

CORE 7: CHINA

Reading/Lecture Schedule and Supplementary Readings

**Presented by the Core 7 Faculty
Fall 2010**

CORE 7 FACULTY

Fred Berger, Communication
Charles Kerlin, English
Linda McFarland, Business Administration
April Toadvine, English
Karen Venditti, Education
Jody Taylor Watkins, Anthropology and Director of Core 7
Peter Watkins, Political Science
William White, History

GUEST LECTURERS

Maia Hawthorne, English, SJC
Bob Jansen, C.P.P.S. - SJC '06
Donald Mitchell, Philosophy, Purdue University
Michael Nichols, Philosophy, Ripon College -
SJC '00
Rachel Pulver, physical therapist - SJC '97

REQUIRED TEXTS*

- Chin, Pa. *Family*. Prospect Heights, Illinois: Waveland Press, 1972. Print.
ISBN: 0-88133-373-5
- Gifford, Rob. *China Road: A Journey into the Future of a Rising Power*. New York: Random House, 2008. Print.
ISBN: 0812975243
- Jicai, Feng. *Ten Years of Madness: Oral Histories of China's Cultural Revolution*. San Francisco: China Books & Periodicals, Inc., 1996. Print.
ISBN: 0-8351-2584-X
- Qi, Shouhua. *The Pearl Jacket and Other Stories: Flash Fiction from Contemporary China*. Berkeley: Stone Bridge Press, 2008. Print.
ISBN: 978-1-933330-62-4
- Smith, Huston. *The Illustrated World's Religions: A Guide to Our Wisdom Traditions*. San Francisco: HarperCollins, 1994. Print.
ISBN: 978-0-06-067440-3

*Please note that *The Everyday Writer* by Andrea A. Lunsford is our required writing text. This source is on sale in the bookstore. Your Core 7 instructor may make arrangements with you to use a particular edition of the text.

REPRINTED WITH PERMISSION IN THE SYLLABUS

- French, Howard W. "The Next Empire?" *The Atlantic* May 2010: 59+. Print.
- Hanh, Thich Nhat. "Thich Nhat Hanh on The Practice of Mindfulness." *Shambhala Sun* March 2010: 34+. Web. 13 July 2010.
- "The Health Benefits of Tai Chi." *Harvard Women's Health Watch* May 2009: 2-4. Print.
- Kingston, Maxine Hong. "White Tigers." *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*. New York: Alfred A. Knopf, 1976. 19-53. Print.
- Levin, Richard C. "Top of the Class: The Rise of Asia's Universities." *Foreign Affairs* 89.3 (2010): 63-75. Print.
- "Majority Support China's Plan to Increase Holidays, Despite Loss of Golden Week." *Xinhua News Agency*, 16 Nov. 2007. *Newsbank*. Web. 14 June 2010.
- Miller, Andrea. "The Mindful Society." *Shambhala Sun*. September 2008. Web. 13 July 2010.
- Naughton, Barry. "In China's Economy, the State's Hand Grows Heavier." *Current History* Sept. 2009: 277-83. Print.
- "2nd Ld: China Set to Shorten a 'Golden Week' and Make Traditional Festivals Legal Holidays." *Xinhua News Agency*, 9 Nov. 2007. *Newsbank*. Web. 14 June 2010.
- Tyler, Patrick. "Deng Xiaoping: A Political Wizard Who Put China on the Capitalist Road." *New York Times* 20 Feb. 1997, late ed.: A12. *ProQuest*. Web. 14 June 2010.

ONLINE THROUGH THE *NEWSBANK* DATABASE

Searching *Newsbank* on campus: a) Go to www.saintjoe.edu/library, and click on Databases. b) Click on *Newsbank*. c) Click on Core 7 Newspapers. d) Enter the title of the article.

Searching *Newsbank* off campus: Perform steps a) and b) above. You will then be prompted for a barcode number. Enter the 14-digit barcode number on the back of your SJC I.D. card. Then complete steps c) and d).

"Ching Ming a Bow to Rationality and Tradition." *South China Morning Post* 5 April 2008: 14.

"Don't Lose Holidays to Consumerism." *Chinadaily.com.cn* 5 Feb. 2008.

"The Joy of Restraint." *Chinadaily.com.cn* 5 Feb. 2008.

"Spring Festival a Financial Burden for Some." *Chinadaily.com.cn* 16 Feb. 2007.

