

CHW 4120, Classical Chinese 1

SPR 2016 (x 2600)—Exam Period 26A
T, 5-6 R, 6 / MAT 151

Course contents and objectives CHW 4120 is an introduction to early China's written language and society. Lessons in the textbook begin with proverbs and short stories from the *Garden of Stories* by Liu Xiang (79–8 BCE) and conclude with a biography from the “Assassin-Retainers” section of the *Records of the Grand Historian* by Sima Qian (c. 145–86 BCE). Apart from serious study, practice in reading is the most important means for acquiring a mastery of the basic principles of literary grammar and learning a range of meanings for Chinese characters that differs from modern usage. Additional sight-readings will be made available in handouts. This class emphasizes reading comprehension and is not for practicing the modern spoken language, although many of its idioms derive from premodern usage. Translation exercises between classical Chinese and English, and vice versa, will develop the ability to break down culturally dense passages into semantically logical units. Reading classical texts will furthermore equip students with an understanding of Chinese culture's fundamental social values.

Until the 1920's, all writings in China were in a form of classical Chinese. Educated men and women in premodern Korea, Japan, and Vietnam could also read—and often write—this lingua franca. Knowledge of classical Chinese, particularly of its function words, remains useful for understanding Chinese newspapers as well as modern prose in the professional or academic styles.

Pre-requisite “Second-Year Chinese 2” (CHI 2231) or by instructor's permission.

Textbook *A New Practical Primer of Literary Chinese* (paperback) by Paul Rouzer. Harvard UP, 2007. ISBN-10: 0-674-02270-X, and ISBN-13: 978-0-674-02270-6
Although not required, it is recommended that you purchase a copy of *Mathews' Chinese-English Dictionary* (Harvard U Press). Online dictionaries usually do not provide premodern meanings of characters in context. *Mathews'* dictionary is available in UF Library's reference section.

Requirements 40% Tests—best 2 of 3 (3rd test is an optional final).
30% Quizzes—3 quizzes
10% Written homework
20% Class preparedness (reading aloud, translation, interpretation, Q & A, memorization exercises, etc.) Three “free” absences are allowed for medical or other emergencies. Keep documentation. After 3 absences, -2 will be deducted from the final average for each absence unless medical documentation can be supplied for all absences.

Grading A =90, A- =87, B+ =83, B =80, B- =77, C+ =73, C =70, C- =67, etc.
Minimal grade of “C” for credit to the EAC major / minor and for Gen. Ed. credit.
Students taking the course on S/U basis must likewise earn a “C” for academic credit.

Honor Code See *Division of Student Affairs*, <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Students with disabilities See *Division of Student Affairs*, <http://www.dso.ufl.edu/drc> to apply for special accommodation.

Instructor Dr. Cynthia L. Chennault, email: cchenna@aall.ufl.edu Office: Pugh Hall 353 at Dept. of LLC. Office tel.: 392-2014 2422. Email preferred. Students are expected to come prepared to all classes and keep up with changes or additions to assignments in the syllabus. We may spend more time or less, as needed, on some assignments. If you miss class, contact a classmate for notes before seeing me during office hours or by appointment.

