

# Chinese 343

## Chinese Martial Arts Fiction

### I. COURSE INFORMATION

**Instructor:** Andrew Olson  
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**Office phone:** (414)-229-4948  
**Office Hours:** F 1-3 and by appt.

**Meeting Time:** MW 2:00-3:15  
**Classroom:** MER 311

### Required Texts and Materials:

Gu, Long. *The Eleventh Son: A Novel of Martial Arts and Tangled Love*. Trans. Rebecca S. Tai. Paramus, NJ: Homa & Sekey, 2005.  
ISBN: [1931907161](#)

Jin, Yong. *Fox Volant of the Snowy Mountain*. Trans. Olivia Mok. Hong Kong: The Chinese University Press, 1996.  
ISBN: [9789622017337](#)

\*Articles and media from outside the above texts will be available for download or linked on the Content page of the course D2L site.

**Prerequisite:** Junior Status or instructor consent

### II. COURSE DESCRIPTION

This course will explore works of martial arts genre fiction from various subgenres and periods of Chinese history. An examination of China's formative philosophical traditions and changing sociopolitical climate throughout history will provide context for the key themes and conventions of the genre.

Through class activities such as assigned readings, viewing films, group discussions, and writing assignments, we will come to understand how the *wuxia* genre developed and why many of its stories are universally known by modern Chinese readers.

### III. COURSE OBJECTIVES

Our primary goal is to achieve a better and deeper understanding of the ways that Chinese identity are reflected in the *wuxia* genre. Upon completion of the course, students will be able to:

- 1) recognize the features that differentiate the main schools of thought that comprise the philosophical foundations of Chinese society;
- 2) discuss the historical contexts that led to multiple periods during which *wuxia* genre fiction flourished;
- 3) explain the characterization of the Chinese knight errant (*youxia*), the fictional world of “rivers and lakes” (*jianghu*), and the Martial Brotherhood (*wulin*);
- 4) identify and empathize with the ways that historical periods of distress continue to color China’s interpretation of modern events;
- 5) recognize the profound influence that *wuxia* genre fiction has had on worldwide contemporary cinema;
- 6) create fictional stories according to the conventions and themes of the martial arts genre.

#### **IV. HUMANITIES GER RATIONALE**

By definition, UWM GER courses in the humanities “investigate human constructs and values (and) are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context.” This course carries Humanities GER status; therefore, in addition to the course outcomes listed above, the following Humanities GER outcomes apply.

In Chinese 343, students will take part in a variety of assignments designed to facilitate the development and expression of coherent and persuasive responses to the course materials. When completing weekly course readings, students will be required to react to individual materials on the D2L discussion board. In addition, students will complete two short expository essays in response to specific key issues more general to the course topic. Finally, for the final project, each student will author a short story in the style and featuring a selection of the conventions of the Chinese martial arts fiction genre. For all the aforementioned assignments, students will be tasked to apply knowledge of Chinese history, philosophy, and worldview, as well as more general humanistic theories to assess and comment on course materials and the genre as a whole.

**Upon successful completion of this course, students will be able to:**

***1) identify the formation, traditions, and ideas essential to major bodies of historical, cultural, literary, or philosophical knowledge.***

GER Outcome 1 will be formally assessed during the final project, which will require each student to author a short scene in the style and featuring a selection of the conventions of the Chinese martial arts fiction genre. This creative writing assignment will be followed by an in-class reading of the story during which small groups of classmates will attempt to identify which elements of the genre each author has selected to include.

GER Outcome 1 will be formally assessed according to the following rubric:

5	3	1	0
<p>Story contains 5 or more elements characteristic of <i>wuxia</i> genre fiction.</p> <p>Student demonstrates <u>detailed understanding</u> of the origins, examples of literary usage, and present manifestation in Chinese culture of selected elements.</p>	<p>Story contains 3 elements characteristic of <i>wuxia</i> genre fiction.</p> <p>Student demonstrates <u>limited understanding</u> of the origins, examples of literary usage, and present manifestation in Chinese culture of selected elements.</p>	<p>Story contains only 1 element characteristic of <i>wuxia</i> genre fiction.</p> <p>Student mostly <u>fails to identify</u> the origins, examples of literary usage, and present manifestation in Chinese culture of selected elements.</p>	<p>Not completed.</p>

**2) respond coherently and persuasively to the materials of humanities study; this may be through logical, textual, formal, historical, or aesthetic analysis, argument and/or interpretation.**

GER Outcome 2 will be formally assessed by each of two short expository essays. These essays will require students to draw upon previously discussed elements from Chinese philosophy, history, and greater humanistic theory to critically analyze and present arguments about course materials.

