Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: School of International Letters & Cultures
Department: Chinese

Subject: CHI  Number: 408  Title: Chinese for Academic and Professional Purposes II
Units: 3

Is this a cross-listed course? (Choose one)

Is this a shared course? (choose one) If so, list all academic units offering this course

Course description:
Part of the Chinese Flagship Program. Improves language proficiency in all four language skills; supports other Flagship courses by introducing specific vocabulary, literary genres, key reference materials; develops the use of explicit language learning strategies that supports professional level literacy. All course work in Mandarin Chinese.

Requested designation: Global Awareness - G
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☑ Signed General Studies Program Course Proposal Cover Form
☐ Criteria Checklist for the area
☐ Course Syllabus
☐ Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name: Adrianna DeFranco  Phone: 57184
Mail code: 1202  E-mail: adefran1@mainex1.asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Madeline K. Spring  Date: 4/5/13
Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness arc of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU-[G] CRITERIA**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
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<tbody>
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</table>

1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.

2. The course must match at least one of the following descriptions: (check all which may apply):

   a. In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.
   - Syllabus, weekly schedule, required "reader" table of contents.

   b. The course is a language course for a contemporary non-English language, and has a significant cultural component.
   - Syllabus, weekly schedule.

   c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.

   d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.
Global Awareness [G]

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from check sheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>2a) In-depth area studies concerned with an examination of culture-specific elements of a region, country or culture group. The area of study must be non-US and then study must contribute to an understanding of the contemporary world.</td>
<td>Course content includes Chinese linguistics, literature, current events, and economics. The course provides students with maximum exposure to authentic culture and language.</td>
<td>The course schedule illustrates that in weeks 1 - 6 students will acquire historical cultural knowledge through reviewing the &quot;stories&quot; of significant historical Chinese figures and comparing to contemporary Chinese culture. In weeks 7 - 15, students will develop an understanding of contemporary forces/developments in Chinese culture including pan-marketization/economics, Confucianism's role in modern Chinese culture, etc.</td>
</tr>
<tr>
<td>2b) The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
<td>This course will be taught totally in Chinese with reading in the target language selected from a wide range of genres. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop the ability to write and speak in a variety of discourse styles</td>
<td>The syllabus illustrates that through the weekly News Report assignments, students will be asked to prepare at least 2 current news presentations for each week. Students use a variety of writing strategies and develop presentations illustrating their interest and understanding of current events and/or issues related to Chinese economic, political and social institutions/developments. These practices help students master the interpretive and analytic skills relevant to study of contemporary events and</td>
</tr>
</tbody>
</table>
issues in Chinese culture.
CHI 408 Chinese for Academic and Professional Purposes II  
Arizona State University  
Spring 2013

Instructor: JIE ZHU 朱老师  
Class Location: Tempe CDN 274
Class Time: M/W 1:30pm--2:45pm  
Office Location: Tempe West Hall # 225
Office hours: 10:00 am -4:00pm Tu/Th.  
Office Phone: 480-965-4232
E-mail: zhu.jie@asu.edu

Course Description
This Chinese course is designed for students with advanced level Chinese language proficiency to move toward acquiring superior level language skills. Using a content-based approach, students will gain academic and professional language skills and language learning strategies.

This course will be taught totally in Chinese with reading in the target language selected from a wide range of genres. Course content includes Chinese linguistics, literature, current events, and economics. It addition it will serve as an introduction to urban centers in China. Students will improve their reading and writing skills in Chinese through guided instruction and by focusing on acquiring language learning strategies. In addition, the course will enhance students' understanding of connections between culture and language which will improve their overall literacy in academic and professional Chinese. Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study.

The course provides students with maximum exposure to authentic culture and language. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop the ability to write and speak in a variety of discourse styles, using both keyboard and handwriting skills, to an audience of readers. This type of practical writing is judged successful if it achieves the writer's goals, which usually requires meeting the reader's needs. Effective professional writing, then, must not only meet certain formal requirements particular to professions, but like other kinds of writing show commitment on the part of the writer—it is clear, concise, accurate, thorough, and truthful. Therefore, students will be asked to use previously developed writing strategies and effective prose and writing process (invention, research, organizing, drafting, revision, and editing), to analyze how textual genre function in professional settings. Students will gain extensive individual and collaborative practice writing in these genres and acquire further expertise in applying rhetorical techniques and in problem solving.

