

CHT 3500 (Section 28916)

Chinese Culture

University of Florida [3 credits] Fall 2024

TIME: T Period 5-6 (11:45 AM - 1:40 PM) Th Period 6 (12:50 PM-1:40 PM)

PLACE: Anderson 13 (<https://campusmap.ufl.edu/#/index/0007>)

Class Dates 8/22/24 - 12/04/24

Instructor: Stephan N. Kory ("Steve") 柯思迪

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Office Hours: T 1:50- 2:50 / Th 1:45-3:45 or by appointment

Primary General Education Designation: Humanities (H) ([area objectives available here](#))

Secondary General Education Designation: International (N) ([area objectives available here](#))



COURSE DESCRIPTION

This course features an interdisciplinary survey of Chinese civilization and culture. It introduces China's return to the status of world power, carefully investigates how this return is connected to China's cultural past, and actively questions the notions of "China" and "culture" as they are defined by the modern fields of sinology and cultural studies. By investigating and comparing different regions and aspects of China's past and present, from diverse disciplinary perspectives, and using both primary and secondary sources, students will develop and demonstrate knowledge of the diverse traditions, institutions, texts, and practices that have shaped "Chinese culture" over time.

COURSE OBJECTIVES

By the conclusion of the course, it is expected that students will be able to:

1. analyze how ideas are represented, interpreted, or valued in various expressions of culture.
2. analyze and critique primary and secondary written, visual, and media sources using comparative and interdisciplinary perspectives and theories.
3. demonstrate their ability to analyze one or more issues relevant to Chinese culture using different disciplinary approaches.
4. demonstrate their ability to describe the diversity and complexity of Chinese culture.
5. identify, describe, and analyze at least one contemporary or historical cultural or scientific issue they regard as defining the topic.
6. articulate informed perspectives on the early development, transmission, and regional variation of culture in China.

All outcomes will be assessed in class discussions, class presentations, quizzes, a film review, and a final topic of interest paper.

REQUIRED TEXTBOOKS

All three texts must be in hand by the first day of class!

- [1] Ropp, Paul S. *Heritage of China: Contemporary Perspectives on Chinese Civilization*. Berkeley: University of California Press, 1990.
[ISBN: 978-0520064416]
- [2] Schirokauer, Conrad and Miranda Brown. *A Brief History of Chinese Civilization*. 4th ed. Belmont, CA: Wadsworth/Cengage Learning, 2012/2013.
[ISBN-10: 0495913235] [ISBN-13: 978-0495913238]
- [3] Wasserstrom, Jeffrey N. and Maura Elizabeth Cunningham, *China in the 21st Century: What everyone needs to know*. 3rd ed. New York: Oxford University Press, 2018.
[ISBN: 9780190659080]

All other reading are accessible via links in the syllabus or through Canvas (Files/Readings).

OTHER RESOURCES

<https://www.cia.gov/the-world-factbook/countries/china/>
<https://www.countryreports.org/country/china.htm>
<https://www.britannica.com/place/China>
<https://factsinstitute.com/countries/facts-about-china/>
http://afe.easia.columbia.edu/timelines/china_timeline.htm

Graded Work [1-7] (100% or 1000/1000 points)

[1] Regular Class Participation	(10%)
[2] News Reports (2)	(5%)
[3] Weekly Postings (10)	(25%)
[4] Reading Quizzes (4)	(10%)
[5] Teaching Presentation (1)	(10%)
[6] Map and Dynasty Quiz	(10%)
[7] Term Paper (Bibliography 5%; Presentation 5%; Paper 20%)	(30%)

[1] Regular Class Participation

(10%)

Based on consistent informed, thoughtful, attentive, courteous, and professional engagement with class materials, fellow students, and instructor in class. Participation will be formally assessed based on the rubric at the end of the syllabus. Students are expected to prepare for the reading assignment prior to the date that is marked in the syllabus and generate at least one question about the reading for discussion in class. Everyone is expected to actively participate in the discussion. You will be asked to share your questions (and responses), so be ready.