"Yes, Spring Festival is Truly Golden." *Chinadaily.com.cn* 16 Feb. 2007.

COLLEGIAL AGREEMENTS

1. You are required to attend all lectures.
2. You are required to write a minimum of 15 typed pages during the semester, to include the following: a research-based role play paper. An assignment prompt, checklist and rubric are included on pp. iv-vii of this Syllabus.
3. You will be held responsible for reading and lecture material through exams, quizzes, writing assignments and/or discussion.
4. You will have a mandatory graded final exam or other project that requires your meeting during finals week. Further information will be forthcoming from your instructor.

Core 7: China

Writing Assignment: Role Play
Fall 2010 (Semester 101)

General Information

All Core 7 students during the Fall 2010 semester will complete a role play research paper of at least eight pages, standard formatting. Individual instructors may provide additional direction on role play topics, set their own deadlines, or ask for drafts or other parts of a writing process. The key assignment guidelines, and grading criteria for the resulting paper itself, are the same for all sections, however. This is the result of a collegial agreement among Core 7 faculty, the aim of which is to help create a more common Core 7 experience for students and to improve our ability to assess learning and writing skills.

What This Assignment is About

For this writing assignment, you will take on the role of a character that looks at the world with a Chinese point of view. This character sees people, events, actions, and behaviors – sees life itself – through the lens of Chinese culture, history and society. The goal of this role play is for you to work at empathizing with someone from another culture – Chinese culture, of course – in order to better understand their lives, communities and experiences. And better understanding the Chinese through role play, we expect, moves you closer to “discovering the unity and diversity of humankind,” an important goal of the course noted in the “Introduction to Core 7.”

Without firsthand knowledge of, or experience with, China and the Chinese, you will need to use research as a substitute. Good research and your own accompanying critical thinking should inform your decisions about the role play. What might your character think, say or do? Use the results of research to help you decide.

The character that is the focus of the role play may be fictional or real, though the individual instructor will have the final say on what is allowable in terms of characters. You may wish to choose a specific situation that shows your character in action or challenged. You may conduct the role play using the structure of a journal, series of letters, dialogue or short story. Whatever character is involved, the particular situation or context should be fully developed, with an appropriate beginning and ending. Your instructor may have more direction to provide about choosing a particular character or situation.

The important details:

1. *Length:* The body of the paper must be at least eight pages. This is in addition to a title page, list of references or bibliography pages, or any other supplementary material your instructor requires. The body of the paper also should be double-spaced, standard college paper formatting, except where use of source material might require different treatment, according to *The Everyday Writer*.

Sources: Use at least six major and credible sources, in addition to any Core 7 articles or texts you find useful. Additional help with or limitations on sources may come from your Core 7 instructor.

What we mean by “major and credible” sources are those widely recognized as presenting verifiable information and thoughtful points of view. Besides books and peer-reviewed journal articles, these may include serious news sources, such as *The New York Times*, *Washington Post*, Associated Press, CNN, BBC World Service, or *International Herald Tribune*. These may also include magazines of the quality associated with *Foreign Affairs*, *The Economist*, or *The New Republic*. Working papers, journal articles and special studies conducted by various think tanks are also potentially useful quality sources. Examples of these think tanks include the Brookings Institution, the Hoover Institution, and the Cato Institute. You may also want to consider news and other material from NPR and PBS, as well as various government agencies and non-governmental organizations in the U.S. and China. The web-based databases provided by the Library are very valuable in helping you access many kinds of quality sources of information. (Go to www.saintjoe.edu/library and click on Databases.)

2. *Citations:* Correctly and consistently cite your research throughout your paper. These citations will point readers to a list of references, works cited or bibliography page. Your instructor may ask for use of a specific citation style, such as MLA or APA. *The Everyday Writer* is the reference book for understanding citation and reference formats.
3. *Writing Guides:* Our writing guide for the course is Andrea Lunsford's *The Everyday Writer*. Your instructor may specify a particular edition to use. Paper copies are available at the SJC Bookstore. Besides having useful information about writing content and mechanics, this text describes how to properly cite sources in a variety of formats, such as MLA and APA.

The Everyday Writer has a useful website relating to both the 3rd and 4th editions at:

http://bcs.bedfordstmartins.com/everydaywriter4e/default.asp#t_11472

You may also find these online writing resources helpful:

Purdue University Online Writing Lab
<http://owl.english.purdue.edu/owl/>

Indiana University Writing Tutorial Services
<http://www.indiana.edu/~wts/> (Check under Pamphlets on Common Writing Problems.)