Course Objectives:
Upon completion of this course, students will:
- Develop an understanding of important forces and developments in Chinese linguistics, literature, current events (socio-economic, political and philosophical), and economics in contemporary Chinese society
• understand the connections between Chinese culture and language, improve their overall literacy in academic and professional Chinese
• acquire language learning strategies that will improve their reading and writing skills in Chinese, enabling them to communicate at a professional level
and be able to:
• apply their growing cultural knowledge to communicative tasks in real-life contexts
• and develop the ability to write and speak in a variety of discourse styles, using both keyboard and handwriting skills, to an audience of readers
• apply rhetorical techniques and problem solving in effective professional writing

Course Evaluation
Participation and Daily Quizzes .................................................................5% (graded daily)
Weekly News Report with PPT ......................................................................5%
Homework and Assignments ........................................................................20%
Hourly Tests ..................................................................................................15%
Special Assignments and Oral Presentations ..................................................30%
Final Exam ....................................................................................................15%
Final Portfolio .................................................................................................10%

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>94-96</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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<td>C+</td>
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<td>C</td>
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<td>D</td>
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<tr>
<td><strong>below 60</strong></td>
<td>E</td>
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Textbook:

Participation and Daily Quizzes
Participation and Daily Quizzes includes attendance, pre-reading and daily quiz. Attendance is mandatory and extremely important. In general, it will take an average student two (2) hours daily to study/prepare for each lesson. Students are responsible for any in-class announcements or materials that they miss during an absence. Excessive absenteeism will result in a significantly lower grade. After two absences, students' grades will be lowered by half a grade. Student is also required to regularly meet with teacher. (The detail schedule will give at class.) After two absences, student’s grades will be lowered by other half grade. There will be many quizzes (most likely one almost every class period) and hourly tests. Quizzes will relate to current and previous topics. A quiz may be given at any time during any class period immediately after a lecture, at the beginning or end of a class, etc. There will be no make-up quizzes –not even later during the same class period (i.e. if you were to show up late and miss a quiz at the beginning of class). Quizzes will be given only to those students who are present when the quizzes are passed out.

Student is required to preview the lesson materials and submit your pre-reading assignments on time

Homework Assignments
Homework will not be accepted after the due date. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor.

Hourly Tests and Final Exam
The final exam will be comprehensive of all course materials. It will be given at the time shown at the end of the schedule that follows.

Weekly News Report with PPT
Students will be asked to prepare at least 2 of current news for each week with Power Point to present to class. The practice will ask students to use a variety of writing strategies, closely integrated with the current events with at least 50 Chinese characters and present within 5 minutes. These practices try to help students master the interpretive and analytic skills relevant to study of current events etc.

Special Assignments and Oral Presentations

Compositions:
Student compositions should contain at least 1500 characters based on this semester novel reading. (Topics will be given.) Grades are based on effort (use of grammar patterns, complexity of sentences and expressions), organization and coherence, and accuracy. Students are encouraged to use multiple strategies to understand ways to improve their writing. When you receive your corrected drafts, please make a clean copy and return it to the teacher the next class.

Oral Presentation with Power Point:
Grades are based on preparation and delivery, fluency, clarity and accuracy. You may use a cue card. (Though reading from it directly will affect your grade.) The presentation will be graded for accuracy of language—including pronunciation—clarity, interest and creativity.

Final Portfolio
All the homework assignments with corrections and writing with corrections should be complied in one binder and turn in on the Final exam day. Final portfolio will graded by material completion, corrections and organization.

Course rules:
1. No computers are to be used during class.
2. I will not accept late work or assignments. You are responsible for informing me of any planned absences in advance and submit works/assignments prior to absences in order to receive credit for the work.
3. There will be no makeup tests or extra credit. Any missed quiz/test/assignment will be counted zero (0).
4. When absent or tardy, it is your responsibility to collect missing handouts and other class information.
5. You are responsible for informing the instructor of your official withdrawal. Students who stop attending class without officially withdrawing from the class will receive a failing grade for the course.
6. You are required to prepare two composition books. All assignments must be neatly hand printed (it's your responsibility to make sure the assignments are readable) and turned in on time to receive credit. (**The due dates for all assignments will be announced in class. Again, I will not accept work after the due date.)
7. Please make an appointment with me to discuss any difficulties you might have regarding the course—don't delay—since this is a demanding and cumulative course.
8. Any student who displays disruptive or disrespectful actions/verbal statements will be dismissed from the class immediately. This will equal one absence and a possible withdrawal from the course. Threatening or disrespectful behavior will be handled in accord with the Student Services Manual, SSM 104–02.

9. **No texting/reading messages/emailing allowed during class.** All mobile phones and non-medical electronic devices must be completely turned off before each class begins. If you need exemption from this rule, please informing the instructor before class begins.

**Plagiarism and Academic Integrity**

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.

