

CHINESE CULTURE
Spring 2021: CHT 3500, Sect 72A4/72B4



Instructor: Dr. XIAO Ying, yx241@ufl.edu

<http://languages.ufl.edu/people/faculty-alpha/ying-xiao/>

Class Meeting: Tuesday 4 (10:40-11:30 am), TUR B310/Online

Thursday 4-5 (10:40-12:35pm), TUR 2306/Online

Office Hours: Tuesday & Thursday 4-5pm, 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 help students gain a more complete and in-depth understanding of Chinese culture and society and a broad and enhanced appreciation of multiculturalism and international history. By reading, viewing, reflecting upon, and discussing a multiplicity of materials, students receive training in critical thinking and effective analysis, as well as develop communication and writing skills that will enable them to discuss key issues from a comparative, cross-cultural perspective.

Required Textbooks

Schirokauer, Conrad and Miranda Brown. *A Brief History of Chinese Civilization*, 4th edition. Cengage Learning, 2012.

Paul S. Ropp. *Heritage of China: Contemporary Perspectives on Chinese Civilization*.

Berkeley & Los Angeles: University of California Press. 1990.

Link for the e-book: https://eds-a-ebscohost-com.lp.hscl.ufl.edu/eds/detail/detail?runquerystringmethod=eBookDownloadundefined_click&vid=3&sid=2ba032da-849d-4187-8bc9-264861dd49c7%40sdc-v-sessmgr01&bdata=JkF1dGhUeXBIPWlwLHVpZCZzaXRIPWVkcylsaXZl#db=nlebk&AN=10093

Other required readings can be accessed through ARES, UF Libraries Course Reserve System, also available on Canvas. This class utilizes E-learning in Canvas to facilitate class communication, distribute and submit course documents & assignments, and share links, videos, music, and other media; and most of all, to create a quality learning experience for both in-person and online students. Be sure to check E-learning class page on a regular basis for updates and announcements.

Required Technologies

In order to attend class and complete course work, students need to adopt and get acquainted with technological tools such as Zoom, Adobe Reader, high speed internet connection, and the related software. For public and private communication regarding the course and a method for resolving technical issues, [visit the helpdesk website](#) or call 352-392-4357.

Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](#)
 - [Accessibility](#)
 - [Links to an external site.](#)
- Vimeo
 - [Privacy Policy](#)
 - [\(Links to an external site.\)](#)
 - [Accessibility](#)
 - [\(Links to an external site.\)](#)
- Zoom
 - [Privacy Policy](#)
 - [\(Links to an external site.\)](#)
 - [Accessibility](#)
 - [\(Links to an external site.\)](#)
- YouTube (Google)
 - [Privacy Policy](#)
 - [\(Links to an external site.\)](#)
 - [Accessibility](#)
 - [\(Links to an external site.\)](#)
- Microsoft

- [Privacy Policy](#)
- [\(Links to an external site.\)](#)
- [Accessibility](#)
- [\(Links to an external site.\)](#)
- Adobe
 - [Privacy Policy](#)
 - [\(Links to an external site.\)](#)
 - [Accessibility](#)
 - [\(Links to an external site.\)](#)

Course Assessment and Grading Scale

- 1) Attendance—12%.
- 2) Class Participation and Online Discussion—8%.
- 3) Presentations—10%.
- 4) Quizzes (2 × 5%)—10%.
- 5) Exams (2 × 20%)—40%.
- 6) Final Research Paper—20%.

Due Dates

Quizzes	02/04/2021 & 04/08/2021
Exams	03/11/2021 & 04/15/2021
Final Research Paper	04/26/2021

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—12%

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, if you have accumulated five unexcused absences and more during the semester, each FIVE 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 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 and Online Discussion—8%

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.

In addition, since we shift to the Hyflex mode of teaching and learning, during the semester there will be some online discussion tasks (*3 points in total*) students will be asked to complete to facilitate our class sessions in this new online environment.

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 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 each assignment, a brief written summary of the presentation is also due on the day of the oral report in Canvas. Students are asked to engage, peer review, and comment on someone else's post of their presentation in Canvas.

