

The CLI Course Catalog & Guide

Immerse yourself!

The Chinese Language Institute (CLI) is a center for Chinese language and cultural studies based in Guilin, China. Since its founding in 2009, CLI has hosted over 3,000 students from more than 50 countries and 300 universities. Our students hail from all backgrounds and age groups. CLI is officially affiliated with Guilin's premier university, Guangxi Normal University (GXNU), home to over 25,000 undergraduates and 6,000 graduate students.



2025-2026 Academic Year



Study Abroad Course Catalog

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Introduction

The CLI Story

Recognizing China's growing importance in the world, American brothers Robert and Bradford Fried combined their efforts in March 2009 to establish the Chinese Language Institute (CLI). Drawing on a combined 18 years of experience in China, they created an educational model that provides students a unique path to learning Chinese and understanding the PRC through a high degree of customization and complete immersion within the language learning environment. At CLI, we believe language is ultimately learned outside of the classroom, so we offer students opportunities to take what they're learning in the classroom and use it in real-life interactions with native speakers on a daily basis.

One of CLI's most valued assets is its community of local and international educators. When applying to CLI, you'll first meet Nancy Fried, CLI's Director of Admissions. Nancy is a world traveler who knows what it's like to prepare others for travel abroad. She facilitated her first study abroad experience in 2001 and again in 2007 when her sons Bradford and Robert (respectively) embarked on life-changing journeys to southern China. When the brothers co-founded CLI, Nancy was a natural fit for head of admissions.

At the core of CLI's success is our team of Chinese educators who share Chinese language and culture with students from around the world each and every day. Our team is dedicated to ensuring the best possible learning experience to every student who studies at CLI.

CLI is a true community effort, and the open and welcoming learning environment we've developed in Guilin is here to offer you the best possible path to Chinese fluency. We welcome you to study with CLI in Guilin!

About Guilin

Guilin was chosen as the home of CLI for a multitude of reasons — it's warm; it's small and simple to navigate, with a population of just under one million; local residents are friendly and engaging; local cuisine is excellent; and the list goes on.

Perhaps the most important reason Guilin was chosen as CLI's home is the beauty and rich culture of the city. In China, Guilin has been famous for its natural beauty for over a thousand years. Arriving in Guilin feels like journeying into a traditional Chinese ink painting. It's impossible to accurately describe Guilin's otherworldly mountain landscape with words — its scenery is one which must be seen.

In addition, studying Chinese in a small city like Guilin has numerous advantages over studying in major urban centers. Two top reasons listed by our students are cleaner air and more opportunities to practice Chinese.



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The CLI Difference

While the core of CLI's College Study Abroad program is full time enrollment at Guangxi Normal University (GXNU), the CLI experience is vastly different from the traditional Study Abroad experience. CLI was founded on the principle that traditional large classroom instruction slows down learning speed because it affords students few opportunities to ask questions and actually speak Chinese. We solve this problem in two ways. First, CLI provides one-on-one instruction for each Study Abroad student in addition to their regular course-load at GXNU. This gives students opportunities to ask questions, explore problem areas, and utilize new Chinese words and concepts learned each day. The one-on-one structure of our instruction also allows our Mandarin instructors to tailor class content and teaching style to each individual student's needs and to effectively identify strengths and weaknesses in each student's learning.

Second, CLI provides an immersive Chinese language environment and community for each Study Abroad student. While classroom-based learning provides a crucial foundation for building fluency, we ultimately believe that language is acquired outside of the classroom. Our weekend events and excursions and daily learning-based activities provide endless opportunities for students to take the words and concepts they're learning in the classroom and utilize them in a fun, natural way with native Chinese speakers.

Your unique curriculum, enthusiastic teaching staff, and complete immersion within the Chinese language and culture environment offer you the most effective path to full proficiency in the world's most spoken language.

Standard Program

Students in CLI's standard College Study Abroad program generally enroll in a mix of Chinese language courses and English-taught subject courses at GXNU as well as one three-credit "Accelerated Comprehensive" Chinese course consisting of three weekly hours of one-on-one Mandarin instruction at the CLI Center. For the student looking to balance language and academic study with fun and exploration, CLI's standard program is a perfect fit.

Intensive Program

Students in CLI's intensive College Study Abroad program generally enroll in a mix of Chinese language courses and English-taught subject courses at GXNU as well as three three-credit "Accelerated Comprehensive" Chinese courses taught one-on-one at the CLI Center (total of nine credits). If Mandarin fluency is your goal, CLI's intensive College Study Abroad program is your best method, providing up to 21 weekly hours of Chinese language instruction. This includes 10 hours of one-on-one classes at CLI and up to 11 hours of small group classes at GXNU (select English-taught subject courses can be taken in lieu of Chinese language at GXNU during spring and fall terms).



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Note on Accelerated Comprehensive courses: Although the majority of CLI College Study Abroad students opt for one-on-one language instruction in their Accelerated Comprehensive courses, we recognize that different students learn in different ways. Because some students find small group learning advantageous, Accelerated Comprehensive courses can be taken in small groups of up to four students upon request.

Credit System and Grading

All credits are issued by Guangxi Normal University (广西师范大学), CLI's official university affiliate, and adhere to the system below:

- 1 credit = 20 class hours
- 1 class hour = 45-55 minutes
- 60 class hours = three-credit course

US Grading Scale

- CLI follows the US Grading Scale and only issues grades by numbers, not letters. Here is a conversion chart for any schools that require a letter score:

Numeric grade	Grade	Grade points per unit (GPA)	Definition
98 - 100	A+	4.0	Superb
93 - 97	A	4.0	Outstanding
90 - 92	A-	3.7	Extremely good
88 - 89	B+	3.3	Very good
83 - 87	B	3.0	Good
80 - 82	B-	2.7	Better than average
78 - 79	C+	2.3	Slightly above average
73 - 77	C	2.0	Average/ satisfactory
70 - 72	C-	1.7	Below average
68 - 69	D+	1.3	Not good
63 - 67	D	1.0	Barely passing



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60 - 62	D-	0.67	Passing with high risk to fail
< 60	F	0.00	Failure

- Any score below 60 is considered failing by CLI's standards. It is left to home institutions to decide the minimum scores required for successful credit transfer. CLI will work with any high school, university, or institution to assist in accurately converting classes and credits.

ECTS (European Credit Transfer System)

- ECTS transfer credits are roughly 2:1 (ECTS:US/Chinese credits). CLI will work with any European students, schools, or institutions to assist in accurately converting classes and credits.

Course Listing

Chinese Language Course Descriptions

CHN 101 – Elementary Chinese - Comprehensive (6 credits)

CHN 101 is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101 is designed for students who have very limited to no background in the Chinese language and covers basic language skills in speaking, reading, writing, and listening.

Prerequisites: None

CHN 101.1 – Elementary Chinese – Speaking (3 credits)

CHN 101.1 is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101.1 is designed for students who have very limited to no background in the Chinese language and covers basic language skills in speaking and pronunciation (including pinyin and tones).

Prerequisites: None

CHN 101.2 – Elementary Chinese – Listening (3 credits)

CHN 101.2 is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101.2 is designed for students who have very limited to no background in the Chinese language and covers basic language skills in listening and pronunciation (including pinyin and tones).

Prerequisites: None



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CHN 101.3 – Elementary Chinese – Reading & Writing (3 credits)

CHN 101.3 is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101.3 is designed for students who have very limited to no background in the Chinese language and covers basic language skills in reading and writing including radicals and characters.

Prerequisites: None

CHN 101.4 – Elementary Chinese Level 1 – Accelerated Comprehensive (3 credits)

CHN 101.4 is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101.4 is designed for students who have very limited to no background in the Chinese language and focuses on in-class reading, writing, speaking and listening skills. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 1 Part 1*.

Prerequisites: None

CHN 101.5 – Independent Study 1 – Speaking (1-3 credits)

CHN 101.5 is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101.5 is designed for students who have very limited to no background in the Chinese language and focuses on in-class speaking and listening skills. Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 1 Part 1*.

Prerequisites: None

CHN 102.4 – Elementary Chinese Level 2 – Accelerated Comprehensive (3 credits)

CHN 102.4 is a continuation of the basic fundamentals of Mandarin Chinese. CHN 102.4 is designed for students who have completed one academic term of Mandarin Chinese (or equivalent) and can recognize approximately 250 Chinese words. This course focuses on in-class reading, writing, speaking and listening coursework and is taught one-on-one (or at most four-on-one upon student request). This course will finish the second half of *Integrated Chinese Level 1 Part 1*.

Prerequisites: CHN 101 or CHN 101.4

CHN 102.5 – Independent Study 2 – Speaking (1-3 credits)

CHN 102.5 is a continuation of the basic fundamentals of Mandarin Chinese. CHN 102.5 is designed for students who have completed one academic term of Mandarin Chinese (or equivalent) and can recognize approximately 250 Chinese words. This course focuses on in-class speaking and listening



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coursework and is taught one-on-one (or at most four-on-one upon student request). Students will complete 20 hours of classroom instruction per credit. This course will finish the second half of *Integrated Chinese Level 1 Part 1*.

Prerequisites: CHN 101 or CHN 101.4

ART 101 – Intro to Chinese Arts – Calligraphy, Painting & Knot-making (1 credit)

ART 101 covers three major elements of Chinese art: calligraphy, traditional Chinese painting and Chinese knot-making. This course is both hands-on and theoretical. Students will learn to create each art-form and will explore the philosophy, history, and cultural impact that calligraphy, painting, and knot-making have had on Chinese culture over thousands of years.

Prerequisites: None

CHN 201 – Intermediate Chinese - Comprehensive (6 credits)

CHN 201 is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 201 is designed for students who have completed two terms (120 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 201 focuses on speaking and writing. Students enrolling in this course can expect to move from reading individual characters to reading Chinese texts.

Prerequisites: CHN 101 or CHN 102.4

CHN 201.1 – Intermediate Chinese – Speaking (3 credits)

CHN 201.1 is an intensive accelerated introduction to the basic fundamentals of Mandarin Chinese. CHN 201.1 is designed for students who have completed two terms (120 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 201.1 focuses on speaking. Students enrolling in this course can expect to move from basic conversational topics to more intermediate topics.

Prerequisites: CHN 101 or CHN 102.4

CHN 201.2 – Intermediate Chinese – Listening (3 credits)

CHN 201.2 is an intensive accelerated introduction to the basic fundamentals of Mandarin Chinese. CHN 201.2 is designed for students who have completed two terms (120 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 201.2 focuses on listening. Students enrolling in this course can expect to move from understanding basic conversational topics to more intermediate topics.

Prerequisites: CHN 101 or CHN 102.4



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CHN 201.3 – Intermediate Chinese – Reading & Writing (3 credits)

CHN 201.3 is an intensive accelerated introduction to the basic fundamentals of Mandarin Chinese. CHN 201.3 is designed for students who have completed two terms (120 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 201.3 emphasizes reading and writing. Students enrolling in this course can expect to move from reading individual characters to reading Chinese texts.

Prerequisites: CHN 101 or CHN 102.4

CHN 201.4 – Intermediate Chinese Level 1 – Accelerated Comprehensive (3 credits)

CHN 201.4 is an intensive accelerated introduction to the basic fundamentals of Mandarin Chinese. CHN 201.4 is designed for students who have completed two terms (120 hours) of Mandarin Chinese coursework in an academic setting (or equivalent) and can recognize approximately 500 Chinese words. The course is focused on in-class reading, writing, speaking and listening. Students enrolling in this course can expect to move from reading individual characters to reading Chinese texts. This class is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 1 Part 2*.

Prerequisites: CHN 101 or CHN 102.4

CHN 201.5 – Independent Study 3 – Speaking (1-3 credits)

CHN 201.5 is an intensive accelerated introduction to the basic fundamentals of Mandarin Chinese. CHN 201.5 is designed for students who have completed two terms (120 hours) of Mandarin Chinese coursework in an academic setting (or equivalent) and can recognize approximately 500 Chinese words. The course is focused on in-class speaking and listening. Students will complete 20 hours of classroom instruction per credit. This class is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 1 Part 2*.

Prerequisites: CHN 101 or CHN 102.4

CHN 202.4 – Intermediate Chinese Level 2 – Accelerated Comprehensive (3 credits)

CHN 202.4 is designed for students who have completed three terms (180 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 202.4 focuses on in-class reading, writing, speaking and listening. Students enrolling in this course can expect special emphasis on reading Chinese texts. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 1 Part 2*.

Prerequisites: CHN 201.4



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CHN 202.5 – Independent Study 4 – Speaking (1-3 credits)

CHN 202.5 is designed for students who have completed three terms (180 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 202.5 focuses on in-class speaking and listening. Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 1 Part 2*.

Prerequisites: CHN 201.4

CHN 301 – Upper Intermediate Chinese – Comprehensive (6 credits)

CHN 301 is designed for students who have completed four terms (240 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 301 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading Chinese texts.

Prerequisites: CHN 201 or CHN 202.4

CHN 301.1 – Upper Intermediate Chinese – Speaking (3 credits)

CHN 301.1 is designed for students who have completed four terms (240 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 301.1 focuses on expanding vocabulary and improving conversational skills. Students enrolling in this course can expect special emphasis on speaking.

Prerequisites: CHN 201

CHN 301.2 – Upper Intermediate Chinese – Listening (3 credits)

CHN 301.2 is designed for students who have completed four terms (240 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 301.2 focuses on expanding vocabulary and improving conversational skills and listening comprehension (particularly in regard to news broadcasts and speeches). Students enrolling in this course can expect special emphasis on listening.

Prerequisites: CHN 201

CHN 301.3 – Upper Intermediate Chinese – Reading & Writing (3 credits)

CHN 301.3 is designed for students who have completed four terms (240 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 301.3 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading and writing Chinese texts.

Prerequisites: CHN 201



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CHN 301.4 – Upper Intermediate Chinese Level 1 – Accelerated Comprehensive (3 credits)

CHN 301.4 is designed for students who have completed four terms (240 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 301.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading Chinese texts. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 2 Part 1*.

Prerequisites: CHN 201

CHN 301.5 – Independent Study 5 – Speaking (1-3 credits)

CHN 301.5 is designed for students who have completed four terms (240 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 301.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 2 Part 1*.

Prerequisites: CHN 201

CHN 302.4 – Upper Intermediate Chinese Level 2 – Accelerated Comprehensive (3 credits)

CHN 302.4 is designed for students who have completed five terms (300 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 302.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis reading Chinese texts. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 2 Part 1*.

Prerequisites: CHN 301.4

CHN 302.5 – Independent Study 6 – Speaking (1-3 credits)

CHN 302.5 is designed for students who have completed five terms (300 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 302.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 2 Part 1*.

Prerequisites: CHN 301.4



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CHN 401 – Advanced Chinese – Comprehensive (6 credits)

CHN 401 is designed for students who have completed six terms (360 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 401 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading Chinese texts.

Prerequisites: CHN 301 or CHN 302.4

CHN 401.1 – Advanced Chinese – Speaking (3 credits)

CHN 401.1 is designed for students who have completed six terms (360 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 401.1 focuses on expanding vocabulary and conversational skills. Students enrolling in this course can expect special emphasis on speaking.

Prerequisites: CHN 301 or CHN 302.4

CHN 401.2 – Advanced Chinese – Listening (3 credits)

CHN 401.2 is designed for students who have completed six terms (360 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 401.2 focuses on expanding vocabulary and improving conversational skills and improving listening comprehension (particularly in regard to news broadcasts and speeches). Students enrolling in this course can expect special emphasis on listening.

Prerequisites: CHN 301 or CHN 302.4

CHN 401.3 – Advanced Chinese – Reading & Writing (3 credits)

CHN 401.3 is designed for students who have completed six terms (360 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 401.3 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading and writing Chinese texts.

Prerequisites: CHN 301 or CHN 302.4

CHN 401.4 – Advanced Chinese Level 1 – Accelerated Comprehensive (3 credits)

CHN 401.4 is designed for students who have completed six terms (360 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 401.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading Chinese texts. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 2 Part 2*.

Prerequisites: CHN 301 or CHN 302.4



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CHN 401.5 – Independent Study 7 – Speaking (1-3 credits)

CHN 401.5 is designed for students who have completed six terms (360 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 401.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 2 Part 2*.

Prerequisites: CHN 301 or CHN 302.4

CHN 402.4 – Advanced Chinese Level 2 – Accelerated Comprehensive (3 credits)

CHN 402.4 is designed for students who have completed seven terms (420 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 402.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading Chinese texts. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 2 Part 2*.

Prerequisites: CHN 401.4

CHN 402.5 – Independent Study 8 – Speaking (1-3 credits)

CHN 402.5 is designed for students who have completed seven terms (420 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 402.5 focuses on expanding vocabulary as well as improving and conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 2 Part 2*.

Prerequisites: CHN 401.4

CHN 501 – Advanced Chinese 2 – Comprehensive (6 credits)

CHN 501 is designed for students who have completed seven terms (400 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 501 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading Chinese texts.

Prerequisites: CHN 401 or CHN 402.4

CHN 501.4 – Advanced Chinese Level 3 – Accelerated Comprehensive (3 credits)

CHN 501.4 is designed for students who have completed eight terms (480 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 501.4 focuses on expanding vocabulary as well



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as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). This course is taught one-on-one (or at most four-on-one upon student request) and will finish Standard Course HSK 5A.

Prerequisites: CHN 401 or CHN 402.4

CHN 501.5 – Independent Study 9 – Speaking (1-3 credits)

CHN 501.5 is designed for students who have completed eight terms (480 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 501.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit.

Prerequisites: CHN 401 or CHN 402.4

CHN 502.4 – Advanced Chinese Level 4 – Accelerated Comprehensive (3 credits)

CHN 502.4 is designed for students who have completed nine terms (540 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 502.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). This course is taught one-on-one (or at most four-on-one upon student request) and will finish Standard Course HSK 5B.

Prerequisites: CHN 501.4

CHN 502.5 – Independent Study 10 – Speaking (1-3 credits)

CHN 502.5 is designed for students who have completed nine terms (540 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 502.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit.

Prerequisites: CHN 501.4

CHN 601 – Advanced Chinese 3 – Comprehensive (6 credits)

CHN 601 is designed for students who have completed eight terms (440 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 601 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis on reading Chinese texts.

Prerequisites: CHN 501 or CHN 502.4



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CHN 601.4 – Advanced Chinese Level 5 – Accelerated Comprehensive (3 credits)

CHN 601.4 is designed for students who have completed ten terms (600 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 601.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). This course is taught one-on-one (or at most four-on-one upon student request) and will finish Standard Course HSK 6A.

Prerequisites: CHN 502.4

CHN 602.4 – Advanced Chinese Level 6 – Accelerated Comprehensive (3 credits)

CHN 602.4 is designed for students who have completed ten terms (660 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 602.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of New Practical Chinese Reader Textbook 6.

Prerequisites: CHN 601.4

English Taught Course Descriptions

At least two English content courses are offered in the fall and spring terms (summer and winter terms are Mandarin language intensive only). Because CLI carefully designs each English content course in conjunction with GXNU faculty, the number of courses offered depends on student enrollment in the CLI College Study Abroad program. High student enrollment will allow three or more English content courses to be offered. CLI works with faculty and enrolled students to decide which courses will be offered each term. For current English content course offerings, please contact CLI.

ECON 301 / HIST 303 – China’s Economic Environment (3 credits)

ECON 301 / HIST 303 offers an economic history of China from the earliest records of Chinese civilization to 1949, with a discussion of post-1949 developments in the final two weeks of class. Students will examine the role of economics in shaping China’s history. This course has two primary objectives: (1) to introduce the traditions and legacies of China’s economic performance over time; and (2) to use China as a case study for developing broader skills in the discipline of historical and economic analysis.

Prerequisites: None



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HIST 301 / ANTH 303 – Pre-1911 History of China (3 credits)

HIST 201 explores the history of China from the formation of the first dynasties to the fall of the Qing Dynasty in 1911. It builds from events of everyday life to follow the broad social changes that defined each period throughout Chinese history. HIST 201 pays special attention to the effect the outside world has had upon China throughout its history. Analysis will move chronologically from dynasty to dynasty and will focus on the key events, figures, trends, and ideas that shaped each historical period.

Prerequisites: None

HIST 304 / PSCI 301 – The Search for Modern China (3 credits)

HIST 202 / PSCI 301 explores the historical transformations that have led to the development of modern China. HIST 202 / PSCI 301 begins with an examination of the Qing dynasty, the last dynasty in Chinese history, and then explores the forces, internal and external, that drove China into a major revolution and civil war in the twentieth century. This course also examines the emergence of the People's Republic of China from Mao to the present day. The course concludes with forward-looking speculation about China's future.

Prerequisites: None

HIST 305 / PSCI 303 – History of the Chinese Communist Party (3 credits)

HIST 301 / PSCI 303 explores the history, structure, ideals, obstacles, and potential future of the Chinese Communist Party (CCP). This course examines the forces that led to the fall of the Qing Dynasty and the creation of the CCP, and then traces the turmoil of the 1950s, 1960s and 1970s as well as the successes of the post-1978 reform period. This course concludes with predictions for China's next fifteen years. Throughout this course, special focus is placed on the key individuals and theories that have shaped modern China.

Prerequisites: None

HIST 306 / ANTH 305 – History of Chinese Characters (3 credits)

HIST 302 / ANTH 201 examines more than 5,000 years of Chinese character history. This course introduces the origin of Chinese characters and traces their evolution into the modern day characters that are used throughout contemporary China. This course will look at how Chinese script has transformed Chinese customs, traditions, and society since their first widespread use.

Prerequisites: None



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MED 301 / ANTH 304 – Traditional Chinese Medicine (3 credits)

MED 380 / ANTH 302 is designed to provide an overarching introduction to the therapeutic approaches of Traditional Chinese Medicine (TCM). Students will learn (1) the theoretical underpinnings of integrative medicine and TCM, (2) the management of personal well-being through experiential learning of various therapeutic modalities, and (3) current clinical applications of integrative medicine from practitioners and patients. Topics include: integrative East-West Medicine and its role in prevention and health cultivation; herbs and nutritional supplements; pain management using acupuncture, acupressure, massage and other self-help techniques; as well as maintaining a healthy immune system and reducing inflammation and stress. Hands-on practice and site visits will be incorporated.

Prerequisites: None

ANTH 302 / HIST 302– Introduction to Chinese Culture (3 credits)

ANTH 202 / HIST 203 surveys Chinese Civilization over the past 5,000 years. Broad in scope, the course will examine the main areas of Chinese life: economy, politics, society, customs, culture, and the environment. ANTH 202 / HIST 203 will show how the Chinese people are both shapers of their own fate and constrained in their struggles for a better life and a more just and equitable society. The analysis will help students better understand the lived experiences of the Chinese people, as well as the causes and consequences of modern Chinese life. While the course does move through history, the focus of the course is culture, not history. The aim of the class is to understand how modern Chinese culture was derived from the past 5,000 years.

Prerequisites: None

PHIL 302 / ANTH 301 – Chinese Philosophy & Religion (3 credits)

PHIL 302 / ANTH 301 introduces the basics of Chinese philosophy and religion, and will give students further insight into the Chinese spirit and traditional ways of thinking. This course will examine Confucianism, Taoism, Chinese Buddhism and the I Ching, as well as their respective impacts on Chinese politics, art, and culture.

Prerequisites: None



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LIT 301 / PSCI 304 – The Four Classic Novels of Ancient China (3 credits)

LIT 301 / PSCI 304 teaches students ancient Chinese literature through the Four Classic Novels of Ancient China. This course will be composed of four main parts: the first will introduce The Romance of the Three Kingdoms. We will discuss its historical context, the main themes, and the most important characters of the novel, before moving on to The Outlaws of the Marshes. After completing our discussion of Outlaws, we will turn our attention to the famous Journey to the West, before finishing our own journey through Chinese literature by exploring the idiosyncrasies of Dream of the Red Mansion. Through deep engagement with these readings, students will learn some of the main traits of Chinese ancient novels. This course will use English translations of the original texts along with a rich systematic analysis to gain a deeper understanding of how Chinese ancient literature has influenced Chinese culture and shaped the Chinese people's aesthetics.

