

**CHINESE CULTURE**  
Spring 2018: CHT 3500, Sect 5233

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Instructor: Dr. XIAO Ying, [yx241@ufl.edu](mailto:yx241@ufl.edu)  
<http://languages.ufl.edu/people/faculty-alpha/ying-xiao/>

Class Meeting: MWF4 (10:40-11:30 am), PSY0130

Office Hours: Mon 8:30-10 am, Wed 4-5 pm, or by appointment  
Pugh Hall 306, 352-392-6539

\*The syllabus is subject to change according to the needs of the class and upon the instructor's notification.

**Course Description**

As an introductory survey to Chinese culture, this course aims to provide a wide-ranging look at Chinese culture and society and explore various topics such as history, philosophy, politics, gender, ethnicity, arts, film, and music. In particular, this course will examine the cultural and arts traditions of China and how they have been adapted into modern day contemporary life. Students are expected to attend and fully participate in lectures, talks, screenings, exhibitions, and a variety of curricular activities. The class will give students the privilege to experience the culture and interact with leading scholars, critics, and artists to gain a more complete and in-depth understanding of Chinese culture and society.

**Required Textbooks**

Schirokauer, Conrad and Miranda Brown. *A Brief History of Chinese Civilization*, 2<sup>nd</sup> edition. Belmont, CA: Wadsworth/Thomson Learning, 2006.

Paul S. Ropp. *Heritage of China: Contemporary Perspectives on Chinese Civilization*. Berkeley & Los Angeles: University of California Press. 1990. (library e-book)

<http://eds.b.ebscohost.com/eds/ebookviewer/ebook/bmxlYmtfXzEwMDkzX19BTg2?sid=df223f97-6d5e-476b-abc0-0274f8ba7cb7@sessionmgr102&vid=1&format=EB&rid=1>

Other required readings can be accessed through ARES, UF Libraries Course Reserve System.

This class also utilizes E-learning in Canvas to facilitate class communication, distribute and submit course documents & assignments, and share links, videos, music, and other media. Be sure to check E-learning class page each week for updates and announcements.

For the duration of the semester, students are encouraged to refer to

[http://guides.uflib.ufl.edu/Chinese\\_Culture](http://guides.uflib.ufl.edu/Chinese_Culture)

for guidance and advice on your essays and general research on China.

**Course Requirements**

- 1) Attendance—15%.
- 2) Class Participation—5%.
- 3) Presentations—10%.
- 4) Quizzes (2 × 5%)—10%.
- 5) Exams (2 × 20%)—40%.
- 6) Final Research Paper—20%.

**Due Dates**

Quizzes 01/31/2018 & 04/13/2018

Exams 03/02/2018 & 04/23/2018

**Grading**

- The final grade will be based on each student's individual performance and his/her fulfillment of the course requirements, as stipulated in the syllabus.
- The same course rules and expectations apply **equally** to all students—no student is entitled to special consideration or unique treatment. Other extraneous or irrelevant factors, including student's personal desires or expectations about grades, will not be taken into account. Students should also not expect retroactive changes or other forms of grade modification.
- Students should take all assignments and other course requirements very seriously. No incomplete grades will be given, except in very exceptional circumstances, in which case the students should contact the instructor no later than a week before the last day of classes.

**Grading Scale**

A=93-100%; A-=90-92%; B+=87-89%; B=83-86%; B-=80-82%; C+=77-79%; C=73-76%; C-=70-72%; D+=67-69%; D=63-66%; D-=60-62%; E=below 60%. S is equivalent to C or better.

**Passing Grades and Grade Points**

According to university guidelines, letter grades will convert to GPA as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = .67; E = 0; WF = 0; I = 0; NG = 0; S-U = 0

“Students must earn a grade of C or higher to meet their major, minor, or General Education requirements. The S-U option is not counted toward their major or minor degree, nor General Education requirements.”

For more information on grades and grading policies, please visit:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students are responsible for maintaining duplicated copies of all work submitted and all returned work in this course. Should the need for a review of the grade arises, it is the student's responsibility to make available all work and documentation.