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. It is important to recognize that the online classroom is in fact a classroom and we follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as *netiquette*. A complete version of Netiquette Guide for Online Courses is available in the files of Canvas. Be sure to read and understand the document thoroughly, which will be applied to the class.

HyFlex/in-person students are required to abide by UF guidelines posted at <https://coronavirus.ufl.edu/forward-faculty-staff/forward-faculty-staff-health/>. When in class, students are required to wear a face mask and to practice social distancing at all times. They are also required to follow the indicated classroom seating arrangements. At the end of each class, in-person students are required to sanitize classroom objects they come into physical contact with. In-person students are expected to bring a laptop computer (or comparable device) to class so that they can join the zoom class session for discussion and group work. Food and drink are not permitted. Use of electronics must be limited to class-related activities.”

Feedback and Communications

Please be sure that the course makes best effort to provide various forms of faculty and peer support available to students. Students are encouraged to reach out to and communicate with the instructor and classmates via emails or other appropriate measures whenever needed. The instructor will reply to emails within two business days or sooner. Constructive feedback is provided within a reasonable time of assignment completion with positive reinforcement and suggestions for improvements. It is frequently provided throughout the semester to help students progress and succeed in the course. On the other hand, students can provide valuable insight into ways to continue and enhance the success of the course, which will be incorporated in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

This course is aligned with the UF policies below.

- Contact Hours: "Contact Hours" refers to the hours per week in which students are in contact with the instructor, excluding office hours or other voluntary contact. The number of contact hours in this course equals the number of credits the course offers.
- Workload: As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.
- Accommodation for Student with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. This class supports the needs of

different learners; it is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

- **Statement Regarding Evaluations:** 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 from [the Gatorevals website](#). 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 [the evaluation system](#). Summaries of course evaluation results are available to students at the [public results website](#).
- **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.
- This course adheres strictly to the protocols of COVID-19 as provisioned and regulated by the University to ensure the safety of the public.

Campus Resources

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Class Schedule:

Week 1 (01/12-01/14) Introduction: Online Zoom Meeting Only

Screening: *China from Above* (National Geographic Channel, 2015: E1 “The Living Past,” E2 “The Future Is Now”), *China Rises* (Discovery, 2006)

Reading:

--This syllabus

--Netiquette Guide for Online Courses

Week 2 (01/19-01/21) China as Place, Nation, and Concept

Screening: *Beijing 2008 Olympic Opening Ceremony* (NBC, 2008)

Reading:

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

Week 3 (01/26-01/28) Chinese People, Identity, and Lifestyle

Reading:

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

Week 4 (02/02-02/04) Ancient China and the Origins of Chinese Civilization

Screening: *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: 02/04

Week 5 (02/09-02/11) 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 (02/16-02/18) Imperial China and the Golden Age of Chinese Civilization 1

Screening: *Mulan* (dir. Barry Cook and Tony Bancroft, Disney Pictures, 1998)

Reading:

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

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

Reading:

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

Week 8 (03/02-03/04) Late Imperial/Pre-modern China

Reading:

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

Week 9 (03/09-03/11) The Qing Empire and China's Encounter with the Modern World

Reading:

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

Midterm Exam: 03/11

Week 10 (03/16-03/18) The Fall of the Chinese Empire and the East-West Clashes

Readings:

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

GP 2: Food, Life, and People

Week 11 (03/23-03/25) War and Revolution in Republican China

Screening: *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 12 (03/30-04/01) 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 13 (04/06-04/08) Politics, Social Change, and the People's Republic of China

Screening: *To Live* (dir. Zhang Yimou, 1994)

Readings:

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

Quiz 2: 04/08

Week 14 (04/13-04/15) Art, Popular Culture, and China in the Present and into the Future

Reading:

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

--King, Anthony D. and Abidin Kusno, "On Be(i)jing 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.

Final Exam: 04/15

Week 15 (04/20) Presentations, Final Reviews, and Discussions

GP 4: Music, Popular Culture, and Globalization

Final Research Paper: 04/26