the medieval period of the Tang dynasty (618-907) which is commonly referred to as the “golden age” of Chinese poetry. Intensive focus and close readings will be given to poetry on the moon by four of pre-modern China’s greatest and most beloved poets, Tao Yuanming 陶淵明 (or Tao Qian 陶潛) (365-427), Wang Wei 王維 (701-761), Li Bo 李白 (or Li Bai) (701-762), and Du Fu 杜甫 (712-770).

The poet’s response to the human condition will form the framework within which we will consider our role as readers and our interpretation of the poetic treatment of the human response. Lectures, readings and class discussion will examine these ideas and concepts in the context of the moon in Chinese literary memory. Through this methodical process, we will begin to *decode* the literary language of classical Chinese poetry and poetic craft. It is through this process of deciphering what can be puzzling or mysterious that the reader may emerge with yet another response to the human condition. Herein lies the allure of classical Chinese poetry – we can still find our way to the Chinese poet’s world today.

*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.

Course Expectations

- **This course will be graded on the Plus/Minus system.**
- There is no written final exam for this course.
- *No late or make-up assignments are accepted. No assignments will be accepted after the last day of classes (12/6/13). Your final course grade will be based on work completed up to this date.*
- **Laptop Use Policy** – Laptops may ONLY be used for your designated presentation day.
- **All Electronic Devices (Cell/Smart phone, 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. (see below)

Your grade for this course will be based on the following:

I. Discussion (15%)

15% Class and online discussion, participation and “preparedness”
In-class Informal Writing and weekly Lead Discussant work

II. Writing and Oral Presentation (80%)

50% Discussion Questions / Expanded Written Responses
25% Critical Writing (Response Essay, Research Inquiry/Project Paper)
5% Oral Presentation and leading discussion (selected topic)

III. Creative Writing: imitation and matching poems (5%)

5% Creative Writing: imitation and matching poems (evaluated CR/NC)

- *Class attendance.*

Attendance is vital for success in this course and I value your contribution to class discussion. As well, lectures will be vital for background on historical context and schools of thought, and flesh out ideas and concepts for discussion, all of which cannot be replaced by reading on your own.

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 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. Discussion (15%)

Class and online discussion, participation and “preparedness.” Discussion is essential for an understanding and appreciation of the literature. Both verbal and written forms of expression are emphasized in this course. Be prepared to lead on your selected piece(s) with discussion questions and/or observations for each class session. Come to class with at least two observations to discuss. Oral recitation of some pieces will be highlighted to appreciate the language. I have selected translations that read well in English as well as reflecting the Chinese original appropriately, if not always precisely.

*Informal Writing / Leading Discussion**

*There is no make-up for in-class informal writing

Informal “free-writing” and “list-writing” will jumpstart many discussions. 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; much of informal writing will be online on Blackboard Discussion Board. These will be collected and read but not assigned a formal grade. However, these will be tabulated toward your overall informal writing grade.

II. Writing and Oral Presentation (80%)

The reading of literature is incomplete without the writing about one’s understanding of the literature at a given moment. The appreciation of literature is incomplete without the experience of creating one’s own voice. In this course, we will be writing about literature and writing some literature ourselves. In addition to informal writing in class and online, there will be formal writing assignments.

On matters of research and exploration of topics, I encourage you to make use of the UT library and its many resources. Website: <http://www.lib.utexas.edu/students/>

On matters of writing at any stage, I encourage you to consult with me and/or make liberal use of the University’s Writing Center. <http://www.utexas.edu/cola/centers/uwc>

- *Discussion Questions (50%)*

Each response is worth 10 points. There is no make-up of DQ but the lowest score (or 0 for missed DQ) will be dropped in the final average.

Formulated “Discussions Questions” based on the material covered in class and background reading will be handed out **at the start of class 5-10 minutes of in-class writing** on most Fridays (see below for dates). You will be expected to develop these

discussion questions into concise but thoughtful responses. These will vary between 2 sentences to half a page (handwritten). Some DQ will be open book and notes, others will be closed book and notes.

These discussion question responses are exercises in developing your ideas and observations – some of these will evolve into components of your research note. I would like you to regard informal writing as ongoing drafts, therefore you are NOT expected to focus on PRESENTATION (organization, clarity, usage of English) 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 CONTENT.