Office hours (to fill in during the first week of class) _____

SYLLABUS

- Wk 1- JAN 5 Introduction to the course. Comparison of classical and modern texts in handout: “Good and Bad Fortune” 吉凶. Preview of literary grammar. FNT (= “for next time”), prepare **Lesson 1**, “A Few Proverbs,” texts 1, 2, 3 (vocab. 1-27). Text preparation means to study the vocabulary so that you can read it aloud without consulting the vocabulary list for pronunciation and range of meanings. You must be able to read an assigned passage smoothly (even if you are not yet sure of why it means what it does). Students who do not yet have the textbook should arrange to photocopy the lesson from a classmate.
- You will already have learned from studying modern Chinese how to read and write almost all the words in the vocabulary. Focus on the meanings the words have in classical Chinese, and on the structure of literary sentences. Important function words in Lesson 1 are 者, 於, 以, and 為. The textbook gives the word class of function words in [brackets]. Pay attention to the commentary.
- Note that translations of texts and answers to exercises, through Lesson 11, are given at the back of the textbook (pp. 365-78). You should first work these out on your own; afterwards, compare with the answer key. If you do not understand why the answer key differs from your own translation, review the commentary section of the lesson. For translating in class, you may not consult the answer key.
- 7 Read and translate, L1: 1, 2, 3. Discussion of flexibility of words’ uses (as nouns or verbs); coverb phrases; possibility of object inversion; topic / comment structure. Practice sentences, pp. 9-10 (者, 於, 以). FNT, continue above and review.
- Wk 2 12 Continuation, review, and a sight-reading. FNT, prepare **Lesson 2**, “Yet More Proverbs,” texts 1, 2. Function words in L2 are 之, 而, and 焉. *Written homework, translate into classical Chinese sentences that will be assigned. An asterisk* in the syllabus indicates written homework to be submitted at the next class, or a memorized recitation. Skip lines in written homework & look up any unfamiliar words for both hw and class preparation. Your following directions is a component of the grade.
- 14 Hw submit. Read aloud and translate, 2: 1, 2. In-class discussion of commentary; practice sentences, classical to English only (20, 21); the 君子 of the *Analecets*, and 國 of Warring States period. FNT, Study for QUIZ on Lesson 1. Prepare for on-board writing the English translation to classical sentences (21, 23)—class will be grouped for translating the sentences.
- Wk 3 19 **QUIZ #1 (L1)**. HW return and review. On-board writing with only the English sentences in hand. In-class start to **Lesson 3**, “Yet One More Proverb.”
- 21 Quiz return. Continue L3. Discussion of structure: Noun [+之] + verbal phrase + 者 to make phrases (31-32); practice with object-maker 所, as Subject [+之] 所 Verb to make phrases. FNT, continue with L3, and *using vocabulary from L1-3, write 3 sentences modeled after the practice “As for ..” sentences (p. 32, top) and 2 modeled after the practice 所 sentences (p. 32, bottom, nos. 4-5). Supply translations for all. *Memorize L3 from 萬物 to 畏之.

- Wk 4 26 Hw submit, in-class corrections. Recitation from memory. Practice with 所, see p. 428, L.3; explanation of 非 and 也 in nominal sentences (see pp. 64-66, 6.3-6). FNT, prepare **Lesson 4**, “Guan Zhong Shows up Late.” Function words: 可 (with verb, see p. 73, 7.3); coverb 為, and question particle 乎. Note use of 曰 (for direct quote), and 如 / 不如 “is / is not as good (etc.) as,” and the causative structure (example of use, vocab. #117). Yes/No questions and new-information questions. FNT, review commentary; prepare the practice translations (42-43).
- 28 Continue reading; review practice translations, with new variations to be given in class. FNT, continue above, *incorporating at least one word from L2-3 in each, write 2 sentences using coverb 為 and 2 using 如 or 不; supply a translation for each sentence. Come with questions about L2-3.
- Wk 5 FEB 2 Hw submit. Complete L4, with more practice of structures. Questions, review of L2-3. FNT, study for TEST, L2-3.
- 4 **TEST #1 on L2-3** (1 hour). FNT, prepare **Lesson 5**, “Master Zeng Refuses a City.” Function words: 非, 也, 奚 (see also p. 59, #184, synonym 何) 奚為, 勿. Other grammar: pivot structures; new-information questions; double-object constructions. Review of negatives, plus negative contraction 弗 that expresses 不+inverted object-pronoun 之.
- Wk 6 9 Go over Test. Reading of Lesson 5. Practice translations through p. 50. FNT, *write 2 sentences with 非, 2 nominal-identity with 也, 2 with 奚 (or 何), 2 with 勿. At least one must contain a pivot structure; at least one must contain a double object construction; supply translations of all.
- 11 Hw submit. Complete L5. FNT, Prepare “Review, Lessons 1-5,” pp. 55-56. Prepare **Lesson 6**, “Here We Go Round the Mulberry Bush.” Function words: 何, 與. Note also the implicit, unexpressed “if”; the evolution of 是 from demonstrative pronoun to copula, and use of 也 in affirmative nominal identity sentences. *Memorizations of text sentences to be assigned.
- Wk 7 16 Recitations from memory. Reading of L6, and practice exercises. FNT, continue above; write *2 sentences with 有以 or 無以, and 2 nominal-identity (i.e., “definition form”) with 所 and 也. Translate all. Come with questions about L4-5.
- 18 Hw submit. Review of L 4-5. FNT, study for Quiz (L4-5), continue L6.
- Wk 8 23 **QUIZ #2 (L4-5)**. In-class start to **Lesson 7**, “He Calls the Tune.” Function words: exclamatory particle in mid-sentence 哉 adverb 亦, Verb + 然, coverb 由, question word 奚由. Note also verbs (可, 易, 難, 足,) that make verbs following them passive; and the use and meaning of these same four verbs in structures with 以 and with 為 (wèi). Also, the “explanation sentence” structure of X者, Y也. FNT, prepare Lesson 7.