Prerequisites: None

COMM 301 / ANTH 306 – Intercultural Communication (3 credits)

COMM 301 / ANTH 306 discusses how humans communicate largely on autopilot, relying upon all kinds of unrecognized, often unwarranted, assumptions and expectations, even about such basics as the main point of a conversation—even when everyone is speaking the same language. The purpose of this class is to explore the various ways these expectations and assumptions can differ and what we might do with this knowledge to interact more effectively and appropriately with others. Development of intercultural communication skills can be the work of a lifetime; this course lays the foundations, with a particular focus on communication between speakers of (American) English and Chinese. Our work together will include readings, viewings and discussion, interactive exercises, quizzes and regular assignments, a final project and a take-home essay exam. By the end of the course, your efforts should be rewarded with:

- **knowledge** about the basics of intercultural communication (language, verbal and nonverbal communication, culture, discourse, social identity, perception and bias, cultural values dimensions, face and face systems), about communication values and norms in Chinese and English, and about yourself: your own identities, cultures, discourses and values;
- a growing **awareness** of the ways certain facets of intercultural communication may be manifesting themselves in real-time communication;
- and a foundation upon which to build a lifetime of **skills** applying this knowledge and awareness, to effectively and appropriately interact with others across all kinds of differences.

Prerequisites: None

COMM 302 / ANTH 307 China: Culture and Communication (3 credits)

COURSE DESCRIPTION



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COMM 302/ ANTH 307 embraces site-specific teaching and learning opportunities to equip students with the knowledge, concepts and tools to best reflect upon, understand and learn from their study-abroad experience in China *as they're experiencing it*. A combination of classroom study in Guilin and field study engagements in Longsheng 龙胜, Yangshuo 阳朔 (both in Guangxi) and nearby Jiangyong 江永 (in Hunan) provides integrated learning opportunities that allow students to bring their experiences to concepts and test concepts against their experiences. The goal is to provide students with the knowledge and hands-on practice of the aspects of intercultural communication most relevant to native-English speakers who are learning to communicate in Chinese, as well as an appreciation for China's rich sociolinguistic landscape of local languages, literacies and cultures, while approaching—with curiosity and self-reflection—the self/other; native/foreigner; tourist/local dynamics inevitably at play in any study abroad experience. By the end of the course, your efforts should be rewarded with:

- a working **knowledge** of the values and priorities of communication in Chinese language or cultural contexts and the ways these differ from those of English
- an **awareness** of the ways intercultural communication differences may be manifesting themselves in real-time communication
- a **foundation** upon which to build a lifetime of skills applying this knowledge and awareness
- a basic **overview** of Chinese languages and writing systems, situating Mandarin and the standard Chinese script in relation to examples of ethnic (Zhuang) and local (*nüshu*) languages, scripts and the transmission of popular narrative traditions to new audiences
- an **understanding** of the dynamics of Self-Other, In-group/Out-Group, Orientalism-Occidentalism and the commodification of language, ethnicity and culture in such transcultural encounters in China as tourism and cultural heritage/preservation

Prerequisites: None

Appendix A: Course Syllabi

All course syllabi are for reference only and are subject to change at professor's discretion.

Chinese Language Course Syllabi

CHN 101 – Elementary Chinese - Comprehensive

OVERVIEW

Elementary Chinese 101 (CHN 101) is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101 is designed for students who have very limited to no background in the Chinese language, and will cover basic language skills in speaking, reading, writing, and listening.

OBJECTIVES

After completing Elementary Chinese, you are expected to master:

- The *pinyin* Romanization system
- Simple Chinese grammar and sentence structures



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- Basic verbal communication in a variety of settings
- The principal rules behind writing Chinese characters
- A fundamental understanding of Chinese customs and traditions

In addition, you should be able to:

- Successfully formulate sentences in Mandarin Chinese
- Hold basic conversations with Chinese speakers
- Comprehend spoken passages in accordance with elementary Chinese vocabulary
- Read and understand written passages in accordance with elementary Chinese vocabulary
- Write simple Chinese characters
- Demonstrate a tangible appreciation for Chinese culture

TEXTS

The following textbook will be distributed following your arrival in Guilin.

- Charming Chinese, Volume 1 (textbook) 1st Edition 2nd Printing by Gao Feng and Wang Nan; Guangxi Normal University Press, 2009.

CREDITS

Students will earn six academic credits upon the completion of CHN 101, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by GXNU's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 30%
- Homework 20%
- Informal assessments 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completion and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (30%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements.



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COURSE SCHEDULE

Lesson 1 – Chinese Pronunciation

- Initials: b, p, m, f, d, t, n, l, g, k, h, j, q, x
- Finals: a, o, e, i, u, ai, ei, ao, ou, iao, iou, ia, ie, ua, uo, ue
- The four tones
- Initials, finals and tones together

Lesson 2 – Chinese Pronunciation

- Initials: x, c, s, zh, ch, sh, r
- Finals: an, ian, uan, ang, iang, uang, ong, en, in, uen, eng, ing, ueng
- Initials, finals and tones together
- Pronunciation and pinyin

Lesson 3 – Greetings (你好)

- Chinese sentence structures
- Expressing plurals
- Adjectives
- Question particle
- Adverbs: 也, 都

Lesson 4 – What's your name?

- The interrogative pronoun 什么, 谁
- Using 呢 and omitting question particles
- Grammar/pronunciation practice

Lesson 5 – Where are you from?

- The interrogative pronoun 哪
- Sentences with the character 是
- The adverbial word 不

Lesson 6 – Where do you live?

- The interrogative pronoun 哪儿
- Modifying particle 的
- Expressing numbers

Lesson 7 – What is this?

- Demonstrative pronouns 这, 那
- The Interrogative pronoun 什么
- Sentence constructions with 的



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Lesson 8 – How many people are in your family?

- Sentences with 有
- The interrogative pronouns 几, 多少
- Preposition 在

Lesson 9 – What day is today?

- Working with dates
- Predicates

Lesson 10 – What time is it?

- Expressing time
- Key vocabulary for expressing time

Lesson 11 – I'm listening to music

- Conjunction 和
- The adverb 在
- “...呢” and “在...呢”
- Using the expression 什么时候

Lesson 12 – Are you busy?

- Negating a verb to ask a question
- Overlapping nouns
- The adverb 太, 常常
- The prepositions 跟 and 给

Lesson 13 – How do I get to the mall?

- The interrogative pronoun 怎么
- The preposition 离
- Directional words
- Towards and from: 从, 往
- From... to: 从... 到

Lesson 14 – How much does it cost?

- Double object sentences: 给, 收, 找
- The adverb 还
- Modal verbs
- The difference between 二 and 两

Lesson 15 – Please count

- Verbs + 一下
- Overlapping verbs
- Imperative sentences



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Lesson 16 – What do you want to buy?

- Adjectival phrases and the particle 的
- Modal verbs 想
- Measure words and quantities
- 先.....再
- Questions ending in 好吗?

Lesson 17 – How are these pants?

- Difference between 有点儿 and 一点儿
- Ending your sentence with 了
- Using the adverb 挺

Lesson 18 – Renting books from the library

- Conjunction sentences
- Using the word 顺便
- Ways to express ordinal numbers

Lesson 19 – Do you like noodles or rice?

- Questions sentences using 是...还是...
- Using the conjunction word 或者
- Comparing the conjunction words 还是 and 或者

Lesson 20 – My head hurts

- Modal verbs: 应该, 得
- Question sentences with the interrogative pronoun 怎么
- 好好儿
- Verb ending sentence to express change

Lesson 21 – Can you fix computers?

- Modal verb: 可以, 能, 会
- Transitional conjunction words: 可是
- Time adverbial modifiers

Lesson 22 – What kind of haircut would you like?

- Adverbs: 稍微, 再, 大概
- Grammar form 都.....了
- Noun + 上 to express location

Lesson 23 – I can't sing very well

- Degree compliments
- Grammar form 有时候.....有时候



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- Transitional conjunctions words: 不过
- Adverb: 最

Lesson 24 – Directions

- Directional words
- Existential grammar form: (place)+(是)+(quantity)+(object)
- Grammar form: 不是.....吗

Lesson 25 – How tall is he?

- Questions asking about age, height and weight
- Approximating numbers: 左右, 五六
- Using 了 to express completion

Lesson 26 – There are lots of people in the park

- Existential grammar form: (place)+(有)+(quantity)+(object)
- Grammar form: 有的....., 有的.....
- Adverb: 真

Lesson 27 – Have you read the magazine?

- Aspect particles: 过, 着
- Modal compliments: 次, 遍

Lesson 28 – Christmas is almost here!

- Expressing things that will happen
- Double object sentences using: 送, 教, 问, 告诉

Lesson 29 – I've been in China for over 3 months!

- Time-based compliments
- Adverb: 可
- Making plans

Lesson 30 – Have you finished reading yet?

- Resultative complements
- Grammar form: 一边.....一边.....
- Separable words in Chinese

Final course review

CHN 101.1 – Elementary Chinese – Speaking

Please contact CLI for a copy of this course syllabus.



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CHN 101.2 – Elementary Chinese – Listening

Please contact CLI for a copy of this course syllabus.

CHN 101.3 – Elementary Chinese – Reading & Writing

Please contact CLI for a copy of this course syllabus.

CHN 101.4 – Elementary Chinese Level 1 – Accelerated Comprehensive

OVERVIEW

Elementary Chinese Level 1 – Accelerated Comprehensive (CHN 101.4) is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101.4 is designed for students who have very limited to no background in the Chinese language, and will cover basic language skills in speaking, reading, writing, and listening. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.

OBJECTIVES

After completing Elementary Chinese 1 – Accelerated Comprehensive, you are expected to master:

- The *pinyin* Romanization system
- Simple Chinese grammar and sentence structures
- Basic verbal communication in a variety of settings
- The principal rules behind writing Chinese characters
- A fundamental understanding of Chinese customs and traditions

In addition, you should be able to:

- Successfully formulate sentences in Mandarin Chinese
- Hold basic conversations with Chinese speakers
- Comprehend spoken passages in accordance with elementary Chinese vocabulary
- Read and understand written passages in accordance with elementary Chinese vocabulary
- Write simple Chinese characters
- Demonstrate a tangible appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either Integrated Chinese *or* Charming Chinese).

- Integrated Chinese, Level 1 Part 1 (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.



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CREDITS

Students will earn three academic credits upon the completion of CHN 101.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in final evaluation, which will be used by GXNU's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completion and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Introduction

- Introduction to *pinyin*
- Discussion of Chinese language and dialects
- System of Chinese pronunciation
- Basic information about the Chinese writing system
- Continuation of *pinyin*
- Pronunciation drills
- Using common expressions in the classroom and daily life

Lesson 1 – Greetings (问好)

- Exchanging greetings
- Asking about someone's nationality
- 姓,呢,叫,是,吗,不,也



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Lesson 2 – Family (家庭)

- Asking about someone’s family and profession
- Names of basic kinship terms and common professions
- 的,有,二,两,都
- Measure words and question pronouns

Lesson 3 – Dates and Time (时间)

- Expressing times and dates
- Discussing someone’s age and birthday
- Inviting someone to dinner
- Numbers
- 我请你, 还,的 (II)

Lesson 4 – Hobbies (爱好)

- Talking about hobbies
- Setting up plans for the weekend
- Word order in Chinese
- 去,那(么),好吗,想

Lesson 5 – Visiting Friends (看朋友)

- Welcoming a visitor
- Introducing one person to another
- Describing a visit to a friend’s home
- 一下,在,吧,了,才

Final course review

CHN 101.5 – Independent Study 1 – Speaking

OVERVIEW

Independent Study 1 - Speaking (CHN 101.5) is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 101.5 is designed for students who have very limited to no background in the Chinese language and focuses on in-class speaking and listening skills. Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 1 Part 1*.

OBJECTIVES

After completing Independent Study 1 - Speaking, you are expected to master:

- The *pinyin* Romanization system
- Simple Chinese grammar and sentence structures
- Basic verbal communication in a variety of settings



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- A fundamental understanding of Chinese customs and traditions

In addition, you should be able to:

- Successfully formulate sentences in Mandarin Chinese
- Hold basic conversations with Chinese speakers
- Comprehend spoken passages in accordance with elementary Chinese vocabulary
- Demonstrate a tangible appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 1 Part 1 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

CREDITS

Students will earn one-two academic credits upon the completion of CHN 101.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in final evaluation, which will be used by GXNU's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completion and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.



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COURSE SCHEDULE

Introduction

- Introduction to *pinyin*
- Discussion of Chinese language and dialects
- System of Chinese pronunciation
- Continuation of *pinyin*
- Pronunciation drills
- Using common expressions in the classroom and daily life

Lesson 1 – Greetings (问好)

- Exchanging greetings
- Asking about someone's nationality
- 姓,呢,叫,是,吗,不,也

Lesson 2 – Family (家庭)

- Asking about someone's family and profession
- Names of basic kinship terms and common professions
- 的,有,二,两,都
- Measure words and question pronouns

Lesson 3 – Dates and Time (时间)

- Expressing times and dates
- Discussing someone's age and birthday
- Inviting someone to dinner
- Numbers
- 我请你, 还,的 (II)

Lesson 4 – Hobbies (爱好)

- Talking about hobbies
- Setting up plans for the weekend
- Word order in Chinese
- 去,那(么),好吗,想

Lesson 5 – Visiting Friends (看朋友)

- Welcoming a visitor
- Introducing one person to another
- Describing a visit to a friend's home
- 一下,在,吧,了,才

Final course review



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CHN 102.4 – Elementary Chinese Level 2 – Accelerated Comprehensive

OVERVIEW

Elementary Chinese Level 2 – Accelerated Comprehensive (CHN 102.4) is an intensive introduction to the basic fundamentals of Mandarin Chinese. CHN 102.4 is designed for students who have very limited background in the Chinese language, and will cover basic language skills in speaking, reading, writing, and listening. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.

OBJECTIVES

After completing Elementary Chinese Level 2, you are expected to master:

- Simple Chinese grammar and sentence structures
- Basic verbal communication in a variety of settings
- The principal rules behind writing Chinese characters
- A fundamental understanding of Chinese customs and traditions

In addition, you should be able to:

- Successfully formulate sentences in Mandarin Chinese
- Hold basic conversations with Chinese speakers
- Comprehend spoken passages in accordance with elementary Chinese vocabulary
- Read and understand written passages in accordance with elementary Chinese vocabulary
- Write simple Chinese characters
- Demonstrate a tangible appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 1 Part 1 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

CREDITS

Students will earn three academic credits upon the completion of CHN 102.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in a final evaluation, which will be used by GXNU's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.



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- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completion and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 – Making Appointments (约时间)

- Speaking on the phone
- Setting up appointments
- Asking for favors
- 给,要,别,得

Lesson 7 – Studying Chinese (学中文)

- Talking about exams and learning experiences
- Talking about study habits and writing characters
- 太,真,就,有(一)点儿,怎么

Lesson 8 – School Life (学校生活)

- Writing a brief letter
- Expressing modesty; inviting friends out
- 一边。一边,能,会,除了。意外,就(II),了(II),的(III),就(III)

Lesson 9 – Shopping (买东西)

- Talking about purchases
- Characteristics of Chinese money
- Asking for change; asking for a different size
- 要(II),measure words(II),的(II),多,跟/和。 (不)一样
- 虽然。可是/但是



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Lesson 10 – Transportation (交通)

- Means of transportation
- How to travel from one place to another
- Describing traffic
- Offer New Year's wishes
- 或者,还是,先。再,还是。吧,每。都,要。了

Final course review

CHN 102.5 – Independent Study 2 – Speaking

OVERVIEW

Independent Study 2 - Speaking (CHN 102.5) is a continuation of the basic fundamentals of Mandarin Chinese. CHN 102.5 is designed for students who have completed one academic term of Mandarin Chinese (or equivalent) and can recognize approximately 250 Chinese words. This course focuses on in-class speaking and listening coursework and is taught one-on-one (or at most four-on-one upon student request). Students will complete 20 hours of classroom instruction per credit. This course will finish the second half of *Integrated Chinese Level 1 Part 1*.

OBJECTIVES

After completing Independent Study 2 - Speaking, you are expected to master:

- Simple Chinese grammar and sentence structures
- Basic verbal communication in a variety of settings
- A fundamental understanding of Chinese customs and traditions

In addition, you should be able to:

- Successfully formulate sentences in Mandarin Chinese
- Hold basic conversations with Chinese speakers
- Comprehend spoken passages in accordance with elementary Chinese vocabulary
- Demonstrate a tangible appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 1 Part 1 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

CREDITS

Students will earn one-two academic credits upon the completion of CHN 102.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).



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GRADING

Each student will be required to participate in a final evaluation, which will be used by GXNU's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completion and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 – Making Appointments (约时间)

- Speaking on the phone
- Setting up appointments
- Asking for favors
- 给,要,别,得

Lesson 7 – Studying Chinese (学中文)

- Talking about exams and learning experiences
- Talking about study habits and writing characters
- 太,真,就,有(一)点儿,怎么

Lesson 8 – School Life (学校生活)

- Expressing modesty; inviting friends out
- 一边。一边,能,会,除了。意外,就(II),了(II),的(III),就(III)

Lesson 9 – Shopping (买东西)

- Talking about purchases
- Characteristics of Chinese money



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- Asking for change; asking for a different size
- 要 (II), measure words (II), 的 (II), 多, 跟/和。 (不)一样
- 虽然。 (不)可是/但是

Lesson 10 – Transportation (交通)

- Means of transportation
- How to travel from one place to another
- Describing traffic
- Offer New Year's wishes
- 或者, 还是, 先。 (不)再, 还是。 (不)吧, 每。 (不)都, 要。 (不)了

ART 101 – Elementary Chinese Elective – Calligraphy, Painting & Knot Making

COURSE OBJECTIVES

This course covers three major elements of Chinese artwork: calligraphy, traditional Chinese painting, and Chinese knot work. The class is both hands-on and theoretical. Students will learn how to create each art form, as well as learn the philosophy, history, and cultural impact that calligraphy, painting, and knot work have had on China for thousands of years.

GRADING

Class attendance is required. Participation in class discussions and activities is essential. Missing more than one-third of all classes will result in failure.

- Participation (70%)
- Calligraphy piece (10%)
- Traditional Chinese Painting piece (10%)
- Chinese Knot Work piece (10%)

INSTRUCTOR & CLASS HOURS

- Each art form will have a different specialist instructor
- Class Hours: Wednesday 4:10pm - 5:40pm (2 periods)

COURSE SCHEDULE & LECTURE TOPICS

CHN 103 will meet for 1.5 hours per week over the course of 10-15 weeks for a total of 15-22.5 in-class contact hours.

WEEKS 1-5: Calligraphy

- History, samples, and cultural significance of calligraphy
- Learn about the tools used in calligraphy
- Learn the correct posture for calligraphy
- Learn to hold the brush correctly
- Learn to place the paper, grind stone and ink stick correctly



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- Breathing during calligraphy
- Mental preparation before and during calligraphy
- View the various calligraphy styles throughout the ages

WEEK 6-10: Traditional Chinese Painting

- History, samples, and cultural significance of traditional Chinese Painting
- Compare the tools in calligraphy to the tools in painting
- Compare the posture in calligraphy to the posture in painting
- Learn how to hold the brush correctly
- View the various painting styles throughout the ages
- Learn to paint bamboo, scenery, flowers, and animals

WEEK 11-15: Chinese Knot Work

- History, samples, and cultural significance of knot work
- Learn basic knots, including: Double Connection Knot, Button Knot, Double Coin Knot, Snake Knot, Jingang Knot, Flat Knot, and Cross Knot.
- Learn combination knots, including: Cloverleaf Knot Bracelet, Seven Stars Bracelet, Panchang Knot Square, Ice Flower Knot Bracelet, and Six Petals Flower Knot Bracelet.

Course syllabus subject to updates by the instructor.

CHN 201 – Intermediate Chinese – Comprehensive

OVERVIEW

Welcome to Intermediate Chinese (CHN 201) course, a continuation of the basic fundamentals of Mandarin Chinese. CHN 201 is designed for students who are able to recognize approximately 500-600 Chinese words as well as those who have completed two academic terms of Mandarin Chinese. The course is focused on 8 hours per week of in-class reading, writing, spoken and listening coursework.

OBJECTIVES

After completing Intermediate Chinese, you are expected to master:

- 500-600 additional Chinese words
- Basic Chinese grammar and sentence structures
- Appropriate articulation of ideas
- Daily conversations
- A deeper understanding of Chinese customs and traditions

In addition, you should be able to:

- Improve your basic conversational skills in Mandarin
- Form a general understanding of simplified v. traditional characters
- Hold conversations about daily life with ease



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- Comprehend spoken passages delivered at a natural, or close-to-natural, speed
- Read and understand written passages in accordance with appropriate vocabulary
- Demonstrate a formidable appreciation for Chinese culture

TEXTS

The following textbook will be distributed following your arrival in Guilin.

- Charming Chinese, Volume 2 (textbook) 1st Edition 1st Printing by Gao Feng and Wang Nan; Guangxi Normal University Press, 2010.

CREDITS

Students will earn six academic credits upon the completion of CHN 201, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 30%
- Homework 20%
- Informal assessments 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (30%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements.

COURSE SCHEDULE

Lesson 1 - It's raining!

- Negating a verb to ask questions
- Summarizing the uses of 了
- Using 极了 to express yourself
- Directional complements



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Lesson 2 - This painting is more beautiful than that painting

- Grammar form: 有.....感兴趣
- Comparative sentences
- Special sentences with the character 比
- Grammar form: 为了.....

Lesson 3- I will invite Professor Zhang to the movies

- Subjective-object sentence
- Grammar form: 每当.....的时候

Lesson 4 - Have you been to Beijing?

- Differences between aspect particles 过 and 了
- Grammar form: 还(不)没.....(呢)
- Grammar form: 除了.....以外
- Phrases using 的

Lesson 5 - Chinese food is different from Thai food

- Grammar form: 跟.....(不)一样
- Grammar form: 是.....的
- Adverbial modifiers and auxiliary word: 地
- 先.....再.....然后.....最后

Lesson 6 - Sherry the exchange student

- Grammar: 看来
- Phrases using 最+adj/v
- 又.....又.....

Lesson 7 - We took the plane!

- Grammar form: 是.....的
- Grammar: 离
- Modal complements: v+(quantity)+次/遍/趟

Lesson 8 - I'm late again!

- Using 再 and 又
- Cause and effect sentences
- 从.....起

Lesson 9 - Her Chinese is much better than mine

- Comparative sentences



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- A + 比 + B + adj + 数量词
- A + 比 + B + adj + 一点儿/一些/多了/得多
- A + 比 + B + 还/更 + adj
- Using the phrase 怪不得

Lesson 10 - There is a car parked by the entrance

- More work with existential sentences
- 虽然.....但是.....

Lesson 11 - The clothes have been washed

- Resultative complements
- Using 弄 to make sentences
- Using 就 and 才: explained
- More work with subjective-object sentences

Lesson 12 - I can buy train tickets to Shanghai

- Resultative complements: V完, V到, V好
- Grammar: 怎么了
- Grammar form: 要是.....(的话), 就.....

Lesson 13 - Birthday gifts

- Sentences using 把
- Overlapping verb form: ABAB (eg. 运动运动)

Lesson 14 - I have too much homework, I can't finish!