Online Writer's Resources from Miami University
<http://www.units.muohio.edu/writingcenter/studentresources/quickhelp.html>

Top 20 Common Writing Errors
http://bcs.bedfordstmartins.com/lunsford/Lunsford_TopTwenty.aspx

4. *Plagiarism:* Please be familiar with what constitutes plagiarism. When you take another author's words verbatim, you must put quotation marks around the direct quote, followed by a citation to the source. However, even when you just take the ideas of other authors and paraphrase them in your own words, you must still cite the source(s) from which those ideas came.

In order to avoid plagiarism, you should work hard at learning to paraphrase ideas in your own words. This is surely one of the most important skills that a student can develop. Please check *The Everyday Writer* for information on paraphrasing and avoiding plagiarism. The writing resources at Purdue and IU (see URLs above) also have helpful information on these topics.

5. *Checklist and Grading:* To both help us grade your papers consistently, and help you be better informed about expectations, we have included two items that deserve some explanation:
 - A Role Play Checklist lists key thresholds all role play papers must pass before they will be graded. These are pretty basic, and reference many of the details noted above. If each of these items can be checked off, then your instructor will grade the paper. If something is missing, then your instructor will return the paper to you, and you have the option of resubmitting it within a week and with a late penalty that takes the paper down to a B, in addition to any other points that might be lost.
 - The second item that follows is the Grading Rubric. Though we don't expect to eliminate all subjectivity from the process of evaluating student papers, this rubric will help illustrate to you the kinds of things your instructor will be looking for while evaluating your work. In addition, the rubric raises the probability that all role play papers are graded similarly across the Core 7 sections.

Checklist for Role Play Research Paper in Core 7: China (Semester 101)

All of these items must be met before your paper will be graded by your instructor. Please go over this checklist carefully before submitting your paper to your instructor. If something is missing, your instructor will return the paper to you, accompanied by this sheet. You may have the option of resubmitting the revised paper once. It must be resubmitted within a week and must take a late penalty that brings the paper down to a B, on top of any other points lost.

- _____ Includes a minimum of eight text pages.

- _____ Actively cites a minimum of six quality sources, in addition to any Core 7 texts or articles.

- _____ Contains a list of references, works cited, or bibliography page for all sources used

- _____ Includes in-text citations or footnotes.

- _____ Follows all additional guidelines set by individual instructor.

Student: _____

Date Paper Submitted: _____

Instructor: _____

Date Paper Returned: _____

Grading Rubric for **Role Play Research Paper** in Core 7: China (Term 101)