- 25 Go over Quiz. Reading of L7. Commentary and practice. FNT, continue above; *write one sentence each, using 哉, 亦, Verb + 然, coverb 由, 奚由 (5 total), with translations.

SPRING BREAK HOLIDAY – Feb 27 to March 6

- Wk 9 Mar 8 Hw submit. Continue practice exercises, complete L7. FNT, study examples on pp. 74-75 of 易, 難, 足, 可+以 and +為, and *write one example of each (total= 2 sentences); *also write 2 sentences using the structure X者, Y也. Prepare **Lesson 8** “Duke Mu Forgives the Horse-Eaters.” Function words: 已, 謂, 諸, 矣. Note also suppression of coverb-objects and 以 (8.2-3).
- 10 HW on board, before submit. Reading of L8. FNT, study sentences (pp. 85-86/ 375) such that you can recite *and* write them all from memory.
- Wk 10 15 Recite & on-board writing. Complete L8. FNT, prepare **Lesson 9**, “Mizi Xia Loses Favor.” Note two passive structures: Verb + 見, and 於 X as verb-ed “by X.” Also, the putative-causative (9.4).
- 17 Reading of L9. FNT, continue above, and *write 2 sentences with Verb + 見, and 2 with 於 Noun. Come with questions for L6-7.
- Wk 11 22 HW submit. Complete L9. Discuss questions for L6-7. FNT, complete L9; and *complete take-home QUIZ #3.
- 24 **QUIZ #3 (L6-7)** due at start of class. FNT, prepare practice exercises: p. 93, the even-numbered sentences; p. 94, the odd-numbered ones, such that you can write all sentences on board without looking up structures or words. Prepare **Lesson 10**, “Environment, Not Heredity.” Function words: 何以 (With what, how?), 所以 (the means by which), 曷 (syn. 何), 于 (syn. 於), 既 (syn. 已), 耶 (question particle), 夫 (“Now then, ...” at the start of a sentence).
- Wk 12 29 On-board writing. Reading of L10. Commentary, practice on p. 103. FNT, study p. 104; *using vocabulary from L8-10, write 4 sentences incorporating 所以 in the XY 也 pattern (i.e., nominal identity).
- 31 Hw submit. Complete L10, and begin “Review of Lessons 6-8,” pp. 106-107. Function words: Note 2 meanings of 莫 (negative command, and “no one/ in no case”); 2 meanings of 以為; the modal 其, for polite imperatives, wishes, and questions expecting a positive response. FNT, prepare **Lesson 11**, “Biography of Cao Mo” from the Assassin-Retainers section of the *Shi ji*. Practice reading aloud, pausing as syntactic meaning demands. Text analysis: 以 by means of; in order to; 執..[而] 劫; modal 其 for suggestion; X 不如 Y.
- Wk 13 Apr 5 Read L11 aloud for oral prep grade. FNT, continue L11, come with questions for L8, 9, 10.
- 7 Complete 11. Review of L8-10. FNT, study for Test #2, L8, 9, 10.

- Wk 14 12 **TEST #2 (L8, 9, 10).** In-class start to **Lesson 12**, “Biography of Zhuan Zhu, pt. 1” from the Assassin-Retainers section of the *Shi ji*. Function word: 邪 (syn. 耶). Note 之 for construction of indirect statements; 使 for hypothetical “if”; 以 for adverbial manner phrases, and its possible omission. *Underline proper names in the text; make a genealogical chart of persons, and briefly summarize what they say or do.
- 14 Go over test. Continue with L12. Grade averages will be distributed. FNT, *modeling after examples on pp. 130-31, write 2 sets of sentences that convert from direct statement to “indirect statements” that are nominalized with 之 (4 sentences total). Review Lessons 11-12 for optional final, come with questions.
- Wk 15 19 Last Day of Class. Hw submit for in-class correction. Discuss questions on L11-12.

Inform me a.s.a.p. if you plan to take the optional **TEST #3** (Lessons 11 & 12).