**The Global Media Festival Course Modules Template**

**Title of the Course Module: \_\_\_\_\_Subversive Writing and Political Comics in Contemporary China \_\_\_\_\_\_\_\_\_\_\_\_\_**

***Introduction: Instructions for Instructors***

**Issues:** Internet censorship, political sustainability, contemporary Chinese writing art, youth culture, Internet culture, Internet language, coded language in China, as well as the global trend of emoji and emoticon.

**Time commitment**: two 50-minute classes

**Overview:** Provide a summary of your course module and present the main concepts, issues, examples (cases), and outcomes that motivate this curriculum activity.

Internet censorship in China, represented by the Great Firewall of China and the Golden Shield Project, has developed into a massive, complex, decentralized apparatus with a multilayered and self-censoring structure. Correspondingly, young netizens seeking to avoid censorship adopt nuanced, veiled, and symbolic modes of communication, and created many coded language, sociopolitically charged neologisms, and new slang on the internet. The artist Li Xiaoguai and his artwork illustrates the creativity as well as and wisdom, as well as frustration and struggles in their dealing with the state’s internet censorship and ideological control.

At the same time, Li’s artwork is closely related to the Chinese writing system with the ideographic Chinese characters, which are all pictures in his eyes. He uses the radicals and strokes of the Chinese characters as a way to express his thoughts and opinions. On the topic of contemporary Chinese character art movement, his artwork can serve as a nice example of the younger Internet generation in comparison to the earlier generation of the avant-garde artists such as Xu Bing and Gu Wenda.

In addition, Chinese young people, including Li Xiaoguai, are creating new Chinese characters on the Internet to express their emotions and attitudes. In a sense, these new characters are more emotive-affective than semantic-referential, thus joining the global trend of emoji and emoticon.

For graduate students, the course module will help them to learn how to apply theories such as Bakhtin’s theory of folk humor and Austin’s speech acts and performative force to analyse the comic forms in contemporary China. The students will also get familiar with the growing scholarship on the Chinese Internet culture, emoji and emotican, as well as contemporary advant-gard art movement.

**Media content:**

A 15-minute video to introduce the artist Li Xiaoguai and his artwork, “Subversive Writing and Political Comics in Contemporary China”: <https://www.youtube.com/watch?v=v5hNOrAe8yE&t=7s>.

The artist’s statement (20 minutes): http://pwp.gatech.edu/gmfchinaevents/artist-statement-subversive-writing-and-political-comics-in-china/

**Reading sources:** Provide a list of reading sources that will help introduce the subject and issues.

Jin Liu, “Subversive Writing: Li Xiaoguai’s Newly Coined Chinese Characters and His Comic Blogging,” Chinese Literature: Essays, Articles, Reviews (CLEAR), Vol. 40, 2018, forthcoming

**Instructions:** Provide general guides to instructors on how to prepare for the implementation of the course module. Include instructions on how to approach course materials (for example: read this article… and…; watch this film and …)

Teaching ppt is attached to facilitate instruction and class discussion

Assignment to students: Watch the videos and write a short response essay.

Extra Assignment for graduate students: Read the article and write a response essay.

**Learning outcomes:** Explain the learning goals of your course module; what are you expecting student will learn from it.

To have a better understanding of the Internet censorship and Internet culture in China, the contemporary Chinese character art movement, and the global emoji phenomenon.

To learn how to analyzes the aesthetics and sociopolitical significance of the artworks

To sharpen the students’ critical thinking skills, advance their intellectual growth, and promote the inter-cultural sensibility

To learn about theories and scholarships on the topics (particularly for graduate students)

***Course Module Activities: Instructions for Students***

**Previewing Activities:** Design 2 course activities to introduce the social context, issues, and media content to be studied in this course module. Previewing activities could include: class presentation of the social context, reading-based discussion question, creative discussion questions, guest speaker, etc.

Activity One: class presentation of the Internet censorship in China, including the “Grass Mud Horse” pheonomenon, and show the Li Xiaoguai introductory video.

Activity Two: watch the artist’s statement, in which Li discussed his comic art and showed how the Chinese writing and characters are creatively employed against the Chinese government's Internet censorship and ideological control.

**Viewing Activities:** Design 2 activities that students could complete to while viewing or studying the assigned media content.Viewing activities could include guiding questions, preparation of flim review, discussion of a specific scene, etc.

Assignment: Watch the videos, come up with at least two thoughtful questions for class discussion.

**Postviewing Activities:** Design 2 activities to facilitate class discussion of the media content under study. Postviewing activities could include discussion questions, analysis of particular scenes, group discussion, guest speaker, etc.

Activity One: Discuss the students questions

Activity Two: Analysis of his characters and comic drawings (teaching ppt included)

Activity Three: How did experts in political science, Chinese literature, and linguistitcs say about the artist and his artwork: the interdiscipliary panel discussion at http://pwp.gatech.edu/gmfchinaevents/panelist-discussion-subversive-writing-and-political-comics-in-china/

**Assignments:** Design 2 assignments with the purpose of evaluating the learning outcomes of the course module. Assignments could include oral presentations, essays, class debate, creation of digital maps, timelines, etc.

Assignment: Write a short response essay

**Further Reading:** Include a list of further reading that will help students to complete assignments and expand the understanding of the issue discussed in class.

Jin Liu, “Subversive Writing: Li Xiaoguai’s Newly Coined Chinese Characters and His Comic Blogging,” Chinese Literature: Essays, Articles, Reviews (CLEAR), Vol. 40, 2018, forthcoming