

CHI 4930: Special Topics
All the Tea in China:
The History, Culture, and Science of Chinese Tea
University of Florida (Spring 2020) [3 credits]
Class Number: 11412
TIME: Tues. 11:45 AM - 1:40 PM / Thurs. 12:50 PM - 1:40 PM
PLACE: [AND 0013](#)
Dr. Stephan N. Kory (skory@ufl.edu)
Office Hours : T/Th 2:15-3:30 (Pugh 304)



COURSE DESCRIPTION

This course provides an interdisciplinary introduction to the history, culture, and science of Chinese tea. It features primary literary and technical sources in translation, and secondary studies on tea as a beverage, a drug, a commodity, a currency, and a form of cultural capital. Students will not only be guided through the critical reading of texts, but will also learn to analyze written, visual, and media sources through comparative perspectives and theories. The course includes virtual meetings with tea experts in China and the optional sampling of a variety of teas. All work will be conducted in English.

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 human 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 origins, early development, circulation, and regional variation of tea and tea culture in China.

All outcomes will be assessed in class discussions, class presentations, quizzes, a notebook, two book reviews, and a final topic of interest paper.

REQUIRED TEXTS (3)

All three texts must be in hand by the first day of class! You'll also need a *blank* notebook.

- [1] Benn, James A. *Tea in China A Religious and Cultural History*. Honolulu: University of Hawai'i Press, 2015.
[ISBN-10: 0824839641] [ISBN-13: 978-0824839642]
- [2] Rose, Sarah. *For All the Tea in China: How England Stole the World's Favorite Drink and Changed History*. New York: Viking, 2010.
[ISBN-10: 0143118749] [ISBN-13: 978-0143118749]
- [3] See, Lisa. *The Tea Girl of Hummingbird Lane: A Novel*. New York : Scribner, 2017.
[ISBN-10: 9781501154836] [ISBN-13: 978-1501154836]

GRADING SCHEME

- [1] Map Quiz [5%]
- [2] Reading Quizzes [10%]
- [3] Book Review [10%]
- [4] Team Teaching [10%]
- [5] Midterm Exam [15%]
- [6] Notebook (w/Timeline and Five Interviews) [20%]
- [7] Topic of Interest Paper [30%]

[1] Map Quiz [50 points]

Fundamental to any study of China is knowledge of its geography. Your knowledge of Chinese provinces, major cities, and other physical aspects will be assessed in this 15-minute quiz. I will give you a blank map of China. You will record 30 entries (10 provinces/10 cities/10 natural landmarks [e.g., mountains, lakes, rivers, deserts]). Think tea.

[2] Reading Quizzes [100 points]

A total of ten reading quizzes will be administered in class. They are meant to help keep you on track with your reading. I commonly ask two general questions about two of 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.

[3] Book Review [100 points]

All book reviews will review Sarah Rose's *For All the Tea in China*. Your review should describe, analyze, and evaluate. The review should convey an opinion, support it with evidence from the book, and should be written in error-free English. Don't forget to proofread and edit your review before submission. No more than three double-spaced pages. If you need extra tips on how to write a conventional book review, consult: <https://www.writing-world.com/freelance/asenjo.shtml>.

[4] Team Teaching <Science> [100 points]

Each of you will be assigned to a group of 3 or 4 people. You will select a topic related to the science of tea and will collectively present it to the class in a 15-minute presentation featuring a reading that the whole class will read before you teach. Therefore, you will also have to provide us with a PDF version of an article that I can add to our Canvas page (a selection of ten pages or less). In order to prevent the repetition of topics, there will be a sign-up sheet available in the middle of the semester, so submit your reading and propose your topic early ("first come first serve").

[5] "Midterm" Exam [150 points]

Our "midterm" exam will take place about two-thirds through the semester (Week 11). During the first ten weeks, we will compile a list of twenty significant concepts and terms (2-3/week) dealing with the history, culture, and science of tea. I will choose ten of the terms for our exam. You will define each term in at least five *sentences*, each of which record a discrete piece of information. In addition to five points on each term, you will be graded on how well your five points provide a comprehensive definition of the term and address its significance in the history, culture, and/or science of tea.