- Probable compliments
- Difference between probable complements and the form 能/不能+Verb

Lesson 15 - Let's go watch an opera

- More work with probable compliments
- A是A, 可是/但是
- Assuming sentences

Lesson 16 - I don't feel well today

- Primary predicate sentences
- Grammar form: 都.....了
- Interrogative pronoun 怎么
- Grammar form: 代A向B问好/请假

Lesson 17 - Everybody sing together!



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- More work with subjective-object sentences
- Grammar form: 不但.....而且.....

Lesson 18 - She won't be able to come back

- Probable complements
- The uses and effects of 就

Lesson 19 - Is Guilin as cold as Beijing?

- Comparative sentences
- Grammar form: 可不是
- More work with interrogative pronouns

Lesson 20 - I like shopping

- Sentences with 把
- Overlapping adjective form: AABB (eg. 高高兴兴)
- Grammar form: V+来+V+去

Lesson 21 - Going traveling

- More work with sentences with 把
- More work with resultative complements

Lesson 22 - Do you like postage stamps?

- More work with sentences with 把
- Grammar form: 再说
- Grammar form: 连.....都/也
- Grammar form: 受.....影响

Lesson 23 - Sports competition

- Degree complements
- Grammar form: 越来越
- Overlapping measure word form

Lesson 24 - Her Chinese is very good

- Degree complements
- Grammar form: 越A越B
- Grammar form: 本来
- Grammar form: 差点儿

Lesson 25 - A brilliant performance



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- Grammar form: 挺
- Grammar form: 要不
- Grammar form: 对.....来说
- Grammar form: 刚 (刚刚), 刚才

Lesson 26 - The computer is fried!

- Passive sentences
- 既然.....就.....
- 即使.....也.....

Lesson 27 - My bike was stolen

- More work with passive sentences
- 既.....又.....

Lesson 28 - My mom bought this shirt for me

- Special sentences with: 是.....的
- Grammar form: 其实
- Grammar form: 其中
- Grammar form: 无论.....都.....

Lesson 29 - My weekend

- Grammar form: 你看着办吧
- Rhetorical questions
- 想A就A
- Grammar form: 不是.....就是.....

Lesson 30 - Bargaining for a good price

- Sentences with double negative
- 宁可.....也不.....

Final course review

CHN 201.1 – Intermediate Chinese – Speaking

Please contact CLI for a copy of this course syllabus.

CHN 201.2 – Intermediate Chinese – Listening

Please contact CLI for a copy of this course syllabus.



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CHN 201.3 – Intermediate Chinese – Reading & Writing

Please contact CLI for a copy of this course syllabus.

CHN 201.4 – Intermediate Chinese Level 1 – Accelerated Comprehensive

OVERVIEW

Welcome to Intermediate Chinese Level 1 – Accelerated Comprehensive (CHN 201.4), a continuation of the basic fundamentals of Mandarin Chinese. CHN 201.4 is designed for students who are able to recognize approximately 400-500 Chinese words as well as those who have completed two academic terms of Mandarin Chinese. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.

OBJECTIVES

After completing Intermediate Chinese 1 – Accelerated Comprehensive, you are expected to master:

- 200-250 additional Chinese words
- Basic Chinese grammar and sentence structures
- Appropriate articulation of ideas
- Daily conversations
- A deeper understanding of Chinese customs and traditions

In addition, you should be able to:

- Improve your basic conversational skills in Mandarin
- Form a general understanding of simplified v. traditional characters
- Hold conversations about daily life with ease
- Comprehend spoken passages delivered at a natural, or close-to-natural, speed
- Read and understand written passages in accordance with appropriate vocabulary
- Demonstrate a formidable appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either Integrated Chinese *or* Charming Chinese).

- Integrated Chinese, Level 1 Part 2 (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

CREDITS

Students will earn three academic credits upon the completion of CHN 201.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).



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GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 1 – Talking about the Weather (谈天气)

- Describing weather patterns, changes and phenomena
- Comparing weather
- Presenting the weather forecast
- Talking about sunny/rainy day activities
- 比，了，会，点儿，有，adj./v. + 是 + adj./v.，可是/但是

Lesson 2 – Dining (吃饭)

- Order Chinese dishes
- Dietary preferences and restrictions
- Asking for recommended dishes
- Paying for a meal and getting change
- 一。也/都。不/没，多/少 + v. 刚v. 刚才，来

Lesson 3 – Asking Directions (问路)

- Asking for/giving directions
- Identifying locations with landmark references
- Telling people where you are going, and why



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- Describing how close/far away your destination is
- Comparative sentences with 没有, direction and location words, 那么, 到 + place + 去 + action, 过, 一。就。

Lesson 4 – Birthday Party (生日晚会)

- Asking a friend to go to a party
- Giving gifts in China
- Arranging a meeting time and place
- Talking about your Chinese zodiac sign
- Describing someone's facial features
- 呢, time duration, 是。的, 又。又, 还

Lesson 5 – Seeing a Doctor (看病)

- Talking about cold and allergy symptoms
- The role of medicine in China
- Understanding directions for taking medicine
- 死 (indicating an extreme degree), 起来, 把, 越来越。 , 再说

Final course review

CHN 201.5 – Independent Study 3 – Speaking

OVERVIEW

Independent Study 3 - Speaking (CHN 201.5) is an intensive accelerated introduction to the basic fundamentals of Mandarin Chinese. CHN 201.5 is designed for students who have completed two terms (120 hours) of Mandarin Chinese coursework in an academic setting (or equivalent) and can recognize approximately 500 Chinese words. The course is focused on in-class speaking and listening. Students will complete 20 hours of classroom instruction per credit. This class is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 1 Part 2*.

OBJECTIVES

After completing Independent Study 3 - Speaking, you are expected to master:

- 200-250 additional Chinese words
- Basic Chinese grammar and sentence structures
- Appropriate articulation of ideas
- Daily conversations
- A deeper understanding of Chinese customs and traditions

In addition, you should be able to:

- Improve your basic conversational skills in Mandarin



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- Hold conversations about daily life with ease
- Comprehend spoken passages delivered at a natural, or close-to-natural, speed
- Demonstrate a formidable appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either Integrated Chinese *or* Charming Chinese).

- Integrated Chinese, Level 1 Part 2 (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

CREDITS

Students will earn one-two academic credits upon the completion of CHN 201.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 1 – Talking about the Weather (谈天气)

- Describing weather patterns, changes and phenomena



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- Comparing weather
- Presenting the weather forecast
- Talking about sunny/rainy day activities
- 比，了，会，点儿，有，adj./v. + 是 + adj./v.，可是/但是

Lesson 2 – Dining (吃饭)

- Order Chinese dishes
- Dietary preferences and restrictions
- Asking for recommended dishes
- Paying for a meal and getting change
- 一。也/都。不/没，多/少 + v.，刚v. 刚才, 来

Lesson 3 – Asking Directions (问路)

- Asking for/giving directions
- Identifying locations with landmark references
- Telling people where you are going, and why
- Describing how close/far away your destination is
- Comparative sentences with 没有, direction and location words, 那么, 到 + place + 去 + action, 过, 一。就。

Lesson 4 – Birthday Party (生日晚会)

- Asking a friend to go to a party
- Giving gifts in China
- Arranging a meeting time and place
- Talking about your Chinese zodiac sign
- Describing someone's facial features
- 呢，time duration，是。的，又。又，还

Lesson 5 – Seeing a Doctor (看病)

- Talking about cold and allergy symptoms
- The role of medicine in China
- Understanding directions for taking medicine
- 死 (indicating an extreme degree)，起来，把，越来越。，再说

Final course review

CHN 202.4 – Intermediate Chinese Level 2 – Accelerated Comprehensive

OVERVIEW

Welcome to Intermediate Chinese Level 2 – Accelerated Comprehensive (CHN 202.4), a continuation of the basic fundamentals of Mandarin Chinese. CHN 202.4 is designed for students who are able to



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recognize approximately 500-600 Chinese words as well as those who have completed two academic terms of Mandarin Chinese. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.

OBJECTIVES

After completing Intermediate Chinese 2 – Accelerated Comprehensive, you are expected to master:

- 200-250 additional Chinese words
- Basic Chinese grammar and sentence structures
- Appropriate articulation of ideas
- Daily conversations
- A deeper understanding of Chinese customs and traditions

In addition, you should be able to:

- Improve your basic conversational skills in Mandarin
- Form a general understanding of simplified v. traditional characters
- Hold conversations about daily life with ease
- Comprehend spoken passages delivered at a natural, or close-to-natural, speed
- Read and understand written passages in accordance with appropriate vocabulary
- Demonstrate a formidable appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either Integrated Chinese *or* Charming Chinese).

- Integrated Chinese, Level 1 Part 2 (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

CREDITS

Students will earn three academic credits upon the completion of CHN 202.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%



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HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 – Dating (约会)

- Describing how long you've known someone
- Accepting/declining a date
- Inviting someone on a date
- Ending a phone conversation politely
- Making arrangements to go out with friends
- 就, descriptive complements, directional complements

Lesson 7 – Renting an Apartment (租房子)

- Describing living quarters
- Names of common furniture
- Discuss rent, utilities, and security deposits
- Verb + 了 + numeral + measure word + noun + 了, 连。都/也, 多 (indicating an approximate number), question pronouns with 都/也

Lesson 8 – Sports (运动)

- Talking about your favorite sports
- Talking about exercise habits
- Discussing your feelings about certain sports
- 好/难 + v., 下去, 着, 被/叫/让

Lesson 9 – Travel (旅行)

- Talking about vacation plans
- Describing your travel itinerary
- Asking for discounts
- Booking an airplane ticket
- 不得了, numbers over 1,000, comparative sentences with 比



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Lesson 10 – At the airport (在机场)

- Checking in at the airport
- Wishing friends a safe journey
- Greeting guests
- Complimenting someone on language ability
- Asking about someone's health
- 的、地、得 compared, 的时候 and 以后 compared, 还 + adj., kinship terms

Final course review

CHN 202.5 – Independent Study 4 – Speaking

OVERVIEW

Independent Study 4 - Speaking (CHN 202.5) is designed for students who have completed three terms (180 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 202.5 focuses on in-class speaking and listening. Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 1 Part 2*.

OBJECTIVES

After completing Independent Study 4 - Speaking, you are expected to master:

- 200-250 additional Chinese words
- Basic Chinese grammar and sentence structures
- Appropriate articulation of ideas
- Daily conversations
- A deeper understanding of Chinese customs and traditions

In addition, you should be able to:

- Improve your basic conversational skills in Mandarin
- Form a general understanding of simplified v. traditional characters
- Hold conversations about daily life with ease
- Comprehend spoken passages delivered at a natural, or close-to-natural, speed
- Demonstrate a formidable appreciation for Chinese culture

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 1 Part 2* (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.



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CREDITS

Students will earn one-two academic credits upon the completion of CHN 202.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 – Dating (约会)

- Describing how long you've known someone
- Accepting/declining a date
- Inviting someone on a date
- Ending a phone conversation politely
- Making arrangements to go out with friends
- 就, descriptive complements, directional complements

Lesson 7 – Renting an Apartment (租房子)

- Describing living quarters
- Names of common furniture
- Discuss rent, utilities, and security deposits



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- Verb + 了 + numeral + measure word + noun + 了, 连。都/也, 多 (indicating an approximate number), question pronouns with 都/也

Lesson 8 – Sports (运动)

- Talking about your favorite sports
- Talking about exercise habits
- Discussing your feelings about certain sports
- 好/难 + v., 下去, 着, 被/叫/让

Lesson 9 – Travel (旅行)

- Talking about vacation plans
- Describing your travel itinerary
- Asking for discounts
- Booking an airplane ticket
- 不得了, numbers over 1,000, comparative sentences with 比

Lesson 10 – At the airport (在机场)

- Checking in at the airport
- Wishing friends a safe journey
- Greeting guests
- Complimenting someone on language ability
- Asking about someone's health
- 的、地、得 compared, 。的时候。 and 。以后 compared, 还 + adj., kinship terms

Final course review

CHN 301 – Upper Intermediate Chinese – Comprehensive

OVERVIEW

Welcome to Advanced Chinese Level I (CHN 301). CHN 301 is designed for students who already have knowledge of basic Chinese, as well as those who have completed four academic terms (240 hours) of Mandarin Chinese coursework in an academic setting. CHN 301 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect to move from reading individual characters to reading Chinese texts. The course is focused around 8 class hours per week of in-class reading, writing, spoken and listening coursework.

OBJECTIVES

After completing Advanced Chinese I, you are expected to master:

- 500 additional Chinese words
- Important and complex grammatical phenomena



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- Adequate command of functional Chinese for everyday use
- Expression of views on serious, topical issues in increasing detail
- Further understanding of Chinese customs and traditions

In addition, you should be able to:

- Handle most daily conversation with moderate fluency
- Become familiar with the most common characters when written in traditional form
- Read comprehension texts designed for Chinese language learners
- Be able to talk about common topics, as well as some social issues
- Display a deep understanding of Chinese culture

CREDITS

Students will earn six academic credits upon the completion of CHN 301, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbook will be distributed following your arrival in Guilin.

- Charming Chinese, Volume 3 (textbook) 1st Edition 2nd Printing by Gao Feng and Wang Nan; Guangxi Normal University Press, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 30%
- Homework 20%
- Informal assessments 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (30%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements.



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COURSE SCHEDULE

Lesson 1 - Sitting in the Front Row

- Using 比如 to give examples
- Grammar: using 有的
- Adverb: 曾经
- Expressing a turning point with 不料

Lesson 2 - Dealing with Strangers

- Grammar form: 当.....的时候
- Grammar form: 像.....一样, 看上去

Lesson 3 - Writing Love on your Left Hand

- Especially: 尤其
- Actually: 其实
- Until: 直到

Lesson 4 - Indispensable “Qiu”

- Vocabulary: 未必, 令
- Grammar form: 即使.....也.....

Lesson 5 - One and Nine

- Vocabulary: 仿佛, 毕竟
- Grammar form: 如果.....就.....
- Grammar form: 以.....来

Lesson 6 - The Story of Chinese Characters

- The story of yi (乙) and ren (人)
- Grammar form: 不仅.....也.....
- For example: 打个比方

Lesson 7 - Ways of Contacting

- Expressing the contacting tool
- Vocabulary: 速, 某, 越来越, 竟然

Lesson 8 - Remember Some People Won't Like You

- Distinguish the expressions: 正好 恰巧 刚好
- Vocabulary: 算了, 绝对, 不免



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Lesson 9 - What can you do With 10 Years?

- Grammar form: 一 + quantifier + 又 + 一 + quantifier
- Vocabulary :何不, 亲自, 随着

Lesson 10 - Missed 98 Times

- Day-by-day: 日日
- Grammar form: 从.....起
- Adverb: 多么

Lesson 11 - The Heat

- Adverb: 自然
- Never: 从来没有
- Do it frequently can form a habit: 习惯成自然
- Generally: 往往

Lesson 12 - The Treasure in my Heart

- Others : 其他
- Grammar form: 看着+V
- Adverbs: 便
- Really (exaggeration): 简直

Lesson 13- Remember, Mom Loves You

- The Wenchuan earthquake
- Counting (hundred, thousand, million.....): 数以 (百, 千, 万) 计
- No matter what/how: 任何
- Grammar form: V + 惯

Lesson 14 - The Story of Change

- Story of Mid-autumn festival
- Measure words: 口
- Directional words: 向
- Grammar form: 不但不.....反而.....

Lesson 15 - A Phone Call to Heaven

- Expressing probably: 大概
- Grammar form: 先.....又.....终于
- Adverb: 可
- Be indifferent: 无所谓

Lesson 16 - Portrait of Tears



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- Grammar form: V+下来
- Now and then: 不时
- Grammar form: V+住, V+ 起来

Lesson 17 - Writing a Resume

- That is (nothing is more precise than) : 莫过于
- Totally: 整整
- Expressing normality: 一般

Lesson 18 - The Master's Student

- Vocabulary: 何以, 及, 尽量
- Grammar form: 幸好.....否则.....

Final course review

CHN 301.1 – Upper Intermediate Chinese – Speaking

Please contact CLI for a copy of this course syllabus.

CHN 301.2 – Upper Intermediate Chinese – Listening

Please contact CLI for a copy of this course syllabus.

CHN 301.3 – Upper Intermediate Chinese – Reading & Writing

Please contact CLI for a copy of this course syllabus.

CHN 301.4 – Upper Intermediate Chinese Level 1 – Accelerated Comprehensive

OVERVIEW

Welcome to Advanced Chinese Level 1 – Accelerated Comprehensive (CHN 301.4). CHN 301.4 is designed for students who already have knowledge of basic Chinese, as well as those who have completed three academic terms of Mandarin Chinese coursework in an academic setting. CHN 301.4 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect to move from reading individual characters to reading Chinese texts. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.

OBJECTIVES

After completing Advanced Chinese Level 1 - Accelerated Comprehensive, you are expected to master:



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- 200-250 additional Chinese words
- Important and complex grammatical phenomena
- Adequate command of functional Chinese for everyday use
- Expression of views on serious, topical issues in increasing detail
- Further understanding of Chinese customs and traditions

In addition, you should be able to:

- Handle most daily conversation with moderate fluency
- Become familiar with the most common characters when written in traditional form
- Read comprehension texts designed for Chinese language learners
- Be able to talk about common topics, as well as some social issues
- Display a deep understanding of Chinese culture

CREDITS

Students will earn three academic credits upon the completion of CHN 301.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either Integrated Chinese *or* Charming Chinese).

- Integrated Chinese, Level 2 Part 1 (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- Integrated Chinese, Level 2 Part 1 (character book) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.



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EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 1 - The School Term Begins (开学)

- Explain how to write your Chinese name
- Say where you were born and grew up
- Discuss the pros and cons of living on and off campus
- Express politely a dissenting opinion
- Disambiguating homophones in Chinese
- Forms: 了, 是。的; 除了。意外; 再说
- Words & phrases: 觉得; 方便; 安全; 省钱; 自由; 不见得; 好处; 适应

Lesson 2 - The Dormitory (宿舍)

- Name basic pieces of furniture in a house
- Describe your living quarters
- Comment on someone's living quarters
- Disagree tactfully
- Forms: 真; 比较; 得很; 那; conjunctions
- Words & phrases: 恐怕; 差不多; 吵; 安静; 一般; 不怎么样; 得道

Lesson 3 - At the Restaurant (在饭馆儿)

- Name four principal regional Chinese cuisines
- Order food and drinks
- Talk about what flavors you like or dislike
- Make your dietary restrictions or preferences known
- Settling a bill and tipping in China
- Forms: 一 + v.; 又 adj./verb, 又 adj./verb; 不如
- Words & phrases: 正好; 特别是; 麻烦; 这(就)要看。(了); 比如(说)

Lesson 4 - Going Shopping (买东西)

- Name basic clothing, bedding, and bath items
- Describe your shopping preferences and criteria
- Disagree with others tactfully
- Present your arguments with rhetorical questions
- Knowing when to bargain



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- Forms: 都。 。无论。 。 ; 都。 。 ; conjunction 于是 ; Adj./verb + 是 + adj./verb ; 可是/但是 ; 难道
- Words & phrases: 。 。 什么的 ; 大小 ; 长短 ; 宽窄 ; 打折 ; 要不然 ; 非。 。 不可 ; 标准 ; 在乎

Lesson 5 - Choosing Your Studies (选课)

- State your major area of study and some required general courses you have taken
- Talk about what you plan to do after graduating
- Explore what will enhance your future job opportunities
- Explain whether your family members have had an influence on your choice of career path
- Share tips on how to save money for your education
- The compartmentalized educational system in China
- Forms: 对。 。 来说 ; 至于 ; 另外 ; 在 , 有 , and 还 compared

Final course review

CHN 301.5 – Independent Study 5 – Speaking

OVERVIEW

Welcome to Independent Study 5 - Speaking (CHN 301.5). CHN 301.5 is designed for students who have completed four terms (240 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 301.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 2 Part 1*.

OBJECTIVES

After completing Independent Study 5 - Speaking, you are expected to master:

- 200-250 additional Chinese words
- Important and complex grammatical phenomena
- Adequate command of functional Chinese for everyday use
- Expression of views on serious, topical issues in increasing detail
- Further understanding of Chinese customs and traditions

In addition, you should be able to:

- Handle most daily conversation with moderate fluency
- Become familiar with the most common characters when written in traditional form
- Be able to talk about common topics, as well as some social issues
- Display a deep understanding of Chinese culture

CREDITS



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Students will earn one-two academic credits upon the completion of CHN 301.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either Integrated Chinese *or* Charming Chinese).

- Integrated Chinese, Level 2 Part 1 (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- Integrated Chinese, Level 2 Part 1 (character book) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 1 - The School Term Begins (开学)

- Explain how to write your Chinese name
- Say where you were born and grew up
- Discuss the pros and cons of living on and off campus
- Express politely a dissenting opinion
- Disambiguating homophones in Chinese
- Forms: 了, 是, 的; 除了, 意外; 再说



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- Words & phrases: 觉得；方便；安全；省钱；自由；不见得；好处；适应

Lesson 2 - The Dormitory (宿舍)

- Name basic pieces of furniture in a house
- Describe your living quarters
- Comment on someone's living quarters
- Disagree tactfully
- Forms: 真；比较；得很；那；conjunctions
- Words & phrases: 恐怕；差不多；吵；安静；一般；不怎么样；得道

Lesson 3 - At the Restaurant (在饭馆儿)

- Name four principal regional Chinese cuisines
- Order food and drinks
- Talk about what flavors you like or dislike
- Make your dietary restrictions or preferences known
- Settling a bill and tipping in China
- Forms: 一 + v.；又 adj./verb，又 adj./verb；不如
- Words & phrases: 正好；特别是；麻烦；这（就）要看。。（了）；比如（说）

Lesson 4 - Going Shopping (买东西)

- Name basic clothing, bedding, and bath items
- Describe your shopping preferences and criteria
- Disagree with others tactfully
- Present your arguments with rhetorical questions
- Knowing when to bargain
- Forms: 都。。无论。。；都。。；conjunction 于是；Adj./verb + 是 + adj./verb；可是/但是；难道
- Words & phrases: 。。什么的；大小；长短；宽窄；打折；要不然；非。。不可；标准；在乎

Lesson 5 - Choosing Your Studies (选课)

- State your major area of study and some required general courses you have taken
- Talk about what you plan to do after graduating
- Explore what will enhance your future job opportunities
- Explain whether your family members have had an influence on your choice of career path
- Share tips on how to save money for your education
- The compartmentalized educational system in China
- Forms: 对。。来说；至于；另外；在，有，and 还 compared

Final course review



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CHN 302.4 – Upper Intermediate Chinese Level 2 – Accelerated Comprehensive

OVERVIEW

Welcome to Advanced Chinese Level 2 – Accelerated Comprehensive (CHN 302.4). CHN 302.4 is designed for students who already have knowledge of basic Chinese, as well as those who have completed three academic terms of Mandarin Chinese coursework in an academic setting. CHN 302.4 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect to move from reading individual characters to reading Chinese texts. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.

OBJECTIVES

After completing Advanced Chinese Level 2 – Accelerated Comprehensive, you are expected to master:

- 200-250 additional Chinese words
- Important and complex grammatical phenomena
- Adequate command of functional Chinese for everyday use
- Expression of views on serious, topical issues in increasing detail
- Further understanding of Chinese customs and traditions

In addition, you should be able to:

- Handle most daily conversation with moderate fluency
- Become familiar with the most common characters when written in traditional form
- Read comprehension texts designed for Chinese language learners
- Be able to talk about common topics, as well as some social issues
- Display a deep understanding of Chinese culture

CREDITS

Students will earn three academic credits upon the completion of CHN 302.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 2 Part 1 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- *Integrated Chinese, Level 2 Part 1 (character book) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.