Item	Excellent	Good	Poor	Unacceptable	Score
Content (40% of Total)	<i>36-40 points</i> <ul style="list-style-type: none"> Excellent examples of seeing things from character's perspective. Excellent use of role play context to demonstrate knowledge of Chinese culture, history, society. 	<i>30-35 points</i> <ul style="list-style-type: none"> Good examples of seeing things from character's perspective. Good use of role play context to demonstrate knowledge of Chinese culture, history, society. 	<i>24-29 points</i> <ul style="list-style-type: none"> Some problems seeing things from character's perspective. Some problems demonstrating adequate knowledge of Chinese culture, history, society. 	<i><24 points</i> <ul style="list-style-type: none"> Much of what is written is from a non-Chinese perspective. Little demonstration of relevant knowledge of Chinese culture, history, society. 	
Research (30% of Total)	<i>27-30 points</i> <ul style="list-style-type: none"> Excellent selection of major and credible sources. Balanced use of sources. Excellent use of sources for relevant information that enhanced the role play. Smooth integration of source material into your own writing and narrative. 	<i>24-26 points</i> <ul style="list-style-type: none"> Good selection of major and credible sources. Balanced use of sources. Good use of sources for relevant information that enhanced the role play. Mostly smooth integration of source material into your own writing and narrative. 	<i>21-23 points</i> <ul style="list-style-type: none"> Some good sources, but also use of minor sources lacking credibility. Over-reliance on just a few sources listed. Problems extracting from sources meaningful information to enhance role play. Problems integrating sources into your own writing. 	<i><21 points</i> <ul style="list-style-type: none"> Mostly minor sources lacking credibility. Heavy reliance on just one or two minor sources. Little meaningful information from sources that could enhance role play. Use of sources not well integrated, or appear abruptly and out-of-place. 	
Organization (10% of Total)	<i>10 points</i> <ul style="list-style-type: none"> Excellent internal sense of organization. Clear beginning, middle and end. 	<i>8-9 points</i> <ul style="list-style-type: none"> Good internal sense of organization. Clear beginning, middle and end. 	<i>6-7 points</i> <ul style="list-style-type: none"> Some problems with internal organization. Could have more developed beginning, middle and end. 	<i><6 points</i> <ul style="list-style-type: none"> Major problems with internal organization. Little development of a narrative 	
Writing Style (10% of Total)	<i>10 points</i> <ul style="list-style-type: none"> Excellent communication of important points and ideas using clear language, sentences, paragraphs. Created consistently smooth, fluid narrative with good connections and transitions. 	<i>8-9 points</i> <ul style="list-style-type: none"> Good communication of important points and ideas using clear language, sentences, paragraphs. Created mostly smooth, fluid narrative with good connections and transitions. 	<i>6-7 points</i> <ul style="list-style-type: none"> A few problems clarifying ideas and main points. Sentences and paragraphs sometimes awkward, unclear, or poorly organized. Some problems with transitions and connections. 	<i>0 points</i> <ul style="list-style-type: none"> Many points and ideas are unclear or undeveloped. Many poor sentences and paragraphs. Little evidence of developing clear, helpful connections and transitions. 	
Writing Correctness (10% of Total)	<i>10 points</i> <ul style="list-style-type: none"> Error-free with respect to grammar, spelling and other writing mechanics. 	<i>8-9 points</i> <ul style="list-style-type: none"> A few minor errors with respect to grammar, spelling and other writing mechanics. 	<i>6-7 points</i> <ul style="list-style-type: none"> Several minor errors or a few major errors with respect to grammar, spelling and other writing mechanics. 	<i>0 points</i> <ul style="list-style-type: none"> Too many errors with respect to grammar, spelling or other writing mechanics for college-level work. Suggests little effort to proofread or edit. 	

AN INTRODUCTION TO CORE 7

Welcome to Core 7 and to your study of China. You are departing this semester from what has been the focus of your Core experience thus far: the Western world and its roots. This semester we look to Asia, to a country of which you may not have a lot of knowledge at the present time: China. We will examine both the religious and secular *foundations* of China, as well as provide a perspective on some of the *contemporary issues* facing Chinese society. You will also get the opportunity to explore selected aspects of China's *culture*, which have deep roots as well as contemporary relevance. Why look to cultures outside the West, and why to China in particular?

The Summarized Course Objectives for Intercultural Core that follow provide some answers. The six goals of the Core Curriculum at Saint Joseph's College collectively ask you to acquire the skills and motivation to come to a greater appreciation not only for the ways that humans are similar to one another regardless of place and time, but also for the diversity that exists in ways of seeing, understanding, and acting. Hopefully by the end of your Core experience you will examine and critique your values in light of the alternatives and come to a clearer understanding of why you believe what you believe.

In a sense this semester is not that radical of a break with what you have been doing in the Core program up to this point. In Core One, you encountered the idea of cultural pluralism in the United States. In Cores Two through Four, you examined cultures that, though part of Western civilization and its roots, were removed in time from your own experience. You undoubtedly encountered in those cultures of the past some values and ways of understanding the world and one's place within it that differed markedly from your own, at the same time as you discovered the commonalities and continuities in human experience. Cores Seven and Eight facilitate a continuation of this process of recognizing similarities and differences, with cultures removed from you by a substantial geographical distance.

China, the most populous country in the world, will in the years to come play an increasingly prominent and powerful role on the world stage, both economically and politically. For that practical reason alone, it is important for you to know something about this country and its people. However, the value of your encounter with China extends beyond its growing status as a world power. China is an excellent arena for this process of discovering the unity and diversity of humankind. An examination of some of the religious and secular belief systems that have impacted China, and an encounter with the society that has been shaped by these belief systems, will lead you to new ways of understanding freedom, equality, personal responsibility, the role of the family and of women, the status of the elderly, human rights, and the rights of the individual in relation to the community.