According to the Student Academic Integrity Policy, every assignment that the student completes must be her/his own work and created specifically (only) for this class. Plagiarism is punishable by the university and ultimately may result in a failing grade for the assignment or for the entire course. Information on this policy can be found at: https://provost.asu.edu/academicintegrity

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

**Establishing Eligibility for Disability Accommodations:** Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building, DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

**Tentative Schedule (Spring 2013)**

<table>
<thead>
<tr>
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<th>L1—孔乙己(Story of Kong Yiji)</th>
<th>News report in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To email vocab. to Zhu laoshi 5:00pm @1/10/13</td>
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<tr>
<td>2. L1 Daily quiz-1 @ 1/9/13</td>
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<td>3. L1 Daily quiz-2 @ 1/14/13</td>
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<td>4. L1 Daily quiz-3 @ 1/16/13</td>
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<td>5. Tina and Jonathan submit news PPT 5:00pm @ 1/18/13.</td>
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<tr>
<td>2/4/13</td>
<td>MLK Day</td>
<td>1. Pre-read L2 范进中举 (Fanjingzhonghua)</td>
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<tr>
<td>Date</td>
<td>Section</td>
<td>Assignments</td>
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<td>-----------------------------------------------------------------------------</td>
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</tbody>
</table>
| 1/23/13-1/28/13 | L2      | 1. L2 Daily quiz-1 @ 1/23/13  
2. L2 Daily quiz-2 @ 1/28/13  
3. Charlene and Leigh submit news PPT 5:00pm @ 1/25/13.  
4. Pre-read 阿Q正传 (Story of Ah Q) | Tina and Jonathan @ 1  
Charlene @ 1/28/13 |
| 1/30/13-2/11/13 | L3      | 1. L3 Daily quiz-1 @ 2/4/13  
2. L3 Daily quiz-2 @ 2/6/13  
3. L3 Daily quiz-3 @ 2/11/13  
3. Jacob and Lauren submit news PPT 5:00pm @ 2/1/13.  
4. Paulina and Sherry submit news PPT 5:00pm @ 2/8/13.  
5. Pre-read 散文知识 (Prose knowledge) | Leigh@1/30/13  
Jacob@2/4/13  
Lauren@2/6/13  
Paulina@2/11/13 |
| 2/18/13-2/25/13 | L4      | 1. L4 Daily quiz-1 @ 2/20/13  
2. L4 Daily quiz-2 @ 2/25/13  
3. Tina and Jonathan submit news PPT 5:00pm @ 2/15/13.  
4. Charlene and Leigh submit news PPT 5:00pm @ 2/22/13. | Tina @2/18/13  
Jonathan @2/20/13  
Charlene@2/25/13 |
| 2/27/13-3/4/13 | L5      | 1. L5 Daily quiz-1 @ 2/27/13  
2. L5 Daily quiz-2 @ 3/4/13 | Leigh@2/27/13  
Jacob@3/4/13 |
| 3/6/13     | Test 2  | 1. Paulina and Sherry submit news PPT 5:00pm @ 3/15/13.  
2. Pre-reading 杂文知识 (Essays knowledge)  
3. Pre-reading L6 咬文嚼字 (Quibble) | Lauren@3/6/13 |
| 3/18/13-3/25/13 | L6      | 1. L6 Daily quiz-1 @ 3/20/13  
2. L6 Daily quiz-2 @ 3/25/13  
3. Tina and Jonathan submit news PPT 5:00pm @ 3/22/13. | Paulina@3/18/13  
Sherry@3/20/13  
Tina@3/25/13 |
| 3/27/13-4/1/13 | L7      | 1. L7 Daily quiz-1 @ 4/1/13  
2. Charlene and Leigh submit news PPT 5:00pm @ 3/29/13. | Jonathan@3/27/13  
Charlene@4/1/13 |
| 4/3/13     | Test 3  | Jacob and Lauren submit news PPT 5:00pm @ 4/5/13. | Leigh@4/3/13 |
| 4/8/13-4/10/13 | L8      | 1. L8 Daily quiz-1 @ 4/8/13  
2. L8 Daily quiz-2 @ 4/10/13  
3. Paulina and Sherry submit news PPT 5:00pm @ 4/12/13. | Jacob@4/8/13  
Lauren@4/10/13 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Instructor(s)</th>
</tr>
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</table>
| 4/15/13-4/17/13 | L9 物价下跌并非经济不景气 (The drop in prices is not the economic downturn) | 1. L9 Daily quiz-1 @ 4/15/13  
2. L9 Daily quiz-2 @ 4/17/13 | Paulina @ 4/15/13  
Sherry @ 4/17/13 |
| 4/22/13-4/29/13 | L10 儒家伦理与东亚现代化精神 (Confucian ethics and the East Asian modern spirit) | 1. L10 Daily quiz-1 @ 4/22/13  
2. L10 Daily quiz-2 @ 4/24/13 |                                |
| 5/3/13     | Final Exam 9:50-11:40                                               |                                                       |                                |
方为内心的原则，圆为处事的变通。
做人应有精神追求，但不必以自己的准则苛求他人。
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