**Attendance and Make-up Policy—15%**

Attendance in class and at all the curricular activities is **mandatory** and attendance will be recorded. After add/drop, starting from your second unexcused absence, **half a point** will be deducted from your grade for **each** unexcused absence. Since late arrivals and leaving the class early (for more than ten minutes) disrupt the class, it will be counted as **a half absence** if without legitimate reasons. Heavy workloads and neglected schedules will NOT be considered “excused absences.” Absences will be only excused in accordance with UF policy. Make-ups and late papers will NOT be accepted unless mitigating circumstances are declared, which requires appropriate documentation for consideration. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

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

Please note, each FOUR unexcused absences will result in a decrease of a level of grade from the final grade in the course (e.g. from B+ to B). TEN unexcused absences will result in a **failing grade**.

For an excused absence: You need to contact the office of the Dean of Students at [dsocares@dso.ufl.edu](mailto:dsocares@dso.ufl.edu) by email or call 352-294-2273 to request assistance by phone. The office of the Dean of Students will alert your instructor and certify the related documentation.

### **Class Participation—5%**

Participation in class discussion is important and will affect your overall grade. Students are expected to accomplish the class assignments in a timely fashion, to actively engage with the course materials including readings and viewings, and furthermore to share and communicate their observations and reflections with others. Failure to meet any of these expectations will not only impair your own education and final grades, but also the whole class performance. We expect that everyone who enrolls in this course to be prepared to partake in this “discussion platform.” Thus, your grade of performance will be assessed by the quality and quantity of your contributions to the class along the following rubrics:

#### **➤ Class Participation Scoring Guide**

**5** Students always take a voluntary, thoughtful, and active role in their own learning, challenging themselves on a daily basis. Through participation and inquiry, they consistently demonstrate a genuine desire to learn and share ideas with the teacher and their classmates. They initiate discussions, ask significant questions, and act as leaders within the group. They are willing to take challenge, to assert an opinion and support it, and to listen actively to others. These students are always well prepared to contribute to the class as a result of having thoughtfully completed assignments, and the thoroughness of their work demonstrates the high regard they hold for learning.

**4** Students consistently take an active role in their own learning. They participate regularly in class discussions and frequently volunteer their ideas, ask thoughtful questions, and defend opinions. They listen respectfully to their classmates and are willing to share ideas as a result of having completed assignments. Though never causing disruption to the class, these students do not always demonstrate a consistent commitment to make the most out of our class time each and every day.

**3** Students sometimes take an active role in their own learning, sharing relevant ideas and asking appropriate questions. Although reluctant to take challenge, they contribute regularly to class discussions. These students listen to their classmates and respect their opinions. As a result of having completed assignments, these students are prepared to answer questions when called upon. They may need occasional reminders to stay on task, to make the most of our class time, and to increase their level of commitment to the course.

**2** Students occasionally take an active role in their own learning. They participate and ask questions infrequently. They hesitate to share their ideas or to take challenge, and

they may not always listen to or respect the opinions of others. These students usually participate only when called upon. As a result of assignments being sometimes incomplete or missing, they may not be prepared to answer thoughtfully with detail or substance. These students need regular reminders to stay on task, and a conference with the teacher and parent(s) is required to re-establish the expectations for participation.

**1** Students rarely take an active role in their own learning. They often do not participate and rarely share ideas or ask questions. These students display poor listening skills, and they may be intolerant of the opinions of others. As a result of being unprepared for or disengaged from class, these students often refuse to offer ideas even when called upon. These students are more of a liability than an asset to the overall progress of the class, and a conference with the grade-level administrator and parent(s) is required to re-establish classroom expectations and identify clear consequences for inappropriate participation.

Student with an exceptional participation performance may be awarded an extra 1 bonus point. All these points are entirely based on the instructors' discretion, and the final assessment will take into account both the quantity and quality of individual student's participation in classroom discussions, as well as all other elements of coursework.

### **Presentations—10%**

There are two presentations for this course (5% each). 1) Students are asked to select one article/chapter from our reading list to conduct an oral report in class. The presentation should be 10-12 minutes each, summarizing the key points of the article and relating it to our class discussions, talks, or screenings. The date of your presentation would roughly correspond to the specific schedule when the reading is assigned to, but may be adjusted according to the need of the class. 2) In addition, students are expected to work collaboratively to give one group presentation on an assigned topic during the semester. It is suggested group presentation being conducted in PPT with well-organized audiovisual captures. Further details and specific guidelines will be announced in class. For both assignments, a brief written summary is also due on the day of your presentation.