[6] Notebook with Timeline and Interviews [200 points]

Everyone must have a blank notebook. You will fill it with:

[6a] Notes [150 points]

Notes taken in class and outside of class, predominantly from in-class discussions and your readings, but feel free to jot down any information you pick up from any source along the way . . . about tea. Doodling is encouraged (if it has something to do with tea), but over 75% should be words or characters (Chinese or Japanese OK). Leave some space for [5b] and [5c], but fill it up as much as possible.

[6b] Timeline [50 points]

Fundamental to any study of China is knowledge of its history. Create a timeline of tea in Chinese history from 221 BCE to 2020 CE. Record it in your notebook. Include no less than 10 dynasties and no less than 25 entries on tea in China. Think about why I am asking you to do this. Take advantage of the opportunity to build your own grand narrative of the time period covered in this course, and to memorize a few important names and dates related to tea. We will briefly critique your timeline in class, so be prepared to defend it.

[6c] Interviews [50 points]

Interview five different people from different backgrounds (gender/age/ethnicity). Ask each person you interview each of the 4 questions below and 1 additional question of your own design that serves an appropriate complement. Think carefully about this additional question. When conducting interviews, do not prompt your subjects. Let them answer your questions naturally. Remain neutral, objective, and professional. Take notes as you interview – these should be recorded in your notebook. No need to be overly detailed, but record them.

[1] How often do you drink tea and how do you drink it?

[2] What do you like about tea? What do you dislike?

- [3] What images come to mind when you think of tea? What health benefits?
- [4] I am taking a course on the history, culture, and science of tea, do you think it's worth my time? Why or why not?
- [+] Include a question of your own design.

Analyze your results a be ready to share your observations with the class.

[7] Topic of Interest Paper [300 points]

The topic of interest paper includes [1] your initial articulation of a topic and a thesis, [2] your annotated bibliography of at least eight peer-reviewed sources (50 points), [3] your final oral presentation (50 points) and [4] the actual paper (200 points). Look over the whole syllabus very carefully before you choose a potential topic. Also look through the bibliographies in our textbooks and in "Additional Resources" file on our course CANVAS page. 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 conference paper should strike a balance between information and interpretation and must clearly address some aspect of the history, culture, *and* science of tea in China. Be conservative and conformist in presentation, but bold and argumentative in content. The assignments listed below are meant to help guide you toward a successful paper.

- (1) Submit a TOPIC and a THESIS.
- (2) Based on your preliminary research, clearly and concisely articulate a working title and thesis for your topic of interest paper. Then, compile and briefly annotate a bibliography of at least eight *peer-reviewed sources*. 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 bibliographic style found in our "UFI Chinese Studies Style Sheet."
- (3) Present your topic and thesis in class and answer questions (2-3 mins.)

The topic of interest paper should be no more than seven double-spaced pages (including your footnotes and bibliography). Additional details on formatting and citation methods are provided on our CANVAS course page.

LINKS AND POLICIES

Attendance Policy

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

Grading Scale

A = 93+ A- = 90-92.9 B+ = 87-89.9 B = 83-86.9 B- = 80-82.9 C+ = 77-79.9
 C = 73-76.9 C- = 70-72.9 D+ = 67-69.9 D = 63-66.9 D- = 60-62.9 E = 0-59.9

For information on current UF policies for assigning grade points, see:

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

For information on the university's grading policies, see: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>

Honor Pledge

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://sccr.dso.ufl.edu/process/student-conduct-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.

Late Work and Extensions:

Late work will result in a deduction of 10% each day it is late. Extensions only granted for excused absences or dire circumstances like personal or family emergencies.