- *Response Essay, Research Inquiry Project Paper and Powerpoint Presentation (30%)*

Submit assignment in .doc or .docx or pdf format on Blackboard under Assignments. Allow for technical problems and wait time in meeting the deadline, due at 11:59 p.m. of the due date.

- | |
|--|
| ● <i>Response Essay (1-2 pages, double-space) due Friday 9/20 (5%)</i> |
|--|

Write a 1-2 page (double space) informal essay in response to viewing the moon for Mid-Autumn Festival. Think of this short assignment as an extensive and well-written response that complements our class and online discussions on the moon. How you define the parameters of this framework is up to you, but should be fairly well-defined within the 2-page limit.
--

I look to your response essay to reflect critical thinking. Incorporate relevant ideas and works from assigned reading, in-class and online discussion, and lectures; and last but not least, to reflect something of your inspiration after viewing the full moon.

No formal footnotes or endnotes required, but plagiarism will not be tolerated.

I expect you to proof your essay carefully and to hand in essays with minimal errors in spelling, punctuation and grammar. Your essay will be evaluated equally on:

Content Quality of discussion of chosen topic (including assimilation of discussion, lectures, background reading), expression of ideas and opinions, observations
Written Presentation Organization, clarity of expression of ideas and opinions, “mechanics” of writing (proper usage of English grammar, spelling, punctuation, etc.)

- | |
|---|
| ● <i>Research Inquiry Essay (4-5 pages, including citation, double-space), due Friday 12/6 11:59 p.m. (20%)</i> |
|---|

Write a 4-5 page (including citation) research inquiry essay on a poem or poems not discussed in class, the core of which MAY be based on your oral presentation. Think of this essay as an extensive and well-written inquiry that supplements the course reading.

- | |
|--|
| ● Define your focus. Focus on one or a combination of ideas and concepts as discussed in lectures and during in-class and online discourses. |
|--|

- Develop your observations and ideas into a thoughtful review of the secondary literature, appending relevant ideas, interpretations, information, etc. from lectures, background reading, and, most importantly, additional research.
- Base your compilation of findings with specific and strong evidence from credible sources. How you define the parameters of this framework is up to you, but should be fairly well-defined within the 5-page limit.

- Sign up for a Presentation day (Fridays, Weeks 8-12) by Week 6 Friday 10/4. A poem or poems should be selected by the week before your presentation week. (Posted on BB/Communication/Groups.)

Week 8 10/18 – early folk poetry, Ruan Ji, Cao Zhi

Week 9 10/25 – Xie Lingyun, Tao Yuanming

Week 10 11/1 – Meng Haoran, Wang Wei

Week 11 11/8 – Li Bai

Week 12 11/15 – Du Fu

I look to your research inquiry to reflect critical thinking and to be cohesively compiled. Incorporate relevant ideas and works from additional research, assigned 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 poetry.

Footnotes or endnotes required for this essay. Plagiarism (including that from lecture notes and classmates’ postings) will not be tolerated. (Suggested Citation format on BB/Syllabus.)

- Bibliography should be on a separate page, included in the 4-5 pages.

I expect you to proof your essay carefully and to hand in essays with minimal errors in spelling, punctuation and grammar. Your essay will be evaluated equally on:

Content Quality of discussion, selection and research of well-defined topic (including assimilation of additional research, assigned reading, discussion, lectures), expression of ideas and opinions, observations, etc.

Written Presentation Organization and compilation of findings, clarity of expression of ideas and opinions, “mechanics” of writing (proper usage of English grammar, spelling, punctuation, etc.)

- *Oral Presentation / Lead Discussant (5%)*

ONE Oral Powerpoint Presentation on a potential research inquiry (7-10 minute presentation and discussion, depending on class size). 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. The process in preparing the oral presentation is also designed to assist you in the refining stages of your research inquiry essay.

