

COURSE TITLE: CHINESE LITERARY HERITAGE (CHT 3110)

DISCLAIMER: Where information or policy in the syllabus conflicts with official University of Florida Policy regarding this class, University Policy automatically applies with authoritative priority.

TIMES & LOCATION: MWF, Period 03: 9:35-10:25, McCarty Hall 2196

FINAL EXAM: Group 13D: Wednesday, December 13, 3:00-5:00 p.m.

INSTRUCTOR: Eric R.I. Casanas (ecasanas@ufl.edu)

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OFFICE HOURS: To be announced. Office is at Pugh Hall 358 (or by appointment).

BRIEF DESCRIPTION: CHT 3110 “Chinese Literary Heritage” is an introduction to pre-modern Chinese literature. Class time is centered on close readings of pieces which highlight the character and development of this major literary tradition. In-class discussions insure that students will acquire the basic knowledge, attitudes, and skills needed to understand and discuss works of pre-modern literature with reference to their social, political, and historical background. Because Modern Chinese discourse (including journalistic and political writing) often refers to China’s literary tradition, this class is essential for all those seeking to go beyond a superficial level of understanding of Modern China and become conversant in its cultural conventions and assumptions. “Chinese Literary Heritage” also opens a window on the fascinating world of Old China, a world of cultural customs and literary traditions interesting in their own right.

PREREQUISITE: None, though familiarity with basic literary terminology is desirable.

COURSE GOALS: The *primary* goal of “Chinese Literary Heritage” is to introduce students to the *process of reading* a variety of pre-modern Chinese literary pieces in translation. This includes learning how to read culturally dense texts as well compensate for the distortions inevitable in approaching a literary tradition in translation. *Other* important goals include: Learning to read and think critically about Chinese texts, and learning how to share one’s point of view with fellow students in writing and through civil discussions.

GENERALITIES: In-class discussions insure that students will acquire the basic knowledge, attitudes, and skills needed for *learning* how to read pre-modern Chinese literature in translation. Nevertheless can’t learn by mere attendance (warm-body theory) or osmosis (passive ‘influence’)! No matter how much is taught in class about cultural influences or rhetorical techniques, each student is responsible for actively engaging and retaining it on their own. This means that students are expected to *listen* to presentations, take *detailed notes*, both *answer* and *initiate* relevant *questions*, and *discuss* text passages in a *cogent and civil* manner. They are also expected not to interfere with other students’ learning (whether in hygiene, dress, speech, or other behavior; also see ‘Attendance and the Big 3,’ below). Outside class, students will be expected to prepare texts by *neatly annotating* them *in detail* between classes and *reviewing* classroom notes (especially in preparation for exams). As a mnemonic to remember all this, please remember the phrase: “University appropriate.”

COURSE LANGUAGE: English.

COURSE MATERIALS: The textbook for CHT 3110 is Cyril Birch (ed.) *Anthology of Chinese Literature* (Vol. 1). There are various editions available, but to my knowledge they are all identical reprints. Other required readings will be made available online, either through Canvas or other relevant online resources. Other materials may be made available in hard-copy form for individual student use.

COURSE CONTENT: Core readings will primarily consist of short translations of popularly anthologized prose and poetry.

WRITING REQUIREMENTS: Each student will be expected to produce five (5) three-page (3 pp.) ‘reaction papers’ as well as one (1) longer 10-12 page ‘term paper,’ both of which I will describe in greater detail in class. Aside from satisfying the 6000-word Gordon Rule Requirements, these papers will give the student the opportunity to marshal forth his observations and opinions in a more fully and carefully than is possible during a

class discussion. Students will also be asked to take notes and identify favorite texts, passages and lines in their notebooks in such a way that these may be shared with the instructor for a mid-term and final check.

GRADING: The final grade depends on class participation and preparation (punctual attendance, taking notes, answering questions, participating in discussions, reviewing notes between classes, class presentations, quizzes, etc.). Only students with satisfactory participation and who do not interfere with the conduct of the class or the learning of other students are candidates for a final letter grade. The final grade is the simple average of three types of assignments: All weekly quizzes (averaged as a single grade), mid-term, and final. Reaction papers, and the longer term paper will be graded on a pass-fail basis. The quizzes and tests consist overwhelmingly of answering questions on the text passages covered in-class. We will use the following grade scale:

GRADING SCALE (%) (below, .99 should be taken to mean .99...)