GER Outcome 2 will be formally assessed according to the to the following rubric:

5	3	1	0
<p>Argument presented is <u>both coherent and persuasive</u>.</p> <p>Argument is based on historical/philosophical precedents, logical evidence and/or other humanistic theories.</p>	<p>Argument presented is <u>at times coherent and persuasive</u>.</p> <p>Argument is based on historical/philosophical precedents, logical evidence and/or other humanistic theories, but makes <u>multiple erroneous claims or associations</u>.</p>	<p>Argument presented is <u>neither coherent nor persuasive</u>.</p> <p>Argument is not based on historical/philosophical precedents, logical evidence and/or other humanistic theories.</p>	<p>Not completed.</p>

## V. UW SYSTEM SHARED LEARNING GOALS

This course will allow students to attain the following UW System Shared Learning Goals. Successful completion of the Learning Goals component of the course will be assessed when students complete the **final project**. The UW System Shared Learning Goals component will count for 5% of the final project grade.

### 3. *Effective Communication Skills including listening, speaking, reading, writing, and information literacy.*

When completing the final project, student will be instructed to follow guidelines that reinforce basic writing and presentational skills. Reading and information literacy skills will be demonstrated as students locate, analyze, and submit secondary sources for approval before writing. As classmates present their stories, the class will engage in a note-taking assignment that will require active listening and interpretation skills. For each element of the final project, including the fictional scene, presentation, and note-taking assignments, students will be graded according to rubrics that evaluate communication skills (as well as other criteria).

UW System Shared Learning Goal 3 will be assessed according to the to the following rubric:

5	3	1	0
<p>Issue is communicated clearly. Student is able to effectively negotiate discussion questions.</p> <p>During classmates' presentations, student is engaged and frequently contributes positively to discussion.</p>	<p>Issue is communicated with some difficulty. Student struggles with, but ultimately addressed discussion questions.</p> <p>During classmates' presentations, student is not always engaged and is only occasionally participates in discussion.</p>	<p>Communication of the issue is often unclear or confusing. Student fails to address discussion questions.</p> <p>During classmates' presentations, student is not engaged and is unable to participate in discussion.</p>	<p>Not completed.</p>

## VI. ORAL AND WRITTEN COMMUNICATION REQUIREMENT, PART B RATIONALE

The OWC Part B requirement is satisfied by completing an approved advanced course with a significant written and/or oral communication component after completing Part A of the requirement. The course is a **50:50 written/oral communication** combination course. For the written work component, students will complete three short essays, each 3-4 pages in length as well as a final written assignment, 7-10 pages in length. These assignments will total a minimum of **16 pages**. For the oral work component, students will complete two formal presentations. For the first presentation, students will view a martial arts genre film and present a critical analysis to the class. For the second presentation, students will share and explain their final projects. Each student will present for a combined minimum of **20 minutes**. Students will complete multiple written assignments that require students to submit a draft and incorporate feedback into a final version of the assignment. Early in the semester, students will be required to attend a student-teacher conference to discuss their writing and/or speaking skills. Certain assignments will require outside research that will later inform written assignments. This course will address the OWC Part B objectives below through a variety of assignments.

- Critical reading, logical thinking, and the use of argument and evidence.

The skills of critical reading, logical thinking, and the use of argument and evidence will be necessary for all course assignments, but will be formally assessed as part of the D2L reflections assignments. Prompts provided by the instructor will encourage students to actively engage the assigned readings and use logical thinking to locate evidence to advance their arguments.

**COMPREHENSION & ANALYSIS**

Level 4	Level 3	Level 2	Level 1
Response reflects detailed comprehension, provides appropriate examples from the text, and successfully supports each example with logical evidence.	Response reflects general comprehension, provides limited examples from the text, and supports each example with logical evidence with varying degrees of success.	Response reflects limited comprehension, provides insufficient examples from the text. Evidence is based on either faulty logic or misunderstandings of the text.	Response reflects a lack of comprehension or failure to complete the assigned readings.