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GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 - Boyfriends & Girlfriends (男朋友女朋友)

- State if you share your interests or hobbies with others
- Inquire if everything is OK and find out what has happened
- Describe typical behaviors of a forgetful person
- Give a simple description of what you look for in a boyfriend/girlfriend
- Tell what makes you anxious or angry
- Dating and marriage in China
- Forms: (在) 。 。 上 ; V.来V.去 ; 地 ; 原来 ; set phrases
- Words & phrases: 到底 ; 根本 ; 一干二净 ; 难怪 ; 实际上 ; 去三拉四 ; 一会儿 。 。 一会儿 。 。 一会儿又

Lesson 7 - Computers & Internet (电脑和网络)

- Find out if others are angry with you and apologize if so
- Reduce tension in a conversation by changing the subject
- Let people know about the trouble you had to go through because of their thoughtlessness
- Name your activities on the internet and discuss how you make use of the internet
- Discuss the pros and cons of using the internet
- Forms: 甚至 ; potential complements; 好 as a resultative complement; connecting



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- Words & phrases: 从。到。；结果；或者；害（得）；几乎；看起来；听起来

Lesson 8 - Part-time Work (打工)

- Review your monthly income and spending patterns
- Talk about how you balance your personal budget
- Name some possible reasons to work part-time while in school
- Discuss the pros and cons of working part-time while in school
- Describe what you dislike or what bothers you
- Forms: 来 connecting two verb phrases; rhetorical questions; adverb 可; directional
- Words & phrases: 压力；收到；减轻；合适 and 适合；影响；取得；说到；嫌；不是 or carelessness sentences complements 就是 B；多

Lesson 9 - Education (教育)

- Comment whether you had a stress-free childhood
- Name some typical classes offered in after-school programs
- Indicate agreement or disagreement
- Present your opinions
- Talk about parents' aspirations for their children
- Forms: adverb 才；adverb 并; descriptive complements; adjectives as predicates; 不是 A，
- Words & phrases: 一直；好（不）容易；像。一样；可以说；怎么说；最好

Lesson 10 - China's Geography (中国地理)

- Locate major Chinese cities, provinces, and rivers on the map
- Give a brief introduction to the geographic features of China
- Compare some basic geographic aspects of China and the United States
- Describe features that may attract you to or deter you from visiting a tourist site
- Plan a trip to China
- Forms: 起来；conjunction 而；最 adj. 不过了；过 indicating experience
- Words & phrases: 为了 and 因为；一下子；大多；呢

Final course review

CHN 302.5 – Independent Study 6 – Speaking

OVERVIEW

Welcome to Independent Study 6 - Speaking (CHN 302.5). CHN 302.5 is designed for students who have completed five terms (300 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 302.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom



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instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 2 Part 1*.

OBJECTIVES

After completing Independent Study 6 - Speaking, you are expected to master:

- 200-250 additional Chinese words
- Important and complex grammatical phenomena
- Adequate command of functional Chinese for everyday use
- Expression of views on serious, topical issues in increasing detail
- Further understanding of Chinese customs and traditions

In addition, you should be able to:

- Handle most daily conversation with moderate fluency
- Be able to talk about common topics, as well as some social issues
- Display a deep understanding of Chinese culture

CREDITS

Students will earn one-two academic credits upon the completion of CHN 302.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 2 Part 1 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- *Integrated Chinese, Level 2 Part 1 (character book) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for



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completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 - Boyfriends & Girlfriends (男朋友女朋友)

- State if you share your interests or hobbies with others
- Inquire if everything is OK and find out what has happened
- Describe typical behaviors of a forgetful person
- Give a simple description of what you look for in a boyfriend/girlfriend
- Tell what makes you anxious or angry
- Dating and marriage in China
- Forms: (在) 。 。 上; V.来V.去; 地; 原来; set phrases
- Words & phrases: 到底; 根本; 一干二净; 难怪; 实际上; 去三拉四; 一会儿。 。 一会儿。 。 一会儿又

Lesson 7 - Computers & Internet (电脑和网络)

- Find out if others are angry with you and apologize if so
- Reduce tension in a conversation by changing the subject
- Let people know about the trouble you had to go through because of their thoughtlessness
- Name your activities on the internet and discuss how you make use of the internet
- Discuss and pros and cons of using the internet
- Forms: 甚至; potential complements; 好 as a resultative complement; connecting
- Words & phrases: 从。 。 到。 。 ; 结果; 或者; 害(得); 几乎; 看起来; 听起来

Lesson 8 - Part-time Work (打工)

- Review your monthly income and spending patterns
- Talk about how you balance your personal budget
- Name some possible reasons to work part-time while in school
- Discuss the pros and cons of working part-time while in school
- Describe what you dislike or what bothers you
- Forms: 来 connecting two verb phrases; rhetorical questions; adverb 可; directional
- Words & phrases: 压力; 收到; 减轻; 合适 and 适合; 影响; 取得; 说到; 嫌; 不是 or carelessness sentences complements就是B; 多

Lesson 9 - Education (教育)



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- Comment whether you had a stress-free childhood
- Name some typical classes offered in after-school programs
- Indicate agreement or disagreement
- Present your opinions
- Talk about parents' aspirations for their children
- Forms: adverb 才 ; adverb 并; descriptive complements; adjectives as predicates; 不是A ,
- Words & phrases: 一直 ; 好 (不) 容易 ; 像。 。 一样 ; 可以说 ; 怎么说 ; 最好

Lesson 10 - China's Geography (中国地理)

- Locate major Chinese cities, provinces, and rivers on the map
- Give a brief introduction to the geographic features of China
- Compare some basic geographic aspects of China and the United States
- Describe features that may attract you to or deter you from visiting a tourist site
- Plan a trip to China
- Forms: 起来 ; conjunction 而 ; 最adj.不过了 ; 过indicating experience
- Words & phrases: 为了 and 因为 ; 一下子 ; 大多 ; 呢

Final course review

CHN 401 – Advanced Chinese – Comprehensive

OVERVIEW

Welcome to Advanced Chinese (CHN 401), CHN 401 is designed for students who already have a solid command over basic Chinese, as well as those who have completed four terms of Mandarin Chinese coursework in an academic setting. CHN 401 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect added emphasis reading Chinese texts. The course is focused around 8 class hours per week of in-class reading, writing, spoken and listening coursework.

OBJECTIVES

After completing Advanced Chinese, you are expected to master:

- 600-800 additional Chinese words
- Complex grammatical structures and common idiomatic expressions
- Construction of intermediate opinion-based compositions
- Reading of authentic materials of reasonable difficulty
- Clear expression of views on serious, topical issues
- Demonstrated comprehension of Chinese customs and traditions

In addition, you should be able to:

- Communicate in real-life situations
- Read and write Chinese texts with minimal help and without the aid of pinyin



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- Identify many common characters expressed in traditional form
- Function in daily life in Chinese with confidence
- Have fluent conversations on daily topics with native Chinese speakers
- Be able to discuss social and cultural issues with depth and understanding

CREDITS

Students will earn six academic credits upon the completion of CHN 401, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin.

- Charming Chinese, Volume 4 (textbook) 1st Edition 1st Printing by Gao Feng and Wang Nan; Guangxi Normal University Press, 2010.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 30%
- Homework 20%
- Informal assessments 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (30%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements.

COURSE SCHEDULE

Lesson 1 - Sons Love their Mothers

- Cohesion and Coherence
- Words: 由于、意外、还是、尽管
- Form: 边.....边.....、不.....不.....、从.....到.....



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Lesson 2 - Guilin's Mountains and Rivers are the most Beautiful in the World

- Parallel relationship cohesion
- Vocabulary: 禁不住、立即、好像、突然
- Grammar form:的是....., V着V着, A

Lesson 3 - A Friend's Admiration

- Parallel relationship cohesion
- Vocabulary: 当然、正、整、索性
- Grammar form: A就是A,、动1+个+不+动2

Lesson 4 - The Story of Avanti-- Planting Gold

- Continuation relationship cohesion
- Vocabulary: 故意、格外、莫非、怪
- Grammar form: 当然.....不然.....、V来V去

Lesson 5 - The Origination of Double "Xi"

- Select relationship cohesion
- Vocabulary: 本来、自然、稍微、另外
- Grammar form: 这不正好.....吗, X上加X

Lesson 6 - Gold medal - My half and your half

- Progressive relationship cohesion
- Words: 哪怕、何况、果然、根据
- Form: 一A又一A、...这就是说...、为...加油

Lesson 7 - Emailing with my Daughter

- Connective words
- Vocabulary: 明明、根本、不然、适合
- Grammar form: A等于B、要是.....一定.....

Lesson 8 - New Caretaker

- Turn relationship cohesion
- Vocabulary: 仍然
- Grammar form: 不是是什么、首先.....其次

Lesson 9 - Goodwill

- Causal relationship cohesion
- Vocabulary: 几乎、按照、至少、即使
- Grammar form: 为.....负责、正要.....突然.....



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Lesson 10 - Confucius

- Conditional relationship cohesion
- Vocabulary: 为了、乃至、而已、则
- Grammar form: A而B、每.....不.....都.....

Lesson 11 - Sacrifice “Saihu”

- Concession relationship cohesion
- Vocabulary: 以、再、少不了、打交道
- Grammar form: 为了.....竟.....、尚且.....何况.....

Lesson 12 - Elevator Small Talk

- Objective relationship cohesion
- Vocabulary: 贸然、什么、偶尔、鞠躬
- Grammar form: 东.....西.....、在.....看来

Lesson 13 - “The Cowherder and the Weaving Maid”

- Summary and divide relationship
- Vocabulary: 偷偷、纷纷、加上、按
- Grammar form: 半.....半.....、.....也就是.....

Lesson 14 - What is Happiness?

- Summary and divide relationship
- Vocabulary: 当时、确实、究竟。两码事
- Grammar form: 虽然.....但是.....所以.....、有的.....的A，有的.....的A.....

Lesson 15 - The New Era of Marriage

- Commentary relationship cohesion
- Vocabulary: 通过、得以、相当、固然
- Grammar form: 不是.....更不是.....而是.....、再.....不过了

Lesson 16 - Smile

- Commentary relationship cohesion
- Vocabulary: 已经、无论、某、总之
- Grammar form:还没完.....又来了.....、如果.....不仅能.....还能.....

Lesson 17 - New Year's Wishes

- Reference and cohesion
- Vocabulary: 好在、骤然、大致、忍不住
- Grammar form: 既有.....又有.....、除了A，还B



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Lesson 18 - Alternative Energy in China

- Reference and cohesion
- Vocabulary: 一直、只、以内、以致
- Grammar form: 将.....转化为、和.....一起.....

Lesson 19 - My Vegetarian Life

- Common mistake in cohesion
- Vocabulary: 准保、连续、所谓、一再
- Grammar form: 一方面.....另一方面.....、连.....更不用说.....

Lesson 20 - Symbol of Wisdom--Zhuge Liang

- Integrated use of cohesion
- Vocabulary: 来不及、竟、无论如何、轻易
- Grammar form: 如何是好、为什么A1，还要A2呢？

Final course review

CHN 401.1 – Advanced Chinese – Speaking

Please contact CLI for a copy of this course syllabus.

CHN 401.2 – Advanced Chinese – Listening

Please contact CLI for a copy of this course syllabus.

CHN 401.3 – Advanced Chinese – Reading & Writing

Please contact CLI for a copy of this course syllabus.

CHN 401.4 – Advanced Chinese Level 1 – Accelerated Comprehensive

OVERVIEW

Welcome to Advanced Chinese Level 1 – Accelerated Comprehensive (CHN 401.4), CHN 401.4 is designed for students who already have a solid command over basic Chinese, as well as those who have completed four terms of Mandarin Chinese coursework in an academic setting. CHN 401.4 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect added emphasis reading Chinese texts. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.



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OBJECTIVES

After completing Advanced Chinese 1 – Accelerated Comprehensive, you are expected to master:

- 200-300 additional Chinese words
- Complex grammatical structures and common idiomatic expressions
- Construction of intermediate opinion-based compositions
- Reading of authentic materials of reasonable difficulty
- Clear expression of views on serious, topical issues
- Demonstrated comprehension of Chinese customs and traditions

In addition, you should be able to:

- Communicate in real-life situations
- Read and write Chinese texts with minimal help and without the aid of pinyin
- Identify many common characters expressed in traditional form
- Function in daily life in Chinese with confidence
- Have fluent conversations on daily topics with native Chinese speakers
- Be able to discuss social and cultural issues with depth and understanding

CREDITS

Students will earn three academic credits upon the completion of CHN 401.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 2 Part 2 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- *Integrated Chinese, Level 2 Part 2 (character book) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension. The Midterm evaluation will comprise of 5 short assessments at the end of each chapter completed in the text.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK



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Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 1 - Chinese Holidays (中国的节日)

- Name the major traditional Chinese holidays and tell when they occur
- Name the food that is most associated with each of the major traditional Chinese holidays
- Express New Year's wishes
- Describe the festivities during the Chinese New Year
- Wish others success or good health
- Forms: Adj./v. + 看 / 看 + v. ; reduplication of measure words ; preposition 以 ; particle 嘛 ; (先) 。 。再。 。
- Words & phrases: v. + 起来 ; v.得出 (来) ; 气氛 ; 传统 ; 热闹

Lesson 2 – China's Changes (中国的变化)

- Describe the sights and sounds of a major city
- Describe some features of a historic tourist site
- Give an account of the growth of a city from the past to the present
- Express surprise at a turn of events
- Forms: adverb 竟 (热) ; particle 过 ; end-of-sentence particle 啊 ; 一A为B ; 一 + reduplicated measure word ; adverb 可 (是)
- Words & phrases: 完全 ; 的确 ; 要不是 ; 从来 ; 看来 ; 尽可能

Lesson 3 - Tourism (旅游)

- Give a brief description of a Chinese sleeper car
- Describe natural objects such as mountains, rivers, trees, and rocks
- Discuss some things that tourists may expect to see or experience at a tourist site
- Forms: comparative sentences; numerals in idioms; multiple attributives
- Words & phrases: 分别 ; 印象 ; 分享 ; 之前 ; 只好 ; 亲眼, 亲自, 亲耳, 亲手, 亲身 ; 千万 ; 不过



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Lesson 4 - A Healthy Life (生活与健康)

- Talk about your exercise routine
- Outline healthy eating habits
- Describe habits that could harm your health
- Forms: disyllabic words becoming monosyllabic; conjunction and preposition 与；有的。有的。使 and pivotal sentences
- Words & phrases: 显得；重视；等于；只要。。（就）；随便；即使；可见；否则

Lesson 5 - Gender Equality (男女平等)

- Talk about how couples treat each other as equals
- Discuss gender equality in the workplace
- Summarize briefly the changes in Chinese women's social status in the twentieth century
- Report the score and results of a sports game
- Forms: pronoun 某；adverb 毕竟；是。的 to affirm statement；complement 过来
- Words & phrases: 逐渐；以来；表现；看你说的；由

Final course review

CHN 401.5 – Independent Study 7 – Speaking

OVERVIEW

Welcome to Independent Study 7 - Speaking (CHN 401.5), CHN 401.5 is designed for students who have completed six terms (360 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 401.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the first half of *Integrated Chinese Level 2 Part 2*.

OBJECTIVES

After completing Independent Study 7 - Speaking, you are expected to master:

- 200-300 additional Chinese words
- Complex grammatical structures and common idiomatic expressions
- Construction of intermediate opinion-based compositions
- Clear expression of views on serious, topical issues
- Demonstrated comprehension of Chinese customs and traditions

In addition, you should be able to:

- Communicate in real-life situations
- Identify many common characters expressed in traditional form
- Function in daily life in Chinese with confidence
- Have fluent conversations on daily topics with native Chinese speakers



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- Be able to discuss social and cultural issues with depth and understanding

CREDITS

Students will earn one-two academic credits upon the completion of CHN 401.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 2 Part 2 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- *Integrated Chinese, Level 2 Part 2 (character book) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension. The Midterm evaluation will comprise of 5 short assessments at the end of each chapter completed in the text.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 1 - Chinese Holidays (中国的节日)

- Name the major traditional Chinese holidays and tell when they occur



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- Name the food that is most associated with each of the major traditional Chinese holidays
- Express New Year's wishes
- Describe the festivities during the Chinese New Year
- Wish others success or good health
- Forms: Adj./v. + 看 / 看 + v. ; reduplication of measure words ; preposition 以 ; particle 嘛 ; (先) 。 。再。 。
- Words & phrases: v. + 起来 ; v.得出 (来) ; 气氛 ; 传统 ; 热闹

Lesson 2 – China's Changes (中国的变化)

- Describe the sights and sounds of a major city
- Describe some features of a historic tourist site
- Give an account of the growth of a city from the past to the present
- Express surprise at a turn of events
- Forms: adverb 竟 (热) ; particle 过 ; end-of-sentence particle 啊 ; —A为B ; — + reduplicated measure word ; adverb 可 (是)
- Words & phrases: 完全 ; 的确 ; 要不是 ; 从来 ; 看来 ; 尽可能

Lesson 3 - Tourism (旅游)

- Give a brief description of a Chinese sleeper car
- Describe natural objects such as mountains, rivers, trees, and rocks
- Discuss some things that tourists may expect to see or experience at a tourist site
- Forms: comparative sentences; numerals in idioms; multiple attributives
- Words & phrases: 分别 ; 印象 ; 分享 ; 之前 ; 只好 ; 亲眼 , 亲自 , 亲耳 , 亲手 , 亲身 ; 千万 ; 不过

Lesson 4 - A Healthy Life (生活与健康)

- Talk about your exercise routine
- Outline healthy eating habits
- Describe habits that could harm your health
- Forms: disyllabic words becoming monosyllabic; conjunction and preposition 与 ; 有的。 。有 的。 。;使 and pivotal sentences
- Words & phrases: 显得 ; 重视 ; 等于 ; 只要。 。 (就) ; 随便 ; 即使 ; 可见 ; 否则

Lesson 5 - Gender Equality (男女平等)

- Talk about how couples treat each other as equals
- Discuss gender equality in the workplace
- Summarize briefly the changes in Chinese women's social status in the twentieth century
- Report the score and results of a sports game
- Forms: pronoun 某 ; adverb 毕竟 ; 是。 。的 to affirm statement ; complement 过来
- Words & phrases: 逐渐 ; 以来 ; 表现 ; 看你说的 ; 由

Final course review



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CHN 402.4 – Advanced Chinese Level 2 – Accelerated Comprehensive

OVERVIEW

Welcome to Advanced Chinese Level 2 – Accelerated Comprehensive (CHN 402.4), CHN 402.4 is designed for students who already have a solid command over basic Chinese, as well as those who have completed four terms of Mandarin Chinese coursework in an academic setting. CHN 402.4 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect added emphasis reading Chinese texts. The course is focused around 20 weekly class hours of in-class reading, writing, spoken and listening coursework completed over a three week period. Students will work with three individual teachers, one comprehensive teacher, one speaking and listening teacher and one reading and writing teacher.

OBJECTIVES

After completing Advanced Chinese 2 – Accelerated Comprehensive, you are expected to master:

- 200-300 additional Chinese words
- Complex grammatical structures and common idiomatic expressions
- Construction of intermediate opinion-based compositions
- Reading of authentic materials of reasonable difficulty
- Clear expression of views on serious, topical issues
- Demonstrated comprehension of Chinese customs and traditions

In addition, you should be able to:

- Communicate in real-life situations
- Read and write Chinese texts with minimal help and without the aid of pinyin
- Identify many common characters expressed in traditional form
- Function in daily life in Chinese with confidence
- Have fluent conversations on daily topics with native Chinese speakers
- Be able to discuss social and cultural issues with depth and understanding

CREDITS

Students will earn three academic credits upon the completion of CHN 402.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either Integrated Chinese *or* Charming Chinese).

- Integrated Chinese, Level 2 Part 2 (textbook & workbook) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- Integrated Chinese, Level 2 Part 2 (character book) 3rd Edition by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.



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GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension. The Midterm evaluation will comprise of 5 short assessments at the end of each chapter completed in the text.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 - Environmental Protection & Energy Conservation (环境保护与节约)

- Describe a scene in which people are busily engaged in activities
- Talk about indicators of a clean environment
- List some green energy sources
- Give examples of practices that are environmentally friendly
- Forms: V1的V1, V2的V2; adjectives that can be reduplicated like verbs; 。。。吧, 。。。吧
- Words & phrases: 想起(来) vs. 想去(来); 保护环境; 可不是吗; 造成; 从。。。做能源; (有益)于; adj. + 于; V着V着起; 不堪设想

Lesson 7 - Financial Management & Investment (理财与投资)

- Describe your spending habits
- Identify ways to invest money
- Talk about purchasing expensive items
- Describe the ups and downs of the stock market
- Forms: 一向 vs. 一直; summary of the 吧 construction; reduplication of verbs
- Words & phrases: 引起; 算(是); 合; 终于; 接着; 突然



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Lesson 8 - Chinese History (中国历史)

- Name some of the most important dynasties in Chinese history
- Describe the historical significance of some major Chinese dynasties
- Talk about some of China's important historical figures
- Forms: 之一；其中
- Words & phrases: 参观 v. 游览；千千万万；在。。基础上；在。。方面；跟。。有关(系)；再也没/不

Lesson 9 - Interviews (面试)

- Describe signs of nervousness
- Explain why China has been able to attract talent and foreign companies
- Describe your time management methods
- Congratulate someone on his or her accomplishments
- Forms: adverb 又；越。。越；conjunction 既然
- Words & phrases: 叫做；好在；善于；往往 vs. 常常

Lesson 10 - Foreigners in China (外国人在中国)

- Welcome a visitor at a welcoming party
- Bid someone farewell at a farewell party
- Joining a new community
- Describe the ease or difficulty of adjusting to life in a different country
- Forms: word order in Chinese; summary of the 吧 construction
- Words & phrases: 接受；而已；在。。下；你说呢？

Final course review

CHN 402.5 – Independent Study 8 – Speaking

OVERVIEW

Welcome to Independent Study 8 - Speaking (CHN 402.5), CHN 402.5 is designed for students who have completed seven terms (420 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 402.5 focuses on expanding vocabulary as well as improving and conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit. This course is taught one-on-one (or at most four-on-one upon student request) and will finish the second half of *Integrated Chinese Level 2 Part 2*.

OBJECTIVES

After completing Independent Study 8 - Speaking, you are expected to master:



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- 200-300 additional Chinese words
- Complex grammatical structures and common idiomatic expressions
- Construction of intermediate opinion-based compositions
- Clear expression of views on serious, topical issues
- Demonstrated comprehension of Chinese customs and traditions

In addition, you should be able to:

- Communicate in real-life situations
- Identify many common characters expressed in traditional form
- Function in daily life in Chinese with confidence
- Have fluent conversations on daily topics with native Chinese speakers
- Be able to discuss social and cultural issues with depth and understanding

CREDITS

Students will earn one-two academic credits upon the completion of CHN 402.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin (classes will use either *Integrated Chinese* or *Charming Chinese*).

- *Integrated Chinese, Level 2 Part 2 (textbook & workbook) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.
- *Integrated Chinese, Level 2 Part 2 (character book) 3rd Edition* by Tao-chung Yao, Yuehua Liu, et al., Boston: Cheng & Tsui Company, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension. The Midterm evaluation will comprise of 5 short assessments at the end of each chapter completed in the text.

- Midterm evaluation 20%
- Homework 20%
- Informal assessments 10%
- Final evaluation 50%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.



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EXAMS

Students will be required to take one examination: a comprehensive final exam (50%). This examination will feature written and oral elements. The Midterm exam will consist of five separate short assessments given after the completion of each chapter in the text.