A = 93 or above
A- = 90-92.99
B+ = 87-89.99
B = 83-86.99
B- = 80-82.99
C+ = 77-79.99
C = 73-76.99
C- = 70-72.99
D+ = 67-69.99
D = 63-66.99
D- = 60-62.99
E = 0.00-59.99

*Please note: An earned grade of “C-” will not be a qualifying grade for major, minor, Gen. Ed., Gordon Rule, or basic distribution credit.

**Also note that for the grades to have a meaning, they must be 1) earned by the student (not ‘given’ by the teacher) and 2) follow the grading scale strictly. Grades are not gifts, but important measures that, considered in the context of students’ total performance, allow students to rate themselves – both in relation to their own past performance and to other students taking the same class – and therefore adjust their methods, effort and attitude toward academic achievement and optimize their educational experience.

ABC: ATTENDANCE, BEHAVIOR & CONSCIENTIOUSNESS

The University of Florida’s attendance policy may be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Punctual Attendance, Cooperative Classroom Behavior and Conscientious Completion of all assigned work in a timely manner are basic elements of classroom education and academic success. Accordingly, students’ final grades will be adjusted according to their attendance, as well as their classroom demeanor and class/homework. Accordingly, students are discouraged from tardiness, skipping class, engaging in non-class related discussions, eating, computer use, dozing off. Students should take this paragraph as a warning not to engage in these behaviors at the risk of affecting their final grade (and gaining the enmity of their fellow students). Students will be allowed three (3) class hour absences without repercussions. After these three ‘free’ absences, unexcused absences will result in a 0.1 point reduction of the final grade as calculated above (see “Assignments,” above). Written evidence for excused absences must be authentic. Falsification is a serious matter, to which the rules concerning “Academic Honesty” (see below) apply.

HOLIDAYS: This class only recognizes official University calendars. Accordingly, an officially recognized holiday has a specific date. That date does NOT ‘bleed over’ into the previous or following dates. A ‘long weekend’ – for example, Friday, Saturday & Sunday – does NOT justify skipping a scheduled Thursday or Monday class. Skipping for the purpose of ‘stretching out’ a holiday is considered an unexcused absence and will result in a 0.1 point reduction in the final grade per class hour (“Times and Location,” above) missed. The University does recognize religious holidays, but the student is advised that only the specific date of the holiday is covered by University policy: ‘bleeding over’ religious holidays that results in missed classes will also be treated as unexcused absences and result in the standard 0.1 point reduction per class-hour missed.

ATTITUDE: One can’t learn by mere attendance (warm-body theory) or osmosis (passive ‘influence’)! No matter how much Chinese is taught in class, each student is responsible for actively engaging and retaining it on their own. This means that students are expected to listen to presentations, take detailed notes, both answer and

initiate relevant questions, and discuss text passages in a cogent and civil manner. Outside class, students will be expected to prepare texts by neatly annotating them in detail between classes and reviewing classroom notes (especially in preparation for exams), as well as practicing reading the texts aloud. If the class seems 'too difficult,' or 'not challenging enough,' please consider that students in any Chinese class come from highly varied backgrounds. Students should proactively try to shore up the gap between classroom expectations and their own abilities, and contact the instructor whenever the gap seems too great, so that remedial work may be assigned.

RESPONSIBLE SPEECH: UF supports free speech. Nevertheless, inadequately supported challenges, insinuations, innuendos or malicious rumors regarding the class or its members (including the instructor) will be considered disruptive behavior and consequently affect the final grade and/or initiate reporting to UF authorities.

LATE WORK : 'Hand-in' assignments should be handed in directly to the instructor whenever possible. You may hand in assignments through an intermediary at your own risk. Handing-in an assignment does not substitute for class attendance, and vice versa. Assignments (whether hand-ins or scheduled in-class presentations) may be given late without loss of credit only for reasonable extenuating circumstances. 'Reasonable' will be determined by the instructor, not the student, on the assumption that this class is a priority in the student's life. Changes in work schedule or 'conflicts' with other classes do NOT count as extenuating circumstances. Remember, you must fulfill the requirement for class participation, which includes all oral and written work, in order to pass the course.

TEST RETAKES: Test retakes are allowed only in cases of documentable unavoidable circumstances. When they are retaken, they will differ from the test given to the remaining students to insure fairness and avoid accusations of possible 'previewing.'

