

IE-HUMANITIES

IE University

Professor: **REGINA LLAMAS**

E-mail: rllamas@faculty.ie.edu

Academic year: 21-22

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Culture, History, and Commerce in Pre-Modern China

This class will provide a broad introduction to Chinese history from the beginning of written history to contemporary times. We will explore the dominant themes in the formation of Chinese culture and how these were formed, endured, evolved or disappeared over time. We will look at early Chinese thinkers and their ideas of government, the examination system and power distribution, the formation of its laws, foreign relations, commerce and its taboos, the introduction and incorporation of Buddhism, society and familial relations, and the vast continuing large culture of entertainment (performance, poetry and novels). From each unit, we will select a specific topic to compare with the present moment for what it can tell us about how certain issues inherent to the Chinese tradition evolve over time, and more recently, how they make headway in an increasingly competitive contemporary world.

OBJECTIVES AND SKILLS

In this class you will further develop:

In this class you will further develop:

Analytical, critical, and creative thinking skills.

Comprehensive reading of complex texts.

Writing and argumentation.

Research and information competence.

Sensitivity to other cultures and human experiences.

By the end of this class, you should have a general idea of the history and culture of China. You will have learnt about some of the main historical events and the people participating in them, you will know some of the most important thinkers and the relevance of their ideas in Chinese society. You will have a grasp of the institutional and social functioning of Chinese society, and their relations with the outside world. You will have read some of the most important pieces of literature and seen some of its most extraordinary works of art. And finally, you will get a glimpse of how history can be interpreted from various viewpoints. In short, it is an overview that will give you some basic yet fundamental tools to learn about and to keep on exploring Chinese culture.

METHODOLOGY

The course will be taught employing IE's Liquid Learning methodology, which combines three essential elements for a complete and dynamic learning experience: synchronous interactions, asynchronous interactions and individual inquiry and discovery. Synchronous Interaction is learning that happens in live, in real-time. For example, attending classes (lectures, discussions, labs, studios) in-person or virtually, working with classmates on team projects in a work-room or video-conference platform, or getting help and feedback from professors in-person or online. Asynchronous Interaction and Individual Inquiry and Discovery are learning experiences that happen interactively and asynchronously using collaboration tools and digital platforms.

Classes are a mixture of lectures, reading and writing, short videos or movies, discussions on the readings and presentations. Every class will have a presentation by a group of students, so that we do not have to present altogether at the end of the term. The presentations will be based on simple research carried out by the students each week and pertinent to that week's class.

Please come to class prepared. This means that before you come to class, you should read your assignments from *The Cambridge History of China* and any additional reading you may have. The book will serve as support to our class. It will help you organize information.

Required Textbook: Patricia Buckley Ebrey, *The Cambridge Illustrated History of China*, 2nd ed. (Cambridge UP, 2010). This is a great textbook and it will help you go back to things we have discussed in class and remember some of the names mentioned. It has all the basic information you need. It also has wonderful images that will help you better understand Chinese material culture.

http://static-library.ie.edu.s3-eu-west-1.amazonaws.com/ie.idm.oclc.org/ScanQuar/THE_CAMBRIDGE_ILLUSTRATED_HISTORY_OF_CHINA_913108173.pdf

I will also provide materials over announcements. **So please look at your Announcements.**

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	16.67 %	25 hours
Discussions	10.0 %	15 hours
Exercises	33.33 %	50 hours
Group work	6.67 %	10 hours
Other individual studying	33.33 %	50 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

China: Introduction and Historical Concepts

This section will introduce the course. I will explain briefly how to pronounce Chinese names. We will also look at a map of China and see how familiar we are with its geography and political borders. We will discuss the dominant narrative model used in Chinese history which emphasizes the importance of the dynastic cycle--that Chinese history is a collection of dynasties ruled by a series of emperors (and imperial families), that can be traced back five thousand years. We tend to discuss "China" as if it were a continuous political entity within one geographical space, while downplaying the contribution of other peoples, their culture and governing models. While in this class I have adopted a chronological approach, for clarity and simplicity's sake, we will see that what we now call "China" was and is an evolving, non-politically uniform entity, but ethnically and culturally very diverse.

Other / Complementary Documentation: The Cambridge Illustrated History of China

Practical Case: Blank Map of China

SESSION 3 (LIVE ONLINE)

Since this is a short class, I will explain how the class works: organization, mode of communication, readings, short written assignments, midterm papers and exams. I will also explain your short assignment for lesson four. These assignments should be fun and informative

SESSION 4 (ASYNCHRONOUS)

CHOOSE ONE

Here are a few short documents on contemporary China. I have chosen them on different topics, since your interests may differ. Please CHOOSE ONE TOPIC and read it/watch it carefully.

In two paragraphs of 300 words each, explain to me:

- 1. What did you know about China before you came to class.**
- 2. On the basis of the article you have chosen, explain what you find interesting/important about this topic and why do you think learning about China (past and present) matters.**

a) **Education:** Look at the very short documentary in Kanopy (you will have to sign in through the library: <https://ielib.kanopy.com/video/under-same-sky>) called Under the Same Sky, by Yoyo Li, and read about the current crackdown on tutoring here <https://www.theguardian.com/world/2021/aug/03/chinas-crackdown-on-tutoring-leaves-parents-with-new-problems>

b) **Youth:** Listen to Karoline Kan in WBUR presenting her book, and how her experience growing up contrasts with Liu Xinting's article. <https://www.wbur.org/hereandnow/2019/03/14/under-red-skies-karoline-kan> Liu Xinting, "Why are Contemporary Youth Increasingly Unhappy?" <https://www.readingthechinadream.com/liu-xinting-contemporary-youth.html>

c) **Gender Issues:** Women in China: What do these two pieces of information have in common— Han Zhang's article on a recent court ruling: #Metoo and how single women are perceived in China: "How a Sexual-Harassment Suit May Test the Reach of #MeToo in China" and watch https://www.youtube.com/watch?v=4mCVS20gj_8 on single or "leftover" women.

d) **Society:** Read this very interesting article on how China's rise has influenced Chinese ideas on China in the world. <https://www.thewirechina.com/2021/08/08/chinas-new-nationalism/> Please compare with this propaganda video from the Government's TV channel CGNT: <https://www.youtube.com/watch?v=nKd8pasRMKk>

e) **Identity and Politics:** This is a very interesting piece on a student who went to the US to study, remained for a period of time working there and returned to China. Once back, she understood that politics and identity in China dangerously conflate. Connie Mei Pickart <https://supchina.com/2019/12/19/nationalism-ruined-my-chinese-friendships/>

f) **Technology:** Jack Ma is the founder of Alibaba and Ant. Last year China started cracking down on tech firms. It all began with Jack Ma's Ant Group: <https://www.youtube.com/watch?v=gIDfJOMr4C4> and <https://www.youtube.com/watch?v=Bmsz3Jn8z2Q> Why China is cracking down on technology? <https://www.bloomberg.com/news/newsletters/2021-07-31/why-china-is-cracking-down-on-its-technology-giants-new-economy-saturday>

g) **Food:** Watch one (or two if you like it) of the episodes of the following documentary **A Bite of China** (2 better) <https://www.youtube.com/watch?v=AizamOIZijs> and <https://www.youtube.com/watch?v=B8ITWruUaQc> and read "Tasting a Good Life" by Rui Kunze, <https://journals.openedition.org/chinaperspectives/7674> where she discusses how Chinese state sponsored documentaries present the understanding of traditional culinary culture as a way of perceiving and pursuing happiness.

Video: a) Under the Same Sky

Article: a) China's Crackdown on Tutoring Leaves Parents with New Problems

Podcast: b) Karoline Kan Under the Red Skies

Article: b) Liu Xinting, "Why are Contemporary Youth Increasingly Unhappy?"

Article: c) Han Zhang "How a Sexual-Harassment Suit May Test the Reach of #MeToo in China"

Video: c) Leftover Women

Article: d) "China's New Nationalism"

Video: d) What are today's Chinese Youth Really Like?

Article: e) Nationalism Ruined My Chinese Friendships

Video: f) "How China Lost Patience with Its Loudest Billionaire"

Video: f) What happened to China's Superstar Entrepreneur Jack Ma?

Article: f) The Real Reason China Is Cracking Down on Its Tech Giants

Video: g) A Bite of China (1)

Video: g) A Bite of China (2)

Article: g) Tasting a Good Life

SESSIONS 5 - 6 (LIVE IN-PERSON)

Technology and Thought

In this class we will look at the early structure of power and the formation of the idea of merit as well kinship in power succession. We will look at the importance of ancestor worship and the continuity of this practice. We will look at early technological advances and the importance of writing and historical record. We will also discuss the appearance of a class of professional political advisors called Shi, the different schools of thought and their engagement with governance.

Reading: The Cambridge Illustrated History of China, Ch.1 and Ch. 2.

Presentation: What and how important is filial piety? What did Confucius say? Introduce the Singapore video <https://www.youtube.com/watch?v=ybxNkpS5q-g> to students in class and discuss the question above. See a little bit of this from the Washington post https://www.youtube.com/watch?v=w_ybkzHg6-E

Video: Filial Piety Singapore

SESSIONS 7 - 8 (LIVE IN-PERSON)

Empire Building and the Inroads of a New Religion

We will discuss the formation of the first Chinese empire and what ideas made it possible. We will also look at the second empire, how in the historical imagination it became a model for subsequent dynasties, and how it influenced China's idea of itself throughout history. As the Han dynasty opened a corridor to Central Asia and made possible commercial exchanges, it also allowed the influx of new religions that had an enormous impact in peoples beliefs, as well as in their everyday habits. In the second part of this class we will look at the effect Buddhism had on the Chinese conception of the world: on its ethics, ways of living (monasticism) and conceptions of the afterlife, but also on its art, household furniture, the size of houses, tax payments, and public works among other things.

Reading: The Cambridge Illustrated History of China, Ch.3 and Ch.4.

Presentation: The Silk Road and the New Silk Road(s). What was and is the contribution of merchants to the culture of the Silk Road?

SESSION 9 (ASYNCHRONOUS)

Short readings from Chinese Civilization: A Sourcebook. Short readings from Chinese Civilization: A Sourcebook. Please read the Confucian, Legalist, Daoist and Mencian (within Confucianism) texts and in no more than 600 words (one page and a half double spaced) discuss how these different schools compare in their ideals of the ruler and how he governs. Here are some questions you may consider, but use them as guidelines. You do NOT have to answer all of these questions: What are Confucius ideas of government? What do Confucians want from the ruler? How do Daoists differ and Legalists differ from Confucians in their mode of governing and what they want from the ruler? How would you fit Zhuangzi's story of Cook Ding (Daoists, p.30) into ideas of government and governing? Use your textbook chapter 2 (pp. 42-53) as context.

Article: Confucian Teachings

Article: Daoist Teachings

Article: Legalist Teachings

SESSIONS 10 - 11 (LIVE IN-PERSON)

From Cosmopolitanism to "This Culture of Ours"

In this class we will look at how China was, in fact, a multi-ethnic society for much of its early history. We will consider what this means for its politics, culture, commerce and religion. We will look at questions of social structure, political organization, cultural creativity and the influence all these aspect of Chinese culture had well beyond its borders. We will also discuss the traumatic An Lushan rebellion and its legacy, and the curious romantic story woven into this violent period of history. In the second part of this class, we will see how after the end of this brilliant cosmopolitan period, society turned inward to focus on strengthening and developing the local economy and social ties. The urban aristocracy vanished, and a new class of administrators educated in the classics and selected through an examination process took their place. Studying for these exams created shared Confucian values and a shared culture, and established a cultural bond among the officials employed to administer the country. This was also a period in China of great advances in agriculture, industry and the economy.

Reading: The Cambridge Illustrated History of China, Ch.5 and Ch.6.

Presentation: On Education. Compare the role of education in China in the past with modern times. Think about the benefits of becoming a graduate. Discuss the reason why Xi Jinping is currently clamping down on tutoring. See, for example, The Economist (David Rennie, Chaguan Columnist at The Economist) video: <https://www.youtube.com/watch?v=4CDPk6EV57U> and inform yourself through other media outlets such as The Wire China, SUP China, The New York Times, Bloomberg News, The WSJ, the Financial Times, Pengpai (or The Paper) if you can read Chinese, or any other newspaper/news outlet that is "trustworthy."

Video: "Chaguan" Columnist at The Economist

SESSIONS 12 - 13 (LIVE IN-PERSON)

Foreigners, Despotism and the Rise of Literacy

The history of continental East Asia (much of it is what we now call China) involves a multiplicity of kingdoms, some of which are considered part of Chinese history, others not. In this class we will discuss the various people that established their kingdoms in north and northwest of what is now the People's Republic of China. We will discuss their foundational myths, their contribution to Chinese culture, and discuss how they have been portrayed in Chinese history. The second part of the class, will discuss issues of ethnicity and its cultural tensions. And we will address once again the problems of securing power and imperial expansion in diplomacy and trade. We will also see how a rise in literacy affected society and in what specific ways: for example, the increasing interest in popular cultural forms.

Reading: The Cambridge Illustrated History of China, Ch.7 and Ch.8.

Presentation: Zheng He and his voyages to India and Africa. Explain who were Zheng He, Zhu Di and describe the voyages. Think beyond the political meaning of these voyages to how they were financed, their commercial value, and the ecological footprint of these ships. If you address these questions comparatively (Christopher Columbus) you may understand these voyages more in depth.

SESSION 14 (ASYNCHRONOUS)

Short paper on 6 issues due.

SESSION 15 (LIVE ONLINE)

In this class, we will discuss what issues you chose, and why you thought these were important in understanding Chinese history.

SESSIONS 16 - 17 (LIVE IN-PERSON)

Conquest, Imperialism, and the End of the Empire

In this class we will discuss the high and low points of Chinese civilization from the 17th century to almost the end of the 20th century. We will look at the expansion of the empire, extreme works of engineering, commerce and the economy, and the beginning of Western encroachment and the opium wars. As China became enmeshed in imperialist aspirations, it began to look inward, at what it needed to strengthen itself. This is one of the most interesting periods in Chinese modern history. We will look at the tensions created between past and present, the desire to move ahead with the world while trying to preserve Chinese identity.

Reading: The Cambridge Illustrated History of China, Ch.9 and Ch.10.

Presentation: Much has been written about the Opium War. This is also considered by China the height of the One Hundred Years of Humiliation, when Western Powers started to encroach on its land. There is a good documentary on this matter in kanopy: go to library.ie.edu—video on demand—kanopy— and watch A Century of Humiliation part 2, which begins about half way through. Particularly interesting are how different scholars and journalists look at the past history of China.

SESSIONS 18 - 19 (LIVE IN-PERSON)

Establishment of The Peoples Republic: Industrialization and Mismanagement

After the fall of the last dynasty, China started to experiment with many different form of government until finally, the People's Republic was established. We will briefly discuss the Sino-Japanese war, Mao's victory and the establishment of the People's Republic of China. Almost as soon as Mao entered Beijing, rectification campaigns began. Some were quite successful, but others were disastrous for the country. Two of these: The Great Leap Forward, Mao's ambitious attempt at industrializing the country in record time, and The Cultural Revolution, launched as an attempt to preserve the ideals of Chinese communism, both ended in disaster. The first with a terrible famine that took the lives of over forty million people, and the other destroyed part of its national cultural heritage, damaged China's economy and more importantly, killed hundreds of thousands of people.

Reading: The Cambridge Illustrated History of China, Ch.11.

Presentation: The Cultural Revolution and its legacy. I will introduce the Cultural Revolution in class. Your presentation will deal with the personal and social experience of people who underwent the Cultural Revolution. Go to library.ie.edu—video on demand—kanopy— watch “Morning Sun.” Read your text book.

SESSION 20 (ASYNCHRONOUS)

Read Lu Xun's short story “**My Old Home.**”(1921). What do you think Lu Xun is criticizing about the society at the time? 300 words.

Article: My Old Home (1921)

SESSIONS 21 - 22 (LIVE IN-PERSON)

Opening to the World: From Deng to Xi.

After the death of Mao, Deng Xiaoping became China's leader. Deng had a very different idea (from Mao) of how to develop China economically. In this class we will discuss Deng's reforms all the way to Zhu Rongji who bought China into the WTO. In the second part of the class, we will discuss Xi's ascent to power and the changes we have seen during his time. Hereafter, our classes are going to be a mixture of lecturing, reading newspaper articles and discussion.

Reading: The Cambridge Illustrated History of China, Ch.12.

Presentation: Tiananmen. There is an immense amount of information on Tiananmen out there. But not all is correct or believable. So please use the materials available in the library. In addition, there is the very long and excellent documentary by Carma Hinton “The Gate of Heavenly Peace.” (<https://www.youtube.com/watch?v=1Gtt2JxmQtg> and <https://www.youtube.com/watch?v=o0lgc4fWkWI>.) You do not need to watch it all, but please do watch the first part. Use parts of it on your presentations.

Video: The Gate of Heavenly Peace

Video: The Gate of Heavenly Peace Part II

SESSIONS 23 - 24 (LIVE IN-PERSON)

Dissent in China: Human Rights and the New Intellectuals

China claims it has a good human rights record. But is this true? What happens with the Uighurs, Mongolian Culture? Hong Kong? Dissent? We will discuss outspoken dissidents, their opinions on human rights, including events that happen in other countries, like Black Lives Matter. Outspoken dissidents routinely disappear in China, but what happens, for example, to professors of Law in prestigious universities like Peking University that speak directly of the need in China for constitutional change?

Presentation: The Hong Kong Democracy Movement. Here again, there is a lot of information on the web. Please use reliable sources such as the NYT, WSJ etc. (mainstream media) as well as The Wire, SUP China and so forth (websites included in your syllabus). Tell us what happened, how and why it began, who is Carrie Lam, who are the most outspoken students, what did they want and so forth. See also most recently: <https://edition.cnn.com/2021/09/18/asia/hong-kong-university-nsl-china-intl-hnk-dst/index.html>. The underlying question to explore here is how different acquired values affect differently cultural development and political expectations.

Article: One of Asia's most prestigious universities is on the frontline of a battle for democracy

Article: "I Try to Talk Less": A Conversation with Ai Weiwei and Liao Yiwu"

SESSION 25 (ASYNCHRONOUS)

Paper 2 Due

SESSIONS 26 - 27 (LIVE IN-PERSON)

China's Dream and a New World Order

The problem of waste in China's massive cities is enormous (as it is in the rest of the world) and the idea of convenience only helps to exacerbate the problem. In this class we will look at how China's wealth has created, in record time, a series of additional environmental problems. How does this affect society and what China is doing about it and about the environment in general.

Presentation: The Uighurs of XINJIANG.

Article: Inside Xinjiang Prison State

SESSION 28 (LIVE IN-PERSON)

I am cutting this class in half to address the following discussion/presentation.

Presentation: A class led by students: In your opinion, what are the most pressing problems China has right now?

SESSION 29 (LIVE IN-PERSON)

We will do both classes online. Short oral exams where I will question you about the issues you chose in your papers.

SESSION 30 (LIVE ONLINE)

We will do both sessions 29 and 30 online. Thus, class 28 will be in class discussion lead by students. And the two last classes will be the same day as class 30.

This will be a short oral exams where I will question you about the issues you chose in your papers.

BIBLIOGRAPHY

Compulsory

- Patricia Buckley Ebrey. (2010). *The Cambridge Illustrated History of China*. 2nd ed. (Cambridge UP, 2010). ISBN 0521124336 (Digital)

- Patricia Buckley Ebrey. (1993). *Chinese Civilization, A Sourcebook*,. 2nd ed.. The Free Press, NY,. ISBN 0029087520 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Preparation and Presentation	20 %	
Other	20 %	
Assignments	30 %	
Final Exam	30 %	

IE Impact

This course in the Humanities is the first course of the IE IMPACT learning journey. Consisting of courses in the Humanities, Technology and Entrepreneurship, IE IMPACT reinforces these three foundational pillars of IE University, and centers Diversity and Sustainability throughout the entire learning journey, which culminates with the IE Challenge.

IE Impact is a transversal academic program for all IEU students whose mission is to prepare students to be agents of positive change. Students from all IE schools and undergraduate degrees come together in this dynamic learning journey where they first select a course in the Humanities and are introduced to some of the most complex issues and challenges facing humanity; the second course is Technology where students develop a working knowledge of the disruptive technologies that are applied to address these challenges; the third course is Entrepreneurship where students begin to develop an entrepreneurial mindset by learning to ideate, design and validate sustainable business models that can serve to drive positive change at scale. Finally, students work in teams as innovation consultants in the IE Challenge to tackle real-world problems by ideating and designing proposals to help an enterprise advance, amplify or its impact on achieving one or more of the Sustainable Development Goals.

Grade description and equivalents:

·**Excellent/Sobresaliente:** 9.0-10.0 (A- to A+)

Consistently produces work of the highest quality and craft; exhibits notable progress and development over the course of the semester; meets all course objectives at highest level; attendance is near-perfect, and contributions to course discussions are extremely valuable.

·**Very Good/Notable:** 7.0-8.9 (B- to B+)

Completes all assignments with work of above-average quality and craft; exhibits significant progress and development; meets most course objectives; attendance and participation are very good.

·**Good/Aprobado:** 6.0-7.0 (C- to C+)

Completes all assignments with work of acceptable quality and craft; exhibits some progress and development; meets a majority of course objectives. Attendance and participation are acceptable.

·**Pass/Aprobado:** 5.0-6.0 (D)

Assignments are delivered but are incomplete and/or of low quality and craft; exhibits little progress and development; meets few course objectives. Attendance and participation are poor, but absences do not total more than 30%.

·**Fail/Suspenso:** 0-4.9 (F)

Work is incomplete, missing, or does not meet course objectives. Attendance and participation are poor.

·**Automatic Failure/Suspenso:** 0 (F)

Please note that a student who misses 30% or more of the scheduled sessions receives an automatic 0.0, and loses his or her right to the second chance or call (convocatoria.)

Retake policy:

Students have four opportunities to pass a course distributed in two consecutive academic years. It is mandatory to attend 100% of the classes, but if justified, students can miss up to 30% of the classes. If they miss over 30%, they will have to enroll again in the course the following year.

·Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course the next academic year).

·Students who fail the subject in the first regular period, will have to retake it in July. The dates and locations will be posted in advance by the university informing both professors and students.

·The maximum grade a student can obtain in the second exam session is 8 out of 10.

Retake will require you to complete all the assignments and a final meeting with me to discuss your assignments.

Code of Ethics/Honor

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

What is academic integrity? One component of a definition is when one does the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic integrity violations are defined as cheating, plagiarism or other violations of academic ethics.

Cheating includes:

a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.

b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.

c) co-operation or collaboration.

d) with official documents, including electronic records.

e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document is a form of plagiarism. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.

b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).

c) Plagiarizing is not committing "word for word" copying. "Thought for thought" is also a form of plagiarism.

Other violations of academic ethics include:

a) Not acknowledging that the students' work or any part thereof has been submitted for credit elsewhere.

b) Misleading or false statements regarding work completed.

c) Knowingly aiding or abetting anyone in committing any form of an academic integrity violation.

Academic Misconduct Procedure for Humanities Courses.

1. If a Humanities instructor suspects a student has committed academic misconduct (as defined in the student's Code of Ethics) in a Humanities course, he or she must refer the case to the Humanities program director with all the necessary supporting evidence.
2. The Humanities program director will meet with the student and write a brief summary of the instructor and the student's views and pass them on to the Bachelor's program director. The Humanities program director may also suggest what type of sanction would be appropriate for the student.
3. If there is enough objective evidence to sanction the student, the program director will check if this is the first time the student has committed academic misconduct.
4. If this is a first breach of conduct, the program director will decide the scope of the sanction on the basis of all the above information. (Bachelor or Ethics Committee).
5. If this is a second offense or if, according to the Humanities director's report, the case is serious enough, the case will be redirected to the university's Ethics Committee.

(Approved by the Vice-Rector of Academic Affairs in June 20, 2020)

PROFESSOR BIO

Professor: **REGINA LLAMAS**

E-mail: rllamas@faculty.ie.edu

Regina Llamas

Associate Professor in the Humanities

rllamas@faculty.ie.edu

Regina Llamas holds a BA from Beijing University, an MA in Regional Studies East Asia (Harvard University), and a PhD in East Asian Languages and Cultures (Harvard University). Her earlier work, both in English and Spanish, focused on southern Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. She is currently working on a monograph on the historiography of Chinese drama and how the discipline was formed. She is the author of *Top Graduate Zhang Xie: The Earliest Chinese Extant Chinese Southern Play* (CUP, 2020) and is currently co-editing a book together with Patricia Sieber (Ohio State University) entitled *How to Read Chinese Drama* (CUP).

She is currently Associate Professor in the Humanities at IE University where she teaches Chinese History and Culture.

OFFICE HOURS BY APPOINTMENT (But you can always catch me after class.)

OTHER INFORMATION

Websites of Interest:

The Wire: <https://www.thewirechina.com/>

Sup China: <https://supchina.com/>

South China Morning Post: <https://www.scmp.com/>