### **Quizzes—10%**

Two short quizzes (5% each, the first on geography and the second on chronology/key dates) will be conducted in class.

### **Exams—40%**

There are two exams for this course (20% each). These are straightforward content questions and important themes we cover in class and addressed in your readings and viewings. Attention to our discussions and engagement with our course materials are the basis for successful accomplishments of the exams. Further details and specific guidelines will be announced prior to the exams.

### **Final Research Paper—20%**

At the end of the semester, you should be able to incorporate our discussion and move further to conduct some independent research on the basis of the methods and materials adopted in class. Therefore, in the final paper, you would have TWO options:

A) You can develop a final research project of your own interest with a consultation and approval by your instructor. The final paper is a 10 page or longer research paper (no less than 8-page main text and a minimum of one-page bibliography, 12 font, double-spaced, MLA or Chicago style) on a specific topic that speaks to your particular interest and demonstrates your engagement with the class materials and the caliber of research and critical thinking.

**OR**

B) You may opt to write *two* short analytical essays (5 pages each with references, 12-point font, double-spaced, MLA or Chicago style) on the given topics I provide in lieu of a single long research paper.

For both, please be aware that you are expected to write a coherent, cogent, and thoughtful academic paper showing your serious engagement with the topic. It should relate to the course, go beyond and enhance your understanding of the class materials as it comes at the end of the semester learning. Your paper will be evaluated for its clarity, coherence, research substantiality, focus of argument and effectiveness in your use of primary and secondary sources in support of your thesis. Further details and specific guidelines will be distributed later as the assignment comes closer. Individual appointment with the instructor to discuss the topic selection and project progress is highly recommended.

**Important Classroom Etiquette**

All cell phones and hand-held devices must be silenced and off the desk during class time. Laptops and ipads are allowed to be used for the purpose of our class only. Should I see that you use your electronic device at any point during class time for any activity not related to the course materials or note-taking on this course, you will be counted as absent that day. If you receive three warnings, your use of electronic media will be banned for the rest the semester.

**Accommodation for Students with Disabilities**

“Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.”

**Honesty Policy**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the university, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor and Student Conduct and Conflict Resolution (SCCR) in the Dean of Students Office.

Your paper should be properly cited if drawing from other sources. TurnItIn is adopted in the class to assess the originality of the submitted papers.

### **Online Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Counseling and Wellness Center: 392-1575,

<http://www.counseling.ufl.edu/cwc/Default.aspx>

University Police Department: 392-1111 or 9-1-1 for emergencies

Disability Resource Center: <http://www.dso.ufl.edu/drc/>

Grades: <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Student Responsibilities:

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>

### **Policy for Requesting a Letter of Recommendation**

- I only write letters of recommendation for top students (B+ and above) in my classes; and
- I only write letters of recommendation for students who have finished at least one course with me.
- If I agree to write one, then you need to download the Release for Letter of Recommendation from the following link to Office of the University Registrar:

<https://registrar.ufl.edu/pdf/ferparelease.pdf>

You can print it out, fill it out, sign it, and return it to me before I can write a letter. This is a university-wide requirement. I need to have a time period of no less than *three* weeks before your requested deadline in order to write a proper supporting letter on your behalf.

### **Class Schedule:**

#### **Week 1 (01/08-01/10-01/12) Introduction**

Talk/Screening/Exhibition/Field Trip: *China From Above* (National Geographic Channel)

Reading:

--This syllabus

#### **Week 2 (01/17-01/19) China as Place, Nation, and Concept**

Talk/Screening/Exhibition/Field Trip: *Beijing 2008 Olympic Opening Ceremony* (NBC, 2008)

Reading:

--*A Brief History of Chinese Civilization*, chapter 1

#### **Week 3 (01/22-01/24-01/26) Chinese People, Identity, and Lifestyle**

Reading:

--*A Brief History of Chinese Civilization*, chapter 2

**Week 4 (01/29-01/31-02/02) Ancient China and the Origins of Chinese Civilization**

Talk/Screening/Exhibition/Field Trip: *Hero* (dir. Zhang Yimou, 2002)

Reading:

--*A Brief History of Chinese Civilization*, chapter 3

--“Western Perceptions of China from the Late Sixteenth Century to the Present,”

*Heritage of China*, pp. 1-14.