MAKE-UP WORK: Documentable excused absences do not excuse students from completing classwork (e.g., quizzes, presentations, note-taking) or homework. Documentation only entitles the student to make-up the missed work and submit it at the next class session without penalty. Without documentation, all late work is marked 'fail.' Failed work will, of course, influence the final grade. In the event of unavoidable and/or previously arranged absences, the student is expected to proactively (see 'Proactivity,' below) approach both the instructor and other students regarding the content of the previous class. This is because each class is a dynamic entity, and will often touch upon material – significant material - which the instructor had not originally planned and is liable to subsequently forget. When the student has inquired of his/her classmates regarding the class content, he/she should then take advantage of the instructor's office hours to clarify and arrange for the work to be made up no later than one week from the due date of the original assignment.

ACADEMIC HONESTY: UF's academic honesty policy prohibits "cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication." UF's Honesty Guidelines and Honor Code may be accessed at <http://www.dso.ufl.edu/sccr/currentstudents.php>. Any violation of the Honor Code in any assignment for this course will be prosecuted according to UF policy, which may include failing the class or expulsion (see paragraph IX of the Student Conduct Code).

TESTING: Final testing dates will be according to the online schedule (see above) unless special requests are made well in-advance (at least 2 weeks). Last minute changes will only be accepted with documented evidence (tickets, court-summons, doctor's affidavit, etc). Paper documentation is preferred, but e-mails sent *directly* by the relevant authority to the instructor [*not* the student!] will also be accepted. Cases involving possible cheating or apparently falsified documentation will be referred to University authorities for adjudication. To double-check final test dates and locations see: <http://www.registrar.ufl.edu/soc/201208/finalexamsched.html>

TESTING MATERIALS: All testing materials including testing forms, papers, and answer sheets are to be considered 'secured data.' They may not be kept, exchanged, photographed, photocopied, sent by fax, or reproduced in any other way (e.g., hand-copying, memorization, etc.). Each student is responsible for their own test and answer sheets. If they are found in possession of another student, both students will be recommended to UF administration for further treatment under UF's academic honesty policy.

TEST (=exam') VENUE SECURITY: Book-bags, purses (or other containers), stacks of books or papers, must be stored away from the testing surface and not within reading distance of the test taking area. No 'cribs' or 'writing pads' are allowed during tests or quizzes. Students with writing on the hands will be asked to wash their hands before proceeding with the test. Clothing that carries potentially test-relevant material (Chinese characters, maps, tables, names, etc.) should not be worn to the testing site. Testing materials must not be removed from

the testing venue or 'end up' in possession of students. Materials found outside the venue, whether hard copies or in electronic form, should be reported immediately to the instructor or Chinese department staff or faculty.

'INCOMPLETES': A temporary grade of incomplete will be recorded *only* for those students who have good attendance (3 or fewer absences), good class participation, completion of all assignments and good grades on tests. They must also provide clear evidence for hardship that will prevent their further good performance, and design a plan for completing the course of study with the approval of the instructor, who will turn it in to the department. The student must arrange with the instructor to eventually complete all coursework within the department mandated time frame *before* the grade is changed to whatever the student's performance of all coursework, assignments, and tests merits. Grades of 'Incomplete' automatically lapse into failing grades (i.e., E) if the missing work is not completed according to the department-mandated time frame. In short, don't think of an 'incomplete' as a way to postpone the class to a more convenient time, or to cover up for numerous absences. Better to come to class, do your work, study for tests, and get the best grade you can along with everyone else.

PRIVACY: We should respect each other's privacy, whether student or instructor. For example, everyone knows how annoying it is to have someone peering over one's shoulder while one is reading a private document. This common sense should extend to other electronic materials as well: As a matter of common courtesy, do not share e-mails without the permission of the owner, and do not use any electronic instrument without the owner's permission. Do not assume that because someone has shown you something (whether text, image, video or sound-file; whether on a screen or via e-mail) that you are entitled to or have implicit permission to download, 'capture,' 'screen-shot' or share it in any other form with others. You should obtain permission from the owner/sender before sharing (incl. giving, renting, leasing, or selling) materials with others. This especially applies to the instructor's e-mails and materials stored on the instructor's computer or electronic account, which should all be considered private communications between the instructor and the class released to the class at the instructor's – not the student's – discretion. These may be printed out for your personal one-time use, but should otherwise be considered copyrighted materials. In short, 'don't mess with people's electrons,' and make sure you give or withhold permission explicitly with what you send to others, in order to avoid embarrassing misunderstandings and the spread of unwanted – and sometimes misleading – information.