- The use of appropriate stylistic and disciplinary conventions in writing and/or speaking.

For all writing and presentational assignments, students will be provided with clear guidelines and structural outlines for how to organize their ideas. Early in the semester, students will be instructed in the proper use of MLA style conventions. For writing assignment of more than one page in length, students will receive feedback on a preliminary draft that will be revised before being submitted for a grade. The aforementioned skills will be formally assessed as part of the rubric for all written assignments.

**QUALITY OF WRITING**

Level 4	Level 3	Level 2	Level 1
Very few if any grammar or spelling errors. Complex sentence structure and sophisticated vocabulary consistently used.	Frequent grammar or spelling errors that somewhat affect coherence. Complex sentence structure and sophisticated vocabulary is lacking in most places.	Grammar or spelling errors significantly affect coherence. Sentence structure and level of vocabulary is often inappropriate to task.	Grammar or spelling errors make writing unreadable. Only very basic sentence structure and vocabulary is used.

## ORGANIZATION

Level 4	Level 3	Level 2	Level 1
<p>Has a clear beginning, middle &amp; ending. Ideas &amp; details are presented in logical order with smooth transitioning.</p> <p>All sections follow a clear thesis statement.</p>	<p>Ideas and details are mostly presented in logical order but some transitions are unclear.</p> <p>Clear thesis statement is present. Most sections follow main idea.</p>	<p>Somewhat organized, but transitions between ideas are unclear. Sometimes main idea and details seem disconnected.</p> <p>Thesis statement unclear. Most sections do not conform to main idea.</p>	<p>Little organization. Info does not connect to the main idea. Conclusion missing or does not connect to the main idea.</p>

- Critical analysis of information from primary or secondary sources for some portion of the speaking and/or writing.

Students will be introduced to various frameworks, both from Chinese culture and broader schools of literary thought. Class discussions and assignments will be designed to encourage students to critically analyze scholarly, literary, and film sources to identify elements that conform to or contradict these frameworks. The aforementioned skills will be formally assessed as part of the rubric for the short essay assignments.

## ANALYSIS

Level 4	Level 3	Level 2	Level 1
<p>Essay identifies multiple elements from the story and successfully relates them to core concepts from the course.</p> <p>Each claim is supported by ample evidence.</p> <p>Significance of examples related to big picture is clear.</p>	<p>Essay identifies multiple elements from the story and successfully relates them to core concepts from the course.</p> <p>Evidence supporting claims is present, but insufficient.</p> <p>Significance of examples related to big picture is mostly clear.</p>	<p>Essay identifies multiple elements from the story and attempts unsuccessfully to relate them to core concepts from the course.</p> <p>Little evidence provided to support claims.</p> <p>Significance of examples related to big picture is mostly unclear.</p>	<p>Essay fails to identify elements from the story related to core concepts from the course.</p> <p>No evidence provided to support claims.</p> <p>Significance of examples related to big picture is totally unclear.</p>

## VII. CLASS REQUIREMENTS

### 1. **Attendance & Participation:**

Attendance is mandatory. Tardiness for any class period will result in two points being deducted from the daily attendance & participation grade. Informing the instructor of your reason for not coming to class does not mean that you are automatically excused. Each unexcused absence will result in no points awarded for the 10-point daily attendance & participation grade.

Valid excuses for absences include: student illness, serious illness or death in the immediate family, religious holidays, participation in authorized field trips and athletic contests, and paper presentations at academic conferences or job interviews. Students are obligated to inform the instructor of these circumstances as soon as they can through email notification.

Attendance and class participation will be graded based on the following scale:

For frequent, lively, and informed discussion and constant engaged listening:	10 points
For periodic participation in discussion and mostly engaged listening:	8.5 points
For minimal participation in discussion and sporadic engaged listening:	7 points
For unwillingness to participate in discussion and disinterested listening:	5 points
For an unexcused absence:	0 points