COURSE SCHEDULE

Lesson 6 - Environmental Protection & Energy Conservation (环境保护与节约)

- Describe a scene in which people are busily engaged in activities
- Talk about indicators of a clean environment
- List some green energy sources
- Give examples of practices that are environmentally friendly
- Forms: V1的V1, V2的V2; adjectives that can be reduplicated like verbs; 吧, 吧
- Words & phrases: 想起(来) vs. 想去(来); 保护环境; 可不是吗; 造成; 从...做能源; (有益)于; adj. + 于; V着V着起; 不堪设想

Lesson 7 - Financial Management & Investment (理财与投资)

- Describe your spending habits
- Identify ways to invest money
- Talk about purchasing expensive items
- Describe the ups and downs of the stock market
- Forms: 一向 vs. 一直; summary of the 吧 construction; reduplication of verbs
- Words & phrases: 引起; 算(是); 合; 终于; 接着; 突然

Lesson 8 - Chinese History (中国历史)

- Name some of the most important dynasties in Chinese history
- Describe the historical significance of some major Chinese dynasties
- Talk about some of China's important historical figures
- Forms: 之一; 其中
- Words & phrases: 参观 v. 游览; 千千万万; 在...基础上; 在...方面; 跟...有关(系); 再也没/不

Lesson 9 - Interviews (面试)

- Describe signs of nervousness
- Explain why China has been able to attract talent and foreign companies
- Describe your time management methods
- Congratulate someone on his or her accomplishments
- Forms: adverb 又; 越...越; conjunction 既然
- Words & phrases: 叫做; 好在; 善于; 往往 vs. 常常

Lesson 10 - Foreigners in China (外国人在中国)



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- Welcome a visitor at a welcoming party
- Bid someone farewell at a farewell party
- Joining a new community
- Describe the ease or difficulty of adjusting to life in a different country
- Forms: word order in Chinese; summary of the 吧 construction
- Words & phrases: 接受；而已；在。。。下；你说呢？

Final course review

CHN 501 – Advanced Chinese 2 – Comprehensive

OVERVIEW

Welcome to Advanced Chinese II (CHN 501), CHN 501 is designed for students who already have a solid command over basic Chinese, as well as those who have completed four terms of Mandarin Chinese coursework in an academic setting. CHN 501 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect added emphasis reading Chinese texts. The course is focused around 8 class hours per week of in-class reading, writing, speaking and listening coursework.

OBJECTIVES

After completing Advanced Chinese 2, you are expected to master:

- 600-700 additional Chinese words
- Complex grammatical structures and common idiomatic expressions
- Construction of intermediate opinion-based compositions
- Reading of authentic materials of reasonable difficulty
- Clear expression of views on serious, topical issues
- Demonstrated comprehension of Chinese customs and traditions

In addition, you should be able to:

- Communicate in real-life situations
- Read and write Chinese texts with minimal help and without the aid of pinyin
- Identify many common characters expressed in traditional form
- Function in daily life in Chinese with confidence
- Have fluent conversations on daily topics with native Chinese speakers
- Be able to discuss social and cultural issues with depth and understanding

CREDITS

Students will earn six academic credits upon the completion of CHN 501, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS



Study Abroad Course Catalog

Academic Year 2025-2026

The following textbooks will be distributed following your arrival in Guilin.

- Charming Chinese, Volume 5 (textbook) 1st Edition 1st Printing by Gao Feng and Wang Nan; Guangxi Normal University Press, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 30%
- Homework 20%
- Informal assessments 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (30%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements.

COURSE SCHEDULE

Lesson 1 - The World's most Beautiful Music

- Omitting words from answers
- Vocabulary: 出差, 难得, 得, 特别
- Ways to answer in Chinese

Lesson 2 - Giving up Internet Addiction

- Vocabulary: 否则, 何尝, 再说, 借口
- Sentences expressing either/or

Lesson 3 - Choosing a Romantic Partner

- Omitting words from daily speech
- Vocabulary: 充其量, 在乎, 过于, 委屈
- Grammar form: N中的N, 将.....看得.....



Study Abroad Course Catalog

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Lesson 4 - The Culture of Flowers

- Vocabulary: 偏偏, 专门, 意味着, 恰好
- Grammar form: 把.....看做....., 集.....于一身

Lesson 5 - Dragon Boat Festival

- Repeating the subject/object to connect your ideas
- Vocabulary: 才, 顿时, 各, 各自
- Grammar form:跟.....有关,由.....组成

Lesson 6 - Farmers and Scientists

- Vocabulary: 像, 实在, 平均, 争相
- Grammar form: 比.....更....., X的不能再X

Lesson 7 - China Goes to the Moon

- Using synonyms and antonyms to not repeat yourself
- Vocabulary: 诸多, 一度, 圆满, 不懈
- Grammar form: 正如.....所说/那样, 继.....之后

Lesson 8 - Mothers Don't Lie

- Vocabulary: 从来, 经过, 绝对, 不用
- Grammar form: 一个是.....一个是, 不用.....只要.....就行了

Lesson 9 - Honesty as a Virtue

- Connecting your topic and supporting facts
- Vocabulary: 通常, 以为, 特意, 只是
- Grammar form: A, 结果B, 一.....就.....

Lesson 10 - Stingy Grandmas

- Vocabulary: 必须, 何必, 要是, 起码
- Grammar forms: 可以A, 可以B, 但是不能C, 虽然.....但是.....因为.....所以

Lesson 11 - Li Shizhen - The Power of Chinese Medicine

- Choosing effective supporting sentences
- Vocabulary: 亲自, 差点儿, 凭, 以至于
- Grammar form: 由于.....称.....为, 说到.....不能不.....

Lesson 12 - Switching to an Old Job

- Vocab: 炒鱿鱼, 万一, 舍得, 依旧
- Grammar form: 为了.....只能....., 以.....为理由, 向.....



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Academic Year 2025-2026

Lesson 13 - The Power of Belief and Responsibility

- Choosing effective supporting sentences
- Vocabulary: 不由得, 无比, 临, 分明
- Grammar form: 要不是.....宁愿.....也不愿, 只要.....只要.....就.....

Lesson 14 - Father

- Vocabulary: 难以, 越发, 凑合, 鉴于
- Grammar form:还没有.....只好....., 原以为.....没想到

Lesson 15 - Healthy Living: Diets

- Identifying key sentences
- Vocabulary: 谈不上, 到底, 倒, 看样子
- Grammar form: V出+问题(来), 说是这样说

CHN 501.4 – Advanced Chinese Level 3 – Accelerated Comprehensive

OVERVIEW

Advanced Chinese Level 3 (CHN 501.4) is designed for students who have completed eight terms (480 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 501.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis reading Chinese texts.

OBJECTIVES

After completing CHN 501.4, you are expected to master:

- An introduction to reading and discussing Chinese literature
- High-level Chinese composition writing
- A continuation of Chinese common idiomatic expressions
- Reading of authentic materials of advanced difficulty
- Presentation and discussion of complex issues
- Deep comprehension of Chinese customs and traditions

In addition, you should be able to:

- Read Chinese short stories with understanding
- Discuss culturally-related topics with depth and fluency
- Write Chinese compositions with minimal outside help
- Increase your reading speed
- Identify a variety of Chinese characters expressed in traditional form
- Enhance your spoken ability through vocabulary study

CREDITS

Students will earn three academic credits upon the completion of CHN 501.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).



Study Abroad Course Catalog

Academic Year 2025-2026

TEXTS

All Things Considered: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Yan Xia, and Meow Hui Goh; Princeton University Press, 2001.

This modern Chinese language textbook bridges the gap between intermediate and advanced Chinese. It is ideal for students who have completed intermediate courses but need more language practice to prepare them for the complexity of advanced Chinese.

The text is divided into two parts. The first section consists of twelve dialogues; the second is a selection of recent newspaper articles about contemporary Chinese society. A novel feature of *All Things Considered* is that several topics appear in both dialogue and essay forms. This repetition is designed to improve students' retention of grammar and vocabulary as well as to highlight differences between spoken and written Chinese. All of the articles and dialogues center on everyday issues in contemporary China. Several of the topics featured are controversial in the hope that they will spark students' interest and promote participation in class discussions.

China's Own Critics: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Joanne Chiang, and Der-lin Chao; Princeton University Press, 1993.

This textbook presents a selection of thirteen expository essays written from the 1920s through the 1980s by influential Chinese intellectuals on controversial issues of their times, including the emancipation of women, the reforms of the Chinese language, the implementation of modernization, and freedom and patriotism. To provoke classroom discussion, each topic is treated by essayists with opposing views. Prepared for American students who have already completed two years of Chinese and who are interested in reading original documents, the book juxtaposes traditional and simplified characters for the text and vocabulary so that students can be exposed to both versions of Chinese characters. Each of the thirteen texts is followed by a detailed glossary, annotated in English, with suggested topics for class discussion. An index at the end of the book allows students easy access to the vocabulary items.

Supplementary readings will be excerpted from 《汉语高级综合教程》, published by Peking University Press.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- In-class Presentations (5) 30%
- Weekly Compositions 20%
- Mid-term Evaluation 20%



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- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following class (unless otherwise noted). Non-composition homework assignments will not receive a percentage grade, but will be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (20%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements. Students will also be required to take part in five in-class presentations (total 30%) in order to demonstrate their understanding of the topics covered in class.

COURSE SCHEDULE

Advanced 501.4 Primary Reader

All Things Considered: Advanced Reader of Modern Chinese (Princeton Press)

(一) 会话篇 (Conversation Section)

- | | | |
|--------|----------|---------------------------------------|
| • 第一课 | 刚到中国 | Just arrived in China |
| • 第二课 | 租自行车 | Time to rent a bicycle |
| • 第三课 | 出了车祸 | Traffic safety |
| • 第四课 | 旗袍和筷子 | Chinese dresses and chopsticks |
| • 第五课 | 一次性产品 | Disposable goods |
| • 第六课 | 防盗和防火 | Avoiding theft and fire |
| • 第七课 | 我不给乞丐钱 | I don't give money to beggars |
| • 第八课 | 打官司 | Filing a lawsuit |
| • 第九课 | 电子邮件 | Email |
| • 第十课 | 鲜花插在牛粪上 | Fresh flowers pierced into fertilizer |
| • 第十一课 | 总统有了女朋友 | The President has a girlfriend |
| • 第十二课 | 保险套与社会道德 | Societal morality |

(二) 读报篇 (Newspaper Reading Section)

- | | | |
|--------|---------------------|---|
| • 第十三课 | 小学生做生意 | Elementary school student does business |
| • 第十四课 | 寂寞的孩子 | Lonely child |
| • 第十五课 | 金钱是交往的通行证吗？ | Is money the ticket to relationships? |
| • 第十六课 | 浙江“好学生杀母事件”引起社会各界反思 | The “good student who killed his mother” stirs society’s thoughts |
| • 第十七课 | 中国大学生对性的态度 | Chinese college students’ views on sexuality |
| • 第十八课 | 暑假大学生在做什么？ | What do college students do for summer break? |



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- | | | |
|---------|------------------|---|
| ● 第十九课 | 考试的“枪手”问题 | A test’s “sharpshooter” question |
| ● 第二十课 | 赡养老人是子女应尽的责任 | Supporting the elderly is the utmost duty of sons and daughters |
| ● 第二十一课 | 中国老人需要关怀 | China’s elderly must receive care |
| ● 第二十二课 | 老夫少妻为何增多 | Why there are more grooms than brides |
| ● 第二十三课 | 产品质量与社会道德 | The quality of goods and societal morality |
| ● 第二十四课 | 餐桌上的文明与野蛮 | Good and bad manners at the dinner table |
| ● 第二十五课 | 杭州街头设置安全套自售机引起争议 | Installation of automated condom machines in Hangzhou creates controversy |
| ● 第二十六课 | 男人有没有生育权？ | Do men have parenting rights? |
| ● 第二十七课 | 尊重人格尊严 | Respecting personal dignity |
| ● 第二十八课 | 儿童乞丐 | Child beggars |
| ● 第二十九课 | 中国要控制吸烟率上升趋势 | China wants to control increasing smoking rates |
| ● 第三十课 | 中国虽然谴责分裂中国的议案 | Although China denounces the proposal to split up China... |
| ● 第三十一课 | 中国人口结构发生转变 | A change in China’s population structure |
| ● 第三十二课 | 中国对核裁军的立场 | China’s position on military disarmament |

CHN 501.5 – Independent Study 9 – Speaking

OVERVIEW

Independent Study 9 - Speaking (CHN 501.5) is designed for students who have completed eight terms (480 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 501.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit.

OBJECTIVES

After completing Independent Study 9 - Speaking, you are expected to master:

- An introduction to reading and discussing Chinese literature
- A continuation of Chinese common idiomatic expressions
- Presentation and discussion of complex issues
- Deep comprehension of Chinese customs and traditions

In addition, you should be able to:

- Discuss culturally-related topics with depth and fluency
- Identify a variety of Chinese characters expressed in traditional form
- Enhance your spoken ability through vocabulary study

CREDITS



Study Abroad Course Catalog

Academic Year 2025-2026

Students will earn one-two academic credits upon the completion of CHN 501.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

All Things Considered: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Yan Xia, and Meow Hui Goh; Princeton University Press, 2001.

This modern Chinese language textbook bridges the gap between intermediate and advanced Chinese. It is ideal for students who have completed intermediate courses but need more language practice to prepare them for the complexity of advanced Chinese.

The text is divided into two parts. The first section consists of twelve dialogues; the second is a selection of recent newspaper articles about contemporary Chinese society. A novel feature of *All Things Considered* is that several topics appear in both dialogue and essay forms. This repetition is designed to improve students' retention of grammar and vocabulary as well as to highlight differences between spoken and written Chinese. All of the articles and dialogues center on everyday issues in contemporary China. Several of the topics featured are controversial in the hope that they will spark students' interest and promote participation in class discussions.

China's Own Critics: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Joanne Chiang, and Der-lin Chao; Princeton University Press, 1993.

This textbook presents a selection of thirteen expository essays written from the 1920s through the 1980s by influential Chinese intellectuals on controversial issues of their times, including the emancipation of women, the reforms of the Chinese language, the implementation of modernization, and freedom and patriotism. To provoke classroom discussion, each topic is treated by essayists with opposing views. Prepared for American students who have already completed two years of Chinese and who are interested in reading original documents, the book juxtaposes traditional and simplified characters for the text and vocabulary so that students can be exposed to both versions of Chinese characters. Each of the thirteen texts is followed by a detailed glossary, annotated in English, with suggested topics for class discussion. An index at the end of the book allows students easy access to the vocabulary items.

Supplementary readings will be excerpted from 《汉语高级综合教程》, published by Peking University Press.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- In-class Presentations (5) 30%



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- Weekly Compositions 20%
- Mid-term Evaluation 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following class (unless otherwise noted). Non-composition homework assignments will not receive a percentage grade, but will be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (20%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements. Students will also be required to take part in five in-class presentations (total 30%) in order to demonstrate their understanding of the topics covered in class.

COURSE SCHEDULE

Advanced 501.5 Primary Reader

All Things Considered: Advanced Reader of Modern Chinese (Princeton Press)

(一) 会话篇 (Conversation Section)

- | | | |
|--------|----------|---------------------------------------|
| • 第一课 | 刚到中国 | Just arrived in China |
| • 第二课 | 租自行车 | Time to rent a bicycle |
| • 第三课 | 出了车祸 | Traffic safety |
| • 第四课 | 旗袍和筷子 | Chinese dresses and chopsticks |
| • 第五课 | 一次性产品 | Disposable goods |
| • 第六课 | 防盗和防火 | Avoiding theft and fire |
| • 第七课 | 我不给乞丐钱 | I don't give money to beggars |
| • 第八课 | 打官司 | Filing a lawsuit |
| • 第九课 | 电子邮件 | Email |
| • 第十课 | 鲜花插在牛粪上 | Fresh flowers pierced into fertilizer |
| • 第十一课 | 总统有了女朋友 | The President has a girlfriend |
| • 第十二课 | 保险套与社会道德 | Societal morality |

(二) 读报篇 (Newspaper Reading Section)

- | | | |
|--------|---------------------|--|
| • 第十三课 | 小学生做生意 | Elementary school student does business |
| • 第十四课 | 寂寞的孩子 | Lonely child |
| • 第十五课 | 金钱是交往的通行证吗？ | Is money the ticket to relationships? |
| • 第十六课 | 浙江“好学生杀母事件”引起社会各界反思 | The “good student who killed his mother” stirs |



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- | | | |
|---------|------------------|---|
| ● 第十七课 | 中国大学生对性的态度 | society's thoughts |
| ● 第十八课 | 暑假大学生在做什么？ | Chinese college students' views on sexuality |
| ● 第十九课 | 考试的“枪手”问题 | What do college students do for summer break? |
| ● 第二十课 | 赡养老人是子女应尽的责任 | A test's “sharpshooter” question |
| ● 第二十一课 | 中国老人需要关怀 | Supporting the elderly is the utmost duty of sons and daughters |
| ● 第二十二课 | 老夫少妻为何增多 | China's elderly must receive care |
| ● 第二十三课 | 产品质量与社会道德 | Why there are more grooms than brides |
| ● 第二十四课 | 餐桌上的文明与野蛮 | The quality of goods and societal morality |
| ● 第二十五课 | 杭州街头设置安全套自售机引起争议 | Good and bad manners at the dinner table |
| ● 第二十六课 | 男人有没有生育权？ | Installation of automated condom machines in Hangzhou creates controversy |
| ● 第二十七课 | 尊重人格尊严 | Do men have parenting rights? |
| ● 第二十八课 | 儿童乞丐 | Respecting personal dignity |
| ● 第二十九课 | 中国要控制吸烟率上升趋势 | Child beggars |
| ● 第三十课 | 中国虽然谴责分裂中国的议案 | China wants to control increasing smoking rates |
| ● 第三十一课 | 中国人口结构发生转变 | Although China denounces the proposal to split up China... |
| ● 第三十二课 | 中国对核裁军的立场 | A change in China's population structure |
| | | China's position on military disarmament |

CHN 502.4 – Advanced Chinese Level 4 – Accelerated Comprehensive

OVERVIEW

Advanced Chinese Level 4 (CHN 502.4) is designed for students who have completed nine terms (540 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 502.4 focuses on expanding vocabulary as well as improving reading comprehension, writing ability (through composition writing), and conversational skills (through three separate in-class presentations). Students enrolling in this course can expect special emphasis reading Chinese texts.

OBJECTIVES

After completing Advanced Chinese 502.4, you are expected to master:

- An introduction to reading and discussing Chinese literature
- High-level Chinese composition writing
- A continuation of Chinese common idiomatic expressions
- Reading of authentic materials of advanced difficulty
- Presentation and discussion of complex issues
- Deep comprehension of Chinese customs and traditions

In addition, you should be able to:



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- Read Chinese short stories with understanding
- Discuss culturally-related topics with depth and fluency
- Write Chinese compositions with minimal outside help
- Increase your reading speed
- Identify a variety of Chinese characters expressed in traditional form
- Enhance your spoken ability through vocabulary study

CREDITS

Students will earn 3 academic credits upon the completion of CHN 502.4, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

All Things Considered: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Yan Xia, and Meow Hui Goh; Princeton University Press, 2001.

This modern Chinese language textbook bridges the gap between intermediate and advanced Chinese. It is ideal for students who have completed intermediate courses but need more language practice to prepare them for the complexity of advanced Chinese.

The text is divided into two parts. The first section consists of twelve dialogues; the second is a selection of recent newspaper articles about contemporary Chinese society. A novel feature of *All Things Considered* is that several topics appear in both dialogue and essay forms. This repetition is designed to improve students' retention of grammar and vocabulary as well as to highlight differences between spoken and written Chinese. All of the articles and dialogues center on everyday issues in contemporary China. Several of the topics featured are controversial in the hope that they will spark students' interest and promote participation in class discussions.

China's Own Critics: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Joanne Chiang, and Der-lin Chao; Princeton University Press, 1993.

This textbook presents a selection of thirteen expository essays written from the 1920s through the 1980s by influential Chinese intellectuals on controversial issues of their times, including the emancipation of women, the reforms of the Chinese language, the implementation of modernization, and freedom and patriotism. To provoke classroom discussion, each topic is treated by essayists with opposing views. Prepared for American students who have already completed two years of Chinese and who are interested in reading original documents, the book juxtaposes traditional and simplified characters for the text and vocabulary so that students can be exposed to both versions of Chinese characters. Each of the thirteen texts is followed by a detailed glossary, annotated in English, with suggested topics for class discussion. An index at the end of the book allows students easy access to the vocabulary items.

Supplementary readings will be excerpted from 《汉语高级综合教程》, published by Peking University Press.



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GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- In-class Presentations (5) 30%
- Weekly Compositions 20%
- Mid-term Evaluation 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following class (unless otherwise noted). Non-composition homework assignments will not receive a percentage grade, but will be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (20%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements. Students will also be required to take part in five in-class presentations (total 30%) in order to demonstrate their understanding of the topics covered in class.

COURSE SCHEDULE

Advanced 502.4 Primary Reader

China's Own Critics: Advanced Reader of Modern Chinese (Princeton)

I. 妇女解放 Women's Liberation

(一) 说贺女青年会

- Introduction to Hu Shi
 - Vocabulary & Sentence Patterns (p. 1-9)
 - Selection #1: "Congratulations to the YWCA"
 - Reading Comprehension Exercises (p. 8)

(二) 慈幼的问题

- Continuation of Hu Shi
 - Vocabulary & Sentence Patterns (p. 10-22)
 - Selection #2: "Nurturing the Children"
 - Reading Comprehension Exercises (p. 20)



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(三) 谈儿女

- Introduction to Feng Youlan
 - Vocabulary & Sentence Patterns (p. 23-42)
 - Selection #3: “On Women and Children”
 - Reading Comprehension Exercises (p. 42, 44)

II. 现代化Modernization

(四) 买卖婚姻

- Introduction to Ba Jin
 - Vocabulary & Sentence Patterns (p. 43-54)
 - Selection #4: “Bartered Marriage”
 - Reading Comprehension Exercises (p. 54)

(五) 中国本位的文化建设宣言

- Introduction to Sa Mengwu and He Bingsong
 - Vocabulary & Sentence Patterns (p. 55-68)
 - Selection #5: “The Proclamation of the Cultural Construction on a Chinese Basis”
 - Reading Comprehension Exercises (p. 68)

(六) 试评所谓“中国本位的文化建设”

- Revisiting Hu Shi
 - Vocabulary & Sentence Patterns (p. 69-81)
 - Selection #6: “On the So-Called Cultural Construction on a Chinese Basis”
 - Reading Comprehension Exercises (p. 82)

(七) 辨城乡

- Revisiting Feng Youlan
 - Vocabulary & Sentence Patterns (p. 82-101)
 - Selection #7: “On the City and the Village”
 - Reading Comprehension Exercises (p. 100, 102)

(八) 中国今后的文字问题

- Introduction to Qian Xuantong
 - Vocabulary & Sentence Patterns (p. 102-119)
 - Selection #8: “The Problem of Present-Day China’s Writing System”
 - Reading Comprehension Exercises (p. 114)

(九) 汉字改革的理论与实际

- Introduction to Wang Li
 - Vocabulary & Sentence Patterns (p. 120-129)
 - Selection #9: “The Theory and Practice of Writing System Reform”



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- o Reading Comprehension Exercises (p. 126, 128)

(十) 所谓“国医”

- Introduction to Fu Sinian
 - o Vocabulary & Sentence Patterns (p. 130-145)
 - o Selection #10: “So-called Chinese Medicine”
 - o Reading Comprehension Exercises (p. 140)

III. 自由与爱国 Freedom and Patriotism

(十一) 容忍与自由

- Revisiting Hu Shi
 - o Vocabulary & Sentence Patterns (p. 146-157)
 - o Selection #11: “Tolerance and Freedom”
 - o Reading Comprehension Exercises (p. 154)

(十二) 我们究竟应当爱国

- Introduction to Chen Duxiu
 - o Vocabulary & Sentence Patterns (p. 158-170)
 - o Selection #12: “Should We Really Love our Country?”
 - o Reading Comprehension Exercises (p. 164)

(十三) 文革博物馆

- Revisiting Ba Jin
 - o Vocabulary & Sentence Patterns (p. 171-183)
 - o Selection #12: “The Museum of the Cultural Revolution”
 - o Reading Comprehension Exercises (p. 176)

CHN 502.5 – Independent Study 10 – Speaking

OVERVIEW

Independent Study 10 - Speaking (CHN 502.5) is designed for students who have completed nine terms (540 hours) of Mandarin Chinese coursework in an academic setting (or equivalent). CHN 502.5 focuses on expanding vocabulary as well as improving conversational skills (through three separate in-class presentations). Students will complete 20 hours of classroom instruction per credit.