ACCOMMODATIONS: Students with a *verifiable* need for special accommodations should contact the instructor at the earliest possible opportunity (no later than the second week of class). The need for such accommodations and supporting evidence must be registered with the relevant University department before the instructor can apply accommodations to particular cases (e.g., testing). Students requesting accommodation for *documented* handicaps must register with the Dean of Students Office (<http://www.dso.ufl.edu/drp/>) within two weeks of the beginning of the class. Please arrange with the instructor for more information on the procedure for requesting accommodations.

COUNSELING RESOURCES: Resources available on-campus for students include the following:

- a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- d. Career Resource Center, Reitz Union, 392-1601, career development

RECOMMENDATIONS: It is urged that students get recommendations only from full-time faculty members. Adjunct faculty recommendations simply do not have the authority that full-time faculty recommendations carry. Nevertheless, if one insists in having a recommendation related to this class, a student must have taken at least one complete class previously with the instructor to be considered for recommendation or character witnessing in cases of academic investigations, hearings or affidavits. Only students with near perfect attendance (3 or less absences per term), attentive and cooperative classroom demeanor, consistently excellent (A-level) performance on quizzes, tests and all other assigned reading and work for BOTH the previous AND the current class will be considered for (NOT automatically awarded!) recommendations. Recommendations will in every case be objective and reflect actual student performance, speech and behavior in both classes, and will NOT be 'sweetened' or 'inflated' or falsified in any way, under any circumstances.

PRIORITIZATION CLAUSE: Having work/evaluations due for other classes, outside work, or extra-curricular activities is never an *automatically* valid excuse for absences, tardiness, unacceptable classroom behaviors, late work or poor classroom participation/performance. Your work at UF should matter to you. All classes are equally deserving of each student's full effort in order to reap maximum benefit, whether they are major/minor requirements or electives, and regardless of class meeting times.

ELECTRONICS CLAUSE: A classroom is a more than just a lecture hall where knowledge is poured from one container (the instructor) into another (the students) like tea into so many cups. A classroom is a dynamic social entity. As such, students are expected not only to absorb the instructor's carefully selected and prepared content, but to debate and discuss this content with each other 'live,' that is while speaking, listening, looking and gesticulating at each other. Using computers as a notebook makes this difficult. Moreover, it is difficult for most students to resist the temptation to surf during class, which not only makes classroom learning and discussion impossible for the computer's owner, but also distracts nearby observers as well.

ELECTRONICS & DISTRACTING BEHAVIORS: All electronics must be turned off or put on 'vibrate only' mode during class and/or testing unless specifically permitted by the instructor. Anyone texting and messaging during class without such permission will be asked to leave the classroom and be marked absent for that class period. Anyone engaged in disruptive or disrespectful behavior, such as use of electronics (texting, emailing, web surfing, etc.), eating, drinking, sleeping, pencil tapping or twirling, whispering, gum-smacking, or making egregiously irrelevant, distracting or offensive remarks will be asked to leave the class and be marked absent for the day.

FOOD AND DRINK: No food, drink, (or cigarettes, vapor machines or controlled substances) should be consumed in class. Moreover, if the student is compelled to bring these to class, they should be placed out-of-sight, or on shelf-space away from the learning area.

PROACTIVITY: Every class, even when taught by the same instructor using the same syllabus, is slightly different. This is because each group of students has needs and abilities that differ from those of every other group of students. While the instructor is responsible for adapting to those variations in need and ability, it is the students' responsibility not to add any unnecessary obstacles to the progress of the class. The most common obstacle appears when a student fails to keep up with assigned work. Work handed in late makes it difficult to assess a student's needs and abilities, and can slow the progress of the whole class. Accordingly, students are responsible for handing their assignments in on-time, *immediately* inquiring about material missed when absent from class, and making up quizzes, presentations, homework, papers and other assigned material as soon as possible, *without having to be prompted to do so*. Other things which students should do on their own without prompting is keeping track of their own grades and averages. Students should keep a clear record of their grades in a safe location. All quizzes and tests must be handed back to the instructor in a timely fashion. Any quizzes, tests, papers or other assignments kept by the student runs the risk of the grade becoming an automatic '0.'