As you first discover the ways that China is different from your world, you may be inclined to use your own cultural values as the basis for understanding and judging what you see. This *ethnocentrism* is common among human beings throughout the world. It is only natural that you would assume that the values and behaviors with which you were raised are the most rational and natural ones. It is a surprise, even a shock at times, to discover that other cultures often see things very differently. As students who are seeking the truth in all of your academic subjects, it is important that you start your study of China by acknowledging that in order to understand what you see in another culture, you must try to understand what the world looks like from other people's shoes (*cultural relativism*). You must admit the fact that your own ways of thinking and doing are not necessarily going to be embraced elsewhere. However, this does NOT mean that you must adopt an attitude of *moral relativism*, that you must sacrifice your own values regarding moral issues like human rights in order to accept other versions. The concept of cultural relativism is just a reminder to the conscientious and well-rounded student that human cultures, and the ways of seeing and acting to which they give rise, are bound to be highly diverse and need to be understood on their own terms.

Amidst your discovery of cultural differences, you will also get a glimpse of what is common in the human experience. Sometimes these similarities are very general: a desire to survive, to raise families, and to come to an understanding of one's relationship with the spiritual and natural worlds; a need to develop moral codes by which to live and a mechanism to keep order in society; a tendency to draw distinctions between people. Other times the similarities can be quite striking in their specificity. For example, a central tenet of Confucianism advises "What you do not wish done to yourself, do not do to others," an articulation of the Golden Rule made well before the birth of Christianity.

Let the challenges of studying other cultures give you a fuller sense of what it means to be human and a greater appreciation for the variety of means that humankind has developed to make sense of the world. The members of the Core 7 faculty welcome you. We hope that this semester will be a rewarding one for you.

SUMMARIZED COURSE OBJECTIVES FOR INTERCULTURAL CORE

Cores 7 and 8 strive to foster an awareness of other cultures that enables you to see yourself as part of an interconnected whole. This is done on three different levels. 1) The most basic function of the Cores 7 and 8 curricula is to impart knowledge of other cultures to you. 2) Along with the acquisition of knowledge, you are presented with the challenge to see beyond your own worldview in a way that enables you to move beyond an ethnocentric perspective, and that fosters a sense of respect and understanding for other views, values, and practices. 3) Finally, the study of others should lead to the ability to use the knowledge of other cultures as a lens for looking at your own views, values, and practices.

1 - To develop *cognitive and communication skills*: "Students in Cores 7 and 8 will be expected to..."

- 1.1 use role-playing (Core 7) and other types of writing, as well as class discussions, to get beyond ethnocentrism and cope with the unfamiliar
- 1.2 learn to critically analyze a topic and formulate a specific argument about it using evidence, while recognizing alternative arguments (Core 8)
- 1.3 be able to distinguish between cultural relativism as an academic tool and moral relativism as a statement of values

2 - To build a *community of seekers after truth*: "Students in Cores 7 and 8 should be able to..."

- 2.1 use what they learn about other cultures in readings, lectures and discussions as a vehicle for reflection on and understanding of their personal and collective values
- 2.2 collectively continue to draw on shared knowledge gained in past cores as a way of contrasting cultural approaches to understanding truth
- 2.3 recognize that humans share important similarities to one another regardless of cultural background, and that these similarities are important points of understanding in our search for truth

3- To expand *awareness* to the many dimensions of *reality*: "Students in Cores 7 and 8 are expected to..."

- 3.1 recognize that culture plays a vital role in the interpretation of texts and events
- 3.2 recognize that various academic disciplines have different approaches to texts and events

4- To cultivate the *integrative habit of mind*: "Students in Cores 7 and 8 will be expected to ..."

- 4.1 recognize and articulate connections between new material and past Core material
- 4.2 contribute to the discussion group's understanding of how their majors are connected to Core material
- 4.3 anticipate how material in Cores 7 and 8 will be connected to future Core materials
- 4.4 recognize the integrative nature of cultural beliefs and practices

5- To evoke *formulation of, enthusiasm for, and commitment to values*: "Students will be able to..."

- 5.1 analyze ethical issues from a broader perspective
- 5.2 recognize that although differences in value systems exist, common values also exist
- 5.3 make progress in developing, articulating, and defending their own moral-philosophical stance
- 5.4 develop a respect for all people, regardless of cultural, racial, or religious differences

6- To witness to *specific Christian values*: "Students in Cores 7 and 8 will be expected to ..."