[2] News Reports (x2)

(5%)

Most Tuesdays, students will report on a piece of news from China today. The news article or clip must come from a reputable, peer-reviewed news source (no blogs, editorials, or personal websites) and must report on a piece of news that you can link to China's past (before 1950). Begin your ~2 minute report with information about *the source* (e.g., author; publication; date), then briefly summarize it, offer an opinion, explicitly state how you are linking it to the past, and take at least one question from the class. Once again, [1] source, [2] summary, [3] opinion, [4] link it to the past, and [5] take questions. Everyone will deliver TWO reports. This is a fully oral assignment. No need to turn anything in.

[3] Weekly Posting

(25%)

10 response postings are due on Fridays over the course of the semester (from Week 2). They should be submitted to each of the Weekly Posting links. Postings should be one to two paragraphs in length (**about 200 words**) and reflect a thoughtful engagement with one or more of the assigned readings for that week. They will be graded on a five-point scale as follows:

0 - No posting submitted.

1 - Posting is "very poor," i.e., extremely short and of low quality

2 – Posting has missed the main points of the reading/is too short/is poorly written

3 – Posting is acceptable. Demonstrates some understanding of some of the reading, but also major misunderstandings with unclear writing.

4 – Posting is good. Addresses the main points of the text and expresses them reasonably well.

5 - Posting is excellent. Understands the main points of the text, addresses the topic thoughtfully, and expresses its points eloquently.

Please note that writing longer postings does not guarantee any extra points. You are welcome to submit up to twelve postings. **The score of the lowest two postings will be dropped.** Late postings will be deducted one point per day from the due date. The posting is due by 12:01 AM on Friday (i.e., late Thursday night).

[4] Reading Quizzes

(10%)

Four reading quizzes about the assigned reading for the day will be administered at random in class over the course of the semester. They are meant to help keep you on track with your reading. I commonly ask two or three general questions about the readings we've done for class (no microscopic details, just a way to make sure you are doing the reading). Quizzes can only be made up or taken early in the case of documented or pre- approved absences.

[5] Teaching Presentation**(10%)**

Each student is required to make TWO five-minute presentations about the assigned readings for TWO different classes (at least three weeks apart). Provide a critical analysis of each assigned reading (What is the thesis? How well is it defended? What are the main points?) and present the class with at least one discussion question on each one. Field a few questions as well. A sign-up sheet can be found at Canvas/Pages. Everyone should be prepared to do this every class (at least 1 question per reading).

[6] Map and Eras Quiz**(10%)**

Fundamental to any study of China is a basic understanding of its geography and time periods. Your knowledge of provinces, major cities, and other physical entities—along with the names and order of kingdoms, dynasties, and eras—will be assessed in this twenty-minute quiz.

[A] Enter 30 geographical terms on a blank map of China (10 provinces; 10 cities; 10 other [e.g., mountains, rivers, lakes, deserts]).

[B] List 12 kingdoms, dynasties, or eras in chronological order + a single memorable fact about each one.