ON PARTICIPATION AND CLASS PROGRESS: Everybody's a little different: Some people like to talk a lot. Others like to listen. Some have strong opinions, some don't. In a class situation this results in a problem: The lecture-discussion class is easily dominated by a few voices.

After a while, the non-speakers, and even the instructor will start to 'tune-out,' because the same voices and types of opinions are voiced over and over again. What's worse, the instructor does not know whether or not the other students are keeping up with the course content. The usual reaction to this is to slow down and lecture more.

What's the solution? First, keep up with the pre-class readings. This means reading for content, form, and feeling, so that you will be able to participate in a meaningful class discussion. Next, get engaged with the material. Have a strong opinion about the text. Do you like its message? Its structure? Its imagery? How is it presented? Do you agree or disagree with the author? You need to engage and *have* a clear opinion or question before you can *express* a strong opinion or ask a clear question.

When all the students in a class participate in class Q&A sessions and discussions, the class becomes much more lively. The instructor is also better able to gauge whether or not the students are reading, understanding and engaging with the readings/material. In short, you have a more interesting, fun and effective class for everyone – and that means you!

INSTRUCTOR'S MATERIALS: Materials prepared by the instructor appear in the classroom and in office hours in two forms: In print and as presentations using mechanical or electronic means. All such materials (electronic documents and/or images, whether stored on university computers, or the instructor's portable memory devices) are the instructor's personal property (or those of a third party), and are implicitly protected by copyright law. Their use or display in the classroom is for the benefit of the students attending the class, and should not be considered permission for students or third-parties to copy and/or reproduce those materials for non-class related use outside the classroom. Accordingly, photographing material projected on classroom screens is not allowed without express prior written permission. Moreover, students may not use any computer on which the

instructor is logged-on, or download information from such a computer without prior express written permission from the instructor. It is hoped that student will extend similar cautions with regard to their fellow class- and school-mates electronic devices (hand-held devices, like phones, flash-drives, etc.) and computer accounts.

COURSE CALENDAR: The detailed course calendar will be made available through Canvas during the Second week of Classes. Below is an approximate calendar that will help you get some idea of the progress of the class. Numbers in parentheses indicate the dates at which each reaction paper will be due.

1	M	Aug	21	WRITING Close Reading: What, Why & How?
2	W	Aug	23	Shang Dynasty Oracle Bones (Keightley article)
3	F	Aug	25	Shang Dynasty Oracle Bones: Reconstructing Shang World
4	M	Aug	28	READING QUESTIONS: General Reading Questions
5	W	Aug	30	Zhou Dynasty Bronze Inscriptions 1: Reading Data
6	F	Sept	1	Zhou Dynasty Bronze Inscriptions 2: Reconstructing a General Short Inscription GILES Online Editions of Giles' Gems of Chinese Literature https://archive.org/details/gemsofchineselit00gile GILES Shu-ching (Shujing) "Against Drunkenness"
7	M	Sept	4 No Class	BIRCH Introduction (xxiii-xxxiv) WRITING Romanized Chinese Transcriptions BIRCH Acknowledgments & List of Translators (vii-viii) GILES Book of Poetry (Shih-ching/Shijing) "To a Young Gentleman"
8	W	Sept	6	HOLIDAY
9	F	Sept	8	BIRCH Book of Songs (Shih-ching/Shijing) Introduction (3-4) BIRCH Book of Songs (Shih-ching/Shijing): The Short Love Poems (Poems # 2 3 4 5 7 8 15 16 19 21)
10	M	Sept	11	BIRCH Book of Songs (Shih-ching/Shijing): Poems of Trouble & Retreat (Poems # 6 9 10 11 24 25) BIRCH Book of Songs (Shih-ching/Shijing): Longer Poems (#12 26 27 30 31 32)
11	W	Sept	13	GILES Early Chou (Zhou) Texts & Thinkers: Lao-tzu (Laozi) GILES Early Zhou Texts & Thinkers: Confucian Analects (Lunyu)
12	F	Sept	15	GILES Mid-Chou (Zhou) Historical Commentators GILES Mid-Chou (Zhou) Historians: The Tso-chuan (Zuo Zhuan)
13	M	Sept	18	GILES Mid-Chou (Zhou) Debate on Egoism vs. Altruism GILES Mid-Chou (Zhou) Thinkers: Yang Zhu & Mozi
14	W	Sept	20	GILES Later Chou (Zhou) Confucians: Meng-tzu (Mengzi), Hsun-tzu (Xunzi), & Li Chi/Liji (Tan Gong/T'an Kung)
15	F	Sept	22	GILES Later Chou (Zhou) Taoists: Lieh-tzu (Liezzi) & Chuang-tzu (Zhuangzi)
16	M	Sept	25	BIRCH Chuang-tzu (Zhuangzi) & Others on Death (81-85)
17	W	Sept	27	FLEX DAYS: Review of Reading Methods