- Student-Teacher Conference:** The General Education Oral and Written Communication, Part B requires at least one individual conference with each student, preferably early in the semester, to discuss the student's writing and/or speaking skills. Following the first short essay assignment, part of one class period will be dedicated to student-teacher conferences to discuss student progress during the early part of the course. Students will be asked to prepare by completing a short self-evaluation and course evaluation activity that should be brought to the conference.
- D2L Reflections:** In order to help prepare students to participate actively in class discussion, the teacher will present several reflection questions based on the assigned readings. Students will be required to respond to each of the topics on the course D2L Discussion board. All responses must be completed on or before the start of class and will be graded according to a rubric linked to the D2L gradebook. Discussion threads will be left open, but late responses will not be graded.
- Book Chapter Discussion:** Once during the semester, each student will sign up to lead discussion of a chapter or multiple chapters of one of the assigned martial arts genre novels that make up Unit 2 of the course. Format and requirements can be found on D2L.
- Film Analysis Presentation:** The final portion of the course will focus on the China's martial film genre. During this time, students will be required to select a Chinese film from either the *wuxia* or *gongfu* subgenres. After viewing the film, students should use the analytical frameworks introduced earlier in the semester to identify and critique significant elements from the film. Each presentation should last 10 minutes and be supported by PowerPoint or equivalent presentational support. This project will also provide the subject matter for the third short essay assignment.

6. **Short Essays (x2):** Twice during the semester, students will be required to compose a short essay in response to a prompt related to the subject matter recently discussed in class. Each essay should be 3-4 pages in length (double spaced) and incorporate the use of multiple outside source materials. For the first assignment, students will have one week to compose a draft that will be evaluated for feedback, graded for completion, and returned. Students will then make revisions before submitting a final version of the essay. The final grade for the assignment will assess how well the student has assimilated feedback as well as the overall quality of writing and formulation of ideas. Short essay assignments will be used to assess the completion of Humanities GER Outcome 2. More specific instructions as well as a detailed grading rubric can be found on D2L.
7. **Creative Writing Project:** The final project will consist of multiple components including a creative writing assignment, workshopping in small groups, a short presentation, and participation in class discussion. Short stories/scenes should be 5-7 pages in length (double spaced) and must incorporate a number of specific themes and elements typical to the *wuxia* genre. Throughout the brainstorming and writing process, students will conference with their small group members to expand upon and refine their ideas. Presentations will begin with a reading of each story/scene during which the rest of the class will take notes with the goal of identifying which genre elements have been utilized in the story. Lastly, the presenter will confirm which elements have been chosen and explain their motivations. The final project will be used to assess the completion of Humanities GER Outcome 1 and UW System Shared Learning Goal 3. More specific instructions as well as a detailed grading rubric can be found on D2L.
8. **Grading:**
- |                                       |            |
|---------------------------------------|------------|
| <b>Attendance &amp; Participation</b> | <b>15%</b> |
| <b>Student-Teacher Conference</b>     | <b>1%</b>  |
| <b>D2L Reflections (14x)</b>          | <b>14%</b> |
| <b>Book Chapter Leader</b>            | <b>5%</b>  |
| <b>Film Analysis Presentation</b>     | <b>15%</b> |
| <b>Short Essays (x2)</b>              | <b>20%</b> |
| <b>Creative Writing Project</b>       | <b>30%</b> |

**Grading scale:**

100-93 A	89.9-87 B+	79.9-77 C+	69.9-67 D+	Below 60 F
92.9-90 A-	86.9-83 B	76.9-73 C	66.9-63 D	
	82.9-80 B-	72.9-70 C-	62.9-60 D-	

**Statement of time investment by the average student:** On average, students should spend 48 hours per credit per semester on in-class activities and activities outside of the classroom.

Total Hours: 3 credits x 48 hours	= 144 hours
In Class: 150 minutes x 15 weeks	= 40 hours
Reading/Viewing Course Materials: 2x class time	= 75 hours
Working on Presentations/Assignments	= 29 hours

## VIII. ADDITIONAL INFORMATION

### **Academic Honesty:**

We will spend time in class discussing academic honesty, and its converse, plagiarism, which will not be tolerated in this class. Plagiarism has serious consequences for students in the university community. The university and the program take disciplinary action when a student is discovered to have used someone else's work as their own. Refer to [http://www4.uwm.edu/Acad\\_Aff/policy/uws14facdoc1686.pdf](http://www4.uwm.edu/Acad_Aff/policy/uws14facdoc1686.pdf) for more information.