[7] Term Paper (Bibliography 5%) (Presentation 5%) (Paper 20%)**(30%)**

The topic of term paper must link some aspect of present-day Chinese culture to some aspect of China's past. Look over the whole syllabus very carefully before you choose a potential topic. Also look through the bibliographies in our textbooks. Don't be afraid to leap into the unfamiliar, uncomfortable, or unknown, but try to explore potential topics as much as you can before your initial proposal. The topic of interest paper should strike a balance between information and interpretation and must clearly address some aspect of Chinese culture, past and present. You must articulate a clear thesis, defend that thesis, and conclude. In our course, a thesis includes both a concisely articulated question, argument, or insight; and a concisely articulated plan for how you will answer the question, defend the argument, or illustrate the insight. For example, "Blueberries are the best fruit. I will use medical research, social surveys, and sales statistics to defend this claim." Or "The present study critically investigates and compares medical studies, social surveys, and sales statistics to argue that blueberries are the best fruit." Once again, an argument *plus a plan*. Your paper should perfectly reflect this plan in its body (section divisions are encouraged) and should end with a conclusion. Be *conservative and conformist* in presentation, but *bold and critical* in content. The topic of interest paper must be at least seven but no more than nine pages (including notes and a bibliography). Additional details on formatting and citation methods can be found on our Canvas course page under "Files" (Chinese Studies Style Guide). The assignments listed below are meant to help guide you toward a successful paper. The term paper will be **due Dec. 11**. Late papers will not be read or graded unless permission is given beforehand.

(A) Present a topic and thesis (oral). Due 10/24.

(B) Based on your preliminary research, clearly and concisely articulate a working title and thesis for your term paper. Then, compile and briefly annotate a bibliography of at least five *peer-reviewed sources* (What is the thesis of each work? How do you plan to use the work?) List them in alphabetical order based on the author's last name. Use WorldCat, JSTOR, and Academic Search Premier, and list each work using the style found in our UF Chinese Studies Style Guide (written). Due 11/12.

- (C) Present your title and thesis in class and answer at least two questions (~5 mins.). Due 12/3.
 (D) The topic of interest paper should be 6-8 double-spaced 1-inch margin 12 pt. font pages (including footnotes/endnotes and bibliography). Due. 12/11.

Abbreviated Schedule

Th 8/22	[C1] Introduction		T 10/15	[C16] Ming	NEWS 7
T 8/27	[C2] Elementary Forms and China in Antiquity		Th 10/17	[C17] East Asia + Europe	POSTING 8
Th 8/29	[C3] China in Antiquity	POSTING 1	T 10/22	[C18] Qing & Western Intrusion	NEWS 8
T 9/3	[C4] Classical Thought	NEWS 1	Th 10/24	[C19] Western Intrusion	THESIS 1/POSTING 9
Th 9/5	[C5] Conf. Classicism	POSTING 2	T 10/29	[C20] End of the Imperium	NEWS 9
T 9/10	[C6] The Classics	NEWS 2	Th 10/31	[C21] Women and Family	POSTING 10
Th 9/12	[C7] Cosmology	POSTING 3	T 11/5	[C22] Nationalist China	NEWS 10
T 9/17	[C8] Early Imperial Period	NEWS 3	Th 11/7	[C23] China Under Mao	POSTING 11
Th 9/19	[C9] Religion in China	POSTING 4	T 11/12	[C24] Mao the Man	BIBIOGRAPHY
T 9/24	[C10] Religion in China	NEWS 4	Th 11/14	[C25] China Since Mao	POSTING 12
Th 9/26	[C11] Period of Disunity	POSTING 5	T 11/19	[C26] China Since Mao	
T 10/1	[C12] Sui and Tang	NEWS 5	Th 11/21	[C27] China Today?	
Th 10/3	[C13] Tang Literature	POSTING 6	T 12/3	[C28] Conclusions/Evaluations	PRESENTATIONS
T 10/8	[C14] Song	Map-Era QUIZ/NEWS 6			
Th 10/10	[C15] Th Yuan	POSTING 7			Final Paper due Dec. 11

Daily Schedule

All readings and assignments are due before the classes they are listed under. All readings, except those from our three required textbooks (see above), are accessible via links on Canvas.

Week 1

Th 8/22 [CLASS 1] Introduction

- [1] Wang, “The US Founders and China: The Origins of Chinese Cultural Influence on the United States,” <<https://www.asianstudies.org/publications/ea/archives/the-us-founders-and-china-the-origins-of-chinese-cultural-influence-on-the-united-states/>> (accessed 8/10/24). Note that this article contains numerous long quotes from **Benjamin Franklin**.
 [2] Tolstoy, “On Popular Education and Cultural Formation,” <<https://www.panarchy.org/tolstoy/education.html>> (accessed 8/10/24).
 [3] Read the whole *syllabus*, which is posted on our Canvas page under “Files.”

