



多彩 中国 文化

KNOWING CHINA BY
LEARNING CHINESE
CULTURE

杨福玲 (Yang Fuling) 邹雅莉 (Zou Yali)

丽塔·珀·帕姆柏芙 (Rita Pokol Poimbeauf)



天津大学出版社
TIANJIN UNIVERSITY PRESS

多彩中国文化

Knowing China by Learning Chinese Culture

杨福玲 (Yang Fuling) 邹雅莉 (Zou Yali)

丽塔·珀·帕姆柏芙 (Rita Pokol Poimbeauf)

主编



天津大学出版社

TIANJIN UNIVERSITY PRESS

内 容 提 要

本书从外国人喜闻乐见的角度诠释中国文化。本书将中国文化分成 13 个简短的章节,将中国文化宝库中最有特色和价值的一部分用外国人很容易接受的方式讲述出来,内容涵盖中国传统节日、京剧、儒家与孔子、民间艺术、中国美食、风俗习惯、风光、教育、神话故事、中国历史、中国武术、中医药、中国妇女等 13 个章节,分别从不同的角度深入中国文化的核心内容,并将其用通俗易懂的英文表现出来。本书的各章节配有图文并茂的 PPT 文件,将每章的核心内容提炼了出来,非常适合于教师课堂使用。

图书在版编目(CIP)数据

多彩中国文化 = Knowing China by Learning Chinese
Culture:英文/杨福玲,邹雅莉,(美)帕姆柏芙(Poimbeauf,
R. P.)主编. —天津:天津大学出版社,2014. 6

ISBN 978-7-5618-5089-3

I. ①多… II. ①杨… ②邹… ③帕… III. ①中华文化—介绍—英文 IV. ①K203

中国版本图书馆 CIP 数据核字(2014)第 117987 号

出版发行 天津大学出版社
出 版 人 杨欢
地 址 天津市卫津路 92 号天津大学内(邮编:300072)
电 话 发行部:022-27403647
网 址 publish.tju.edu.cn
印 刷 天津泰宇印务有限公司
经 销 全国各地新华书店
开 本 169mm × 239mm
印 张 12.75
字 数 344 千
版 次 2014 年 6 月第 1 版
印 次 2014 年 6 月第 1 次
定 价 36.00 元

凡购本书,如有缺页、倒页、脱页等质量问题,烦请向我社发行部门联系调换

版权所有 侵权必究

Preface

Yang Fuling, Zou Yali and Rita Poinbeauf

Tianjin University (TU), founded in 1895, is the first higher education institute in modern China. Today, Tianjin University enrolls more than 28,000 students, and among them, there are over 300 students from 20 foreign countries. Every year, hundreds of international students come to TU on different study tours. It is anticipated that the foreign student enrollment and visits will continue to grow. While they pursue their studies, these foreign students encounter some difficulties in adjusting to China and the Chinese way of life. Experiencing a different language, eating foods with unusual flavoring and living with new customs in a unique culture, all these make life stressful for foreign students. Dr. Yang Fuling, Director of the Office of International Cooperation at Tianjin University and Dr. Zou Yali, Director of the Asian American Studies Center of the University of Houston talked frequently of doing a joint project to assist foreign students who would like to know about China. Dr. Yang works with thousands of exchange students and traveled abroad extensively for the establishment of the international programs of Tianjin University. Dr. Zou is responsible for the Asian American Studies at the University of Houston and manages the Asian American Studies Center which oversees the China Study Abroad Program. Yearly, Dr. Zou leads university groups to China on study trips. Each desired to do something to make life easier for their respective students who had immense pressure to study and adjust to a new cultural environment. As they talked, an idea was born. What was needed was a book on China and its cultural affairs that would assist foreign students in gaining a better understanding of their new surroundings. It was soon apparent that the resource they sought did not meet their needs. A book covering the general aspects of Chinese culture and easily understandable to the foreign students is much desirable. Not to be deterred, Dr. Yang Fuling and Dr. Zou Yali decided it was best to write and publish a book for foreign students.

Knowing China by Learning Chinese Culture

It would be a book written by people who knew and worked with these foreign students. Hence, an East-West project took shape that involved the cooperation of people from two universities, one in China and the other in the United States.

Dr. Yang Fuling would oversee the organization and writing of the chapters in China while Dr. Zou Yali would develop the format, select the structure and edit the chapters in the United States. Department professors, colleagues and students were called together to discuss the writing and content of this much needed book. Participants quickly agreed that a resource book was not only important for the foreign students, but also the need for this book was long overdue. To lessen the frustration and bewilderment of foreign students was the primary purpose of this undertaking.