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). For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Etiquette

No stealing, cheating, or any form of discriminatory harassment will be tolerated in any form. Accusations will be taken very seriously and will be promptly reported according to UF policy. We do, however, want to create and nurture a free and honest exchange of ideas in class. Empathy will be encouraged and expected in this course but speak up if you find the ideas in readings or the comments in class offensive in some way. The earlier this is done, the better. Note that this can be done in class (with tact), or during my office hours. PLEASE feel free to make an appointment or come to office hours whenever there are questions or concerns. The drama that arises from a lack of communication can be very disruptive and toxic, so please bring issues to our/my attention as soon as possible. A careful investigation of texts and contexts far removed from this place and time can be discombobulating, and I am ultimately responsible for what transpires in the classroom, so please be courteous and keep me 'in the loop' (but within bounds).

Evaluation/Feedback

"Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>."

Policy for Requesting a Letter of Recommendation

I only write letters of recommendation for *students who have finished at least one course with me* and have consistently maintained a B or higher average. If you would like to request a letter, please download, print, and fill out the Release for Letter of Recommendation from the following link: <https://registrar.ufl.edu/pdf/ferparelease.pdf>. This is a university-wide requirement. You should give me at least three weeks to write the letter, so plan early.

Counseling Services

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus

for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance. See: <www.counseling.ufl.edu/cwc/>.

Disability Resources

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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 <0001 Reid Hall, 352-392-8565> www.dso.ufl.edu/drc/
<https://disability.ufl.edu/wp-content/uploads/2017/06/Note-Services-Packet_-writable.pdf>.

Other Resources Available for Students

HEALTH AND WELLNESS

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

- E-learn tech. 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
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Abbreviated Schedule

CLASS 1: T 1/7 Introduction	CLASS 16: Th 2/27 New Lands
CLASS 2: Th 1/9 Introduction	<SPRING BREAK>
CLASS 3: T 1/14 Origins in China	CLASS 17: T 3/10 Tea, Buddhism, and Transcendence
CLASS 4: Th 1/16 Fortune’s Journey	CLASS 18: Th 3/12 Tea as a Cultural Commodity
CLASS 5: T 1/21 Fortune’s Journey	CLASS 19: T 3/17 Tea as a Mirror of Culture
CLASS 6: Th 1/23 Fortune’s Journey	CLASS 20: Th 3/19 MIDTERM EXAM
CLASS 7: T 1/28 Fortune’s Journey	CLASS 21: T 3/24 <i>Tea Girl</i> TOPIC/THESIS
CLASS 8: Th 1/30 Fortune’s Journey MAP QUIZ	CLASS 22: Th 3/26 <i>Tea Girl</i>
CLASS 9: T 2/4 Culture, Religion, and Ritual	CLASS 23: T 3/31 <i>Tea Girl</i> TEAM TOPICS/ARTICLE
CLASS 10: Th 2/6 Science	CLASS 24: Th 4/2 <i>Tea Girl</i>
CLASS 11: T 2/11 Botany+ BOOK REVIEW	CLASS 25: T 4/7 Environment+ ANNOT. BIBLIO.
CLASS 12: Th 2/13 Tang History and Literature	CLASS 26 Th 4/9: Team Teaching
CLASS 13: T 2/18 Lit. (Tang) TIMELINE	CLASS 27: T 4/14 Team Teaching NOTEBOOK
CLASS 14: Th 2/20 History and Lit. (<i>Classic of Tea</i>)	CLASS 28: Th 4/16 Team Teaching/Presentations
CLASS 15: T 2/25 History (Song-Ming) BR REWRITE	CLASS 29: T 4/21 Presentations/Evaluations

Topic of Interest Paper due W. April 29th.

Comprehensive Daily Schedule

All readings and assignments are due before the classes they are listed under.

WEEK 1: GETTING SITUATED

T Jan. 7 CLASS 1: Introduction (Note: Complete all assignments *before* class.)