OBJECTIVES

After completing Independent Study 10 - Speaking, you are expected to master:

- An introduction to reading and discussing Chinese literature
- A continuation of Chinese common idiomatic expressions
- Presentation and discussion of complex issues
- Deep comprehension of Chinese customs and traditions



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In addition, you should be able to:

- Discuss culturally-related topics with depth and fluency
- Identify a variety of Chinese characters expressed in traditional form
- Enhance your spoken ability through vocabulary study

CREDITS

Students will earn one-two academic credits upon the completion of CHN 502.5, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

All Things Considered: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Yan Xia, and Meow Hui Goh; Princeton University Press, 2001.

This modern Chinese language textbook bridges the gap between intermediate and advanced Chinese. It is ideal for students who have completed intermediate courses but need more language practice to prepare them for the complexity of advanced Chinese.

The text is divided into two parts. The first section consists of twelve dialogues; the second is a selection of recent newspaper articles about contemporary Chinese society. A novel feature of *All Things Considered* is that several topics appear in both dialogue and essay forms. This repetition is designed to improve students' retention of grammar and vocabulary as well as to highlight differences between spoken and written Chinese. All of the articles and dialogues center on everyday issues in contemporary China. Several of the topics featured are controversial in the hope that they will spark students' interest and promote participation in class discussions.

China's Own Critics: Advanced Reader of Modern Chinese (Text); Chih-p'ing Chou, Joanne Chiang, and Der-lin Chao; Princeton University Press, 1993.

This textbook presents a selection of thirteen expository essays written from the 1920s through the 1980s by influential Chinese intellectuals on controversial issues of their times, including the emancipation of women, the reforms of the Chinese language, the implementation of modernization, and freedom and patriotism. To provoke classroom discussion, each topic is treated by essayists with opposing views. Prepared for American students who have already completed two years of Chinese and who are interested in reading original documents, the book juxtaposes traditional and simplified characters for the text and vocabulary so that students can be exposed to both versions of Chinese characters. Each of the thirteen texts is followed by a detailed glossary, annotated in English, with suggested topics for class discussion. An index at the end of the book allows students easy access to the vocabulary items.

Supplementary readings will be excerpted from 《汉语高级综合教程》, published by Peking University Press.



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GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- In-class Presentations (5) 30%
- Weekly Compositions 20%
- Mid-term Evaluation 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following class (unless otherwise noted). Non-composition homework assignments will not receive a percentage grade, but will be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (20%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements. Students will also be required to take part in five in-class presentations (total 30%) in order to demonstrate their understanding of the topics covered in class.

COURSE SCHEDULE

Advanced 502.5 Primary Reader

China's Own Critics: Advanced Reader of Modern Chinese (Princeton)

I. 妇女解放 Women's Liberation

(一) 说贺女青年会

- Introduction to Hu Shi
 - Vocabulary & Sentence Patterns (p. 1-9)
 - Selection #1: "Congratulations to the YWCA"

(二) 慈幼的问题

- Continuation of Hu Shi
 - Vocabulary & Sentence Patterns (p. 10-22)
 - Selection #2: "Nurturing the Children"

(三) 谈儿女

- Introduction to Feng Youlan
 - Vocabulary & Sentence Patterns (p. 23-42)



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- o Selection #3: “On Women and Children”

II. 现代化Modernization

(四) 买卖婚姻

- Introduction to Ba Jin
 - o Vocabulary & Sentence Patterns (p. 43-54)
 - o Selection #4: “Bartered Marriage”

(五) 中国本位的文化建设宣言

- Introduction to Sa Mengwu and He Bingsong
 - o Vocabulary & Sentence Patterns (p. 55-68)
 - o Selection #5: “The Proclamation of the Cultural Construction on a Chinese Basis”

(六) 试评所谓“中国本位的文化建设”

- Revisiting Hu Shi
 - o Vocabulary & Sentence Patterns (p. 69-81)
 - o Selection #6: “On the So-Called Cultural Construction on a Chinese Basis”

(七) 辨城乡

- Revisiting Feng Youlan
 - o Vocabulary & Sentence Patterns (p. 82-101)
 - o Selection #7: “On the City and the Village”

(八) 中国今后的文字问题

- Introduction to Qian Xuantong
 - o Vocabulary & Sentence Patterns (p. 102-119)
 - o Selection #8: “The Problem of Present-Day China’s Writing System”

(九) 汉字改革的理论与实际

- Introduction to Wang Li
 - o Vocabulary & Sentence Patterns (p. 120-129)
 - o Selection #9: “The Theory and Practice of Writing System Reform”

(十) 所谓“国医”

- Introduction to Fu Sinian
 - o Vocabulary & Sentence Patterns (p. 130-145)
 - o Selection #10: “So-called Chinese Medicine”

III. 自由与爱国Freedom and Patriotism

(十一) 容忍与自由

- Revisiting Hu Shi
 - o Vocabulary & Sentence Patterns (p. 146-157)



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- o Selection #11: “Tolerance and Freedom”

(十二) 我们究竟应当爱国

- Introduction to Chen Duxiu
 - o Vocabulary & Sentence Patterns (p. 158-170)
 - o Selection #12: “Should We Really Love our Country?”

(十三) 文革博物馆

- Revisiting Ba Jin
 - o Vocabulary & Sentence Patterns (p. 171-183)
 - o Selection #12: “The Museum of the Cultural Revolution”

CHN 601 – Advanced Chinese 3 – Comprehensive

OVERVIEW

Welcome to Advanced Chinese 3 (CHN 601), CHN 601 is designed for students who already have a solid command over basic Chinese, as well as those who have completed four terms of Mandarin Chinese coursework in an academic setting. CHN 601 emphasizes both the spoken and written elements of the Chinese language, and students enrolling in this course can expect added emphasis reading Chinese texts. The course is focused around 8 class hours per week of in-class reading, writing, speaking and listening coursework.

OBJECTIVES

After completing Advanced Chinese 3, you are expected to master:

- 600-800 additional Chinese words
- Complex grammatical structures and common idiomatic expressions
- Construction of intermediate opinion-based compositions
- Reading of authentic materials of reasonable difficulty
- Clear expression of views on serious, topical issues
- Demonstrated comprehension of Chinese customs and traditions

In addition, you should be able to:

- Communicate in real-life situations
- Read and write Chinese texts with minimal help and without the aid of pinyin
- Identify many common characters expressed in traditional form
- Function in daily life in Chinese with confidence
- Have fluent conversations on daily topics with native Chinese speakers
- Be able to discuss social and cultural issues with depth and understanding

CREDITS



Study Abroad Course Catalog

Academic Year 2025-2026

Students will earn six academic credits upon the completion of CHN 601, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

TEXTS

The following textbooks will be distributed following your arrival in Guilin.

- Charming Chinese, Volume 6 (textbook) 1st Edition 1st Printing by Gao Feng and Wang Nan; Guangxi Normal University Press, 2009.

GRADING

Each student will be required to participate in a midterm and final evaluation, which will be used by CLI's teaching staff to assess student progress. In addition, timely completion of homework assignments is expected, and teachers will utilize various informal methods (i.e., oral practice, in-class assignments, pop quizzes) to monitor comprehension.

- Midterm evaluation 30%
- Homework 20%
- Informal assessments 20%
- Final evaluation 30%

HOMEWORK

Homework will be assigned for every class and will be due the following day (unless otherwise noted). Homework assignments will not receive a percentage grade, but will simply be checked for completeness and understanding. Students will receive a zero mark for each missed homework assignment and a reduced grade for each late assignment – missed and late homework will be noted during the final grading process.

EXAMS

Students will be required to take two examinations: a midterm evaluation (30%) and a comprehensive final exam (30%). Each of these examinations will feature written and oral elements.

COURSE SCHEDULE

Lesson 1 - Grandma Wang's Blog

- Vocabulary: 根本, 偏偏, 所谓, 得以, 随着, 往往, 甚
- Grammar form: 不仅没(不)....反而....

Lesson 2 - Elephants - The king of Animals

- Vocabulary: 据, 光, 不料, 频频
- Grammar form: 以.....为....., V1来V2去, 足以+动词性成分

Lesson 3 - Chinese Valentine's Day

- Vocabulary: 所, 如何, 毕竟, 以, 至于
- Grammar form: 非....莫属, 之所以.....是(因为),



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- Grammar form: 拿.....来说

Lesson 4 - Beijingers and Shanghaiese

- Vocabulary: 如数,之1,之2
- Grammar form: 在.....上,在.....下,以至于
- Grammar form: 单音节形容词+为+双音节形容词/动词

Lesson 5 - Transportation: From Bicycles to Private Cars

- Vocabulary: 不免,稍微,不已,侥幸,一度
- Grammar form: 一.....既.....,且不说,日渐+形容词

Lesson 6 - Peony Pavilion

- Vocabulary: 挨,依照/依,分明,相
- Grammar form: 形容词重叠做状语
- Grammar form: 动词(形容词)+于,为+名词+所+动词

Lesson 7- China's Generation of Only Children

- Vocabulary: 不一而足,倾心而谈,其,关于,若干
- Grammar form: 若A若B,一V.....就(V).....,所+动词

Lesson 8 - Mutual Feelings

- Vocabulary: 无所谓,就,居,省得,列,于,堪,赶

Lesson 9 - Grace of Water

- Vocabulary: 一律,如此,唯独,简直,务必
- Grammar form: A得不能再A; A得什么似的; “于”的意义类型

Lesson 10 - Three Story about Saving Energy

- Vocabulary: 一向,过于,一再,相当,然
- Grammar form: 固然.....但(是).....
- Grammar form: 与其.....不如.....

Lesson 11 - China's “Little Giant”

- Vocabulary: 非但,莫大,有幸,率先
- Grammar form:.....极了;.....不得了
- Grammar form: 正是.....;以.....名义

Lesson 12 - Across the Horizon of Desire

- Vocabulary: 终将,不怎么样
- Grammar form: 形容词/动词+(地)说



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- Grammar form: 最+ adj +.....+ n +之一
- Grammar form: 到+名词/代词+为止 ; 由+名词/代词+为止

Lesson 13 - Mother

- Vocabulary: 不曾,冲/冲着
- Grammar form: 动词量(吓我一跳)
- Grammar form: N(名词)+不像+N(名词)
- Grammar form: 饱+动词 ; 忽而.....忽而.....

Lesson 14 - My Little Guide

- Vocabulary: 一如,免不了,由不得,上,狠狠(地),幸亏
- Grammar form: 动词/形容词+而+单音节动词
- Grammar form: 无奈地+动词/动词短语

Lesson 15 - Quarter Century Marriage Record

- Vocabulary: 相对
- Grammar form: 从.....到.....,以致/乃至.....
- Grammar form:.....也好,.....也罢,.....就好
- Grammar form:最/再+形容词+不过(莫于)
- Grammar form:不仅仅是.....更(是)..... ;,相反,.....

Final Exam Review

English-taught Course Syllabi

ECON 301 / HIST 303 – China’s Economic Environment

COURSE DESCRIPTION

China’s Economic Environment (ECON 301 / HIST 303) offers a general history of China’s economic performance from the earliest records of Chinese civilization to 1949, with a discussion of post 1949 developments in the final two weeks of class. ECON 301 / HIST 303 is introductory, has no prerequisites, and assumes no prior knowledge of China or its language. The organization of the course is basically chronological, but within that framework we will be approaching China from the viewpoint of the relationship between the economy and history.

The course has two basic goals: (1) to present a basic introduction of the traditions and legacies of the history of China’s economic performance; and (2) to use the specific study of China as a means for developing more general skills in the discipline of historical and economic analysis.



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GRADING

Any student who misses more than 1/3 of all classes will fail. Failure to complete any of these requirements will result in automatic failure for the course.

- Final Exam 50%
- Writing Assignments on the Readings 30%
- Classroom Participation and Readings 20%

REQUIRED TEXTBOOKS AND FURTHER READINGS

- The Open Empire: A History of China to 1600; Hansen, Valerie; (Norton, 2000)
- The Search for Modern China; Spence, Jonathan D.; (New York: W.W. Norton, 1999)
- The Cambridge History of Ancient China: From the Origins of Civilization to 221.B.C.
- The Cambridge History of China, Vol.01: The Ch'in and Han Empires,.221.B.C.-A.D.220
- The Cambridge History of China, Vol.05, The Sung Dynasty and Its Precursors, 907-1279
- The Cambridge History of China,Vol.07-8, The Ming Dynasty 1368-1644
- The Cambridge History of China,.Vol.9, The Ch'ing Empire to 1800
- The Cambridge History of China,.Vol.10-11: Late Ch'ing, 1800-1911
- The Pattern of the Chinese Past; Elvin, Mark; California: Stanford University Press, 1973
- From Divergence to Convergence: Reevaluating the History Behind China's Economic Boom; Brandt, Loren, Ma, Debin and Rawski, Thomas G.; Journal of Economic Literature, 2014

SCHEDULE OF LECTURES AND READINGS

Week 1: Course introduction: Discipline of Chinese Economic History

- The Open Empire

Week 2: The Neolithic Revolution and The Beginning of Chinese Economic History

- The Open Empire

Week 3: The Agricultural Revolution and Creation of China's Empire

- The Cambridge History of Ancient China

Week 4: Movie Watching & Discussion

- The Search for Modern China

Week 5: China's Golden Age

- The Search for Modern China

Week 6: The First Commercial Revolution

- The Cambridge History of China, Vol.01

Week 7: The Economic Performance in Late Imperial China and the Great Divergence (1)



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- The Cambridge History of China, Vol.05

Week 8: The Economic Performance in Late Imperial China and Great Divergence (2)

- The Cambridge History of China, Vol.07-8

Week 9: Review

Week 10: The Economic Growth from 1840 to 1949: From divergence to Convergence (1)

- From Divergence to Convergence
- The Cambridge History of China, Vol.10-11

Week 11: The Economic Growth from 1840 to 1949: From Divergence to Convergence (2)

- From Divergence to Convergence
- The Cambridge History of China, Vol.10-11

Week 12: Movie Watching & Discussion

- The Cambridge History of China, Vol.9

Week 13: Economic Reforms of Deng Xiaoping

- The Search for Modern China

Week 14: China's Economic Performance Since Entering the WTO

Week 15: Final Exam

HIST 301 / ANTH 303 – Pre-1911 History of China

COURSE DESCRIPTION

Pre-1911 History of China (HIST 201) explores the history of China from the formation of the first dynasties to the fall of the Qing Dynasty in 1911. It builds from events of everyday life to follow the broad social changes that defined each period throughout Chinese history. HIST 201 pays special attention to the effect that the outside world has had upon China throughout its history. Going from dynasty to dynasty, there is a focus on the key events, figures, trends, and ideas that shaped each historical period. This course is taught almost exclusively in English (any Chinese will be translated when necessary).

GRADING

Any student who misses more than 1/3 of the classes will fail. Failure to complete any of these requirements will result in automatic failure for the course.



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- Essay 1 30%
- Essay 2 30%
- Short Writing Assignments and Discussion Topic Readings 20%
- Classroom Participation and Readings 20%

REQUIRED READINGS

- Open Empire: A History of China to 1600; Hansen, Valerie. New York: Norton, 2000
- The Search for Modern China; Spence, Jonathan D. New York: Norton, 2001

SYLLABUS

Week 1: Inventing China and Chinese Dynasties: 1200 BC- 200 AD

- OE: Chapter 1

Week 2: The World of Confucius

- OE: Chapter 2

Week 3: Emperor Qin and the Creation of an Empire

- OE: Chapter 3

Week 4: China's Religious Landscape: Buddhism, Daoism, and Confucianism

- OE: Chapter 4

Week 5: China's Golden Age and the Tang Dynasty: 589-755

- OE: Chapter 5

Week 6: The An Lushan Rebellion and Its Aftermath

- OE: Chapter 6

Week 7: The Song Dynasty

- OE: Chapter 7

Week 8: The Northern Dynasties

- OE: Chapter 8
- Essay #1 Due

Week 9: The Mongols

- OE: Chapter 9

Week 10: The Ming Dynasty

- OE: Chapter 10



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Week 11: The Qing Dynasty

- SMC: Chapters 1-3

Week 12: Qianlong and Kangxi

- SMC: Chapters 4-5

Week 13: The Opium Wars

- SMC: Chapters 6-7

Week 14: Late Qing Reform and Revolution

- SMC: Chapters 10-11

Week 15: The Collapse of the Dynasties

- SMC: Chapters 12-13
- Essay #2 Due

HIST 304 / PSCI 301 – The Search for Modern China

COURSE DESCRIPTION

This course explores the historical transformations that have led to the development of modern China. The course begins with an examination of the Qing dynasty, the last dynasty in Chinese history, and then explores the forces, internal and external, driving China toward a major revolution and civil war in the twentieth century. After studying the rivalry between the Chinese Communist Party (CCP) led by Mao Zedong and the Nationalist Guomindang (GMD) Party led by Chiang Kaishek, the course focuses on the emergence of the People's Republic of China from Mao to Deng Xiaoping to Jiang Zemin to Hu Jintao to the current president Xi Jinping. The course concludes with a look at the future for China in the 21st century.

GRADING

Any student who misses more than 1/3 of the classes will fail. Failure to complete any of these requirements will result in automatic failure for the course.

- | | |
|--|-----|
| ● Exam 1 | 30% |
| ● Exam 2 | 30% |
| ● Writing Assignments on the Readings | 20% |
| ● Classroom Participation and Readings | 20% |

REQUIRED READINGS

- Spence, Jonathan D. *The Search for Modern China*. New York: Norton, 2001.
- Laozi. *Dao De Jing (Tao Te Ching)*. Hackett Publishing Company, 1993.

SYLLABUS



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Week 1: Introduction to Class & Brief Review of Chinese History

Week 2: Late-Ming, Early-Qing China

- Maps of Changing China
- Spence, chapters 1-3

Week 3: Kangxi and Qianlong

- Qing emperors
- Foreign relations
- Spence, chapters 4-5

Week 4: The Opium War

- Intrusion of the West
- Spence, chapters 6-7

Week 5: Taiping Rebellion & Qing Restoration

- Guangxi's rebel
- Spence, chapters 8-9

Week 6: Late-Qing Reform and Revolution

- Grand Empress Dowager Cixi, Puyi, and Sun Zhongshan (Sun Yatsen)
- Spence, chapters 10-11

Week 7: The Republic and Its Collapse

- Spence, chapters 12-13

Week 8: Review and FIRST EXAM

Week 9: Daoism in China

- Read Laozi's "Dao De Jing"

Week 10: Guomindang Consolidation

- The Long March
- Spence, chapters 14-16

Week 11: WWII

- "The Rape of Nanjing"
- Spence, chapters 17-18

Week 12: The PRC and the Korean War

- Spence, chapters 19-20

Week 13: Great Leap Forward and Beyond



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- The Cultural Revolution
- Nixon's Visit and Sino-American Relations
- Spence, chapters 21-22

Week 14: Deng Xiaoping's Economic Reforms

- "I don't care if it's a black cat or a white cat..."
- Spence, chapters 23-24

Week 15: China's Economic Miracle

- Spence, chapter 25

Week 16: Final Exam

HIST 305 / PSCI 303 – History of the Chinese Communist Party

COURSE DESCRIPTION

History of the Chinese Communist Party (HIST 301 / PSCI 303) explores the history, structure, hurdles, ideals, and potential future of the Chinese Communist Party (CCP). This course begins by examining the forces leading to the fall of the Qing Dynasty followed by creation of the CCP. Then the course traces the turmoil of the 1950s, 1960s and 1970s. The class next looks at the success of the reforms and concludes with predictions for China's next fifteen years. Throughout the course there will be a focus on the key individuals and theories that have created modern China.

GRADING

Any student who misses more than 1/3 of the classes will fail. Failure to complete any of these requirements will result in automatic failure for the course.

- Exam 1 30%
- Exam 2 30%
- Writing Assignments on the Readings 20%
- Classroom Participation and Readings 20%

REQUIRED READINGS

- Spence, Jonathan D. *The Search for Modern China*. New York: Norton, 2001.
- World Bank and Development Research Center PRC, *China 2030: Building a Modern, Harmonious, and Creative High-Income Society* (The World Bank 2012).
 - Free online access:
<http://www.worldbank.org/en/news/2012/02/27/china-2030-executive-summary>
- Kuhn, Robert Lawrence *How China's Leaders Think*. (John Wiley & Sons, 2010)

SYLLABUS

Week 1: Introduction to Class & Brief Review of Chinese History



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- Spence, chapters 10-11

Week 2: Founding of the Chinese Communist Party, WWII, and Civil War

- Spence, chapter 14-18

Week 3: October 1st, 1949: The Birth of the PRC & the Chinese Constitution

- Spence, chapter 19

Week 4: Planning the New Society & The Cultural Revolution

- The Great Leap Forward
- Spence, chapter 20-21

Week 5: Redefining Revolution

- The Four Modernizations & Economic Reforms
- Spence, chapters 24-25
- Kuhn, chapter 6

Week 6: 1978 -2015 Reforms for a “Modern, Harmonious, Creative Society”

- China 2030, p 77-115 & 140-147

Week 7: Socialism with Chinese Characteristics

- Kuhn, chapters 8-9

Week 8: EXAM #1

Week 9: State Owned Enterprises & The Private Business Revolution

- Kuhn, chapters 22-23

Week 10: Reforms of Education, Healthcare and Media

- Kuhn, chapters 25-27

Week 11: Seizing the Opportunity of Green Development in China

- China 2030, p. 217-257

Week 12: Key Figures in the CCP (1990s to 2015)

- Jiang Zemin, Hu Jintao & Xi Jinping
- Kuhn, chapters 10-11

Week 13: China’s Future: Equality of Opportunity and Basic Security for All

- China 2030, p. 271- 315

Week 14: China’s Future and the Rest of the World



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- China 2030, p. 360-410

Week 15: Final Exam

HIST 306 / ANTH 303 – History of Chinese Characters

COURSE DESCRIPTION

This course provides an overview of Chinese characters (Hanzi) in history and today. The course will examine the main aspects of Chinese characters: the origin of Chinese characters, the evolution of Chinese character forms, the formation methods of Chinese Characters, Chinese history narrated in Chinese characters, and the art of Chinese characters.

It will show how Chinese characters have changed through the long history of Chinese civilization and how they retain their charms and traits, thus making Chinese civilization one of the only ancient civilizations still existing today. In the strong atmosphere of Chinese culture, these characters have remained in use for generations of Chinese people. Regardless of changing dynasties, the Hanzi have undergone little alteration, and the Chinese characters have tenaciously kept the quality of expressing meaning through structure.

Our teaching approach is primarily illustrative, aiming at the comprehensive and interpretive understanding of Chinese characters. We will attempt to open up the fascinating world of Chinese characters to international students, with vivid elaboration supported by group work and documentaries. This course will sit for four teaching hours each week for 15 weeks.