Fifteen writers were ultimately selected; each with skills and expertise in the particular field that was chosen as a chapter topic. These writers fanned out to obtain even more information on their topics ranging from the great Chinese philosopher, Confucius, to Chinese women's issues. Some authors became quite knowledgeable and involved in their assigned chapters like Donghui Wang who even took a special course on acupuncture to be better able to explain the intricacies of Chinese traditional medicine.

Dr. Rita Poinbeauf, from University of Houston, joined the group. With an intense interest in China, substantial knowledge of the Chinese culture and excellent English language skills, Dr. Poinbeauf who traveled much in China was added to the team to assist with editing. From the conception of the book's idea to the material being sent to publication, it took approximately two years. This collaboration ultimately resulted in a book entitled *Knowing China by Learning Chinese Culture*.

The work contained 13 chapters, each giving the reader a unique glimpse of the Chinese way of life and providing the needed understanding of the culture for foreign students. All who have become involved in this book hope it explains and resolves some questions or issues of the foreign students living in China.

In Chapters 1 and 2, the China that most people recognize or have heard stories about unfolds in a light-hearted manner. In Chapter 1, *Chinese Holidays and Festivals*, Lin Yurong

Preface

shares a few of the many festivals that Chinese celebrate. The Spring Festival or Chinese New Year Festival is rich in rituals and traditions which involve reunions, foods and various cultural practices. Dr. Rita Poinbeauf especially enjoyed the tradition of lighting firecrackers on the New Year's Eve to frighten away the monster, Nian, who liked to eat people. Lin Yurong tells this tale and many more in explaining why the Chinese celebrate in special ways and extend the people's best wishes for their happy life. Likewise, that explained in this section, is the practice of setting on fire lanterns which are then released for the lantern festival. It is similar to the fireworks story, but with a dragon. Similarly, Zhang Wenzhen in the second chapter on *Beijing Opera* explains thoroughly, yet simply, China's rich cultural heritage. In reading about the Beijing Opera, the readers learn about its famous characters, the significance of the characters' masks and the opera's wonderful stories about love and eternal happiness.

Chapter 3, *Confucius and Confucianism*, is an overview of Chinese philosophy and its origins. The great philosopher, Confucius, is examined as he lived with his teachings presented in a simple, understandable way. Confucius' philosophical principles and thoughts were far advanced for his time. Huang Xi brings life to this chapter by writing enlightening tales of the philosopher's teachings. For example, filial piety, one of the virtues, was emphasized by Confucius in his teachings. Filial piety can be summed up in the following story. A man has a dilemma to resolve: Both his wife and mother are drowning and he can only save one. Who does he choose to save? The answer, of course, is his mother, for filial piety must be upheld according to Confucius. On the other hand, in Chapter 4, *Traditional Handicrafts and Folk Arts*, Zhang Yu brings to life the colorful activities of the Chinese people. She describes the Chinese porcelain, jade, embroidery and Chinese traditional folk arts with their roles and functions in Chinese social and daily life. This chapter showcases clearly the skills and talents of Chinese people as well as their appreciation of beauty and aesthetic values.

Chapters 5 and 6 enliven the reader's curiosity by explaining Chinese foods and their customs, many of which involve foods. In Chapter 5, *Traditional Chinese Food*, Li Tong carries the reader through the diverse regions of China and highlights eight fabulous different

styles of Chinese cuisines, emphasizing the significance of eating certain foods for health reasons. Moreover, Chapter 6, *Chinese Customs and Cultural Practices* opens to the reader a new mysterious world of Chinese superstitious beliefs. Liu Yang provides readers with significant details. For example, the color, red, is a good choice for weddings since it symbolizes happiness and luck while white is avoided for its association with mourning and death. As a Chinese person, he wants the number, eight, for prosperity and rejects the number, four, which has a pronunciation similar to the word, death. It is important to note that Liu Yang reveals these stories from personal experience using five questions that her students customarily asked. Liu Yang's work will help you understand why the Chinese fight over paying restaurant bills and why an even number of dishes are served to guests. This chapter does eliminate the mystery that appears to surround many Chinese ways.

Meanwhile, Chapter 7, *Chinese Geographical Culture*, highlights a selection of geographical features that make China fascinating. Li Ying covers the snow-covered Mt. Everest to the subtropical regions of Guilin, Guangxi. She mentions China's rivers and major cities to acquaint the reader of places of interest. Li Ying becomes a tour guide for those seeking information on the physical features of this land. In contrast, an overview of the Chinese educational system is presented in Chapter 8, *Education in China*. Here the reader is exposed to a different perspective of China as the history of education is laid out. Li Zhaohong describes China's current educational system from pre-kindergarten to advanced college degrees. This chapter celebrates China's advances in education and forecasts future educational challenges.

