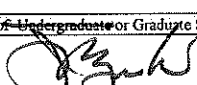


University at Albany – State University of New York			
College of Arts and Sciences		Course and Program Action Form	
		Proposal No. <u>11-016U</u>	
Please check one: <input checked="" type="checkbox"/> Course Proposal <input type="checkbox"/> Program Proposal			
Please mark all that apply:			
<input checked="" type="checkbox"/> New Course	Revision of:	<input type="checkbox"/> Number	<input type="checkbox"/> Description
<input type="checkbox"/> Cross-Listing		<input type="checkbox"/> Title	<input type="checkbox"/> Prerequisites
<input checked="" type="checkbox"/> Shared-Resources Course w/EAC 420		<input type="checkbox"/> Credits	
<input type="checkbox"/> Deactivate/Activate Course (boldface & underline as appropriate)		<input type="checkbox"/> Other (specify): _____	
Department: <u>East Asian Studies</u>		Effective Semester, Year: <u>Fall 2011</u>	
Course Number	Current: _____	New: <u>EAC 520</u>	Credits: <u>3</u>
Course Title: <u>Classical Chinese Poetry</u>			
Course Description to appear in Bulletin: This class surveys Chinese poetry written in traditional verse forms, beginning with works from the Book of Poetry (600 BC) and concluding in the 18th century. Major poets will include Qu Yuan, Du Fu, Li Bo, and Su Shi. The course will begin with the major linguistic and rhetorical elements of Chinese poetry and proceed to introduce elements of traditional Chinese poetics. Students must be able to use Chinese language sources.			
Prerequisites statement to be appended to description in Bulletin: Ability to read Chinese.			
If S/U is to be designated as the only grading system in the course, check here: <input type="checkbox"/>			
This course is (will be) cross listed with (i.e., CAS ###): _____			
This course is (will be) a shared-resources course with (i.e., CAS ###): _____			<u>EAC 420 (was EAC 390)</u>
Explanation of proposal: This graduate course is being created as a shared-resource section of the department's upper-level seminar "Classical Chinese Poetry." That course is currently numbered EAC 390, but the department submitted a CAF to raise its level to 400-level (to reflect its more advanced content and prepare it to accommodate this shared-resource section). Although the Department of East Asian Studies does not have its own graduate program, this course is being created to meet the need of the School of Education Educational Theory and Practice Department's Chinese Language Teacher certification program. Please see the accompanying e-mail record certifying that ETAP will recognize this course as part of the requirements for its certification program.			
Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering: N/A			
Chair of Proposing Department Anthony DeBlasi			Date 3/4/11
Approved by Chair(s) of Department(s) having cross-listed course(s) [Copy of e-mail approval on following page.]		Date	Dean of College Gregory Stevens/Edelgard Wulfert
			4/7/11
Chair of Academic Programs Committee Janna Harton		Date 3/25/11	Dean of Undergraduate or Graduate Studies  4.8.11

From: Applebee, Arthur N
Sent: Thursday, March 03, 2011 10:37 AM
To: DeBlasi, Anthony; Meskill, Carla J
Subject: RE: Chinese Teacher Certification Program

Tony,

Thank you for sharing information on your proposed course changes. Any of these four courses should be acceptable to meet the Chinese language and culture requirement in our MS-ETP program leading to New York State professional certification as a teacher of Chinese.

Arthur

Arthur N. Applebee
Distinguished Professor & Chair
Department of Educational Theory & Practice
University at Albany

From: DeBlasi, Anthony
Sent: Thursday, February 24, 2011 2:58 PM
To: Applebee, Arthur N; Meskill, Carla J
Subject: Chinese Teacher Certification Program

Hi Arthur and Carla,

At long last, I am putting the graduate sections that we need to service students coming into the Chinese Teacher certification program that we have been discussing for the last couple of years. I am attaching four Course Action Forms for your consideration. I will need an acknowledgement from ETAP that these courses will be acceptable in the program. This is important since EAS does not have its own graduate program and therefore cannot create graduate sections without evidence that the courses will be acceptable in a preexisting graduate-level program.