Week 2

T 8/27 [CLASS 2] Elementary Forms of Chinese Culture

- [1] Mair et al. eds. *Hawai'i Reader in Traditional Chinese Culture*, 1-7.
 [2] Ropp, *Heritage of China*, 15–54 (David N. Keightley).
 [3] Nienhauser, Jr. et al., trans. *The Grand Scribe's Records*, 1:1–9.

Th 8/29 [CLASS 3] China in Antiquity

- [1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 1–22.
 [2] Keightley, *Sources of Shang History*, 1–2.
 [3] Mair et al. eds. *Hawai'i Reader in Traditional Chinese Culture*, 8-17.
 [4] Owen, ed. and trans., *An Anthology of Chinese Literature*, 11–18.

WEEKLY REPORT 1

Annual “Crack Party” 5:15 PM. Front of Pugh Hall. [We will be cracking turtle and bovine bone ... or at least trying. Hardwood is an issue.]

Week 3

T 9/3 [CLASS 4] Turbulent Times and Classical Thought

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 23–45.

[2] Eno, “Schools of Thought in Early China,” CHINATXT.

[3] Eno, “*The Spring and Autumn Annals*,” CHINATXT.

NEWS

Th 9/5 [CLASS 5] Confucian Classicism

[1] Eno, “The Confucian School,” CHINATXT.

[2] Wasserstrom and Cunningham, *China in the 21st Century*, 1–22.

[3] Eno, “The Analects of Confucius: A Teaching Translation,” 1-13 (Books 1-3).

WEEKLY REPORT 2

Week 4

T 9/10 [CLASS 6] The Classics

[1] Eno, “*The Yijing*,” CHINATXT. (*memorize the eight trigrams and names on page 2)

[2] Smith, trans. “The Great Commentary (Dazhuan 大傳),” 1–28.

NEWS

Th 9/12 [CLASS 7] Cosmology (Macro- and Micro)

[1] Shaughnessy, “Calendar and Chronology,” 19–24.

[2] de Bary, “Han Views of the Universal Order,” 346–352.

[3] Ropp, ed. *Heritage of China*, 164–196 (Nathan Sivin).

[4] Andrea and Overfield, *The Human Record*, 1:120-121. (HumanRecordReading1).

WEEKLY REPORT 3

Week 5

T 9/17 [CLASS 8] The Early Imperial Period

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 46–73.

[2] Ropp, ed. *Heritage of China*, 55–69, 84-85 (Jack L. Dull).

[3] Wasserstrom and Cunningham, *China in the 21st Century*, 23–28.

[4] Andrea and Overfield, *The Human Record*, 1:133–137. (HumanRecordReading2)

NEWS

[Suggested] Eno, “The Qin Revolution,” CHINATXT.

Th 9/19 [CLASS 9] Religion in China (Past)

[1] D. C. Lau, trans., *Tao te ching*, 5-14.

[2] Bokenkamp, *Early Daoist Scriptures*, 1–2, 6–7, 8, 9–27.

[3] Eno, “Basic Structures of Buddhism,” CHINATXT, 1–11.

[4] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 86–91, 96–97, 111–116.

[5] Ropp, ed. *Heritage of China*, 138–150 (T.H. Barrett).

WEEKLY REPORT 4

Week 6

T 9/24 [CLASS 10] Religion in China (Present)

[1] Ropp, ed. *Heritage of China*, 150–163 (T.H. Barrett).

[2] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 359–360.

[3] Zizek, “How China Got Religion,” *New York Times*, Oct. 11, 2007.

[4] Goossaert and Palmer, *The Religious Question in Modern China*, 393–404.