Chapter 9, *Chinese Myths and Legends*, carries the theme of story-telling begun in earlier chapters. Hence, stories of why there is only one sun and how the Chinese Romeo and Juliet tale is similar to western love stories are retold by Zhao Shuang in an entertaining manner. These legends explain some of the Chinese rituals and superstition one encounters in China. *Chinese History* of Chapter 10 realistically presents China's past. Yin Shiyu touches on the development of the psyche of the Chinese people. With a history of suffering, fighting and relatively few periods of prosperity even though great dynasties and rulers existed, the Chinese people have developed a resiliency and ability to cope with just about everything.

Preface

Hence, the reader derives an understanding of the philosophical nature of the country.

Readers will be fascinated with Chapter 11, *Chinese Martial Arts*. Sun Xiao takes a comprehensive look at the pageantry and majesty of the martial arts of China. He explores the history and the development of several specialized forms, thereby imparting to the reader much more than just the basic elements of each. As an added bonus, Sun Xiao vividly details the unusual weapons associated with the various martial arts. Equally fascinating with the emphasis on good health is Chapter 12, *Traditional Chinese Medicine*, which explores natural healing. Wang Donghui writes about the importance of herbs in the Chinese diet for maintaining and correcting a body out of line. *Traditional Chinese Medicine* not only exposes the reader to herbal treatment but also reveals a thorough explanation of acupuncture and acupressure.

Moving onto the last chapter, the reader is given a bird's-eye view of the status of women. Xu Shasha, Lü Xing and Sun Ning in *Chinese Women* describe the lives of Chinese women from ancient times to modern China and tell the stories of the most influential historical female figures while discussing their historical impacts over centuries. Also in this chapter, a moving account is recalled of the practice of binding women's feet. As a final point, Chapter 13 brings closure to our discussion of China with its recount of the rise of the Chinese female.

From a very humble start of the desire to ease problems for foreign students, this must-be-read book not only has developed into an aid for students, but also has become a guide for visitors and others seeking useful information on China. What was once called "the sleeping giant" now has come alive in these pages as well as in the real world. *Knowing China by Learning Chinese Culture* seeks to bring China into everyone's radar. It opens China's door in a most understandable manner.

The editors want to thank all the authors for an excellent portrayal of the Chinese culture. Special appreciation is extended to Yin Shiyu, Huang Xi, Liu Yang, Li Ying, Zhang Yu, Zhang Wenzhen, Lin Yurong, Zhao Shuang, Wang Donghui, Li Tong, Sun Xiao, Li Zhaozhong, Xu Shasha, Lü Xing and Sun Ning. It should be mentioned that Zhang

Knowing China by Learning Chinese Culture

Wenzhen and Yin Shiyu took on the extra task of coordinating all the writers. They are most appreciated for their efficient work. Dan Sumin, our project assistant, was invaluable as she managed all our work's needs and those of the writers. To her, we express our deepest gratitude. It goes without saying that this book could not have happened without the support of the Office of International Cooperation of Tianjin University and the Asian American Studies Center of the University of Houston. We also want to thank Tianjin University Press for its very professional suggestions and generous support.

For those mentioned above we are truly grateful. As editors, we believe our collection of works will surprise, entertain and inform our readers. The writers have come from various backgrounds and have varied experience. Yet, they come together with one common purpose: to enlighten those in need of information on China. As editors, we also believe this has been accomplished with the publication of *Knowing China by Learning Chinese Culture*.

As a closing statement, we want to recall a historic event that took place in Tianjin in 2010 for the purpose of encouraging international cooperation between Tianjin, China and other countries. Dr. Yang and Dr. Zou attended this forum, which became an inspiration to them as they conceived of the plan for writing this book. Hence, this book is a symbol of what can be accomplished through the collaboration between East and West.

February, 2013

Tianjin, China

Preface

DR. YANG FULING

Dr. Yang is a professor of Applied Linguistics in the School of Liberal Arts and Law of Tianjin University, China. She is the Director of the Office of International Cooperation of Tianjin University, and a former Consul of Education of the Consulate General of the People's Republic of China in Houston, USA.

She accomplished her undergraduate study in the area of English for Science and Technology, and her master program in Applied Linguistics from Tianjin University. She got her postgraduate diploma with honor for English Language Teaching from Nanyang Technological University, Singapore, and her Ph. D. in Management from Tianjin University.