### **Student Accessibility Center:**

If you work with an advisor at the Student Accessibility Center, please send your VISA to us. If you are concerned that you may have a learning disability, visit the SAC office in 112 Mitchell Hall. Computer technologies can sometimes accommodate disabilities; it is your responsibility to provide for your own equipment to meet your needs in this regard, where possible. Be sure to consult with the advisors at the Student Accessibility Center before you contact us with any related concerns.

### **Personal Notifications:**

If there are any accommodations that would make your performance in the class more comfortable and successful, please make an appointment to meet with your teacher. While we must adhere to course policies, we will gladly engage in dialogue to find the best way to accommodate the needs of all students.

### **Addendum:**

FLL subscribes to UWM policies on students with disabilities (ADA), accommodations for religious observances, academic misconduct, complaint procedures, grade appeals, sexual harassment, attendance and safety. A more complete description of these policies can be seen on the FLL bulletin boards in the lobby of the 8th floor of Curtin Hall.

### **Concealed Weapons:**

No weapons are permitted in any building on the UWM campus.

### **University Policies:**

A full list of university policies can be found at:

[www4.uwm.edu/secu/SyllabusLinks.pdf](http://www4.uwm.edu/secu/SyllabusLinks.pdf)

## IX. COURSE SCHEDULE

\*All assignments must be completed in preparation for the indicated class period.

\*\*Students are responsible for locating and viewing assigned films. This may include paying rental fees.

Week & Dates	Major Themes
<u>WEEK 1</u> W 9-6	<ul style="list-style-type: none"> <li>• <b>Syllabus &amp; Basics of China and the Martial Genre</b></li> </ul>
<u>WEEK 2</u> M 9-11	<p><b><u>UNIT 1: HISTORICAL &amp; PHILOSOPHICAL BACKGROUND</u></b></p> <ul style="list-style-type: none"> <li>• Ancient China and the Dynastic Cycle: Zhou Dynasty &amp; Warring States</li> <li>• One Hundred Schools of Thought</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Foundations of Classical China – Dynasties and Ideologies (D2L)</li> <li>2. China’s Foundational Thought and Ancient Philosophers (D2L)</li> <li>3. Watch the film <i>Crouching Tiger, Hidden Dragon</i> (1999) (Links on D2L)</li> <li>4. <b>D2L Discussions response due by class time.</b></li> </ol>
<u>WEEK 2</u> W 9-13	<p><b><u>UNIT 1: HISTORICAL &amp; PHILOSOPHICAL BACKGROUND</u></b></p> <ul style="list-style-type: none"> <li>• Ancient China and the Dynastic Cycle: Warring States &amp; Qin Dynasty</li> <li>• The origins of the Chinese martial hero (<i>xia</i>)</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Chinese Knight Errant, p. 1-13. (D2L)</li> <li>2. Watch the film <i>Hero</i> (2002) (links on D2L)</li> </ol>
<u>WEEK 3</u> M 9-18	<p><b><u>UNIT 1: HISTORICAL &amp; PHILOSOPHICAL BACKGROUND</u></b></p> <ul style="list-style-type: none"> <li>• Ancient China and the Dynastic Cycle: Han Dynasty</li> <li>• Legendary <i>xia</i> from Historical Records</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Chinese Knight Errant, p. 25-34. (D2L)</li> <li>2. <b>Short Essay 1 due in class.</b></li> </ol>
<u>WEEK 3</u> W 9-20	<p><b><u>UNIT 1: HISTORICAL &amp; PHILOSOPHICAL BACKGROUND</u></b></p> <ul style="list-style-type: none"> <li>• Ancient China and the Dynastic Cycle: Han Dynasty &amp; Three Kingdoms</li> <li>• Legendary <i>xia</i> from Historical Records</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Maiden of Yue: Fount of Chinese Martial Arts Theory (D2L)</li> <li>2. Sword of the Yue Maiden, by Jin Yong (link on D2L)</li> </ol>
<u>WEEK 4</u> M 9-25	<p><b>STUDENT-TEACHER CONFERENCES, DAY 1</b></p> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Prepare for your conference and show up on time.</li> <li>2. Watch <i>Red Cliff</i> (2008) (links on D2L)</li> </ol>
<u>WEEK 4</u> W 9-27	<p><b>STUDENT-TEACHER CONFERENCES, DAY 2</b></p> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Prepare for your conference and show up on time.</li> <li>2. Watch <i>Red Cliff</i> (2008) (links on D2L)</li> </ol>

