I am applying for the Summer Teaching Grant for 2013-2014 in order to facilitate the conversion of EAST 367 “Chinese Literature in Translation,” into a two-year, two-part sequence. EAST 367 will alternate each year between a course on Chinese poetic and dramatic literature and a course on Chinese prose and narrative. This dual sequence is conceived as a pair of coherent, linked and complementary pedagogical units.

This project will benefit the Chinese program in the Modern and Classical Languages Department as it develops a Chinese major. It also addresses a current gap in the program's course offerings by providing more options for courses on Chinese culture and literature through EAST 367, the only course in Chinese literature offered by the program. This will provide greater coherence and scope to the culture and literature component of the Chinese program’s curriculum. For the students, it will represent an increase in the number of Chinese literature courses available, providing them with more opportunities to engage rigorously and comprehensively with Chinese literature. At the same time, it will enhance course offerings in the East Asian Studies program, through which EAST 367 is offered. This project is congruent with MCL’s mission of encouraging cultural competencies, as well as the creative and interpretive aptitudes that underscore an understanding of the history and aesthetic expressions of a given culture. It also supports the Chinese language program’s mission to inculcate cultural and literary knowledge in supporting student linguistic competencies. Expanding the cultural, literary and aesthetic range of EAST 367 is timely, given the ascent of China along the Pacific Rim over the past decade and into the future, and the need to encourage cultural competencies in students who will increasingly enter into a global workforce that, of necessity, engages with China.

The Chinese program in MCL has submitted a proposal to create a Chinese Language and Culture major, for which EAST 367 will be a capstone course. Currently, EAST 367 is the only Chinese literature course in the Chinese program. In contrast, the Japanese, Spanish, German and French programs offer several culture and literature courses and require at least four such courses for their majors. Therefore, my proposed changes to EAST 367 will bring the Chinese program closer to the culture and literature curriculum offered in other language programs in MCL and contribute to the Chinese program’s proposed Chinese Language and Culture major. Furthermore, by way of emulation, the equivalent Japanese culture and literature course in the East Asian field, EAST 368 “Japanese Literature in Translation,” is taught in alternation by the instructors of the Japanese program, who are able to bring different disciplines and perspectives to the course. In considering the Chinese programs offered by other universities in Washington state, the University of Washington's undergraduate Chinese program offers at least nine culture and literature courses, while Washington State University offers five such courses. Thus, expanding course offerings through EAST 367 will also bring
Western's Chinese program closer to the practices of other Chinese programs.

The two-course sequence will be organized as two courses representing generic approaches to Chinese literature. One course will examine prosodic literature, key among which are the lyrical and the dramatic traditions. The second course will examine narrative and prose, such as anecdotal literature, short prose writings as well as novelistic works. These two courses are intended to be inclusive with reference to the major literary and aesthetic forms of Chinese literature. Each course approaches these forms with the emphasis that major themes, plots and cultural ideas cross generic lines, therefore, each course in itself provides an overview of Chinese literature. However, for students who wish to acquire a more in-depth knowledge, participation in the second course will provide an opportunity for reading, interacting with and experiencing a greater variety of texts and secondary literature, through print as well as audio and visual media.

Apart from department and program imperatives, a sequence of courses covering major fields in Chinese cultural and literary history will extend and consolidate the range of my teaching, especially in the areas of modern Chinese literature and the Chinese poetic tradition. Since 2007, I have been teaching a variety of culture and literature courses at the introductory and upper-levels. Previously, the courses I taught have always been in conjunction with courses in Chinese literature offered by other faculty in Chinese literature. Currently, however, I have sole responsibility for the content of EAST 367 and I am applying for a course revision so that the course will be repeatable. If I am awarded a Summer Teaching Grant, it will provide me with time away from teaching to engage reflectively and creatively with and complete the two-course curriculum I have proposed above. On a different note, my research interests lie in the intellectual and political history and historiography of China from circa 800 BCE to 1 CE. However, as I prepare a book manuscript based on my dissertation research, one necessary task is to re-contextualize and re-position my scholarship within the larger discourse of recurring political ideas over three millennia of Chinese dynastic history. In building the content for an expanded EAST 367, I will be able to extend my competence in the culture, literature and history of China into the common era and beyond.
Preliminary Bibliography

Primary materials in translation


Wilt Idema, since 2008, has published a series of translations collecting the various versions of well-known Chinese tales, the story of Mulan among them. Other works will be incorporated into the curriculum as appropriate.


**Secondary readings**


Plaks, Andrew H. *The Four Masterworks of the Ming Novel: Ssu-ta Ch’I Shu*. Princeton:


