LITR 245-001 F18

GROUP PRESENTATIONS

MODERN FICTION

Here, again, are the dates, topics, and groups for our upcoming class presentations on four modern and contemporary short stories.

In addition to the short story your group presents, you, as a group, are also responsible for reading at least one of the other four stories so that you can participate fully in the discussion of that other story. Please see below.

RUBRIC FOR GROUP PRESENTATIONS ON MODERN FICTION

Students in each group should prepare and present the items below. (A different approach to these items or allocation of the presenters is also very acceptable.) In class yesterday (11/19) we discussed the origins of China's modern period.

1) (1 Student) Biographical and other information about the author.

2) (2 Students) Historical or other background of the story. (If the setting of the story is relevant to the background, please include details about the setting too.) **Please see specific suggestions for each story below.**

3) (1 Student) Plot of the story.

4) (1 or 2 students) Interpretation/s of the story.

4) (1 Student) Questions for discussion. Here are a few to consider:

      a. What do <u>you</u> think the author is trying to communicate through the story?

      b. Based on your own experience or reading, can you relate to the historical or other background of the story?

      c. Can you relate to the situation, feelings, and actions of the characters? Why do they behave the way they do?

      d. Reflecting on the story, how do you feel about it?

      e. Does the story inspire you to any kind of action in our world today?

The presentation can involve PowerPoint and video components. It should be about 20 to 25 minutes in length, not including the time for questions, additional class discussion, and class reflection at the end.

MODERN FICTION PRESENTATIONS: DATES, TOPICS, SPECIFIC SUGGESTIONS FOR EACH STORY, AND GROUPS

Week 14

Session 3 (11/30): Ba Jin's "Dog" (1931).

Reading: pp. 110-115 (CAMCL)
Group: Stephanie Domagala, Mayra Zuniga, Anjia Ali, Jazmin Chavez, Aja Garner, Arlisse Lim, and Vanessa Kohn
Specific suggestions for "Dog"
> Historical or other background of the story: General historical background, plus description of "International Settlements" for foreigners.
> Interpretation/s of the story: Is there one, or are there two, possible? Is Ba Jin describing the poor in China at the time, or China itself? Or both?

ALSO READ:
> **Mo Yan's *Iron Child* for 12/5**

*(Sharen Tran and Charles Hwang read too.)

Week 15

Session 1 (12/3): Xi Xi's *A Woman Like Me* (HONG KONG, 1984).

Reading: pp. 303-313 (CAMCL)
Group: Michael Serwetnyk, Emily Carreno, Samantha Mique, Anna Cale, Lauren Petrick, Theodore Kohan, and Olivia Metz
Specific suggestions for "A Woman Like Me":
> Historical or other background of the story: General historical situation in China (Recovery from the Cultural Revolution, 1966-1976, and reforms of Deng Xiaoping), plus situation in Hong Kong.
> Interpretation/s of the story, in this case, issues raised by the story: views of women; views of death (in the story, or in the world).

ALSO READ :
> **Chun Sue's *Born at the Wrong Time* for 12/7**

*(Mohammed Syed read too.)

Session 2 (12/5): Mo Yan's *Iron Child* (1993).
Reading: pp. 379-387 (CAMCL)
Group: Noah Alvarado, Siwen Liu, Han Zhou, Moyan Liao, Courtney Petrosius, Giovanni Hayes, and Carolyn Baldwin
Specific suggestions for "Iron Child"

Historical or other background of the story: Early years of the PRC under Mao Zedong, plus the Great Leap Forward.

Interpretation/s of the story: Meaning/s of the story, plus graphic images and symbolism (e.g., the color red) used by the author.

ALSO READ:
   Ba Jin's *Dog* for 11/30

*(Nhi Voong and Mai Nguyen read too.)

Session 3 (4/27): Chun Sue's *Born at the Wrong Time* (2004).
Readings: pp. 480-495 (CAMCL)
Group: Ben Gerner, Marshall Skilton, Monica Alvarez, Romeo Marquez, Caitlin Earley, Maureen O'Brien, Reagan Lynn, and Cole Pollino

Historical or other background of the story: General situation in China, plus the "Post-80's generation in China," the "Gaokao" (National college entrance examination, which is not directly relevant to this story but is part of the general background), and the one-child-per-family policy (then and now).

Interpretation/s of the story: How were your own experiences in high school similar or different from those of the main character?

ALSO READ:
   Xi Xi's *A Woman Like Me* for 12/3

(Michael Delisle and Tanea Crawford read too.)