- 6.1 recognize the influence of Christian values outside of western cultures
- 6.2 further elucidate their own values in response to examining their values from a new perspective

STUDENT LEARNING OUTCOMES

In Core 7 China, students will

- 1) read/view/listen to a piece of popular culture from China - a short story, artwork, music, or film - with an eye to highlighting and analyzing differences and similarities in values, beliefs and behaviors between Chinese culture and the student's own culture;
- 2) conduct research using reputable sources, using that research to write from the perspective of someone in China;
- 3) demonstrate knowledge of China's cultural/geographical diversity by studying various cities and provinces and incorporating their research in a class project;
- 4) identify and describe China's strengths and weaknesses as a world power, as it increases in prominence as a global power;
- 5) be able to accomplish the following: a) describe and provide basic explanations of the main tenets of various religious and secular philosophies that have been instrumental in shaping China: Confucianism, Buddhism, Taoism, Maoism and reformism under Deng Xiaoping, or b) compare and contrast these "belief systems" with their own values and beliefs.



Film Showings

Several Chinese films, or films about China, will be shown this semester. Please consult your instructor about any course requirements in connection with the films. The start time for all films will be 6:30. Please note show dates for each below. Showings will take place in the Courtney Auditorium unless a venue change becomes necessary. Any changes to the schedule will be announced during Core 7 lecture.

"The Joy Luck Club." R.

Description from Netflix: "Based on the novel by Amy Tan, Wayne Wang's drama follows four Chinese women living in California - Suyuan, Lindo, Ying-Ying and An-Mei -- who gather weekly to play mahjong and share stories about their lives. They also enjoy sharing stories about their daughters, and lamenting some of the younger generation's choices.

Film showing: Monday, August 30

"The Last Emperor." PG-13.

Description from Netflix: "Recounting the last years of China's Ching Dynasty through flashbacks and fast-forwards, this drama from director Bernardo Bertolucci won nine Oscars. The lavish epic charts the transformation of Pu Yi - who ascended the throne at age 3 - from coddled aristocrat to enlightened insurgent to ordinary citizen. With the help of his Scottish tutor, the young emperor learns about the world outside the palace walls."

Film showing: Wednesday, September 22

"Together." PG.

Description from rogerebert.com: "The movie tells the story of Liu Xiaochun, a 13-year-old violin prodigy who lives in a provincial town with his father, Liu Cheng. His father is a cook who decides Xiaochun must advance his studies in Beijing--and so he takes them both there, with his meager savings hidden in his red peasant's hat. Because he is so naive, so direct, so obviously exactly who he is, and because his son really is talented, the uncultured father is able to persuade a violin teacher named Jiang to take the boy as a student...The movie is also a story about the old and new China, set in old and new Beijing. Professor Jiang lives in a crowded quarter of dwellings that lean cozily on each other, its streets filled with bicycles and gossip. People know each other. Professor Yu lives in a sterile modern building with Western furnishings. When he suggests that Xiaochun leave his father and live with him, he is essentially asking him to leave an older, more human China, and enter a modern world of ambition, success and media marketing."

Film showing: Tuesday, October 12

"Still Life." Unrated.

Description from Amazon.com: "In *Still Life*, great changes have come to the town of Fengjie due to the construction of the Three Gorges hydro project on the Yangtze River. Countless families that had lived there for many generations have had to relocate to other cities. Fengjie's old town, which has a 2000-year history, has been torn down and submerged forever. There are still things that need to be salvaged and yet there are also things that must be left behind. In *Still Life*, such life-changing choices face both Sanming, a miner traveling to Fengjie in search of his ex-wife of sixteen years, and Shen Hong, a nurse who has come to Fengjie to look for her husband who she hasn't seen in two years. Both Sanming and Shen will find who they're looking for, but in the process they too will have to decide what is worth

salvaging in their lives and what they need to let go of. *Still Life* is an empathetic portrait of those left behind by a modernizing society and, as in director Jia Zhang-ke's earlier films (*Platform*, *Unknown Pleasures*, *The World*), it is a unique hybrid of documentary and fiction."

Film showing: Monday, October 25

"Iron Monkey." PG-13.