Presentations will allow us to read and discuss poetry not previously covered in the course. **Thus, the piece you select for presentation should not be an assigned piece but will form the core of your brief oral presentation and subsequent class discussion. Your assigned piece must be posted on BB/main Discussion Board the week prior to your Presentation week. Your Powerpoint presentation should be uploaded to BB/Groups/File Exchange by class time of your presentation day.**

You will be assessed on oratory skills for a well-spoken and well-timed talk will greatly contribute to a communication of your ideas. As well, oral presentations 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.

Oral Presentations will be equally evaluated on the following:

- Content** Quality of selection and discussion of chosen topic, expression of ideas and opinions, observations
- Oral Presentation** Organization, clarity of expression of ideas and opinions, “mechanics” of presentation (within time limit, articulate delivery of presentation), effective use of Powerpoint

III. “Creative” Poetry Writing (5%)

No late submissions accepted for credit.

The reading of literature and criticism is incomplete without the appreciation of literature, and this appreciation is an incomplete experience without creating one’s own voice. In this assignment, I would like you to go beyond imitation, original or otherwise, and apply the theory to practice. The only restriction is to stay within the parameters of the Chinese literary memory, ongoing as it is.

- 1 Poem in imitation of classical Chinese poetry (3%)
- 1 Matching Poem (of a classmate’s poem) (2%)
- Poems will be graded **Credit / No Credit**. Due by 11:59 p.m. on due date:

“Imitation” Poem Due On Blackboard/Discussion Board: Tuesday 11/26 11:59 p.m.*

*Imitation poem discussion for class session Monday 11/25

“Matching” Poem Due on Blackboard/Discussion Board: Tuesday 12/3 11:59 p.m.

*Matching poem “composing” and reading in class on Monday 12/2 and Wednesday 12/4.

*****Applies to Graduate Students Only*****

For Graduate-Level Credit:

**Complete a Conference Course Form and turn in by the add/drop date.
See me to discuss details on additional reading and assignments.**

Detailed class and reading assignments are posted for each section on Blackboard/Course Documents. All sections will be supplemented by lecture outlines, notes and other translations.

NOTE – There is no written final exam for this course. No assignments will be accepted after last day of classes (12/6/11).

Text Abbreviations:

CCL: *Classical Chinese Literature – An Anthology of Translations*

Primer: *A Little Primer of Tu Fu*

Perfections: *The Three Perfections – Chinese Painting, Poetry and Calligraphy*

**Weeks 1-2 Introduction to Chinese Poetry and Poetic Craft
[Calligraphy and Painting]**

The zhiyin 知音

Reading: *CCL, Perfections*, Readings on BB

[9/2 Labor Day – no class]

Weeks 3-5 The Insomniac Moon (autumn, zither, goose/swan, wine)

[Mid-Autumn Festival – viewing the moon 9/18 around 8 p.m. btw WCH/MAIN]

Reading: *Primer, CCL, Perfections*, Readings on BB

9/13 Discussion Question 1 (in class, open book/notes)

9/20 Response Essay due on BB/Assignments (no late assignments accepted)

Weeks 6-9 The Companion Moon (pine, wind, wine, recluse)

Reading: *CCL*

10/4 Discussion Question 2 (in class, open book/notes)

Sign up for a presentation day on BB/Groups

10/18 Discussion Question 3 (in class, open book/notes)

[Oral Presentations 10/18 and 10/25]

Week 10 The Enlightenment Moon (zither, “whistling,” recluse)

Reading: *CCL*

[Oral Presentations 11/1]

Weeks 11-13 The Connection/Link Moon (river, mountains)

Reading: *Primer, CCL*

11/8 Discussion Question 4 (in class, closed book/ open notes)

11/22 Discussion Question 5 (in class, closed book/ open notes)

[Oral Presentations 11/8, 11/15]

Weeks 14-15 The zhiyin – Imitation and Matching Poetry

[Weds. 11/27 – no class session; Friday 11/25 Thanksgiving Break]

11/26 Imitation poem due on BB/Discussion Board

12/3 Matching poem due on BB/Discussion Board

**Final Research Inquiry Project Essay due Friday 12/6 11:59 p.m. on
BB/Assignments – no late assignments accepted**

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 system offers resource help and many services in support of your course work. The following link is tools and support for Undergraduate Students: <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

Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259 – voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. For more information: <http://deanofstudents.utexas.edu/ssd/providing.php>