- [1] Read our Syllabus and *Browse*: “Tea Resources” on our Canvas site (all in “Files”).
- [2] *Browse*: Jonathan H. Crane and Carlos F. Balerdi, “Tea Growing in the Florida Home Landscape,” University of Florida Institute of Food and Agricultural Sciences <<https://edis.ifas.ufl.edu/hs308>> (accessed 12/5/19).
- [3] Erika D. Rappaport, “Tea and the Imperial Origins of the Modern Consumer,” *21st Century Global Dynamics* 11.28 ((May 24, 2018) <<https://www.21global.ucsb.edu/global-e/may-2018/tea-and-imperial-origins-modern-consumer>> (accessed 12/7/19).
- [4] Read: Victor H. Mair and Erling Hoh, *The True History of Tea* (London: Thames & Hudson, 2009), 15–31. [CANVAS/Files/Readings]
- [5] Read: Natasha Gilbert, “The Science of Tea’s Mood-Altering Magic,” *Nature* (Feb. 6, 2019) <<https://www.nature.com/articles/d41586-019-00398-1>> (accessed 11/27/19).
- [Suggested] *Watch*: Wade Davis, “The Worldwide Web of Belief and Ritual,” TED2008 <https://www.ted.com/talks/wade_davis_the_worldwide_web_of_belief_and_ritual/transcript> (accessed 12/1/19).

Th Jan. 9 CLASS 2: Introduction

- [1] Read: Sarah Rose, *For All the Tea in China: How England Stole the World's Favorite Drink and Changed History* (New York: Viking Press, 2010), 1-21.
- [2] Read: Lisa See, *The Tea Girl of Hummingbird Lane: A Novel* (New York : Scribner, 2018), 3-17, [371-386].
- [3] *Browse*: Daniel P. Reid and Chris Janzen, *The Art and Alchemy of Chinese Tea* (London: Singing Dragon, 2011), 63-85. [CANVAS/Files/Readings]
- [Suggested] “The 6 Types of Tea,” *MeiLeaf*, 2013 <<https://www.youtube.com/watch?v=EUuw5rqWkZU>> (accessed 11/25/19).

WEEK 2: ORIGINS

T Jan. 14 CLASS 3: Origins in China

- [1] Read: James A. Benn, *Tea in China: A Religious and Cultural History* (Honolulu: University of Hawai‘i Press, 2015), 21–41.
- [2] Read: Mair and Hoh, *The True History of Tea*, 32–39, 262–266.
- [3] Read: Bret Hinsch, *Rise of Tea Culture in China* (Rowman & Littlefield Publishers, Incorporated, 2015), 13-32.
- [Suggested] Derk Bodde, “Early References to Tea Drinking in China,” *Journal of the American Oriental Society* 62.1 (1942): 74–76; L. Carrington Goodrich and C. Martin Wilbur, “Additional Notes on Tea,” *Journal of the American Oriental Society* 62.3 (1942): 195–197.

Th Jan. 16 CLASS 4: Fortune’s Journey

Read: Rose, *For All the Tea in China*, 22-66.

WEEK 3: TEA LEAVES CHINA

T Jan 21 CLASS 5: Fortune's Journey

Read: Rose, *For All the Tea in China*, 67-135.

Th Jan. 23 CLASS 6: Fortune's Journey

Read: Rose, *For All the Tea in China*, 136-170.

WEEK 4: TEA LEAVES CHINA

T Jan 28 CLASS 7: Fortune's Journey

Rose, *For All the Tea in China*, 171-216

Th Jan 30 CLASS 8: Fortune's Journey

Rose, *For All the Tea in China*, 217-245.

MAP QUIZ

WEEK 5: THEORY

T Feb. 4 CLASS 9: Culture, Religion, and Ritual

[1] Read: Ann Swidler, "Culture in Action: Symbols and Strategies," *American Sociological Review* 51, no. 2 (1986): 273-286.

[2] Read: Catherine Bell, *Ritual: Perspectives and Dimensions* (New York: Oxford University Press, 1997), 253-267 ("Ritual Reification").