To refresh your memories (and mine), these sections would fill the required 6 credits of culture courses required for certification. You will note that all four courses require the ability to read and use Chinese language materials. As Carla and I had discussed in the past, our collective understanding is that state Ed will accept courses taught in English but with evidence of Chinese language content.

Anyway please let me know what you think.

Best,
Tony

<< File: EAC 576 CAF Change in Medieval China.doc >> << File: EAC 520 CAF Classical Chinese Poetry.doc >> << File: EAC 530 CAF Chinese Travel Literature.doc >> << File: EAC 568 CAF Confucius.doc >>

Anthony DeBlasi, Ph.D.
Associate Professor and Chair
Department of East Asian Studies
University at Albany
Albany, NY 12222
Ph. (518) 442-5316
Fax. (518) 442-4118

Classical Chinese Poetry

Syllabus

AEAC5xx
Spring 2011
TTH 4:15-5:35
Prof. Charles Hartman
Office Hours: TTH 2:45-3:45; Office: HU-245

Date	Period	Zong-qi Cai	<i>Sunflower Splendor</i>
1/20, 25, 27 2/1	Shijing 詩經	13-35	3-15
2/8, 10	Chuci 楚詞	36-56	15-26
2/15, 17	Han 漢 dynasty	59-117	29-44
3/1, 3, 8, 10	Six Dynasties 六朝	121-157	44-80 Mid-term: 3/10
3/15, 17, 22, 24, 29, 31	Tang 唐 dynasty	161-242	81-294; Young, <i>Du Fu</i>
4/5, 7, 12, 14	Song 宋 dynasty	245-326	297-408
4/26, 28, 5/3	Yuan, Ming, Qing 元明清 dynasties	329-378	411-522

Textbooks: Zong-qi Cai. *How to Read Chinese Poetry. A Guided Anthology*. Columbia, 2008.

Wu-chi Liu and Irving Yucheng Lo, eds. *Sunflower Splendor. Three Thousand Years of Chinese Poetry*. Indiana University Press, 1990.

David Young. *Du Fu. A Life in Poetry*. Knopf, 2008.

Class format: This is a literature class. We will read and talk about Chinese poetry. Therefore, although some lectures will provide historical background and context, the major activity in the class will be discussion, as a class, of assigned readings. The goal of the class is not only to understand the historical development of Chinese poetry but also to learn to analyze and read individual poems in all major Chinese genres of poetry.

Students will take turns every day presenting a poem of their choosing from the assigned reading to the entire class. Depending on the size of the class, each student will make 4-5 presentations over the semester. These presentations will form part of the class attendance and participation grade. Students who can read some Chinese are encouraged to read original texts when possible. The instructor will provide guidance and assistance in matching readers and texts.

Graduate students are required to write a research paper of at least 25 pages, which must involve some use of Chinese-language sources, either primary or secondary. The topic may be on any area within the parameters of the course, but must be approved by the instructor prior to the end of the third week. An outline of the paper must be presented in written form to the instructor by the mid-term. At that time, the instructor will schedule in class reports for each student to present their paper in oral form. The first draft of the paper is due before spring break. The final paper is due the last day of class.

Grading: the final grade will consist of the mid-term exam grade (25%), final exam grade (25%), and class attendance, preparation, participation in class discussion (25%), research paper (25%) All four areas are equally important; excellence in one area will not be used to compensate for deficiencies in another.

Things to do and not to do: 1) class attendance is mandatory. No not cut class. 2) Buy the textbooks and bring the textbooks to class. 3) Read the assignments on time and come to class prepared to discuss any part of the reading assignment. 4) Ask questions whenever you do not understand something. 5) Take notes and review them for the exams.