Description from Amazon.com: "Yuen Woo-ping's dazzling take on Robin Hood, set in a 19th-century Canton township, stars Yu Rong-guang as the humble healer Dr. Yang, who dons black tights and a bandit mask for nightly excursions as the Iron Monkey to rob from the thieving governor of Canton and give to the poor. When wandering herbalist and martial artist Wong Kei-ying (Donnie Yen) enters town with his son in tow, the governor blackmails Wong into capturing the outlaw. Needless to say, Wong and Yang become fast friends and team up to take on the new villain in town, the Monk, and his mob of street-fighting thugs."

Film showing: Wednesday, December 1

LECTURE, READING AND FILM SCHEDULE

Please note that there are two Friday lectures on August 27 and September 10. Most sections of Core 7 meet twice a week, thus the general division of readings per week into two discussion classes. However, for sections meeting once a week, please check with your instructor to obtain reading assignment deadlines. It is generally advisable that you complete readings listed under "First Discussion Class" by the time of the lecture on Monday.

WELCOME TO CORE 7 CHINA

PART I: SHAPING THE CULTURAL MINDSET - RELIGIOUS AND SECULAR FOUNDATIONS

Week One: August 23 - August 27

August 23 lecture

Our Personal China - Jody Taylor Watkins, Fred Berger, Charles Kerlin, Linda McFarland

For your second discussion class:

Illustrated World's Religions, pp. 98-121; *Family*, pp. 8-44

August 27 lecture

Pa Chin's Irritant: Confucius and His Worldview - Peter Watkins

Week Two: August 30 - September 3

August 30 lecture

Pa Chin's Critique of the Traditional Chinese Family - Jody Taylor Watkins



Monday, August 30

Film showing of "Joy Luck Club" in the Courtney, 6:30

For your first discussion class:

Family, pp. 44-113

For your second discussion class:

Family, pp. 113-140; "Style" pp. 318-22 from *The Pearl Jacket*

Week Three: September 6 - September 10

Sept. 6, No classes, Labor Day

For your first discussion class:

Family, pp. 140-217

For your second discussion class:

Family, pp. 218-256; "Nightclub-tique" pp. 63-4 and "Happy Family" pp. 95-6 from *The Pearl Jacket*

September 10 lecture

A Modern Glimpse at Changes to the Family - China's One-Child Policy: Who Wins and Who Loses? - Karen Venditti and Video "China's Lost Girls"

PART II: CONTEMPORARY ISSUES IN CHINA

Week Eight: October 11 - October 15

October 11 lecture

China's "Haves" and "Have Nots" - *Linda McFarland*



Tuesday October 12

Film showing of "Forever" in the Courtney, 6:30

For your first discussion class:

China Road, pp. xiii-40; "Straw Ring" pp. 80-3 from *The Pearl Jacket*

For your second discussion class:

China Road, pp. 41-75; "The Lottery" pp. 168-71 from *The Pearl Jacket*

Friday, October 15

midterm break, no classes

Week Nine: October 18 - October 22

October 18 lecture

Google's China Challenge: Freedom of Expression in China - *April Toadvine*

For your first discussion class:

China Road, pp. 76-111; "Theme" p. 230 from *The Pearl Jacket*

For your second discussion class:

China Road, pp. 112-152; "The Female Visitor" pp. 145-7 from *The Pearl Jacket*

Week Ten: October 25 - October 29

October 25 lecture

China Takes the World Stage - video "*China Inside Out: New World Power, Old World Politics*"



Monday, October 25

Film showing of "Still Life" in the Courtney, 6:30

For your first discussion class:

China Road, pp. 153- 193; "The Next Empire?" from *Syllabus*,

For your second discussion class:

China Road, pp. 194-226; "Autumn" p. 244-7 from *The Pearl Jacket*

Week Eleven: November 1 - November 5

November 1 lecture

China's Health and Environmental Issues - *Fred Berger*

For your first discussion class:

China Road, pp. 227-272

For your second discussion class:

China Road, pp. 273-296

Week Fifteen: December 6 - December 10

December 6 lecture

Everyday Applications of Eastern Spirituality: Tai Chi and Meditation - *Rachel Pulver and Bob Jansen, C.P.P.S.*

For your first discussion class*:

"The Health Benefits of Tai Chi", "Thich Nhat Hanh on The Practice of Mindfulness", and "The Mindful Society" in *Syllabus*

*Bob Jansen also recommends an online book *Mindfulness in Plain English* by Ven. Henepola Gunaratana for those interested in pursuing the subject of mindfulness meditation in more detail. It is not required reading in Core 7, but may be accessed at www.urbandharma.org/udharma4/mpe.html