[3] Read: Jonathan Z. Smith, "Religion, Religions, and Religious," in *Relating Religion: Essays in the Study of Religion* (Chicago: University of Chicago Press, 2004), 179-196.

Th Feb. 6 CLASS 10: Science

[1] Nathan Sivin, "Science and Medicine in Chinese History," in *Heritage of China: Contemporary Perspectives on Chinese Civilization*, ed. Paul S. Ropp (Berkeley: University of California Press, 1990), 164-196.

[2] Read: William F. McComas, "The Principal Elements of the Nature of Science: Dispelling the Myths," in *The Nature of Science in Science Education*, ed. McComas (Netherlands: Kluwer Academic Publishers, 1998), 53-70.

[3] Watch: "Karl Popper, Science, and Pseudoscience: Crash Course Philosophy," PBS Digital Studios <<https://www.youtube.com/watch?v=-X8XfI0JdTQ>> (accessed 11/25/19).

WEEK 6: THE TEA PLANT AND THE CLASSIC OF TEA

T Feb. 11 CLASS 11: Botany, Agriculture, and Regionalism

[1] Read: George Ashur Stuart, *Chinese Materia Medica: Vegetable Kingdom* (Shanghai:

American Presbyterian Mission Press, 1911), 81–87.

[2] Read: Francesca Bray, *Science and Civilisation in China*, Vol. 6: *Biology and Biological Technology*, Part II: *Agriculture* (NY: Cambridge University Press, 1984), 3-27.

[3] Read: Daniel Little, "On G. William Skinner," *Understanding Society* <<https://understandingsociety.blogspot.com/2008/11/g-william-skinner.html>> (accessed 11/25/19).

BOOK REVIEW DUE

Th Feb. 13 CLASS 12: Tang History and Literature

Read: Benn, *Tea in China*, 42-71.

WEEK 7: TEA IN HISTORY AND LITERATURE (TANG)

T Feb. 18 CLASS 13: Literature (Tang)

[1] Read: Benn, *Tea in China*, 72–116.

[2] Read: Steven D. Owyong, "Lu T'ung and the *Song of Tea*: Taoism and the Seven Bowls," April 6, 2011 <<https://kyotojournal.org/the-journal/fiction-poetry/lu-t'ung-and-the-song-of-tea/>> (accessed 12/5/19).

NOTEBOOK TIMELINE DUE

Th Feb. 20 CLASS 14: History and Literature (*The Classic of Tea*)

Read: Lu Yu, *The Classic of Tea*, trans. Francis Ross Carpenter (Hopewell, NJ: Ecco Press, 1974), 50-61, 70-80, 98-99, 103-119.

WEEK 8: TEA IN HISTORY (SONG TO QING)

T Feb. 25 CLASS 15: History (Song-Ming)

[1] Read: Benn, *Tea in China*, 117–144, 172–178, 197 (Song/Ming).

[2] Read: J. A. Stewart, "Experimental Tea Growing in the United States," *Scientific American* 81.8 (1899): 120–121.

BOOK REVIEW rewrite

Th Feb. 27 CLASS 16: New Lands

[1] Read: Nelson Klose, "Experiments in Tea Production in the United States," *Agricultural History* 24.3 (1950): 156–161.

[2] Read: Susan M. Walcott, "Brewing a New American Tea Industry," *Geographical Review* 102.3 (2012): 350–363.

[3] Read: Peter Keen, "Tea Opportunity for Florida Growers," *World Tea News*, June 11, 2018 <<https://worldteanews.com/tea-industry-news-and-features/tea-opportunity-for-florida-growers>> (accessed 12/5/19).

[4] Read: Emily Mavrakis, "University of Florida Researchers Studying Tea as Possible Alternative Crop to Citrus," *Tampa Bay Times*, Dec. 9, 2016 <<https://www.tampabay.com/news/business/agriculture/university-of-florida-researchers-studying-tea-as-possible-alternative/2305739/>> (accessed 12/5/19).