Week & Dates	Major Themes
<p><u>WEEK 5</u> M 10-2</p>	<p><b><u>UNIT 1: HISTORICAL &amp; PHILOSOPHICAL BACKGROUND</u></b></p> <ul style="list-style-type: none"> <li>• Ancient China and the Dynastic Cycle: 3 Kingdoms, Sui &amp; Tang Dynasties</li> <li>• Tang Dynasty Short Stories and Martial Magic</li> <li>• China's Four Great Historical Novels: <i>Romance of the Three Kingdoms</i></li> <li>• China's Four Great Historical Novels: <i>Journey to the West</i></li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Portraits of Thirty-Three Swordsmen (D2L)</li> <li>2. Watch the film <i>Journey to the West: Conquering the Demons</i> (2013)</li> <li>3. <b>D2L Discussions response due by class time.</b></li> </ol>
<p><u>WEEK 5</u> W 10-4</p>	<p><b><u>UNIT 1: HISTORICAL &amp; PHILOSOPHICAL BACKGROUND</u></b></p> <ul style="list-style-type: none"> <li>• Ancient China and the Dynastic Cycle: Song &amp; Yuan Dynasties</li> <li>• China's Four Great Historical Novels: <i>The Water Margin</i></li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Immortality in Chinese Thought &amp; Its Influence on Taijiquan and Qigong (D2L)</li> <li>2. Watch the film <i>The Water Margin</i> (1972)</li> </ol>
<p><u>WEEK 6</u> M 10-9</p>	<p><b><u>UNIT 1: HISTORICAL &amp; PHILOSOPHICAL BACKGROUND</u></b></p> <ul style="list-style-type: none"> <li>• Ancient China and the Dynastic Cycle: Ming &amp; Qing Dynasties</li> <li>• Manchu Usurpers, Western Imperialism, Modern Technology, Chinese Identity and the Creation of Modern Chinese Martial Arts.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the documentary <i>Secrets of the Forbidden City</i> (2017)</li> <li>2. Read <i>Chinese Martial Arts</i>, Ch.9 (The Qing Dynasty)</li> <li>3. <b>Short Essay 1 revisions due in class.</b></li> </ol>
<p><u>WEEK 6</u> W 10-11</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Periods and subgenres of modern wuxia fiction.</li> <li>• Discussion of <i>Fox Volant of the Snowy Mountain</i>.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Fox Volant</i>, Chapters 1-2</li> <li>2. Book Chapter Leaders</li> </ol>
<p><u>WEEK 7</u> M 10-16</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <i>Fox Volant of the Snowy Mountain</i>.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Fox Volant</i>, Chapters 3-4</li> <li>2. Book Chapter Leaders</li> <li>3. <b>D2L Discussions response due by class time.</b></li> </ol>
<p><u>WEEK 7</u> W 10-18</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of <i>Fox Volant of the Snowy Mountain</i>.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. <i>Fox Volant</i>, Chapters 5-6</li> <li>2. Book Chapter Leaders</li> </ol>

Week & Dates	Major Themes
<p><u>WEEK 8</u> M 10-23</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of Fox Volant of the Snowy Mountain.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Fox Volant, Chapters 7-8</li> <li>2. Book Chapter Leaders</li> <li>3. <b>D2L Discussions response due by class time.</b></li> </ol>
<p><u>WEEK 8</u> W 10-25</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of Fox Volant of the Snowy Mountain.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Fox Volant, Chapters 9-10</li> <li>2. Book Chapter Leaders</li> </ol>
<p><u>WEEK 9</u> M 10-30</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of The Eleventh Son</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Eleventh Son, Chapters 1-5</li> <li>2. Book Chapter Leaders</li> <li>3. <b>D2L Discussions response due by class time.</b></li> </ol>
<p><u>WEEK 9</u> W 11-1</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of The Eleventh Son</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Eleventh Son, Chapters 6-10</li> <li>2. Book Chapter Leaders</li> </ol>
<p><u>WEEK 10</u> M 11-6</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of The Eleventh Son</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Eleventh Son, Chapters 11-14</li> <li>2. Book Chapter Leaders</li> <li>3. <b>D2L Discussions response due by class time.</b></li> </ol>
<p><u>WEEK 10</u> W 11-8</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of The Eleventh Son</li> <li>• Preview films and sign up for presentation groups.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Eleventh Son, Chapters 15-17</li> </ol>
<p><u>WEEK 11</u> M 11-13</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Discussion of The Eleventh Son</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Eleventh Son, Chapters 18-20</li> <li>2. Book Chapter Leaders</li> <li>3. <b>D2L Discussions response due by class time.</b></li> </ol>