[5] The PRC State Council Information Office, “China’s Policies and Practices on Protecting Freedom of Religious Belief” (Religion White Paper) (April 2018)

<<http://www.scio.gov.cn/zfbps/32832/Document/1626734/1626734.htm>> (accessed 11/19/21).

NEWS

Th 9/26 [CLASS 11] China During the Period of Disunity

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 81–85, 91–98.

[2] Eno, “Intellectual Trends of the Early Six Dynasties Period,” CHINATXT.

[3] de Bary, Bodiford, and Dykstra, eds. *Sources of Japanese Tradition*, 3–10.

WEEKLY REPORT 5

Week 7

T 10/1 [CLASS 12] The Cosmopolitan Civilization of the Sui and Tang (581–907)

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 99–111, 116–117, 124–126.

[2] Eno, “Tang Culture,” CHINATXT.

[3] Lewis, *China's Cosmopolitan Empire*, 5–29.

[4] McColl, “Understanding the Geography of China,”

<<https://asiasociety.org/education/understanding-geography-china>> (accessed 9/21/21).

NEWS

[Suggested]

Twitchett, *The Cambridge History of China, 3: Sui and T'ang*.

Benn, *China's Golden Age: Everyday Life in the Tang*.

Oakes, “China's Provincial Identities,” *Journal of Asian Studies* 59.3 (2000): 667–692.

Th 10/3 [CLASS 13] Tang Literature

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 118–124.

[2] Ropp, ed. *Heritage of China*, 294–308 (Stephen Owen).

[3] Eno, “A Short Selection of Tang Poems,” CHINATXT.

WEEKLY REPORT 6

Week 8

T 10/8 [CLASS 14] China During the Song

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 127–158.

[2] Eno, “**Song Dynasty Culture: Political Crisis and the Great Turn,**” CHINATXT.
NEWS

[Suggested] Ropp, ed. *Heritage of China*, 224–241 (Albert Feuerwerker).

Th 10/10 [CLASS 15] The Mongol Empire and the Yuan Dynasty

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 159–180.

[2] Man, *Genghis Khan*, 1-9.

[3] Andrea and Overfield, *The Human Record*, 1:388–398. (HumanRecordReading3)

WEEKLY REPORT 7

[Suggested] Gernet, *Daily Life in China*, 144–167.

Week 9

T 10/15 [CLASS 16] The Ming Dynasty (1368–1644)

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 181–207.

[2] Andrea and Overfield, *The Human Record*, 2:129-132. (HumanRecordReading4)

[3] “The Butterfly Lovers” <<https://www.youtube.com/watch?v=Plzcn2MbAfM>> (accessed 9/21/21).

[4] Zhang, “The Chinese Legend of the Butterfly Lovers.” TED-Ed. March 2022,
<https://www.ted.com/talks/lijun_zhang_the_chinese_legend_of_the_butterfly_lovers?language=en> (accessed 8/11/24).

NEWS

In class: Michael Wood, *Story of China: The Ming (Episode 4)* (PBS) (56m 48s)

Th 10/17 [CLASS 17] East Asia and Modern Europe: First Encounters

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 208–222.

[2] Ropp, ed. *Heritage of China*, 1–14 (Jonathan Spence).

[3] Andrea and Overfield, *The Human Record*, 2:235–238. (HumanRecordReading5)

WEEKLY REPORT 8

Week 10

T 10/22 [CLASS 18] The Qing Dynasty

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 223–276.

NEWS

Th 10/24 [CLASS 19] Internal Crisis, and Western Intrusion (2)

[1] Wasserstrom and Cunningham, *China in the 21st Century*, 28–49.

[2] Three Primary Readings Dealing with the Opium War/s (see link or file).

WEEKLY REPORT 9

TOPIC and THESIS due

Week 11

T 10/29 [CLASS 20] China: Endings and Beginnings (1894–1927)

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 277–300.