GRADING

- Classroom Participation and Readings: 40%
- Assignments: 20%
- Course Paper: 40%

REQUIRED READING & DOCUMENTARIES

Reading assignments mainly consist of our textbook, but we will also add some other references, including books and documentary films.

- Han Jiantang. *Chinese Characters*, China International Press, 2009
- Xu Jialu (et al eds.) *Five Thousand Years of Chinese Characters*, Foreign Language Press, 2009.
- Wieger, S.J. *Chinese Characters: Their Origin, Etymology, History, Classification and Signification*, Paragon Book Reprint Corp., 1965.
- Bjorksten, Johan. *Learn to Write Chinese Characters*, Yale University Press, 1994.
- Paton, Stewart. *A Dictionary of Chinese Characters*, Routledge, 2008.
- Tan Huay Peng. *Fun with Chinese Characters (Volume1-3)* FEDERAL Publications (Singapore) Pte Ltd.1982
- *Five Thousand Years of Chinese Characters*, 2009, CCTV (汉字五千年)



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SYLLABUS

WEEK 1: The Emergence of Written Language

- *Chinese Characters*, pp.1-8 (Han Jiantang, 2009)
- Five Thousand Years of Chinese Characters (runtime: 20 min) (CCTV, 2009)

WEEK 2: Origin of Chinese Characters (I)

Legends in Ancient Times:

- *Chinese Characters*, pp.9-14 (Han Jiantang, 2009)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)

WEEK 3: Origin of Chinese Characters (II)

Drawings:

- *Chinese Characters*, pp.15-22 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 1) (Tan Huay Peng, 1982)

WEEK 4: Evolvement of Chinese Character Forms (I)

Jiaguwen Inscriptions:

- *Chinese Characters*, pp.23-30 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 1) (Tan Huay Peng, 1982)

WEEK 5: Evolvement of Chinese Character Forms (II)

Bronze-ware Inscriptions:

- *Chinese Characters*, pp.30-37 (Han Jiantang, 2009)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)

WEEK 6: Evolvement of Chinese Character Forms (III)

Xiaozhuan in Qin Dynasty:

- *Chinese Characters*, pp.37-38 (Han Jiantang, 2009)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)

WEEK 7: Evolvement of Chinese Character Forms (IV)

Modern Character Dissimilar to Drawings (Lishu in Han Dynasty & Cursive Hand):

- *Chinese Characters*, pp.39-43 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 2) (Tan Huay Peng, 1982)
- *Five Thousand Years of Chinese Characters* (runtime: 10 min) (CCTV, 2009)

WEEK 8: Evolvement of Chinese Character Forms (VI)

Mainstream in the Development of Chinese Characters:



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- *Chinese Characters*, pp.48-52 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 2) (Tan Huay Peng,1982)
- *Five Thousand Years of Chinese Characters* (runtime: 10 min) (CCTV, 2009)

WEEK 9: Formation of Chinese Characters (I)

A Brief Introduction to Xushen and his Liushu (in *Shuowen Jiezi*):

- *Chinese Characters*, pp.53-57 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 2) (Tan Huay Peng,1982)
- *Five Thousand Years of Chinese Characters* (runtime: 10 min) (CCTV, 2009)

WEEK 10: Formation of Chinese Characters (II)

Formation Methods of Chinese Characters (Pictographic Characters):

- *Chinese Characters*, pp.58-62 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 2) (Tan Huay Peng,1982)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)

WEEK 11: Formation of Chinese Characters (III)

Formation Methods of Chinese Characters (Indicative Characters):

- *Chinese Characters*, pp.62-63 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 3) (Tan Huay Peng,1982)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)

WEEK 12: Formation of Chinese Characters (IV)

Formation Methods of Chinese Characters (Associative-Compound Characters):

- *Chinese Characters*, pp.63-70 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 3) (Tan Huay Peng,1982)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)

WEEK 13: Formation of Chinese Characters (V)

Formation Methods of Chinese Characters (Pictophonetic Characters):

- *Chinese Characters*, pp.70-73 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 3) (Tan Huay Peng,1982)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)

WEEK 14: Formation of Chinese Characters (VI)

Formation Methods of Chinese Characters (Mutually Explanatory &Phonetic Loan Characters):

- *Chinese Characters*, pp.74-76 (Han Jiantang, 2009)
- *Fun with Chinese Characters* (Volume 3) (Tan Huay Peng,1982)
- *Five Thousand Years of Chinese Characters* (runtime: 20 min) (CCTV, 2009)



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WEEK 15: Form and Structure of Modern Chinese Characters

Strokes, order of strokes, radicals, and structure types:

- *Chinese Characters*, pp.77-82 (Han Jiantang, 2009)
- *Learn to Write Chinese Characters*, pp.27-49 (Bjorksten, Johan. 1994)
- **Course Final Paper due this week**

MED 301 / ANTH 304 – Traditional Chinese Medicine

COURSE OBJECTIVES

Traditional Chinese Medicine (MED 380 / ANTH 302) is designed to provide an overarching introduction to the therapeutic approaches originated from Traditional Chinese Medicine (TCM). Students will learn (1) the theoretical underpinnings of integrative medicine and TCM, (2) the management of personal well-being through experiential learning of various therapeutic modalities, and (3) current clinical applications of integrative medicine from practitioners and patients. Topics include: integrative East-West Medicine and its role in prevention and health cultivation; herbs and nutritional supplements; pain management using acupuncture, acupressure, massage and other self-help techniques; as well as maintaining a healthy immune system and reducing inflammation and stress. Hands-on practice and clinical site visits will be incorporated.

LEARNING OBJECTIVES

1. Understand the basic components of health in Eastern and Western perspectives, as well as the principles and techniques of traditional Chinese medicine.
2. Learn various approaches in conducting evidence-based research in complementary, alternative, and integrative medicines.
3. Achieve a basic understanding of the modern healthcare system including issues related to the healthcare reform and the role of integrative medicine in wellness.
4. Independently practice a variety of self-care measures with particular emphasis on the biopsychosocial, environmental, and nutritional frameworks in health cultivation.
5. Identify clinical applications of integrative medicine in various health conditions and community settings.

GRADING CRITERIA

- **Participation:** **50%**
 - Attendance (10%)
 - Journal Entries (30%)
 - Discussion (20%)
- **Clinic Internship** **20%**
- **Final Paper:** **30%**
 - Content (20%)
 - Analysis and Creativity (5%)
 - Structure (5%)



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JOURNAL ENTRIES (JE)

Students will write journal entries that reflect your thoughts, critiques, and discussion questions on each week's course readings and material covered in class on an open discussion forum available on the course website. The maximum length is 300 words. Each reflection will be due by Monday at noon.

CLINIC INTERNSHIP

Students will intern for at least 3 hours per week for 15 weeks at a local Eastern medicine clinic in Guilin, China to observe and practice actual TCM as performed by TCM doctors.

FINAL PAPER

From a topic of your choice, write a 5-page paper (double-spaced, size 12, Times New Roman font), with an attached APA or MLA bibliography that does not count towards the page limit. In the final paper, discuss the East-West approach to a case study, disorder/disease, policy, or public health issue that interests you.

COURSE SCHEDULE AND LECTURE TOPICS

Traditional Chinese Medicine 301 will meet for 3 hours per week over the course of 15 weeks, for a total of 45 in-class contact hours.

Week 1

Principles of Integrative Medicine and the East-West definition of Health and Prevention

Week 2

The Role of Stress in Health and Disease

Week 3

Principles of Acupuncture

Week 4

The Placebo Effect and Evidence-Based Research in Integrative Medicine

Week 5

Psychoneuroimmunology and Psychophysiology: Power of the Mind

Week 6

East-West Approach to Mental Health

Week 7

Nutrition and Trends toward an Overweight Population

Week 8



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Integrative East-West Nutrition: Tailoring a Diet to Yourself

Week 9

Posture and Stretches to Prevent Injuries and Accelerate Healing

Week 10

Myths and Facts about Energy Boosters and Supplements

Week 11

Buddhism and Daoism's Impact on TCM

Week 12

Role of Sleep in Health and Disease

Week 13

Ancient Chinese Exercise Traditions: Qigong and Taiji

Week 14

Mind-Body Practices

Week 15

Health Policies and Integrative Medicine

Course syllabus is subject to updates by the instructor.

ANTH 302 / HIST 302 – Introduction to Chinese Culture

COURSE OBJECTIVES

Introduction to Chinese Culture (ANTH 202 / HIST 203) surveys Chinese Civilization over the past 5,000 years. Broad in scope, the course will examine the main areas of Chinese life: economy, politics, society, customs, culture, and the environment. ANTH 202 / HIST 203 will show how the Chinese people are both shapers of their own fate and constrained in their struggles for a better life and a more just and equitable society. The analysis will help students better understand the lived experiences of the Chinese people, as well as the causes and consequences of modern Chinese life. While the course does move through history, the focus of the course is culture, not history. The aim of the class is to understand how modern Chinese culture was derived from the past 5,000 years.

GRADING

Class attendance is required. Participation in class discussions is essential. Each student will participate in one group project. Any student who misses more than 1/3 of the classes will fail. Failure to complete any of these requirements will result in automatic failure for the course.



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- Participation (10%)
- Group project (10%)
- Essay 1 (25%)
- Essay 2 (25%)
- One Exam (30%)

READINGS

Reading assignments mainly consist of our textbook, but we will also add some journal articles and documentary films.

Textbook

- A Brief History of Chinese Civilization; Schirokauer, Conrad and Brown, Miranda. Wadsworth Cengage Learning, Second Edition, 2006

Documentaries

- China: A Century of Revolution, Parts I-III. Zeitgeist Video, 1989, 1994, 1997. Directed by Sue Williams
- China Rises: Getting Rich, City of Dreams, Food is Heaven, Party Games. Discovery Channel, 2008
- China: From the Inside, PBS, 2007
- The Passion of Mao, Paramount, 2008. Directed by Lee Feigon
- Nanking, Fortissimo Films, 2007. Directed by Bill Guttentag

COURSE SCHEDULE AND LECTURE TOPICS

ANTH 202 / HIST 203 will meet for 3 hours per week over the course of 16 weeks for a total of 48 in-class hours.

Week 1: China in Antiquity

- ABHCC: p.1-24
- China: A Century of Revolution, Parts I-III. Zeitgeist Video, 1989, 1994, 1997. Directed by Sue Williams.

Week 2: Turbulent Times and Classical Thought

- ABHCC: p.24-51

Week 3: The Early Imperial Period

- ABHCC: p.51- 83
- McCormick, Barrett L. "Recent Trends in Mainland China's Media: Political Implications of Commercialization." Issues & Studies 38, no.4/39, no.1 (Dec 2002 / Mar 2003): 175-215.

Week 4: China During the Period of Disunity



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- ABHCC: p.83-107
- China Rises: Getting Rich, City of Dreams, Food is Heaven, Party Games. Discovery Channel, 2008.

Week 5: The Cosmopolitan Civilization of the Sui and Tang 581-907

- ABHCC: p.107-137

Week 6: China During the Song 960-1279

- ABHCC: p.137-169
- Essay 1 due

Week 7: The Mongol Empire and the Yuan Dynasty

- ABHCC: p.169-191

Week 8: The Ming Dynasty 1368-1644

- ABHCC: p.191-218
- Deborah Davis, "Urban Consumer Culture," The China Quarterly, Volume 183, September 2005, pp 692-709.

Week 9: East Asia and Modern Europe: First Encounters

- ABHCC: p.218-234
- China: From the Inside, PBS, 2007.

Week 10: The Qing Dynasty

- ABHCC: p.234-258
- Beatrice Leung, "China's Religious Freedom Policy: The Art of Managing Religious Activity," China Quarterly, Vol. 184 (December 2005), pp. 894-913.

Week 11: China Internal Crises and Western Intrusion

- ABHCC: p.218-235
- Find and read a recent news article on the Chinese internet.

Week 12: China: Endings and Beginnings: 1895-1927

- ABHCC: p.296-321
- Nanking, Fortissimo Films, 2007. Directed by Bill Guttentag.

Week 13: China Under the Nationalists

- ABHCC: p.322-346
- Essay 2 due

Week 14: China Under Mao

- ABHCC: p.346-370



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- The Passion of Mao, Paramount, 2008. Directed by Lee Feigon.

Week 15: The Chinese World Since Mao

- ABHCC: p.370-392

Week 16: Final exam

Course syllabus is subject to updates by the instructor.

PHIL 302 / ANTH 301 – Chinese Philosophy & Religion

COURSE OBJECTIVES

The objective of PHIL 302 / ANTH 301 is to learn Chinese philosophy and religion in the context of Chinese culture. This course will be composed of two main parts; the first will view Chinese religion and philosophy against the backdrop of culture throughout Chinese history, the second will analyze how the three main Chinese religions (Confucianism, Chinese Buddhism and Daoism) have influenced Chinese culture throughout Chinese history. Historical events, influential people, tradition, and lifestyle will also play a major role in this course.

This course will use both original texts and analysis of these texts to gain a deeper understanding of how Chinese philosophy and religion have influenced Chinese culture and shaped the Chinese mindset throughout Chinese history.

GRADING

Class attendance is required. Participation in class discussions is essential. Each student will participate in one group project. Any student who misses more than 1/3 of the classes will fail. Failure to complete any of these requirements will result in automatic failure for the course.

- Exam 1 (20%)
- Exam 2 (50%)
- Participation & Readings (30%)

READINGS

The following are texts that will be distributed and used in class for the duration of the course:

- Confucius. *Analects* (E. Slingerland, Trans.). 2003, Indianapolis, IN: Hackett Publishing Co.
- Laozi. *Daodejing* (P. Ivanhoe, Trans). 2002, Indianapolis, IN: Hackett Publishing Co.
- Sunzi. *The Art of War* (T. Cleary, Trans). 1988, Boston, MA: Shambala Publications.
- *The Diamond of Perfect Wisdom Sutra* (C. Muller, Trans.). 2009, Chungtai Translation Committee.
- Xunzi. *Xunzi* (E. Hutton, Trans.). 2014, Princeton, NJ: Princeton University Press.
- Mengzi. *Mencius* (DC Lau, Trans.). 2003, London, England: Penguin Books.



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- Chan, Wing-Tsit. *A Source Book in Chinese Philosophy*. 1963, Princeton, NJ: Princeton University Press.
- Nylan, Michael. *The Five Confucian Classics*. 2001, New Haven, CT: Yale University Press.
- Mao Zedong, *Quotations from Chairman Mao*. 1990, Beijing, China: China Books & Periodicals; Reissue edition.
- Spence, Jonathan. *The Search for Modern China*. 1999, W. W. Norton & Company; 2nd edition.

COURSE SCHEDULE AND LECTURE TOPICS

PHIL 302 / ANTH 301 will meet for 3 hours per week over the course of 16 weeks for a total of 48 in-class hours.

Week 1: Introduction- Dynasties of China (Han, Tang, Song, Yuan, Ming, Qing)

Week 2: Confucianism- 论语

Week 3: Confucianism- 论语

Week 4: Mengzi-孟子

Week 5: Xunzi-New Confucianism- 荀子-新儒家 ; Mozi- pacifism-墨子-和平主义

Week 6: Indian Buddhism- 金刚经

Week 7: Chinese Buddhism- 菠萝蜜经

Week 8: MIDTERM

Week 9: Tradition, Lifestyle, and Chinese Logic传统、生活方式及中国人的思维逻辑

Week 10: Daoism- 道德经

Week 11: Daoism- 道德经

Week 12: Sunzi's Art of War- 孙子兵法

Week 13: Sunzi's Art of War- 孙子兵法

Week 14: Maoism毛泽东思想

Week 15: FINAL



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Course syllabus is subject to updates by the instructor.

LIT 301 / PSCI 304 – The Four Classic Novels of Ancient China

COURSE OBJECTIVES

The objective of this course is to help students to learn Chinese ancient literature through the Four Classic Novels of Ancient China. This course will be composed of four main parts: the first will introduce *The Romance of the Three Kingdoms*. We will discuss its historical context, the main themes, and the most important characters of the novel, before moving on to *The Outlaws of the Marshes*. After completing our discussion of *Outlaws*, we will turn our attention to the famous *Journey to the West*, before finishing our own journey through Chinese literature by exploring the idiosyncrasies of *Dream of the Red Mansion*. Through deep engagement with these readings, students will learn some of the main traits of Chinese ancient novels. This course will use English translations of the original texts along with a rich systematic analysis to gain a deeper understanding of how Chinese ancient literature has influenced Chinese culture and shaped the Chinese people's aesthetics.

REQUIREMENTS

1. Participation and Readings (30%)
 2. Midterm Exam (20%)
 3. Final Exam (50%)
- Attendance is mandatory; any student who misses 1/3 of classes will fail.

READINGS

Reading assignments are selected excerpts from the four famous novels. The lecturer may also assign some supplementary readings/assignments over the course of the semester to enhance the students' study of these books.

1. *Romance of the Three Kingdoms* by Luo Guanzhong (14th Century)
2. *The Outlaws of the Marsh* by Shi Nai'an (14th Century)
3. *Journey to the West* by Wu Cheng'en (16th Century)
4. *Dream of the Red Mansion* by Cao Xueqin (18th Century)

COURSE SCHEDULE AND LECTURE TOPICS

LIT 201/PSCI 304 will meet twice a week for two class periods each time, constituting four class periods every week. The class will continue over 15 weeks, giving a total of 60 periods of class time total.

Week 1: Introduction to Romance of the Three Kingdoms

1. Historical context
2. Textual variants



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Week 2: Selections from Romance of the Three Kingdoms (I)

1. Three Bold Spirits Meet in Mutual Faith in the Peach Garden
2. Heroes and Champions Win First Honors Fighting the Yellow Scarves (Ch.1) [Film]

Week 3: Selections from Romance of the Three Kingdoms (II)

1. Cao Cao Warms Wine and Rates the Heroes of Realm
2. Lord Guan Takes Xuzhou by Stratagem and Beheads Chezhou (Ch. 21)

Week 4: Introduction to The Outlaws of the Marshes

1. Historical context
2. Textual variants

Week 5: Outlaws of the Marshes (I)

1. Lord Chai Accommodates Guests in Henghai County
2. Wu Song Kills a Tiger on Jingyang Ridge (Ch. 23)
3. Mistress Wang Instigates Ximen Qing
4. The Adulterous Wife Poisons Wu the elder (Ch. 25) [Film]

Week 6: Outlaws of the Marshes (II)

1. Wu Song, Drunk, Beats Jiang, the Giant Gate Guard
2. Shi En Once More Controls His Mengzhou Establishment (Ch. 29)

Week 7: Review and Midterm

1. Brief Review/Time for covering any missed material
2. Midterm

Week 8: Introduction to Journey to the West

1. Historical context
2. Textual variants

Week 9: Selections from Journey to the West (I)

1. Dissatisfaction at Being Appointed Protector of the Horses
2. Discontent with the Title of “Equal of Heaven” (Ch. 4)
3. The Tang Priest is Rescued in the Guanyin Temple
4. The Great Sage Removes a Monster from Gao Village (Ch. 18)

Week 10: Selections from Journey to the West (II)

1. The Corpse Fiend Thrice Tricks Tang Sanzang
2. The Holy Monk Angrily Dismisses the Handsome Monkey King (Ch. 27) [Film]

Week 11: Selections from Journey to the West (III)



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1. Sanzang's Way Is Blocked at the Fiery Mountains
2. Monkey's First Attempt at Borrowing the Plantain Fan (Ch. 59)
3. The Bull Demon King Gives Up the Fight at the Feast
4. Monkey Tries a Second Time to Borrow the Plantain Fan (Ch. 60)
5. Zhu Bajie Helps to Defeat a Demon King
6. Monkey's Third Attempt to Borrow the Fan (Ch. 61)

Week 12: Introduction to Dream of the Red Mansion

1. Historical context
2. Textual variants

Week 13: Selections from Dream of the Red Mansion (I)

1. An Ill-Fated Girl Meets an Ill-Fated Man
2. A Confounded Monk Solves a Confounding Case (Ch. 4)

Week 14: Selections from Dream of the Red Mansion (II)

1. The Spiritual Stone Is Too Bemused to Grasp the Fairy's Riddles
2. The Goddess of Disenchantment in Her Kindness Secretly Expounds on Love (Ch. 5)
3. Baoyu Has His First Taste of Love
4. Granny Liu Pays Her First Visit to the Rong Mansion (Ch. 6)

Week 15: Selections from Dream of the Red Mansion (III) and Final Exam

1. Baochai Chases a Butterfly to the Dripping Emerald Pavilion
2. Daiyu Weeps over Fallen Blossom by the Tomb of the Flower (Ch. 27)
3. Jiang Yuhuan Gives a New Friend a Scarlet Perfumed Sash
4. Baochai Bashfully Shows Her Red Bracelet Scented with Musk (Ch. 28) [Film]

Final Exam

Course syllabus subject to updates by the instructor.

COMM 301 / ANTH 306 – Intercultural Communication 跨文化交际 (3 Credits)

COURSE OBJECTIVES

Humans communicate largely on autopilot, relying upon all kinds of unrecognized, often unwarranted, assumptions and expectations, even about such basics as the main point of a conversation—even when everyone is speaking the same language. The purpose of this class is to explore the various ways these expectations and assumptions can differ and what we might do with this knowledge to interact more effectively and appropriately with others. Development of intercultural communication skills can be the work of a lifetime; this course lays the foundations, with a particular focus on communication



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between speakers of (American) English and Chinese. Our work together will include readings, viewings and discussion, interactive exercises, quizzes and regular assignments, a final project and a take-home essay exam. By the end of the course, your efforts should be rewarded with ...

- **knowledge** about the basics of intercultural communication (language, verbal and nonverbal communication, culture, discourse, social identity, perception and bias, cultural values dimensions, face and face systems), about communication values and norms in Chinese and English, and about yourself: your own identities, cultures, discourses and values;
- a growing **awareness** of the ways certain facets of intercultural communication may be manifesting themselves in real-time communication;
- and a foundation upon which to build a lifetime of **skills** applying this knowledge and awareness, to effectively and appropriately interact with others across all kinds of differences.

REQUIREMENTS

- **Class Engagement, 20%**. Our learning community depends on everyone's regular engagement. Attend every class, well-prepared.
- **Regular Quizzes, 20%**. Short. To encourage and reward your preparation and learning.
- **Weekly "blog" posts and other short assignments, 20%**. To encourage connections between what we're learning and your own experience, details TBA.
- **Final "Intercultural Communication Consultant" Project, 20%**. Paper and class presentation, applying what you've learned, details TBA.
- **Take-home final exam, 20%**. An opportunity to reflect upon and consolidate what you've learned. Essay-based, due by email W, 8/10, details TBA.