Week & Dates	Major Themes
<p><u>WEEK 11</u> W 11-15</p>	<p><b><u>UNIT 2: MODERN MARTIAL ARTS NOVELS</u></b></p> <ul style="list-style-type: none"> <li>• Final Discussion of The Eleventh Son</li> <li>• Martial arts and the origins of Chinese cinema</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. The Eleventh Son, Chapters 21-25</li> <li>2. <b>Short Essay 2 due in class</b></li> </ol>
<p><u>WEEK 12</u> M 11-20</p>	<p><b><u>UNIT 3: CHINESE MARTIAL ARTS CINEMA</u></b></p> <ul style="list-style-type: none"> <li>• Martial arts and the origins of Chinese cinema.</li> <li>• Old-school “new age” wuxia films.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the film A Touch of Zen (1971)</li> <li>2. <b>Film Analysis Presentation</b></li> </ol>
<p><u>WEEK 12</u> W 11-22</p>	<p><b><u>UNIT 3: CHINESE MARTIAL ARTS CINEMA</u></b></p> <ol style="list-style-type: none"> <li>1. The Kung Fu revolution!</li> <li>2. A who’s who of Chinese <i>Gongfu</i> movie stars.</li> </ol> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Read article on the five elements (TBD)</li> <li>2. Watch the film The Five Venoms (1978)</li> <li>3. <b>Film Analysis Presentation</b></li> </ol>
<p><u>WEEK 13</u> M 11-27</p>	<p><b><u>UNIT 3: CHINESE MARTIAL ARTS CINEMA</u></b></p> <ul style="list-style-type: none"> <li>• Kung Fu comedies</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the film TBD by class vote (!!!!)</li> <li>2. <b>Film Analysis Presentation</b></li> </ol>
<p><u>WEEK 13</u> W 11-29</p>	<p><b><u>UNIT 3: CHINESE MARTIAL ARTS CINEMA</u></b></p> <ul style="list-style-type: none"> <li>• Postmodern wuxia films of the 90s</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the film TBD by class vote (!!!!)</li> <li>2. <b>Film Analysis Presentation</b></li> </ol>
<p><u>WEEK 14</u> M 12-4</p>	<p><b><u>UNIT 3: CHINESE MARTIAL ARTS CINEMA</u></b></p> <ul style="list-style-type: none"> <li>• Modern Blockbusters and the Melding of <i>Wuxia</i> ideals, <i>Gongfu</i> plot conventions, and Modern legendary figures.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Read article From Warriors to Sportsmen: ...</li> <li>2. Watch the film Jet Li’s Fearless (2006)</li> <li>3. <b>Film Analysis Presentation</b></li> </ol>
<p><u>WEEK 14</u> W 12-6</p>	<p><b><u>UNIT 3: CHINESE MARTIAL ARTS CINEMA</u></b></p> <ul style="list-style-type: none"> <li>• Wuxia’s influence on other film genres and Hollywood films</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the film The Taking of Tiger Mountain (2015)</li> <li>2. <b>Film Analysis Presentation</b></li> </ol>

Week & Dates	Major Themes
<p><u>WEEK 15</u> M 12-11</p>	<p><b><u>UNIT 3: CHINESE MARTIAL ARTS CINEMA</u></b></p> <ul style="list-style-type: none"> <li>• Very recent examples of wuxia genre films.</li> </ul> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Watch the film TBD by class vote</li> <li>2. <b>Film Analysis Presentation</b></li> </ol>
<p><u>WEEK 15</u> W 12-13</p>	<p><b>FINAL PROJECT, SMALL GROUP WORKSHOP</b></p> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Finished short stories must be posted to D2L Discussions by class time.</li> </ol>
<p><u>EXAM WEEK</u> W 12-20, 4:00</p>	<p><b>FINAL PROJECTS DUE</b></p> <p><b><u>ASSIGNMENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Analyses of classmates' stories due in D2L Dropbox.</li> </ol>