[2] Lu Xun, “Kong Yiji,” trans., Eno, CHINATXT.

NEWS

Th 10/31 [CLASS 21] Women and Family [CLASS 22]

Ropp, ed. *Heritage of China*, 197–223 (Patricia Ebrey).

WEEKLY REPORT 10

Week 12

T 11/5 [CLASS 22] China Under the Nationalists

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 301–324.

[2] Andrea and Overfield, *The Human Record*, 2:368-372, 460-463. (HumanRecordReading6)

NEWS

Th 11/7 [CLASS 23] China Under Mao (1949–1976)

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 325–346.

[2] Wasserstrom and Cunningham, *China in the 21st Century*, 49–72.

[3] Chang and Halliday, *Mao*, 565– 578. (“Maoism Falls”).

WEEKLY REPORT 11

Week 13

T 11/12 [CLASS 24] Mao the Man

[1] Mao Zedong, “Report on an Investigation of the Peasant Movement in Hunan,” 125–131. See also Marxists.org <https://www.marxists.org/reference/archive/mao/selected-works/volume1/mswv1_2.htm> (accessed 9/21/21).

[2] Andrea and Overfield, *The Human Record*, 2:466-467. (HumanRecordReading7)

[3] Li, *The Private Life of Chairman Mao*, 3–14.

NEWS

ANNOTATED BIBLIOGRAPHY due.

In class: Jay Rosenblatt, *Human Remains* [United States]: Jay Rosenblatt Films, 2000 (Mao) (21 mins.).

Th 11/13 [CLASS 25] The Chinese World Since Mao I

[1] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 347–372.

[2] Wasserstrom and Cunningham, *China in the 21st Century*, 73–107.

WEEKLY REPORT 12

Week 14

T 11/19 [CLASS 26] The Chinese World Since Mao II

- [1] Wasserstrom and Cunningham, *China in the 21st Century*, 107–130.
- [2] Xi, “Keynote speech at the Leaders' Summit of the 15th Meeting of the Conference of the Parties to the Convention on Biological Diversity.” Xinhua. Oct. 13, 2021.
- [3] Iginiasia, “5 Pressing Environmental Issues China Is Dealing With in 2024.”

Th 11/21 [CLASS 27] China Today?

- [1] Wasserstrom and Cunningham, *China in the 21st Century*, 131–158.
- [2] Schirokauer and Brown, *A Brief History of Chinese Civilization*, 373–379.

EVALUATIONS

Week 15

T 12/3 [CLASS 28] Presentations

PRESENTATIONS

Final paper due Dec. 11 midnight

Bibliography (Includes class readings *other than* our three textbooks.)

- Andrea, Alfred J., and James H. Overfield. *The Human Record: Sources of Global History, Volume I, to 1500*. Boston, MA: Wadsworth, Cengage Learning, 2010.
- Chang, Jung, and Jon Halliday. *Mao: The Unknown Story*. London: Vintage Books, 2005.
- de Bary, William Theodore. “Han Views of the Universal Order.” In *Sources of Chinese Tradition: Vol. 1*, eds. de Bary and Irene Bloom, 346–352. 1960; NY: Columbia U. P., 1999.
- de Bary, William Theodore, William M. Bodiford, and Yoshiko Kurata Dykstra, eds. *Sources of Japanese Tradition*. 2nd ed., Vol. 1. New York: Columbia University Press, 2001.
- Bokenkamp, Stephen. *Early Daoist Scriptures*. Berkeley: University of California Press, 1997.
- Eno, Robert. “A Short Selection of Tang Poems.” CHINATXT. <https://chinatxt.sitehost.iu.edu/EAsia-survey/Tang_Poems.pdf> (accessed 3/14/24).
- Eno, Robert. “Basic Structures of Buddhism.” CHINATXT. <https://chinatxt.sitehost.iu.edu/EAsia-survey/Buddhism_Brief_Intro.pdf> (accessed 3/14/24).
- Eno, Robert. “Intellectual Trends of the Early Six Dynasties Period.” CHINATXT. <https://chinatxt.sitehost.iu.edu/EAsia-survey/Six_Dynasties.pdf> (accessed 3/14/24).
- Eno, Robert. “Schools of Thought in Early China.” CHINATXT. <<https://chinatxt.sitehost.iu.edu/Resources.html>> (accessed 3/14/24).
- Eno, Robert. “Song Dynasty Culture: Political Crisis and the Great Turn.” CHINATXT. <<https://chinatxt.sitehost.iu.edu/EAsia-survey/Song-overview.pdf>> (accessed 3/14/24).
- Eno, Robert. “Tang Culture.” CHINATXT. <https://chinatxt.sitehost.iu.edu/EAsia-survey/Tang_Culture.pdf> (accessed 3/14/24).
- Eno, Robert. “The Confucian School.” CHINATXT. <https://chinatxt.sitehost.iu.edu/Thought/Confucian_School.pdf> (accessed 3/14/24).
- Eno, Robert. “*The Spring and Autumn Annals*.” CHINATXT. <<https://chinatxt.sitehost.iu.edu/Thought/Chunqiu.pdf>> (accessed 3/14/24).