READINGS

- Ting-Toomey and Chung, *Understanding Intercultural Communication*, Second Edition, Oxford University Press, 2012. (used copies around \$50 and up), **hereafter TTC**
- Scollon, Scollon and Jones, *Intercultural Communication: A Discourse Approach*, Third Edition, Wiley: 2012. (\$41.78), **hereafter SSJ**
- Ge Gao and Stella Ting-Toomey, *Communicating Effectively with the Chinese*, Sage: 1998. (used copies \$10 and up), **hereafter GTT**
- Additional materials, which will be provided

COURSE SCHEDULE AND LECTURE TOPICS

Week 1- Introductions and Overview

- Skim, for background: TTC, 5-14 and chapter 5 (reasons for studying ICC; basics of culture shock)
- Read and reflect: Scollon and Scollon, "Athabaskan-English Interethnic Communication" (pdf)

Culture and Discourse

- TTC, 15-21, "Culture: A Learned Meaning System"
- SSJ, 1-10, "What is a Discourse Approach?"
- Horace Miner, "Body Ritual Among the Nacerima" (pdf)



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Week 2- Communication and Culture

- SSJ, 10-16, “What is Communication?”
- TTC, 23-37, “What is Intercultural Communication Flexibility?”
- GTT, chapter 1, “Self-OTHER Perspective and Communication”

Cultural Values

- TTC, chapter 3, “...Essential Cultural Value Patterns”
- SSJ, 40-42; 64-66 (High/Low Context, Ingroup-Outgroup, Gemeinschaft/Gesellschaft)

Week 3- Cultural Values (continued)

- GTT, chapter 2, “Chinese Personal Relationship Development Processes”
- “American Values and Assumptions” (pdf, 24 pages)
- Triandis, on Training Individualists and Collectivists (pdf, 9 pages)

Verbal and Nonverbal Communication

- Video <http://vimeo.com/26255254> (case-sensitive password: Understanding IC)
- SSJ, chapter 2, “How, When and Where to Do Things with Language,” (25-42; just skim “Grammar of Context” for the gist)
- TTC, chapter 6, “...Verbal Communication and Culture”
- GTT, chapter 3, “Characteristics of Chinese Communication”

Week 4- Verbal and Nonverbal Communication (continued)

- TTC, chapter 7 , on nonverbal communication

Social Identities and Power

- TTC, chapter 4, “...Cultural and Ethnic Identities”

Week 5- Social Identities and Power (continued)

- TTC, chapter 8, “...Biases Against Outgroups”
- Adichie, [The Danger of a Single Story](#)
- Video on East/West Perception Differences: <https://youtu.be/gvvOCdTyPgo>
- [Implicit Bias: Harvard Stroop Tests](#) (take at least one of these “tests” and be prepared to discuss your experience in class)
- For more on human perception: <https://youtu.be/yxa85kUxBDQ>

Face and Face Systems

- GTT, chapter 4, “*Mian Zi*” (面子)
- SSJ, 46-64, “Interpersonal Politeness and Power”

Week 6- Face and Face Systems (continued)

- SSJ, 92-103, “Topic and Face: Inductive and Deductive Patterns in Discourse”
- GTT, chapter 5, “Miscommunication between Chinese and North Americans”



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Cultures and Discourses in Context

- SSJ, 178-203, “Corporate and Professional Discourse”

Week 7- Cultures and Discourses in Context (continued)

- SSJ, 206-237, “Generational Discourse”

Developing Intercultural Competence

- TTC, chapter 9, “How Can We Manage Intercultural Conflict Flexibly?”

Week 8- Developing Intercultural Competence (continued)

- TTC, chapter 12, “How Can We Become Ethical Intercultural Communicators?”

What Have You Learned? Reflection and Consolidation

- Final presentations, papers due, details TBA

Week 9- Final Exam

- Take-home exam due, details TBA

Course syllabus subject to updates by the instructor.

COMM 302 / ANTH 307 China: Culture and Communication 中国: 文化和交际 (3 credits)

COURSE DESCRIPTION

Developed especially for CLI’s Chinese language students in Guilin, China, this course embraces site-specific teaching and learning opportunities to equip students with the knowledge, concepts and tools to best reflect upon, understand and learn from their study-abroad experience in China *as they’re experiencing it*. A combination of classroom study in Guilin and field study engagements (with both Prof. Silber and a Chinese teacher from CLI) in Longsheng 龙胜, Yangshuo 阳朔 (both in Guangxi) and nearby Jiangyong 江永 (in Hunan) provides integrated learning opportunities that allow students to bring their experiences to concepts and test concepts against their experiences. The goal is to provide students with the knowledge and hands-on practice of the aspects of intercultural communication most relevant to native-English speakers who are learning to communicate in Chinese, as well as an appreciation for China’s rich sociolinguistic landscape of local languages, literacies and cultures, while approaching—with curiosity and self-reflection—the self/other; native/foreigner; tourist/local dynamics inevitably at play in any study abroad experience.

Study in Guilin will focus on what one needs to know to learn to communicate more skillfully, specifically in Chinese contexts, but also more generally across all kinds of differences. A few hours from Guilin lies Longsheng, whose stunningly beautiful terraced mountainsides have made it a major tourist attraction; members of China’s largest ethnic minority group, the Zhuang, are “doing tourism” (Chio,



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2014) here as an economic development strategy. A weekend trip to Longsheng will give students a chance to both experience the splendor and also learn during class time about the Zhuang nationality, language and writing system, as well as frameworks for thinking about ethnic and cultural tourism. We'll watch the enormously popular 1960 musical film *Liu Sanjie* 刘三姐 (Third Sister Liu), based on a Zhuang folktale, and talk with our hosts about their impressions of the tale and the film.

What students learn on this short trip will both enrich their continued learning upon their return to Guilin of communicating across differences in Chinese contexts (of which their concomitant language learning with their Chinese teachers is one such experience) and lay a foundation for their deeper exploration of their tourist encounters, as well as China's local languages, literacies and cultures, in a week-long trip to Yangshuo and then Jiangyong. Yangshuo, more widely visited than Longsheng, where the famous Li River boat tours dock, is a self-styled "global village," known for its West Street, where, for domestic and international tourists alike, languages, cultures and identities are commodified all around. We'll view film director and Olympics designer Zhang Yimou's famous entertainment spectacular called *Impression: Liu Sanjie* 印象刘三姐 (one of a series of similar entertainments at famous tourist sites around the country). This experience will allow students not simply to enjoy a spectacular performance, but also to consider why, how and to what effect this spectacle exists, and thereby to tackle questions of tradition, authenticity, cultural heritage and cultural appropriation. The next day students will work together in small groups to seek conversations with tourists and hosts alike about their impressions of the performance and the film (people of a certain age will know the latter well). This consideration of how cultural material travels, remade for new audiences, lays a deeper foundation for another engagement with local language, literacy and culture to come.

Jiangyong County in Hunan is home to *nüshu* 女书, a writing system used only by women and girls, representing the local language in this area. *Nüshu* expert and course instructor Cathy Silber studied the script, its texts and contexts with some of its last practitioners in the late 1980s and has maintained relationships going back 30 years with people there. Today, a Ford-Foundation-funded museum and a train station within walking distance—not to mention unspoiled rivers and mountains—have made this once-remote area a minor tourist destination in its own right. While students will certainly have time to hike in the mountains, chat with villagers and enjoy local cuisine, class time in the *nüshu* museum will introduce students to this local language and literacy through a popular story that will resonate with Third Sister Liu, *Story of Daughter Three* (*Sanguji* 三姑记). Again we'll take up questions of tradition, authenticity and cultural appropriation; this time students will be able to talk with local people about their impressions of *nüshu*, its demise from a vibrant local practice in days gone by, the museum and what the future might hold.

In each place—Longsheng, Yangshuo and Jiangyong—students will use the Chinese communication abilities they have, English and/or translation help from their teachers, to conduct small projects that involve exploring and communicating about Chinese culture. Students will work in groups of 2 or 3 and report back and discuss with each other their thoughts and their discoveries. In each place, there's something to talk about, for most people, it's a point of local pride. In Jiangyong, students will have the increasingly rare experience in China today of being a true spectacle themselves: as foreigners in a place where foreigners still don't often go.

Students' learning experiences during the field study trips will continue to enrich the final weeks of study of communication in Chinese contexts back in Guilin. Students will post blog entries for each class



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that use the tools and concepts we're learning to understand their experiences, or to use their experiences to test and challenge the tools and concepts. Regular quizzes will reinforce their grasp of these tools and concepts. For a final project, students will work in teams as intercultural consultants, offering their services to someone they know who is experiencing a cultural tension, misunderstanding or conflict, reporting their analysis and recommendations to their “client” and getting feedback, and then presenting their findings to the class. In lieu of a final exam, a final reflection paper invites students to review what they've learned, to reflect upon how they will use this knowledge going forward and what their next steps might be in their plan for their continuing learning and development of their Chinese communication skills.

COURSE OBJECTIVES

By the end of the course, your efforts should be rewarded with:

- a working **knowledge** of the values and priorities of communication in Chinese language or cultural contexts and the ways these differ from those of English
- an **awareness** of the ways intercultural communication differences may be manifesting themselves in real-time communication
- a **foundation** upon which to build a lifetime of skills applying this knowledge and awareness
- a basic **overview** of Chinese languages and writing systems, situating Mandarin and the standard Chinese script in relation to examples of ethnic (Zhuang) and local (*nüshu*) languages, scripts and the transmission of popular narrative traditions to new audiences
- an **understanding** of the dynamics of Self-Other, In-group/Out-Group, Orientalism-Occidentalism and the commodification of language, ethnicity and culture in such transcultural encounters in China as tourism and cultural heritage/preservation

REQUIREMENTS

- **Class Engagement, 20%**. Our learning community depends on everyone's regular engagement. Attend every class, well-prepared.
- **Regular Quizzes, 20%**. Short. To encourage and reward your preparation and learning.
- **Weekly “blog” posts and other short assignments/projects, 20%**. To encourage connections between what we're learning and your own experience, details TBA.
- **Final Project, 20%**. Paper and class presentation, applying what you've learned, details TBA.
- **Take-home final exam, 20%**. An opportunity to reflect upon and consolidate what you've learned. Essay-based, due by the Wednesday after class concludes. Details TBA.

READINGS

- Lisa See's *Snowflower and the Secret Fan* (read before class)
- A coursepack, which will be provided upon arrival at cost, that includes readings from:
 - Ting-Toomey and Chung, *Understanding Intercultural Communication* (Oxford University Press, 2012), **hereafter TTC**
 - Scollon, Scollon and Jones, *Intercultural Communication: A Discourse Approach* (Wiley, 2012), **hereafter SSJ**



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- Ge Gao and Stella Ting-Toomey, *Communicating Effectively with the Chinese* (Sage, 1998), hereafter **GTT**
- Scollon and Scollon, "Athabaskan-English Interethnic Communication" (pdf)
- Silber, introduction to *Writing from the Useless Branch* (book manuscript on *nüshu*)
- other readings, TBA
- We will view the film *Liu Sanjie* (刘三姐) (1960) and the live performance *Yinxiang: Liu Sanjie* (印象: 刘三姐), as well as the film *Snow Flower and the Secret Fan*

CREDITS

- Students will earn three academic credits upon the completion of COMM 302 / ANTH 307, awarded by CLI's official university affiliate, Guangxi Normal University (GXNU).

COURSE SCHEDULE AND LECTURE TOPICS

Week 1: Intercultural Communication

- SSJ, "Athabaskan-English Intercultural Communication"
- TTC, chapter 5, Culture Shock

Week 2: Communication and Culture

- SSJ, 10-16, "What is Communication?"
- TTC, 23-37, "What is Intercultural Communication Flexibility?"
- GTT, chapter 1, "Self-OTHER Perspective and Communication"

Week 3: Cultural Values: East and West

- TTC, chapter 3, "...Essential Cultural Value Patterns"
- SSJ, 40-42; 64-66 (HCC/LCC, In/Outgroup, Gemeinschaft/Gesellschaft)
- GTT, chapters 2 and 3, "Chinese Personal Relationship Development Processes" and "Characteristics of Chinese Communication"

* Week 3 Weekend: Longsheng Field Study: Tourism and the Commodification of Ethnicity

- Viewing: *刘三姐* (1960 movie)
- Reading: "Let a Thousand Flowers Bloom: Ethnic Tourism and Poverty Alleviation in China" (Anthropology News, November 2010)

Week 4: Social Identities and Power

- TTC, chapter 4, "...Cultural and Ethnic Identities"
- TTC, chapter 8, "...Biases Against Outgroups"
- Videos on culture and perception; stereotypes and bias TBA

Week 5: Face and Face System

- GTT, chapter 4, "Mianzi"
- SSJ, 46-64, "Interpersonal Politeness and Power"



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- SSJ, 92-103, “Topic and Face: Inductive and Deductive Patterns in Discourse”
- GTT, chapter 5, “Miscommunication Between Chinese and North Americans”

*** Week 5 Weekend: Yangshuo Field Study: Cultures and Identities on Parade**

- Gao Shuang, “Commodification of place, consumption of identity: The sociolinguistic construction of a ‘global village’ in rural China” (Journal of Sociolinguistics 16/3, 2012: 336–357)
- Viewing: 印象：刘三姐 performance

Week 6: Break

- No class; class made up in weekend excursions

*** Week 6 Weekend: Jiangyong Field Study, Nüshu 女书: Local Language, Literacy and Culture**

- Silber, introduction to *Writing from the Useless Branch* (book manuscript on nüshu)

Week 7: Managing Intercultural Communication

- TTC, chapter 9, “How Can We Manage Intercultural Conflict Flexibly?”
- TTC, chapter 12, “How Can We Become Ethical Intercultural Communicators?”

Week 8: Final Presentations

- Intercultural Communication Consultant Projects

Week 9: Final Reflection Essay Due (no class)

- Essay to be mailed to Professor Silber by Wednesday

Course syllabus subject to updates by the instructor.

PSCI 303 / IR 302 – China in International Relations: China, the United States, and Australia

COURSE DESCRIPTION

Welcome to Pacific Ties! Together we will learn about the history of U.S.-China-Australia relations, starting in the nineteenth century and continuing to the present. From policymakers to Chinese Australians and Americans, business people to workers, and students to activists, we will explore how people in all three countries forged ties across the Pacific.

The unit is premised on the belief that combining history with cultural and linguistic immersion is the best way to gain a deep, enriched understanding of China’s place in the world today. Language and history work together in this unit and in order to pass, you must attend all language classes and complete all assessments. This unit moreover stresses the importance of using history to develop a fuller, deeper understanding of our present.

Key themes of course

1. Immigration



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2. Trade
3. Foreign policy ideologies
4. Regionalism
5. Culture

Key questions to think about throughout the course

- How have leaders of all three nations understood their own country's role in the Asia Pacific (or, more recently, Indo-Pacific) region? In what ways have these understandings changed? Are there aspects that remain the same?
- How have foreign policy makers in all three nations understood the relationship between trade and diplomacy throughout this period? How has their thinking changed? What has stayed the same?
- How have ordinary people in all three countries navigated spaces to challenge, resist, and change elite foreign policymakers' decisions?
- How have other key nations—such as Japan, Indonesia, India, New Zealand, Canada—shaped the decisions made in Canberra, Washington, and Beijing?
- How have policymakers used history to justify policy decisions? In what ways can history help inform our present? What are the limitations to this?
- How have Chinese Americans and Chinese Australians shaped the foreign policies of all three nations?
- How do certain geopolitical and economic issues change when they are considered from the different perspectives of all three nations? Which issues change more than others?

REQUIREMENTS

- **Participation, 20% (Ongoing)**
Participation means more than merely attending. It means coming to class prepared and ready to fully engage in group discussions. It includes full participation in Mandarin classes. Your level of Mandarin ability will not be assessed. But in order to pass you must attend all classes.
- **Tutorial Presentation: Primary Source Analysis, 20% (Due Week 2)**
One week before it is due (so that each student gets the same amount of time), I will give you a package containing a question, one primary source, and three secondary readings. Your task is to examine the primary source in order to answer the question, using the secondary sources to inform your analysis. The focus of your analysis must be the



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primary source itself. We will further discuss this task on the first day of class. The question will be structured in the following way:

How does [primary source] help explain why...

You will present your analysis in two ways:

1. A 10 minute discussion analysing the source and presenting it to the class (keep in mind that no other student will have seen it).
 2. A 1,000 word written paper (see below).
Do not simply read your paper to the class. This task assesses your ability to convey information through the spoken word.
- **Tutorial Paper: Primary Source Analysis, 20% (Due Week 2)**
On the same day that you present your primary source, you are required to submit at 1,000-word paper answering the same question. The same balance of focus on the primary source in relation to the secondary material remains: you must keep your focus on the primary source itself.
 - **Major Essay, 40% (Due Week 3)**
The major essay will be submitted final day of course. Fridays are for writing and research, and I will be available to help if you need. I will give all students an extra package of readings that you will be required to use in order to answer the question. You do not need to do further research: the essay will be based upon the course readings and extra package.

READINGS

- Meredith Oyen, "Artless dealing: The first year of Trump's relations with China," *Journal of American-East Asian Relations*, 2018.
- Warren Cohen, "Chapter 2: The United States as a power in East Asia," *America's Response to China*, 2010.
- "En Chine: Le gateau de Rois et...des Empereus" *du Petit Journal*, 1898 (cartoon).
- Mae Ngai, "Chinese Gold Miners and the "Chinese Question" in Nineteenth-Century California and Victoria" *Journal of American History*, March 2015.
- John Fitzgerald, "Chapter 3: Immigrant Labour and Goldfield fraternities," *Big White Lie: Chinese Australians in White Australia*.
- Alison Choy Flannigan Chinese Whispers: *In Search of Ivy* 2018 (fiction).
- Meredith Lake and Henry Reynolds, "Chapter 6: White Australia points the way," *Drawing the Global Colour Line*, 2011.
- Sophie Loy Wilson, "Chapter 5: Socialists, Missionaries and Internationalists,"



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- Australians in Shanghai: Race, Rights, and Nation in Treaty Port China* 2017.
- W. E. B. Du Bois "The Souls of White Folk," *Independent*, 18 August 1910.
 - Gordon Chang, "Chapter 4: Revolutions and War," *Fateful Ties*, (2015)
 - Walter Lippman "The mystery of our China policy" *U.S. War Aims* 1944
 - Meredith Oyen, "Chapter 4: Chinese migrants as Cold Warriors: Immigration and Deportation in the 1950s," *Diplomacy of Migration* (2015)
 - Mae Ngai, "Chapter 6: The Cold War Chinese immigration crisis and the confession cases," *Impossible Subjects* (2004)
 - U.S. Department of State, "China White Paper," 1949
 - Charlotte Brooks, "Chapter 6: Chinese Americans, Orientals, Minorities: Politics in a New Era," *Between Mao and McCarthy: Chinese American Politics in the Cold War Years* (2015)
 - Ellen Wu "Chapter 6: Chinatown offers us a lesson" *The Color of Success: Asian Americans and the Origins of the model minority*
 - Nancy Tucker, "Chapter 8: The Perils of Soya Sauce," *The China Threat: Memories, Myths, and Realities in the 1950s* (2012)
 - Nicholas Thomas, "Sino-Australian Relations in the Long 1970s," in *China, Hong Kong, and the Long 1970s: Global Perspectives* eds. Priscilla Robers and Odd Arne Westad 2017.
 - Richard Nixon, "Asia after Viet Nam," *Foreign Affairs*, 1969.
 - Karl Gerth, "Chapter 3: Made In Taiwan: Taiwan and the shaping of Chinese consumerism" *As China Goes So Goes The World*
 - James Mann "Chapter 3: The Starbucks Fallacy," *The China Fantasy*
 - Bill Clinton, "China in the WTO" speech 2010
 - Kishore Mahbubani and Jeffrey Sng, "Chapter 3: ASEAN and the Great Powers," *ASEAN Miracle: A catalyst for Peace*, 2017.
 - Graham Allison, "Introduction," *Destined for War*, 2017
 - Peter Navarro, *Death By China* 2012 Documentary: We will watch in class in week 1
 - Kurt Campbell and Ely Ratner, "The China Reckoning: How Beijing Defied American Expectations" *Foreign Affairs* March/April 2018
 - Kevin Rudd, *U.S.-China 21: The Future of U.S.-China Relations under Xi Jinping*, April 2015.
 - Linda Jakobson and Gareth Evans, "A New China narrative for Australia," *China Matters*.
 - Daniel Flitton, "The great China debate: Clive Hamilton v Hugh White" *Lowy Interpreter*, March 7, 2019.

COURSE SCHEDULE AND LECTURE TOPICS

PSCI 303/IR 302 will meet for two hours per day four times per week for a duration of three weeks.

Week One: Late-nineteenth century – early-twentieth century



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- Day 1 - Introduction: Trade wars, foreign interference, and the TPP: Using history to understand our present
- Day 2 - Opium Wars and the Open Door: Foreign imperialism in China
- Day 3 - Gold! Class and race on the American and Australian goldfields
- Day 4 - Roaring 20s: Americans, Australians, and Chinese in Shanghai in the 1920s and 1930s

Week Two: The mid-twentieth century

- Day 5 - The Sino-Japanese War and World War Two (tutorial presentations and paper)
- Day 6 - Cold War divisions: Australia's changing foreign policy (tutorial presentations and paper)
- Day 7 - The "model minority": Chinese in America and Australia during the Cold War (tutorial presentations and paper)
- Day 8 - Cold War thaw: Trade and diplomacy in the 1970s

Week Three: From the end of the twentieth century to 2019 and beyond

- Day 9 - Globalization, neoliberalism, or...? Trade since the 1980s
- Day 10 - ASEAN, APEC, CPTPP: Alphabet soup and the history of regionalism in the Asia Pacific
- Day 11 - "Destined for war" and "Death by China": American fear and its future
- Day 12 - Australia's "China narrative": Where to next? (second essay due)

Course syllabus subject to updates by the instructor.



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Appendix B: Sample Credit Breakdowns

The following are sample course and credit breakdowns that a typical student might select during an academic term with CLI.

English Content Courses & Chinese Courses (SAMPLE) – Standard (15-16 Credits)

CHN 201	Intermediate Chinese – Comprehensive	6 Credits
HIST 301/ANTH303	Pre-1911 History of China	3 Credits
HIST 305/PSCI 303	History of the Chinese Communist Party	3 Credits
CHN 202.4	Intermediate Chinese Level II – Accelerated Comprehensive	3 Credits
ART 101	Elementary Chinese Elective: Calligraphy, Painting, Knots	1 Credits

Total Credits **16 Credits**

English Content Courses & Chinese Courses (SAMPLE) – Intensive (21 Credits)

CHN 201	Intermediate Chinese – Comprehensive	6 Credits
HIST 301/ANTH303	Pre-1911 History of China	3 Credits
HIST 305/PSCI 303	History of the Chinese Communist Party	3 Credits
CHN 202.4	Intermediate Chinese Level II – Accelerated Comprehensive	3 Credits
CHN 301.4	Advanced Chinese Level I – Accelerated Comprehensive	3 Credits
CHN 302.4	Advanced Chinese Level II – Accelerated Comprehensive	3 Credits

Total Credits **21 Credits**

Chinese Courses Only (SAMPLE) – Standard (15-18 Credits)

CHN 101	Elementary Chinese Level I – Comprehensive	6 Credits
CHN101.1	Elementary Chinese Level I – Speaking	3 Credits
CHN101.2	Elementary Chinese Level I – Listening (Optional)	3 Credits
CHN101.3	Elementary Chinese Level I – Reading & Writing	3 Credits
CHN101.4	Elementary Chinese Level I – Accelerated Comprehensive	3 Credits

Total Credits **18 Credits**

Chinese Courses Only (SAMPLE) – Intensive (21 Credits)

CHN 101	Elementary Chinese Level I – Comprehensive	6 Credits
CHN101.1	Elementary Chinese Level I – Speaking	3 Credits



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CHN101.3	Elementary Chinese Level I – Reading & Writing	3 Credits
CHN101.4	Elementary Chinese Level I – Accelerated Comprehensive	3 Credits
CHN102.4	Elementary Chinese Level II – Accelerated Comprehensive	3 Credits
CHN201.4	Intermediate Chinese Level I – Accelerated Comprehensive	3 Credits

Total Credits **21 Credits**

Summer (SAMPLE) (9 Credits)

CHN101.4	Elementary Chinese Level I – Accelerated Comprehensive	3 Credits
CHN102.4	Elementary Chinese Level II – Accelerated Comprehensive	3 Credits
CHN201.4	Intermediate Chinese Level I – Accelerated Comprehensive	3 Credits

Total Credits **9 Credits**

Winter (SAMPLE) (3 Credits)

CHN101.4	Elementary Chinese Level I – Accelerated Comprehensive	3 Credits
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Total Credits **3 CREDITS**