**Quiz 1: 01/31**

**Week 5 (02/05-02/07-02/09) Religion, Thought, and Cultural Practice**

Reading:

--*A Brief History of Chinese Civilization*, chapter 4

--“The Confucian Tradition in Chinese History,” *Heritage of China*, pp.112-137

**GP 1: Belief, Ritual, and Tradition**

**Week 6 (02/12-02/14-02/16) Imperial China and the Golden Age of Chinese Civilization 1**

Talk/Screening/Exhibition/Field Trip: *Mulan* (dir. Barry Cook and Tony Bancroft, Disney Pictures, 1998)

Reading:

--*A Brief History of Chinese Civilization*, chapter 5

**Week 7 (02/19-02/21-02/23) Imperial China and the Golden Age of Chinese Civilization 2**

Reading:

--*A Brief History of Chinese Civilization*, chapter 6 & 7

**Week 8 (02/26-02/28-03/02) Late Imperial/Pre-modern China**

Reading:

--*A Brief History of Chinese Civilization*, chapter 8

**Midterm Exam: 03/02**

**Week 9 Spring Break**

**Week 10 (03/12-03/14-03/16) The Qing Empire and China’s Encounter with the Modern World**

Reading:

--*A Brief History of Chinese Civilization*, chapter 9 & 10

**GP 2: Food, Life, and People**

**Week 11 (03/19-03/21-03/23) The Fall of the Chinese Empire and the East-West Clashes**

Readings:

--*A Brief History of Chinese Civilization*, chapter 11 & 12

**Week 12 (03/26-03/28-03/30) War and Revolution in Republican China**

Talk/Screening/Exhibition/Field Trip: *The Last Emperor* (dir. Bernardo Bertolucci, 1987)

Readings:

--*A Brief History of Chinese Civilization*, chapter 13

--Hans J. van de Ven, "War in the Making of Modern China," *Modern Asian Studies* 30.4 (Oct. 1996): 737-756.

**Week 13 (04/02-04/04-04/06) Women, Gender, and Sexuality**

Reading:

--"Women, Marriage, and the Family in Chinese History," *Heritage of China*, pp. 197-223.

--"Chinese Economic History in Comparative Perspective," *Heritage of China*, pp. 224-241.

--"Modern Chinese Social History in Comparative Perspective," *Heritage of China*, pp. 242-262.

**GP 3: Theater, Literature, and Visual Art**

**Week 14 (04/09-04/11-04/13) Politics, Social Change, and the People's Republic of China**

Talk/Screening/Exhibition/Field Trip: *To Live* (dir. Zhang Yimou, 1994)

Readings:

--*A Brief History of Chinese Civilization*, chapter 14, 15 & Afterword

**Quiz 2: 04/13**

**Week 15 (04/16-04/18-04/20) Art, Popular Culture, and China in the Present and into the Future**

Talk/Screening/Exhibition/Field Trip: Jason Steuber, the Harn Museum, Cofrin Curator of Asian Art, 04/20, 3-4pm meet in the Harn Museum for a field trip and guided tour

Reading:

--"Chinese Art and Its Impact on the West," *Heritage of China*, pp. 263-293.

--King, Anthony D. and Abidin Kusno, "On Be(ij)ing in the World: 'Postmodernism,' 'Globalization,' and the Making of Transnational Space in China," in *Postmodernism & China*, eds. Arif Dirlik and Xudong Zhang, Durham and London: Duke University Press, 2000, 41-67.

--Liu, Kang, "Popular Culture and the Culture of the Masses in Contemporary China," in *Postmodernism & China*, eds. Arif Dirlik and Xudong Zhang, Durham and London: Duke University Press, 2000, 123-144.

**Week 16 (04/23-04/25) Final Exam, Discussion, and Review**

**Final Exam: 04/23**

**GP 4: Music, Popular Culture, and Globalization**