She began her academic career in the Department of Foreign Languages of Tianjin University in 1980s. She has been teaching and supervising undergraduate and postgraduate students in the area of Teaching English as a Foreign Language, Pedagogy, Translation, and doing research in the above areas in addition to the study of the internationalization of higher education.

After serving as a Consul of Education in USA in 2005, she began to take the responsibility of the Office of International Cooperation of Tianjin University apart from her academic activities.

She has authored and edited 6 books, and published many articles in the area of her research in language studies and the internationalization of higher education.



DR. ZOU YALI



Professor of Educational Psychology
Director of Asian International Programs
Director of the Asian American Studies Center
University of Houston, Houston, Texas 77204

Dr. Zou is a Professor of Educational Psychology at the University of Houston, the Founding Director of the Asian American Studies Center, and Director of Asian International Programs at the University of Houston. She completed her Master and Ph. D. Degrees from the University of California, Davis.

Dr. Zou is the author of eight books. Six are in English published in the United States and two are in Chinese published in China. She also has published numerous articles and delivered hundreds of speeches and presentations in the United States, England, and Canada as well as in the People's Republic of China.

Dr. Zou's research interest focuses on transnational understanding of learning, cross-cultural communications, ethnic identity and minority student academic achievement as well as globalization of education. She serves as an international consultant to universities, corporations and organizations in the United States and in Asian countries, especially in China. Dr. Zou has organized and directed Global Professional Training Program at the University of Houston for over 17 years.

Dr. Zou holds numerous board positions for international and national organizations including: the Third World Conference Foundation, National Minority Educational Association in China, Asia Society in the State of Texas, and the Central University for Nationalities in Beijing, Changchun University, and China Abroad Education Foundation. She serves as an advisor for *Chinese Times*, advisory director of Southwestern National Bank

Preface

and a member of the Board of Trustees for Houston Ballet Foundation. Dr. Zou also provides assistance as economic advisor for Hechi City of Guangxi and Pulandian City of Liaoning in China.

Dr. Zou is also an honorary guest professor of the Central University for Nationalities in Beijing, Tianjin Normal University as well as of Northwest University for Nationalities and Changchun University in China.

DR. RITA POKOL POIMBEAUF

Dr. Rita Pokol Poimbeauf obtained her B. S. and M. A. degrees from the Ohio State University and her Ed. D. from the University of Houston. She has been an educator most of her life, being a teacher, supervisor and principal of both elementary and secondary schools. After over thirty years in public school education with twenty-seven in administration, she moved on to become the executive director of the Congress of Houston Teachers, a teacher organization of over 2,000 educators. Dr. Poimbeauf returned to the university setting where she has been teaching aspiring principals and soon-to-be teachers. More recently, her keen interest in China has sparked a new turn in her career when she works as a researcher for the Asian American Studies Center at the University of Houston, where her work involves several research articles and editing.

Dr. Poimbeauf gained national recognition when she won the Four Seasons Award for her devotion to the Year-Round Education, being a founder and president of the Texas Chapter of Year-Round Education and a national board member of the National Association for Year-Round Education for over a decade. She was also selected for the Matrix Award by Texas Women in Communications for her production of an educational video. Her career is varied as she has presented, written and edited works on different aspects of education. Her latest publication, *Professionalism versus Reality*, was dedicated to assisting teachers.

Dr. Poimbeauf also serves as a board member of the West Houston Medical Center Investigative Review Board and works as a recruiter for The Ohio State University.

CONTENTS

Chapter 1	Chinese Holidays and Festivals	Lin Yurong(蔺玉荣)	1
Chapter 2	Beijing Opera	Zhang Wenzhen(张纹祯)	14
Chapter 3	Confucius and Confucianism	Huang Xi(黄熙)	28
Chapter 4	Traditional Handicrafts and Folk Arts	Zhang Yu(张宇)	45
Chapter 5	Chinese Food and Culinary Culture	Li Tong(李彤)	58
Chapter 6	Chinese Customs and Cultural Practices	Liu Yang(刘阳)	73
Chapter 7	Chinese Geographical Culture	Li Ying(李滢)	94
Chapter 8	Education in China	Li Zhaozhong(李朝红)	104
Chapter 9	Chinese Myths and Legends	Zhao Shuang(赵双)	114
Chapter 10	Chinese History	Yin Shiyu(殷世宇)	127
Chapter 11	Chinese Martial Arts	Sun Xiao(孙晓)	139
Chapter 12	Traditional Chinese Medicine	Wang Donghui(王冬辉)	152
Chapter 13	Chinese Women		
 Xu Shasha, Lü Xing, Sun Ning(徐莎莎、吕行、孙宁)		165

Chinese Holidays and Festivals

Lin Yurong (蔺玉荣)

Lin Yurong, a lecturer of College English at Tianjin University, Tianjin, China, has been teaching College English for 15 years after graduating from Nankai University, Tianjin, China. Her research interests include English literature and translation studies. She has published 10 articles and several books concerning EFL (English as a Foreign Language) teaching, English literature, and translation studies. As a teacher of English in China, she is devoted to helping Chinese college students improve their proficiency in English and hopes to introduce Chinese culture to foreign friends.

