

## Cover Sheet: Request 14337

CHT3XXX All the Tea in China

### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Stephan Kory skory@ufl.edu
Created	10/12/2019 11:25:06 AM
Updated	1/10/2020 2:53:15 PM
Description of request	New Course Request CHT3XXX All the Tea in China

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		10/28/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: 1) the committee would like a rationale or justification for the selected prerequisites; 2) under "reading quizzes" grading section, the language of documented pre-excused absences should be changed to documented excused absences, to be consistent with university policy.	12/8/2019
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad	Dr. Cory's reply to CLAS-CC's comment: Rationale for the selected prerequisites: While the course is focused on tea in China, much of the material for the course features the transmission and trade of tea in East Asia and around the globe as one of the major commodities leading to the development of global trading networks. As an interdisciplinary and at least partially inter-cultural course, it is a good opportunity to bring together students from area studies directly linked to the East Asian region (China, Japan, Korea, Vietnam).	12/9/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		1/10/2020

Step	Status	Group	User	Comment	Updated
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/10/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 14337

## Info

**Request:** CHT3XXX All the Tea in China

**Description of request:** New Course Request CHT3XXX All the Tea in China

**Submitter:** Youssef Haddad yah@ufl.edu

**Created:** 12/9/2019 11:26:08 AM

**Form version:** 11

## Responses

**Recommended Prefix** CHT

**Course Level** 3

**Course Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** All the Tea in China

**Transcript Title** Tea in China

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Effective Term** Earliest Available

**Effective Year** 2020

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Introduces the history, culture, and science of Chinese tea. 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 analyze written, visual, and media sources using comparative perspectives and theories.

**Prerequisites** CHI 1131 or JPN 1131 or KOR 1131 or VTN 1131 or CHT 3110 or CHT 3500 or JPT 3500 or VTT 3500

**Co-requisites** N/A

**Rationale and Placement in Curriculum** Chinese cultural studies courses help inform students of other cultures, help them see their own culture in a different light, and instill in them a sense of empathy. Chinese culture studies courses also help supplement language and literature studies and help attract students into language and literary studies. It also counts towards the major/minor and can be taken as elective in a critical concentration.

**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 reading

exploratory, two book reviews, and a final topic of interest paper.

**Course Textbook(s) and/or Other Assigned Reading Required Texts (3)**

- 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]  
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]  
See, Lisa. *The Tea Girl of Hummingbird Lane: A Novel*. New York: Scribner, 2017. [ISBN-10: 9781501154836] [ISBN-13: 978-1501154836]

**Assigned Readings**

(selections from books)