- Eno, Robert. "The *Yijing*." CHINATXT. <<https://chinatxt.sitehost.iu.edu/Thought/Yijing.pdf>> (accessed 3/14/24).
- Eno, Robert, trans. "'Kong Yiji,' by Lu Xun." <https://chinatxt.sitehost.iu.edu/EAsia-survey/Kong_Yiji.pdf> (accessed 3/14/24).
- Eno, Robert, trans. "*The Analects of Confucius: A Teaching Translation*." <<https://www.transcend.org/tms/wp-content/uploads/2018/08/The-Analects-of-Confucius.pdf>> (accessed 3/14/24).
- Goossaert, Vincent, and David Palmer. *The Religious Question in Modern China*. Chicago: University of Chicago Press, 2011.
- Iginiasia, Martina. "5 Pressing Environmental Issues China Is Dealing With in 2024." Jan. 17, 2024. Earth.Org. <https://earth.org/environmental-issues-in-china/?gad_source=1&gbraid=0AAAAABWc6TRyOMx7381FlrBnooD9v3EIG&gclid=EAIAIQobChMIo4qUz6PthwMVfjEIBR2hbwXBEEAYASAAEgK5P_D_BwE> (accessed May 20, 2024).
- Keightley, David N. *Sources of Shang History: The Oracle-bone Inscriptions of Bronze Age China*. 1978; rev. ed., Berkeley: University of California Press, 1985.
- Lau, D. C., trans. *Tao te ching*. Harmondsworth: Penguin, 1963.
- Lewis, Mark Edward. *China's Cosmopolitan Empire: The Tang Dynasty*. Cambridge, Mass: Belknap Press of Harvard Univ. Press, 2012.
- Li, Zhisui. *The Private Life of Chairman Mao: The Memoirs of Mao's Personal Physician*. London: Arrow, 1996.
- Mair, Victor H. et al., eds. *Hawai'i Reader in Traditional Chinese Culture*. Honolulu: University of Hawai'i Press, 2005.
- Man, John. *Genghis Khan: Life, Death, and Resurrection*. New York: Thomas Dunne Books, 2004.
- Mao, Zedong. "Report on an Investigation of the Peasant Movement in Hunan." In *The Selected Readings of Mao Zedong*, 125–131. Beijing Foreign Language Press, 1971. See also Marxists.org <https://www.marxists.org/reference/archive/mao/selected-works/volume1/mswv1_2.htm> (accessed 9/21/21).
- Mattos, Gilbert L. "Shang Dynasty Oracle-Bone Inscriptions." In *Hawai'i Reader in Traditional Chinese Culture*, eds. Victor H. Mair et al., 8-13. Honolulu: University of Hawai'i Press, 2005.
- Mattos, Gilbert L. "Shang and Zhou Ritual Bronze Inscriptions." In *Hawai'i Reader in Traditional Chinese Culture*, eds. Victor H. Mair et al., 13-17. Honolulu: University of Hawai'i Press, 2005.
- McColl, Robert W. "Understanding the Geography of China: An Assemblage of Pieces." AsiaSociety.org <<https://asiasociety.org/education/understanding-geography-china>> (accessed 3/18/24).
- Nienhauser, William H., Jr. et al., trans. *The Grand Scribe's Records*. Bloomington: Indiana University Press, 1994.
- Owen, Stephen ed. and trans. *An Anthology of Chinese Literature: Beginnings to 1911*. New York: Norton, 1996.
- Shaughnessy, Edward L. "Calendar and Chronology." In *The Cambridge History of Ancient China: From the Origins of Civilization to 221 B.C.*, ed. Michael Loewe and Shaughnessy, 19-24. Cambridge, UK: Cambridge U. P., 1999.
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Grading Schedule