Holidays and festivals are two words that are generally associated with happiness, reunions, and memories. In western countries, a number of holidays and festivals are religious, while in China most festivals are occasions for family reunions. Dating far back into the ancient times, the origin of some traditional Chinese festivals reflects ancient people's psychological and practical needs (Yang Min, Wang Keqi, Wang Hengzhan, 2006)¹⁵¹. Therefore, complex rituals were observed at that time to pray for blessings and protection against disasters. Sacrifices were offered to the Heaven and ancestors, which now are considered as superstition by modern Chinese people.

Now China encourages a simplified ceremonial life. The young in particular have little interest in traditional rituals. They would rather have fun and a good rest on holidays. In the city, with improvement of the living standard, many people choose to travel during holidays and festivals. Still, some rituals and customs are

kept and practiced especially in the country and they are a fundamental part of Chinese culture.

There are five traditional festivals that are still considered to be of the most importance to Chinese people. They are the Chinese New Year or the Spring Festival, the Lantern Festival, the Tomb Sweeping Festival, the Dragon Boat Festival, and the Mid-Autumn Festival. Apart from Lantern Festival, the other four festivals have been set down as official public holidays. In recent years, it has become a practice approved by the government to rearrange the work schedule so that the public can enjoy a three-day, five-day, or even seven-day holiday. This practice not only enables the public to have fun and relaxation as they wish, but it also boosts economy as people eat, buy, and travel to celebrate.

To people in western countries, the dates of traditional Chinese festivals may be somewhat confusing because most of these festivals are observed according to Chinese lunar calendar. For example, among the five festivals mentioned above, only the Tomb Sweeping Festival is based on Gregorian calendar while the other four on Chinese lunar calendar. The reason for this lies in the fact that most traditional Chinese festivals have a long history of about two thousand to three thousand years.

For a country with more than fifty ethnic groups, it is a challenging and next-to-impossible mission to come up with a complete list of traditional Chinese festivals. This chapter only focuses on five festivals, which are acknowledged the most. If this brief introduction can shed any light on the understanding of Chinese culture for foreign friends, the author will feel that she has accomplished her mission.

The Spring Festival (The Chinese New Year)

The Spring Festival or the Chinese New Year is the most important holiday in China and is celebrated throughout the entire nation. Most of the traditional festivals in China are based on the Chinese lunar calendar as is the Spring Festival. After the

Chapter 1 Chinese Holidays and Festivals

Revolution of 1911^①, China officially adopted the Gregorian calendar. Hence, the Spring Festival was set on the first day of the first month according to the lunar calendar (Yang Min, Wang Keqi, Wang Hengzhan, 2006)¹⁵¹, which marks the end of winter and the beginning of spring.

Spring Festival is said to originate from a memorial ceremony in primitive society (He Qiliang, Zhang Ye, 2006)⁹⁵. In the Xia Dynasty, shortly after the Winter Solstice and before the next spring arrived, people would offer sacrifices to the Heaven by slaughtering pigs and sheep (He Qiliang, Zhang Ye, 2006)⁹⁵. The purpose was none other than praying for good harvests and protection of men and live-stock against diseases and disasters.

Like Christmas in western countries, the festive atmosphere starts days before the holiday. Shopping malls and stores are usually crowded with people selecting and buying clothes, food, and gifts. The exuberance reaches its peak on the Eve of Spring Festival. During the day, people have already put up various decorations, the typical ones being New Year couplets, the big Chinese character “福” (Fu) meaning happiness, New Year pictures and many other colorful paper cuts. Whatever form the decoration is, people's good wishes for a new start are expressed.



New Year couplets and the Chinese character of Fu

On the Eve, the entire family gathers together for a sumptuous meal. Family reunion is the reason for the Eve and people would try all means to get home before the dinner starts. That is why the transportation during this period is a headache for

^① Also known as Xinhai Revolution, a revolution that overthrew China's last imperial dynasty, the Qing Dynasty, and established the Republic of China (en. wikipedia. org 05/07/2012).