- Francesca Bray, *Science and Civilisation in China, Vol. 6: Biology and Biological Technology, Part II: Agriculture* (New York: Cambridge University Press, 1984).  
Caroline Dow, *Tea Leaf Reading* (Woodbury, MN: Llewellyn, 2009).  
Émile Durkheim, *The Elementary Forms of the Religious Life*, trans. Joseph Ward Swain (1915; New York: Free Press, 1965).  
Bret Hinsch, *Rise of Tea Culture in China* (Rowman & Littlefield Publishers, Incorporated, 2015).  
Lu Yu, *The Classic of Tea: Origins & Rituals* (Hopewell, N.J.: Ecco Press, 1997).  
Victor H. Mair and Erling Hoh, *The True History of Tea* (London: Thames & Hudson, 2009).  
Rudolf Otto, *The Idea of the Holy: An Inquiry into the Non-Rational Factor in the Idea of the Divine and Its Relation to the Rational* (1923; New York: Oxford University Press, 1950).  
Warren Peltier, *The Ancient Art of Tea* (North Clarendon: Tuttle Publishing, 2011).  
Jonathan Z. Smith, *Relating Religion: Essays in the Study of Religion* (Chicago: University of Chicago Press, 2004).  
George Ashur Stuart, *Chinese Materia Medica: Vegetable Kingdom* (Shanghai: American Presbyterian Mission Press, 1911).  
Wang Di, *Teahouse: Small Business, Everyday Culture, and Public Politics in Chengdu, 1900-1950* (Stanford, California: Stanford University Press, 2013).  
Zhang Jinghong, *Puer Tea: Ancient Caravans and Urban Chic* (Seattle: University of Washington Press, 2014).  
(articles)  
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.  
David Grigg, "The Worlds of Tea and Coffee: Patterns of Consumption," *GeoJournal* 57.4 (2002): 283–294.  
Stuart Hall, "The West and the Rest," in *Formations of Modernity*, ed. Stuart Hall (Cambridge: Polity Press, 2013), 56–60.  
Arthur Krystal, "What Is Literature?: In defense of the canon," *Harpers Magazine*, March 2014.  
J. A. Stewart, "Experimental Tea Growing in the United States," *Scientific American* 81.8 (1899): 120–121.  
Nelson Klose, "Experiments in Tea Production in the United States," *Agricultural History* 24.3 (1950): 156–161.  
Susan M. Walcott, "Tea Production in South Carolina," *Southeastern Geographer* 39.1 (1999): 61–74.  
Susan M. Walcott, "Brewing a New American Tea Industry," *Geographical Review* 102.3 (2012): 350–363.  
Booz, Patrick. "In and Out of Borders: The 'Beifu' ?? Tea Porters Encounter Tibet." *Cahiers D'Extrême-Asie* 23 (2014): 253-269.

C. Larson, "Reading the Tea Leaves for Effects of Climate Change," *Science Now*, May 28, 2015.

**Weekly Schedule of Topics** Week 1: Introduction

CLASS 1: Introductions

Read: Syllabus

CLASS 2: Tea and Its Competitors

Watch (just the first 20 minutes): "The 6 Types of Tea," MeiLeaf, 2013

<<https://www.youtube.com/watch?v=EUuw5rqWkZU>> (accessed 7/23/18).

Read: Victor H. Mair and Erling Hoh, *The True History of Tea* (London: Thames & Hudson, 2009), 15–22, 259–261.

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

#### Week 2: Origins

##### CLASS 3: Origins in China

Read: Derk Bodde, "Early References to Tea Drinking in China," *Journal of the American Oriental Society* 62.1 (1942): 74–76.

Read: L. Carrington Goodrich and C. Martin Wilbur, "Additional Notes on Tea," *Journal of the American Oriental Society* 62.3 (1942): 195–197.

Read: James A. Benn, *Tea in China: A Religious and Cultural History* (Honolulu: University of Hawai'i Press, 2015), 21–41.

Read: Mair and Hoh, *The True History of Tea*, 23–39, 262–268.

##### CLASS 4: Fortune's Journey

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), 1–34.

##### CLASS 5: Fortune's Journey

Read: Rose, *For All the Tea in China*, 35–92.

#### Week 3: Tea Leaves China

##### CLASS 6: Fortune's Journey

Read: Rose, *For All the Tea in China*, 93–135.

##### CLASS 7: Fortune's Journey

Read: Rose, *For All the Tea in China*, 136–181

##### CLASS 8: Fortune's Journey

Read: Rose, *For All the Tea in China*, 182–226.

#### Week 4: Theory

##### CLASS 9: Theory (History and Literature)

Read: Rose, *For All the Tea in China*, 227–252.

Read: Stuart Hall, "The West and the Rest," in *Formations of Modernity*, ed. Stuart Hall (Cambridge: Polity Press, 2013), 56–60.

Read: Arthur Krystal, "What Is Literature?: In defense of the canon," *Harpers Magazine*, March 2014 <<https://harpers.org/archive/2014/03/what-is-literature/>> (accessed 7/22/18).