[Suggested] Susan M. Walcott, "Tea Production in South Carolina," *Southeastern Geographer* 39.1 (1999): 61-74.

<SPRING BREAK>



WEEK 9: TEA IN CHINESE CULTURE

T March 10 CLASS 17: Tea, Buddhism, and Transcendence

[1] Read: Benn, *Tea in China*, 42-71.

[2] Read: Peter G. W. Keen, "Tea and Buddhism, Much More Than Just Contemplation," May 13, 2016 <<https://blog.teabox.com/tea-buddhism-much-just-contemplation>> (accessed 11/25/19).

[3] Read: Hinsch, *Rise of Tea Culture in China*, 105-119 ("Transcendence").

Th March 12 CLASS 18: Tea as a Cultural Commodity

[1] Read: Benn, *Tea in China*, 1-20, 198-204.

WEEK 10: PU'ER

T March 17 CLASS 19: Tea as a Mirror of Culture

[1] Read: Wang Di, *Teahouse: Small Business, Everyday Culture, and Public Politics in Chengdu, 1900-1950* (Stanford, California: Stanford U. Press, 2013), 4-19.

[2] Read: Zhang Jinghong, *Puer Tea: Ancient Caravans and Urban Chic* (Seattle: University of Washington Press, 2014), 5-23.

[3] Read: Patrick Booz, "In and Out of Borders: The 'Beifu' 背夫 Tea Porters Encounter Tibet," *Cahiers D'Extrême-Asie* 23 (2014): 253-269.

Th March 19 CLASS 20

MIDTERM EXAM

WEEK 11: TEA GIRL AND MIDTERM EXAM

T March 24 CLASS 21: Tea Girl and Exam

Read: See, *The Tea Girl of Hummingbird Lane*, 19-88.

TOPIC/THESIS

Th March 26 CLASS 22: Tea Girl

Read: See, *The Tea Girl of Hummingbird Lane*, 89-125.

WEEK 12: TEA GIRL OF HUMMINGBIRD LANE

T March 31 CLASS 23: Tea Girl

Read: See, *The Tea Girl of Hummingbird Lane*, 127-211.

TEAM TOPICS/ARTICLE

Th April 2 CLASS 24: Tea Girl

Read: See, *The Tea Girl of Hummingbird Lane*, 215-253, [361-364].

WEEK 13: TEA AND SCIENCE

T April 7 CLASS 25: Environment, Brain Food, and Social Patterns

[1] Read: C. Larson, "Reading the Tea Leaves for Effects of Climate Change," *Science Now* (May 28, 2015): 953-954.

[2] Read: Janet Raloff, "Brain Boosters: Some Nutritional Supplements Provide Real Food for Thought," *Science News* 179, no. 5 (2011): 26-29. [CANVAS/Files/Readings]

[3] Read: David Grigg, "The Worlds of Tea and Coffee: Patterns of Consumption," *GeoJournal* 57.4 (2002): 283-294.

[Suggested] Caroline Dow, *Tea Leaf Reading* (Woodbury, MN: Llewellyn, 2009), 3-9, 23-29, 40-55.

ANNOTATED BIBLIOGRAPHY

Th April 9 CLASS 26: Team Teaching (The Science of Tea)

Read: TBD

Team-Teaching Groups 1-3

WEEK 14: TEA-M TEA-CHING

T April 14 CLASS 27: Team Teaching (The Science of Tea)

Read: TBD

Team-Teaching Groups 4-8

NOTEBOOKS due (with Interviews)

Th April 16 CLASS 28: Team Teaching and Paper Presentations

Read: TBD

Team-Teaching Groups 8-10

Topic of Interest Paper Presentations A

WEEK 15: PAPER PRESENTATIONS/EVALUATIONS

T April 21 CLASS 29 Paper Presentations and Evaluations

Topic of Interest Paper Presentations B