18	F	Sept	29	FLEX DAYS: Review of Passage Contents
19	M	Oct	2	Mid-Term Review
20	W	Oct	4	MID-TERM EXAM
21	F	Oct	6 No Class	HOMECOMING
22	M	Oct	9	GILES Transition to Empire: Ch'v Yuan (Qu Yuan), Song Yu (Sung Yu) BIRCH Songs of Ch'u (Ch'u-tz'u/Chuci): Li Sao (49-62)
23	W	Oct	11	BIRCH Songs of Ch'u: Spirits of the Fallen (66) & the Summons Poems (73-80)
24	F	Oct	13	GILES Transition to Empire: Li-chi (Liji) "Ta-hsueh/Daxue" & the Chan-kuo-ts'e (Zhanguoce)
25	M	Oct	16	GILES Transition to Empire: The Legalists Han Fei & Li Ssu (Li Si) & Liu An's Huainan-tzu (Huainanzi)
26	W	Oct	18	GILES The Former Han Dynasty (pp. 59-89) BIRCH Testamentary Edict of Emperor Wen (86-87) BIRCH Wang Ch'ung "A Discussion of Death" (88-92)
27	F	Oct	20	BIRCH Biographies by Ssu-ma Ch'ien (Sima Qian) (93-133)
28	M	Oct	23	BIRCH Biographies by Ssu-ma Ch'ien (Sima Qian) (93-133)
29	W	Oct	25	BIRCH Rhyme-Prose of the Han Dynasty (134-153)
30	F	Oct	27	GILES The Lat(t)er Han, Three Kingdoms, Wei-Chin (Jin) Period Reactions to Orthodoxy BIRCH On Seclusion: Two Letters, a Dream, & a Satire (Period of Division 220-589) (157-166)
31	M	Oct	30	BIRCH Poetry of the Recluse (174-202)
32	W	Nov	1	T'AO YUANMING (Tao Qian, T'ao Ch'ien, Tou Enmei)
33	F	Nov	3	BIRCH Lu Chi (Lu Ji) "Essay on Literature" (203-214)
34	M	Nov	6	GILES Sui-T'ang (Tang): The Flourish & Fall of Internationalism
35	W	Nov	8	TANG POETRY: 18 TANG POEMS BIRCH T'ang Dynasty (618-907): Poets of a Generation 1 (217-241)
36	F	Nov	10 No Class	HOLIDAY
37	M	Nov	13	BIRCH Ta'ng Dynasty: Prose Essays (Han Yu & Liu Tsung-yuan/Liu Zongyuan) (242-259) BIRCH T'ang Dynasty: Poets of a Generation 2 (260-287)
38	W	Nov	15	BIRCH T'ang Short Stories (288-322)
39	F	Nov	17	BIRCH T'ang Short Stories
40	M	Nov	20	BIRCH A Late T'ang Poet: Li Shangyin (323-329)
41	W	Nov	22 No Class	HOLIDAY
42	F	Nov	24 No Class	HOLIDAY
43	M	Nov	27	TANG & SONG: Prose Masters, Liu Yuxi, Bai Juyi, Zhou Dunyi, Su Dongpo etc.

44	W	Nov	29	BIRCH Sung Dynasty (960-1279): Poems in Irregular Meter (333-363)
45	F	Dec	1	BIRCH Two Prose Masters of the Sung Dynasty: Ou-yang Hsiu & Su Tung-p'o (364-384)
46	M	Dec	4	BIRCH Fan Ch'eng-ta from "A Rural Sequence" (385-388)
47	W	Dec	6	FINAL EXAM REVIEW
48	F	Dec	8 No Class	READING DAY
49	M	Dec	11 No Class	EXAM DAY
50	W		13	FINAL EXAM DAY

IMPORTANT DATES

<https://catalog.ufl.edu/ugrad/1617/Pages/adfall1718.aspx>