##### CLASS 10: Theory (Religion)

Watch: George Carlin, "Religion is Bullshit," <<http://www.youtube.com/watch?v=8r-e2NDSTuE>> (accessed 7/22/18).

Read: Émile Durkheim, *The Elementary Forms of the Religious Life*, trans. Joseph Ward Swain (1915; New York: Free Press, 1965), 21–25.

Read: Rudolf Otto, *The Idea of the Holy: An Inquiry into the Non-Rational Factor in the Idea of the Divine and Its Relation to the Rational* (1923; New York: Oxford University Press, 1950), 215.

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.

##### CLASS 11: Theory (Science)

Read: "What is Science," TBD.

Watch: "Karl Popper, Science, and Pseudoscience: Crash Course Philosophy," PBS Digital Studios <<https://www.youtube.com/watch?v=-X8XfI0JdTQ>> (accessed 7/23/18).

#### Week 5: Botany and the Tang

##### CLASS 12: Botany

Read: George Ashur Stuart, *Chinese Materia Medica: Vegetable Kingdom* (Shanghai: American Presbyterian Mission Press, 1911), 81–87.

Read: Francesca Bray, *Science and Civilisation in China, Vol. 6: Biology and Biological Technology, Part II: Agriculture* (New York: Cambridge University Press, 1984), 1–29.

Read: Daniel Little, "On G. William Skinner," *Understanding Society* <<https://understandingsociety.blogspot.com/2008/11/g-william-skinner.html>> (accessed 7/23/18).

##### CLASS 13: Tang

Read: Benn, *Tea in China*, 96–116.

##### CLASS 14: Tang

Read: Lu, *The Classic of Tea*, 3–38.

#### Week 6: History (Song to Qing)

CLASS 15: Song

Read: Benn, *Tea in China*, 117–144.

CLASS 16 Qing

Read: Mair and Hoh, *The True History of Tea*, 164–175.

CLASS 17: Tea as a Mirror of Culture

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

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

<<http://www.jstor.org.nuncio.cofc.edu/stable/44167529>>.

Week 7: Coming to America

CLASS 18: New Lands

Read: J. A. Stewart, "Experimental Tea Growing in the United States," *Scientific*

*American* 81.8 (1899): 120–121. <<http://www.jstor.org.nuncio.cofc.edu/stable/24973541>>.

Read: Nelson Klose, "Experiments in Tea Production in the United States," *Agricultural History* 24.3 (1950): 156–161. <<http://www.jstor.org.nuncio.cofc.edu/stable/3741030>>.

Read: Susan M. Walcott, "Tea Production in South Carolina," *Southeastern Geographer* 39.1 (1999): 61–74. <<http://www.jstor.org.nuncio.cofc.edu/stable/44371044>>.

CLASS 19: Ming

Read: Benn, *Tea in China*, 172–197.

CLASS 20: Tea in America

Read: Susan M. Walcott, "Brewing a New American Tea Industry," *Geographical Review* 102.3 (2012): 350–363. <<http://www.jstor.org.nuncio.cofc.edu/stable/41709191?>>.

Week 8: Culture

CLASS 21: The Teahouse as a Mirror of History and Culture

Read: Wang Di, *Teahouse: Small Business, Everyday Culture, and Public Politics in Chengdu, 1900-1950* (Stanford, California: Stanford U. Press, 2013), 1-23.

Read: "Synopsis of Teahouse, A Play by Lao She," *Ivy Media* <<http://www.ivymedia.com/ps/p1/7259.html>> (accessed 7/24/18).

CLASS 22: Tea as a Cultural Commodity

Read: Benn, *Tea in China*, 1-20.

CLASS 23: Tea and Buddhism

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

Read: Peter G. W. Keen, "Tea and Buddhism, Much More Than Just Contemplation," 5/13/16 <<https://blog.teabox.com/tea-buddhism-much-just-contemplation>> (accessed 7/23/18).

Week 9: Literature

CLASS 24: Tea in Tang Poetry

Read: Benn, *Tea in China*, 72-95.