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."

Class Attendance and Makeup Policy

Class attendance is expected. Excused absences are consistent with university policies in the undergraduate catalog as noted below:

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

Late work will receive a 10% deduction per 24-hour period that passes until it is submitted.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting

accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/results/>

Classroom Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

- Cell phone and texting policy: Students must turn cell phones to vibrate or silence before coming to class.

Materials and Supplies Fee

There are no additional fees for this course.

University 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 honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, 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 (<https://www.dso.ufl.edu/scer/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Health & Wellness

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/>; 392-1111 or 9-1-1 for emergencies

Other Issues

- Procedure for Conflict Resolution: Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the appropriate Level Coordinator or the Department Chair. Be prepared to provide documentation of the

problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

- Religious Observance: Please check your calendars against the course schedule. Any student having a conflict in the exam schedule or feeling that they will be disadvantaged by missing a lesson or course requirement due to religious observance, should contact me as soon as possible so that we can make necessary arrangements.

Academic Resources

- Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>; 846-1138; or in 2215 Turlington Hall for one-on-one consultations and workshops.

- E-learning technical support: Learningsupport@ufl.edu;
<https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601

- Library Support: <http://cms.uflib.ufl.edu/ask>

- Teaching Center: Broward Hall; 392-2010 or 392-6420

CHINESE CULTURE – Participation Rubric					
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
Preparedness	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
Attitude	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior

Assignment Score _____ + Beyond/Bonus _____ = Final Score _____

CHINESE CULTURE – Paper Grading Rubric (Each category has equal weight for the final grade.)					
	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Content	Significant controlling idea or assertion supported with concrete, substantial, and relevant evidence.	Controlling idea or assertion supported with concrete and relevant evidence.	Controlling idea or assertion general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, aimless, or contradictory.	No discernible idea or assertion controls the random or unexplained details that make up the body of the essay.
Organization and Coherence	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusion may be mechanical rather than purposeful or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats content.	Order and emphasis indiscernible; typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Effectiveness	Always analyzes the evidence in support of the argument. Interpretation is insightful and persuasive, and displays depth of thought.	Usually analyzes the evidence in support of the argument. Interpretation is persuasive and occasionally insightful.	Sometimes analyzes the evidence in support of the argument. Interpretation is sometimes persuasive but rarely insightful.	Rarely analyzes the evidence in support of the argument. Interpretation may be implausible.	No analysis of evidence is present. Interpretation is either absent or absurd.
Style	Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, emphatic, and purposeful; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lack emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.
Grammar and Punctuation	Grammar, syntax, punctuation, and spelling adhere to the conventions of “edited American English.”	Grammar, syntax, punctuation, and spelling contain no serious deviations from the conventions of “edited American English.”	Content undercut by some deviations from the conventions of “edited American English.”	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible