

IE HUMANITIES

IE University

Professor: **REGINA LLAMAS**

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Academic year: 22-23

Degree course: FIRST

Semester: 2^o

Category: COMPULSORY

Number of credits: 6.0

Language: English

PREREQUISITES

SUBJECT DESCRIPTION

CHINA: WAYS OF THINKING, WAYS OF DOING.

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.

IE IMPACT- HUMANITIES is the first Pillar course in the IE Impact Learning Journey.

IE IMPACT is a multi-bachelor, multi-school mandatory academic program for all IEU students whose mission is to foster the skills, mindsets, and knowledge we at IE University believe our future graduates need to develop into leaders of positive change.

IE IMPACT includes three “pillar courses”: the Humanities, Technology and Entrepreneurship. It culminates in a fourth, hands-on course called the IE Challenge, whose design embodies IE’s value of Diversity and its commitment to Sustainability.

The IE Impact Learning Journey aims to help IEU students transform into leaders of positive change by developing:

- humanistic approaches to interpersonal relations, decision-making and critical thinking;
- familiarity with the technologies that are applied to solve some of the world’s greatest challenges, as well as understanding the implications of applying such technologies;
- entrepreneurial mindsets, know-how, and skills to identify and solve problems worth solving, and to create validated business models that enable solutions to be enduring and scalable;
- a curiosity and an awareness about how sustainability-driven enterprises are sources of positive change; and

· adaptive leadership skills, as well as personal and team-based skills to foster innovation through diversity.

OBJECTIVES AND SKILLS

In this class you will further develop:

- * Development of analytical, critical, and creative thinking.
- * 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

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.

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.

Book Chapters: The Cambridge Illustrated History of China (See Bibliography)

Practical Case: Blank Map of China

SESSIONS 3 - 4 (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:

a) The Cambridge Illustrated History of China, Ch.1 and Ch. 2.

Presentation1: What and how important is filial piety? What did Confucius say? Introduce the Singapore video to students in class and discuss the question above. See a little bit of this from the Washington post

Book Chapters: The Cambridge Illustrated History of China, Ch.1 and Ch. 2. (See Bibliography)

Video: Singapore Filial Piety (Youtube)

Video: Washington Post Video (Youtube)

SESSION 5 (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.

a) **Education:** Look at the very short documentary in Kanopy (you will have to sign in through the [library](#)) called Under the Same Sky, by Yoyo Li, and read about the current crackdown on tutoring [here](#).

b) **Youth:** Listen to Karoline Kan in WBUR presenting her book, and how her experience growing up contrasts with Liu Xinting's [article](#). Liu Xinting, "[Why are Contemporary Youth Increasingly Unhappy?](#)"

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 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. Please compare with this propaganda [video](#) from the Government's TV channel CGNT.

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](#)

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](#) and [How China Lost Patience with Its Loudest Billionaire](#). [Why China is cracking down on technology?](#)

g) **Food:** Watch one (or two if you like it) of the episodes of the following documentary [A Bite of China 1](#) (2 better) and [A Bite of China 2](#) and read "[Tasting a Good Life](#)" by Rui Kunze, where she discusses how Chinese state sponsored documentaries present the understanding of traditional culinary culture as a way of perceiving and pursuing happiness.

h) **Dissident Intellectuals:** Ian Johnson, "['I Try to Talk Less': A Conversation with Ai Weiwei and Liao Yiwu](#)"

i) **Environment:** Read this article from the BBC where it shows the importance of China's environmental policies for the world. David Brown, "[Why China's climate policy matters to us all](#)" And read Xi Jinping's pledge "[China pledges to stop building new coal energy plants abroad](#)"

Video: a) *Under the Same Sky (Kanopy)*

Article: a) *China's Crackdown on Tutoring Leaves Parents with New Problems (The guardian, Tue 3 Aug 2021)*

Podcast: b) *Karoline Kan Under the Red Skies (WBUR, March 14, 2019)*

Article: b) *Liu Xinting, "Why are Contemporary Youth Increasingly Unhappy?" (Reading the China Dream)*

Article: c) *Han Zhang "How a Sexual-Harassment Suit May Test the Reach of #MeToo in China" (The New Yorker, May 12, 2021)*

Video: c) *Leftover Women (Youtube)*

Article: d) *"China's New Nationalism" (The Wire China, AUGUST 8, 2021) (ced)*

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

Article: e) *Nationalism Ruined My Chinese Friendships (The China Project, December 19, 2019)*

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

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

Article: f) *The Real Reason China Is Cracking Down on Its Tech Giants (Bloomberg, July 31, 2021)*

Video: g) *A Bite of China (1) (Youtube)*

Video: g) *A Bite of China (2) (Youtube)*

Article: g) *Tasting a Good Life (Open Edition Journals)*

Article: h) *Dissident. 'I Try to Talk Less': A Conversation with Ai Weiwei and Liao Yiwu (The New York Review, September 12, 2015)*

Article: i) *Why China's climate policy matters to us all (BBC News, 29 October 2021)*

Article: i) *China pledges to stop building new coal energy plants abroad (BBC News, 22 September 2021)*

SESSIONS 6 - 7 (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.

Presentation2: The Silk Road and the New Silk Road(s). What was and is the contribution of merchants to the culture of the Silk Road?

Book Chapters: The Cambridge Illustrated History of China, Ch.3 and Ch.4. (See Bibliography)

SESSIONS 8 - 9 (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.

Presentation3: 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](#) 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."

Book Chapters: The Cambridge Illustrated History of China, Ch.5 and Ch.6. (See Bibliography)

Article: David Rennie: Chaguan. China's Education: Traditional education (Youtube)

SESSION 10 (ASYNCHRONOUS)

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 what would you chose as a form of government.

Book Chapters: Confucian Teachings, chapter 6 in Patricia Buckley Ebrey. (1993). Chinese Civilization, A Sourcebook (See Bibliography) (ced)

Book Chapters: Daoist Teachings, chapter 7 in Patricia Buckley Ebrey. (1993). Chinese Civilization, A Sourcebook (See Bibliography) (ced)

Book Chapters: Legalist Teachings, chapter 8 in Patricia Buckley Ebrey. (1993). Chinese Civilization, A Sourcebook (See Bibliography) (ced)

*Book Chapters: Mencius, TRANSLATED WITH AN INTRODUCTION BY D. C. LAU (excerpts)
(ced)*

SESSIONS 11 - 12 (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.

Presentation4: 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.

Book Chapters: The Cambridge Illustrated History of China, Ch.7 and Ch.8. (See Bibliography)

SESSIONS 13 - 14 (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.

Presentation5: The First Opium War. 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—](http://library.ie.edu) 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.

Book Chapters: The Cambridge Illustrated History of China, Ch.9 and Ch.10. (See Bibliography)

SESSION 15 (LIVE IN-PERSON)

Midterm: Four Issues Paper due.

SESSIONS 16 - 17 (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. Here is a [documentary](#) by Jung Chang on the Soong sisters. Quite fascinating.

Presentation6: 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.

Book Chapters: The Cambridge Illustrated History of China, Ch.11 (See Bibliography)

Video: Jung Chang- Big Sister, Little Sister, Red Sister: 3 sisters at the heart of 20th Century China 5x15 (Youtube)

SESSIONS 18 - 19 (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.

Presentation7: 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 part 1](#)” and [The Gate of Heavenly Peace Part 2](#). You do not need to watch it all, but do watch the first part. Use parts of it on your presentation.

Book Chapters: The Cambridge Illustrated History of China, Ch.12. (See Bibliography)

Video: The Gate of Heavenly Peace part 1 (Youtube)

Video: The Gate of Heavenly Peace Part 2 (Youtube)

SESSION 20 (ASYNCHRONOUS)

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

Book Chapters: My Old Home, in Selected Stories of Lu Hsun, 1972 (ced)

SESSIONS 21 - 22 (LIVE IN-PERSON)

Dissent in China: 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?

Presentation8: 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 was Carre Lam, who is Lee Ka-chiu, who are the most outspoken students, what did they want and so forth. [See](#) also most recently. 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 (CNN, September 18, 2021)

SESSIONS 23 - 24 (LIVE IN-PERSON)

China's Dream and a New World Order

China is dissatisfied with the world order created by the US and Europe after WWII. What is China's vision of a new world order? Did China benefit from the past world order? Does China have a new vision for a new world order? What is the How does it differ from the current one?

Here are some views from some China:

[China's Vision for a New World Order: In Theory and Practice](#)

[China's New World order and Europe](#)

And here is [Susan Shirk](#)

And here [Kevin Rudd](#)

Presentation9: XINJIANG and the Uyghurs, Human Rights and Production

Video: China's Vision for a New World Order: In Theory and Practice (Youtube)

Video: China and Europe New World Order (CIDOB)

Video: Susan Shirk. China Now (Youtube)

Video: Kevin Rudd Understanding China (Youtube)

SESSION 25 (ASYNCHRONOUS)

Paper 2 Due: 6 Issues

SESSIONS 26 - 27 (LIVE IN-PERSON)

The Environment and Waste

China has a billion and a half human beings it needs to clothe, feed and keep warm and employed. In order to better manage the population, it is increasingly allowing people to move to cities—that is, second and third tier cities. The concentration of population has also produced an enormous amount of waste. In this class we will discuss waste management and the environment. In class discussion and student presentation.

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.

Readings and presentation10:

- [Greening China](#)
- [Green Growth in Action](#)
- Li Yifei and Judith Shapiro: **China Goes Green: Coercive Environmentalism for a Troubled Planet. Especially chapters 3&4 (In the library)**
- * Stephan Landsberger. [Beijing Garbage: A City Besieged by Waste.](#)

Article: *Greening China* (MERICS, Jan 07, 2021)

Other / Complementary Documentation: *Green Growth in Action* (OECD)

Book Chapters: *Beijing Garbage* (available at IE Library)

SESSIONS 28 - 29 (LIVE IN-PERSON)

What does China want?

In class discussion and student presentation¹¹ (It complements sessions 23&24).

Websites with excellent information:

[The Wire](#)

[Sup China](#) (THE CHINA PROJECT):

[South China Morning Post](#)

[Site of sites](#)

Article: *Rhetoric and Reality of China's Global Leadership in the Context of COVID-19: Implications for the US-led World Order and Liberal Globalization* (*Journal of Contemporary China*, 2020) (ced)

Article: *Varieties of Contestation* (REVIEW OF INTERNATIONAL POLITICAL ECONOMY 2020, VOL. 27, NO. 2, 258–280) (ced)

Article: *What Does China Want?* (*Journal of Contemporary China*, 27:113, 643-658) (ced)

Working Paper: *Xi Jinping's World View* (*Foreign Policy*, ASIA WORKING GROUP PAPER 2 | FEBRUARY 2016)

SESSION 30 (LIVE IN-PERSON)

Final Oral Exam

BIBLIOGRAPHY

Compulsory

- Patricia Buckley Ebrey. (1993). *Chinese Civilization, A Sourcebook*,. 2nd ed.. The Free Press, NY,. ISBN 9780029087527 (Printed)

- Patricia Buckley Ebrey. (2022). *The Cambridge Illustrated History of China*. 2nd ed. Cambridge University Press. ISBN 9781009151443 (Printed)

EVALUATION CRITERIA

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:

Retake Policies: 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.

Criteria	Percentage	Comments
Presentation and Prepasion	20 %	
Midterm Evaluation	20 %	
Assignments	30 %	
Final Exams (20%paper 10%oral)	30 %	

PROFESSOR BIO

Professor: **REGINA LLAMAS**

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Regina Llamas

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

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 work, both in English and Spanish, focuses on Chinese drama, dramatic historiography, modern ethnography and dramatic performance, and the later Qing commentarial dramatic tradition. She is the author of *Top Graduate Zhang Xie: The Earliest Chinese Extant Chinese Southern Play* (CUP, 2021) and co-edited a book together with Patricia Sieber (Ohio State University) entitled *How to Read Chinese Drama* (CUP, 2022). She is currently Associate Professor in the Humanities at IE University where she teaches Chinese History and Culture.

OTHER INFORMATION

OTHER RELEVANT INFORMATION ABOUT THIS COURSE:



a) ATTENDANCE POLICY

Attendance to this Humanities course is mandatory. Just like any other IEU academic course, all students must follow IEU's Attendance Policy.

As per IE University policy, every student must attend at least 70% of sessions. IEU attendance policy applies to any type of session: live in-person and asynchronous sessions. Students attending less than 70% of sessions will be graded with a FAIL for the course. This FAIL will apply to the ordinary and the extraordinary calls of the current academic year.

For live in-person sessions, students will be marked absent if:

- they do not attend the session in-person or in any mode;
- they attend an in-person session via Zoom, or any remote format;
- they attend virtually a live in-person session, for which they received an authorized attendance waiver to attend the session online, but they do not have their camera turned on, they are not engaged, and they are not seated without distraction during the entire class session.

For asynchronous sessions, students will be marked absent if:

- they do not engage and complete the work expected of them in the asynchronous sessions.

Students are advised to take into account that the great majority of the Humanities sessions are double sessions; therefore, if a student is absent on a day there are 2 sessions scheduled, the student will be marked absent for the 2 corresponding sessions.

Attendance waivers

Please remember that professors are not allowed to grant exceptions to the attendance policy. You may inform them of the reasons of any planned or past absence out of courtesy, but any waiver must be granted by the IE Impact Program Management.

Under exceptional circumstances (serious health problems, visa delays, and travel restrictions), a student can ask for a temporary attendance waiver and may be allowed to attend online (or not in any format) and not have his/her 70% attendance affected. For this to be possible, a written and documented request must be made in advance to the IE Impact/Humanities Program Management Team. Students must email ieimpacthumanities@ie.edu with the request and any related documentation. Last minute changes in attendance or verbal request will not be considered. If the request is approved, an attendance waiver will be granted over one or more sessions and the allowed 30% will only be applied to other absences (without an authorized waiver).

Rules for online attendance (when authorized)

Any student who receives (or expects to receive) authorization for an attendance waiver to attend a live in-person session online (via Zoom) must meet the following criteria to be marked present: must have his/her camera on at ALL times, must be actively engaged during the entire class session and with any and all team-work, and must be located in an appropriate learning environment (e.g. student must be seated and free of distractions for the entire session).

Use of the 30% absences

No sessions or activities may be "skipped". If a student is under the impression that s/he can skip up to 30% of sessions, this is a mistake. The 30% "rule" is reserved for those circumstances that are out of a student's control. Personal trips, interviews, appointments, mild illnesses, family celebrations or ceremonies, or other personal matters will not be treated as exceptional cases and should be considered part of the 30% of allowed absences.

Attending online but still absent

Students who do not have an authorized attendance waiver are allowed to attend a class session online; however they must understand that they will be marked absent, and their participation grade may be influenced negatively by a high percentage of absences during the semester.

Role of Professors in Attendance

Professors are responsible for recording attendance; however, they have no authority to grant any student permission to have an excused absence of any kind (or to change the format of how a student will attend a session).

Any inquiries or requests must be made by the student to the IE Impact Program Team via email ieimpacthumanities@ie.edu

Professors are instructed to mark as ABSENT:

- students who do not attend a session in its previously scheduled format
- students who attend a session in a different format (online) than what was previously scheduled (i.e. they attend online instead of in-person).
- students who attend a session they were previously authorized to attend online but do not have

their cameras on, engage actively or stay seated in an environment free of distractions for the entire session.

- students who do not complete the work adequately assigned for an asynchronous session.

If a student receives authorization for an attendance waiver and the student was already marked absent, the professor will be informed and the attendance record will be modified from absent to whatever is authorized (present, excused, etc).

Authorization for Attendance Waiver from a Student's Bachelor Program

If a student has received authorization for an attendance waiver from his/her bachelor degree's program to be absent (from any format of class) or to attend a live in-person session online (via Zoom), then the student must forward the email authorization to the IE Impact Team (ieimpacthumanities@ie.edu) and it will be verified. Upon verification, the professor will be informed to either not record a student as absent or to change a previous attendance record from absent to present, excused, etc.

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)