Read: Steven D. Owyong, "Lu T'ung and the Song of Tea: Taoism and the Seven Bowls," *KJ* 71 <<https://kyotojournal.org/the-journal/fiction-poetry/lu-t'ung-and-the-song-of-tea/>>.

CLASS 25: Tea, Power, and Morality

Read: Bret Hinsch, *Rise of Tea Culture in China* (Rowman & Littlefield Publishers, Incorporated, 2015), 33-54.

CLASS 26: Tea and Transcendence

Read: Hinsch, *Rise of Tea Culture in China*, 105-119.

Read: Reid and Janzen, *The Art and Alchemy of Chinese Tea*, 87-105.

Weeks 10-11: "Midterm" Exam and The Tea Girl

CLASS 27: Midterm EXAM

CLASSES 28-32

Read: Lisa See, *The Tea Girl of Hummingbird Lane: A Novel* (New York : Scribner, 2018 [2017]).

Weeks 12-14: The Science of Tea

CLASS 33: Science?

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

Read: C. Larson, "Reading the Tea Leaves for Effects of Climate Change," *Science Now*, May 28,

2015

CLASS 34: Science Readings TBD

CLASSES 35-37: Teaching the Science of Tea

CLASS 38 Concluding Science Reading/s TBD

Week 15 Papers and Conclusions

CLASSES 39-40 Topic of Interest Paper Presentations

CLASSES 41+ Conclusions/Evaluations

**Grading Scheme** Reading Exploratory [5%]

Map Quiz [5%]

Timeline [5%]

Reading Quizzes [10%]

Team Teaching [10%]

Midterm Exam [15%]

Two Book Reviews [20%]

Topic of Interest Paper [30%]

**Reading Exploratory [5%]**

A “reading exploratory” is much like a reading reflection or report, but the emphasis is on what you find interesting about any or all of the readings due on the day of your exploratory. An exploratory that rambles on about the content of the readings is an inferior exploratory. An exploratory that briefly introduces the readings before veering off into something that you find interesting, puzzling, or just cool about one or all of them is a superior exploratory. An excellent exploratory finds a way to bring other voices into the discussion (with proper references). Reading exploratories have to be turned in 24 to 12 hours before we meet for class so that I have a chance to weave it into our daily plan. I will pass around a sign-up sheet at the beginning of the semester. Everyone will sign up for one date slot. Additional details about our “Reading Exploratory” are posted on our CANVAS course page.

**Map Quiz [5%]**

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.

**Timeline [5%]**

Fundamental to any study of China is knowledge of its history. Create a one-page timeline of tea in Chinese history from 221 BCE to 2020 CE. Do not exceed one page, but record 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. You will briefly present your timeline in class, so be prepared.

**Reading Quizzes [10%]**

A total of ten reading quizzes will be administered in class. These quizzes are meant to 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 cannot be made up (except in the case of documented excused absences).

**Team Teaching [10%]**

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 10-15 minute presentation. In order to prevent the repetition of topics, there will be a sign-up sheet available in the middle of the semester, so plan to propose your topic early (“first come first serve”).

**Late “Midterm” Exam [15%]**

Our “midterm” exam will take place about three-quarters through the semester (~Week 9). During the semester, 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.

### Two Book Reviews [20%]

One review for each of our two novels. [1] Briefly introduce the topic and describe the plot. [2] Clearly state the book's thesis and judge how successfully it is defended. [3] Make your opinions clear and explain/defend both praise and critiques. [4] Use a rating system and defend your rating. [5] Proofread and edit before submission. No more than three double-spaced pages.

### Topic of Interest Paper [30%]

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 style found here: <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>.
- (3) Present your topic and thesis in class and answer questions (5 mins.)

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

**Instructor(s)** Stephan N. Kory

**Attendance & Make-up** Yes

**Accommodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes