

CHT 4603 (x 7A27)/REL 4936 (x 9512)/MEM 4931 (x 361C)

JOURNEY TO THE WEST

All readings are in English

Spring 2022

Class time: T 7 (1:55-2:45pm) / R 7-8 (1:55-3:50pm)

Classroom: LIT 0127

Instructor: Richard G. Wang

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Telephone: 846-2071

Office: Pugh Hall 359

Office hours: Tuesday 3-5pm, & Thursady 4-5pm, or by appointment

Course Description

This course is designed to explore the religious culture, cultural history and literary expression of traditional China through a 100-chapter novel known as *Journey to the West*, or *Monkey*. Based on the famous Tang Buddhist monk Xuanzang's (596-664) historical pilgrimage to India, and encompassed the story cycle of the journey to the west developed in a millennia, the novel of the Ming dynasty demonstrates its rich texture of religious and literary themes, sentiments, and assumptions in this novel, a work considered one of the masterpieces of traditional Chinese fiction, and the finest supernatural novel.

The *Journey's* scope includes a physical journey, a heroic adventure, a religious mission, and a process of self-cultivation, through the encounters between the pilgrims, mainly the well-known character Monkey who is Xuanzang's chief disciple and guardian, and various monsters. This novel has an unsurpassingly penetrating impact on Chinese cultural history and society. It represents the maturity of the novel, and most literary genres in its pages. While basically a supernatural novel, it also describes social customs and daily life of different regions of China. More than any other traditional Chinese narratives, the *Journey* presents concerns and themes directly related to Chinese religious, intellectual and cultural history, in addition to literary tradition.

Pre-requisite: Any one prior course in Chinese literature, culture or religion, or by instructor's permission.

Required Textbooks:

Anthony C. Yu, trans. and ed., *The Journey to the West*, revised edition, 4 vols. Chicago: The University of Chicago Press, 2012.

In addition to the textbooks, there are other required or recommended readings in Canvas, or on reserve in Library West.

Graded Work

Regular class participation (15%)

Consistent informed, thoughtful, attentive, courteous, and professional engagement with class materials, fellow students, and instructor in class. Participation will be assessed based on the rubric on the class website or pp. 13-14.

Students are expected to prepare for the reading assignment prior to the date that is marked in the Syllabus, and generate at least one question about the reading for discussion in class. Everyone is expected to actively participate in the discussion.

Pop quizzes (25%)

5 multiple choice/match-up/true or false/short answer quizzes (average of best 3 of 5; the quizzes are 5-10 mins.) about the assigned reading will be given at random in class over the course of the semester.

Presentation(s) (15%)

Each student is required to make one/two presentations (15-20 minutes) about the assigned reading for the day. A summary of the story is not recommended. Students are expected to provide critical analysis, raise critical questions, and lead discussion.

Mid-term paper (3 pages) (15%)

Students are encouraged to consult the instructor concerning the contents of their paper. Students may use Chicago, or MLA format and style, so long as they are consistent within the assignment. Submissions should be in hard copy. Paper will be graded according to the writing rubric at the end of this document.

Due March 15. For the prompt and guideline, see “GUIDELINES FOR MID-TERM PAPER” on p. 12.

Final Paper (10-12 pages) (30%)

Students may use Chicago, or MLA format and style, so long as they are consistent within the assignment. Submissions should be in hard copy. Paper will be graded according to the writing rubric at the end of this document. This paper will count towards the UF Writing Requirement, and/or count towards Chinese major exit requirement pending a grade of “C” or better in the course. The final paper will be **due on Wednesday, April 27, 2022, at 5:00pm**. Late papers will not be read or graded unless permission is given beforehand. For the prompt and guideline, see “GUIDELINES FOR THE TERM PAPER” on pp. 12-13.

Grading Schedule

A=93-100%; A-=90-92%; B+=87-89%; B=83-86%; B-=80-82%; C+=77-79%; C=73-76%; C-=70-72%; D+=67-69%; D=63-66%; D-=60-62%; E=below 60%. S is equivalent to C or better.

Passing Grades & Grade Points

According to university guidelines, letter grades will convert to GPA as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = .67; E = 0; WF = 0; I = 0; NG = 0; S-U = 0

"Students must earn a grade of C or higher to meet their major, minor, or General Education requirements. The S-U option is not counted toward their major or minor degree, nor General Education requirements."

Class Attendance and Makeup Policy

Class attendance is expected. Excused absences are consistent with university policies in the undergraduate catalog as noted below:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Late work will receive a 10% deduction per 24-hour period that passes until it is submitted.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Classroom Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

- Cell phone and texting policy: Students must turn cell phones to vibrate or silence before coming to class.

Materials and Supplies Fee

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code

(<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Health & Wellness

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/>; 392-1111 or 9-1-1 for emergencies

COVID-19-related Issues

Masks/Face Coverings are Expected.

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Other Issues

- Procedure for Conflict Resolution: Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the appropriate Level Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.
- Religious Observance: Please check your calendars against the course schedule. Any student having a conflict in the exam schedule, or feeling that they will be disadvantaged by missing a lesson or course requirement due to religious observance, should contact me as soon as possible so that we can make necessary arrangements.

Academic Resources

- Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>; 846-1138; or in 2215 Turlington Hall for one-on-one consultations and workshops.
- E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420

Policy for Requesting a Letter of Recommendation

I only write letters of recommendation for top students (B+ and above) in my classes; and I only write letters of recommendation for either the Chinese majors who have taken at least one course with me, or minors who have taken two courses with me.

Discussion:

Students are expected to prepare for the reading assignment prior to the date that is marked in the Syllabus, and generate at least one question about the reading for discussion in class. Everyone is expected to actively participate in the discussion.

Assignments

The primary reading assignment during the first month is between 146 to 185 pages per week. Use this time to read carefully and take detailed notes on patterns, themes, and characters. During wks 5-9, the reading averages 135 pp. per week. If you fall behind, you will not be prepared to participate in, or even absorb the lectures and class discussions. Students will be asked individually to do presentations analyzing the homework readings to the class (15-20 minutes). The **mid-term paper** should ideally treat chapters not yet discussed in class, or they may bring out aspects of previous chapters that were not discussed in class.

During the last 6 weeks of the semester, effort should go toward developing the **final paper** (reading assignment during this period drops to an average of 91 pp. per week). Use my office hours for recommended topics and extra secondary criticism. The term paper is 10-12 pages, including notes and bibliography as part of the 10-12 pages. 3 articles or books about the *Journey* should be referenced.

Course outline

Wk 1

1/6 Introduction to the course

Wk 2

Weekly reading:

Andrew H. Plaks, *The Four Masterworks of the Ming Novel: Ssu ta ch'i-shu*, pp. 183-202, PDF.

1/11 Historical background, sources, mythological frame and religious allegory

Anthony C. Yu, trans. and ed., *The Journey to the West*, vol. 1, "Introduction," pp. 1-96.

1/13 Monkey's origin, cultivation, and heavenly appointments
chs. 1-6 (89 pp.)

Wk 3

Weekly reading:

Anthony C. Yu, "Narrative Structure and the Problem of Chapter Nine in the *Hsi-yu chi*." PDF, *Journal of Asian Studies* 34.2 (1975): 295-311.

1/18 Monkey's disturbance and subduing; cause for the pilgrimage
chs. 7-10 (64 pp.)

1/20 Xuanzang, Sun Wukong, and the setting out of the journey
chs. 11-15 (82 pp.)

Wk 4

Weekly reading:

C.T. Hsia, *The Classic Chinese Novel*, PDF, 107-52.

1/25 Enter Dargon Horse and Eight Rules
chs. 16-19 (59 pp.)

1/27 Enter Sha Monk, and the first collective mischief
chs. 20-26 (100 pp.)

Wk 5

Weekly reading:

Andrew H. Plaks, *The Four Masterworks of the Ming Novel: Ssu ta ch'i-shu*, PDF, pp. 202-42.

2/1 Monkey's banishment
chs. 27-29 (42 pp.)

2/3 The Precious Image Kingdom, the Level-Top Mountain
chs. 30-35 (90 pp.)

Wk 6

Weekly reading:

Andrew H. Plaks, *The Four Masterworks of the Ming Novel: Ssu ta ch'i-shu*, PDF, pp. 243-76.

2/8 The Black Rooster Kingdom
chs. 36-38 (45 pp.)

2/10 Red Boy, and the Black River
chs. 39-43 (76 pp.)

Wk 7

Weekly reading:

Jennifer Oldstone-Moore, “Alchemy and *Journey to the West*: The Cart-Slow Kingdom Episode,” PDF, *Journal of Chinese Religions* 26 (1998): 51-66.

2/15 The Cart Slow Kingdom

chs. 44-47 (62 pp.)

Catch up this weekend if you are now behind on the reading

2/17 The Heaven-Reaching River, and the Golden Helmet Cave

chs. 48-53 (89 pp.)

Wk 8

Weekly reading:

Ching-erh Chang, “The Structure and Theme of the *Hsi-yu chi*,” PDF, *Tamkang Review* 11.2 (1980): 169-88.

2/22 Sexual temptations

chs. 54-56 (44 pp.)

2/24 The false Monkey King, and the Mountain of Flames

chs. 57-62 (88 pp.)

Wk 9

Weekly reading:

Anthony C. Yu, “Two Literary Examples of Religious Pilgrimage: The *Commedia* and *The Journey to the West*,” PDF, *History of Religions* 22.3 (1983): 202-30.

3/1 Shrine of Sylvan

chs. 63-65 (47 pp.)

3/3 From the Small Thunderclap to the Scarlet-Purple Kingdom

chs. 66-71 (91 pp.)

Wk 10 Spring Break

Wk 11

Weekly reading:

Qiancheng Li, *Fiction of Enlightenment: Journey to the West, Tower of Myriad Mirrors, and Dream of the Red Chamber*, pp. 49-89 (hardcopy reserve at Library West).

*3/15 Cobweb Cave and the Many-Eyed Fiend

chs. 72-74 (47 pp.)

***Deadline, written analysis (midterm-paper) of any theme, pattern, or character(s) to date (3 pp.)**

3/17 The Lion-Camel Cave and the Bhiksu Kingdom

chs. 75-79 (81 pp.)

Wk 12

Weekly reading:

Ping Shao, "Huineng, Subhuti, and Monkey's Religion in *Xiyou ji*." PDF, *Journal of Asian Studies* 65.4 (2006): 713-40.

3/22 Mount Void-Entrapping

chs. 80-82 (50 pp.)

3/24 No class: research on the topic of the term paper

Reading:

Jing Wang, *The Story of Stone: Intertextuality, Ancient Chinese Stone Lore, and the Stone Symbolism in Dream of the Red Chamber, Water Margin, and The Journey to the West*, PDF, pp. 221-50.

Wk 13

3/29 No class: research on the topic of the term paper

Reading:

Robert F. Campany, "Demons, Gods and Pilgrims: The Demonology of the *Hsi-yu chi*," PDF, *Chinese Literature: Essays, Articles, Reviews* 7.1/2 (1985): 95-115.

3/31 From the Dharma-Destroying Kingdom to the Phoenix-Immortal Prefecture

chs. 83-87 (82 pp.)

Wk 14

Weekly reading:

Francisca Cho Bantly, "Buddhist Allegory in the *Journey to the West*," PDF, *Journal of Asian Studies* 48.3 (1989): 512-24.

4/5 The Jade-Flower District, and lion-spirits
chs. 88-90 (42 pp.)

4/79 Gold-Level Prefecture, and the Kingdom of India
chs. 91-94 (63 pp.)

Wk 15

Weekly reading:

Richard G. Wang and Dongfeng Xu, "Three Decades' Reworking on the Monk, the Monkey, and the Fiction of Allegory," PDF, *Journal of Religion* 96.1 (2016): 102-21.

4/12 The jade hars, and Squire Kou's home
chs. 95-97 (46 pp.)

4/14 *Mara's* destroyed, and Five sages become perfected
chs. 98-100 (46 pp.)

Wk 16

Weekly Reading:

Andrew Hui. "Wordless Texts, Empty Hands: The Metaphysics and Materiality of Scriptures in *Journey to the West*." PDF, *Harvard Journal of Asiatic Studies* 75.1 (2015): 1-28.

4/19 Video/ Future/Conclusions/Evaluations

***Wednesday, April 27 at 5:00pm is the deadline for the term paper. Place a copy under my door or in the mailbox next to my door (Pugh Hall 359). Do not email your paper.**

GUIDELINES FOR MID-TERM PAPER

Mid-term paper:

One reaction paper is required. It is to be written about reading assignments that have **not yet** been discussed in class. It may be handed in anytime prior to the due date that is marked in the Syllabus; it must be submitted before that homework assignment is discussed in class. You may consult the instructor at anytime about a good topic for the reaction paper. The topics of your mid-term paper and your presentations should be different.

Length The mid-term paper must be 3 full pages in double-spaced type. Margins all around not to exceed 1.00 inch. If you find it necessary to quoted extensively from the text, make a corresponding addition in your analysis of the material (paper not to exceed 4 pages total).

Method Analysis of the reading is the main part (2 ½ pages or more). Address the question HOW? in this part. Begin with a general statement or hypothesis, then support it by referring to specific features of the text. For example, HOW is a certain theme developed through narration or a group of texts, use of psychological description and other techniques? HOW does the author define his standpoint through explicit statements? HOW does he compare with someone else who deals with similar subject matter, etc. A sensible start for the opening hypothesis is a critical comment from the textbook. Or you can use ideas that have come up in previous class discussions. Give a carefully reasoned interpretation of the author/text, based upon specific details of the reading. The mid-term paper is supposed to be critical and analytic instead of descriptive and subjective.

Title Finally, do not forget to give a title to your paper.

GUIDELINES FOR THE TERM PAPER

Term papers are 10-12 pages in double-spaced type; 12 font. The paper should have a title. The next to last page should be reserved for “Endnotes” (at least three endnotes are required). The last page is the “Bibliography” sheet with at least three references (one of which may be a CHT 4603 readings). For the concrete form of the endnotes and bibliography, consult either the *Chicago Manual of Style* or the *MLA Handbook*. Writing the reaction papers should help you decide a topic you’d like to explore more fully. The term paper should be primarily analytical.

Focus on the HOW of a text or group of texts.

Use my office hours to discuss ideas for the paper—**early on** during the semester. I can point out materials available at the library, give guidance on style, explain how to write endnotes, etc. I am also willing to give comments on early drafts/parts of the paper.

JOURNEY TO THE WEST – Classroom Discussion Rubric					
Criteria	weight	Exemplary	Effective	Minimal	Unsatisfactory
Level of Engagement	50%	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
Preparedness	25%	<input type="checkbox"/> Always prepared for class with assignments and required materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge

Attitude	25%	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior
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Assignment Score _____ + Beyond/Bonus _____ = Final Score _____

JOURNEY TO THE WEST – Paper Grading Rubric (Each category has equal weight for the final grade.)					
	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Content	Significant controlling idea or assertion supported with concrete, substantial, and relevant evidence.	Controlling idea or assertion supported with concrete and relevant evidence.	Controlling idea or assertion general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, aimless, or contradictory.	No discernible idea or assertion controls the random or unexplained details that make up the body of the essay.
Organization and Coherence	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusion may be mechanical rather than purposeful or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats content.	Order and emphasis indiscernible; typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.

Effectiveness	Always analyzes the evidence in support of the argument. Interpretation is insightful and persuasive, and displays depth of thought.	Usually analyzes the evidence in support of the argument. Interpretation is persuasive and occasionally insightful.	Sometimes analyzes the evidence in support of the argument. Interpretation is sometimes persuasive but rarely insightful.	Rarely analyzes the evidence in support of the argument. Interpretation may be implausible.	No analysis of evidence is present. Interpretation is either absent or absurd.
Style	Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, emphatic, and purposeful; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lack emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.
Grammar and Punctuation	Grammar, syntax, punctuation, and spelling adhere to the conventions of “edited American English.”	Grammar, syntax, punctuation, and spelling contain no serious deviations from the conventions of “edited American English.”	Content undercut by some deviations from the conventions of “edited American English.”	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible

Reference for Further Reading: (Most in the Automating Reserves, Canvas, or on reserve at Library West)

- Adams, Roberta E. “Aspects of Authority in Wu Cheng’en’s Journey to the West.” In *Confucian Cultures of Authority*, eds. Peter D. Herschok and Roger T. Ames, pp. Albany: State University of New York Press, 2006.
- _____. “Buddhism in the Classic Chinese Novel Journey to the West: Teaching Two Episodes.” *ExEAS – Teaching Materials and Resources*. New York: Columbia University Press, 2015.
<http://www.exeas.org/resources/buddhism-journey-to-west.html> (accessed Dec. 13, 2015).
- Bantly, Francisca Cho. “Buddhist Allegory in the *Journey to the West*.” *Journal of Asian Studies* 48.3 (1989): 512-24.
- Bradeen, Ryan, and Jean Johnson. “Using Monkey to Teach Religions in China.” *Education*

- About Asia* (EAA), 10.2 (2005): 39-43.
- Brandauer, Frederick. "Violence and Buddhist Idealism in the *Xiyou* Novels." In *Violence in China: Essays in Culture and Counterculture*, eds. Stevan Harrell, pp. 115-48. Albany: State University of New York Press, 1990.
 - Brose, Benjamin. "The Pig and the Prostitute: The Cult of Zhu Bajie in Modern Taiwan." *Journal of Chinese Religions* 46.2 (2018): 167-96.
 - Company, Robert F. "Cosmogony and Self-Cultivation: The Demonic and the Ethical in Two Chinese Novels." *Journal of Religious Ethics* 14.1 (1986): 81-112.
 - _____. "Demons, Gods and Pilgrims: The Demonology of the *Hsi-yu chi*." *Chinese Literature: Essays, Articles, Reviews* 7.1-2 (1985): 95-115.
 - Chang, Ching-erh. "The Structure and Theme of the *Hsi-yu chi*." *Tamkang Review* 11.2 (1980): 169-88.
 - Dudbridge, Glen. *The Hsi-yu chi: A Study of Antecedents to the Sixteenth-Century Chinese Novel*. Cambridge: Cambridge University Press, 1970.
 - _____. "The Hundred-Chapter *Hsi-yu chi* and its Early Versions." *Asia Major*, N.S., 14.2 (1969): 141-91.
 - _____. "The *Xi you ji* Monkey and the Fruits of the Last Ten Years." In idem, *Books, Tales and Vernacular Culture: Selected Papers on China*, pp. 254-74. Leiden: Brill, 2005.
 - Hsia, C. T. *The Classic Chinese Novel*. Ithaca: Cornell University Press, 1968.
 - Kao, Karl S.Y. "An Archetypal Approach to *Hsi-yu chi*." *Tamkang Review* 5 (1974): 63-97.
 - Li, Qiancheng. *Fiction of Enlightenment: Journey to the West, Tower of Myriad Mirrors, and Dream of the Red Chamber*. Honolulu: University of Hawai'i Press, 2004.
 - Liu, Ts'un-yan. "The Prototypes of *Monkey (Hsi-yu chi)*." *T'oung Pao* 51.1 (1964): 55-71.
 - _____. "Wu Ch'eng-en: His Life and Career." *T'oung Pao* 53.1-3 (1967): 1-97.
 - Lung, Nai-yin. *An interpretation of the Hsi-yu chi Pilgrims in Terms of the Five Elements*. Yangmingshan: Chinese Culture University Press, 1988.
 - Martinson, Paul. "Buddhist Pilgrim, Immortal Beast." *Journal of Religion* 65.3 (1985): 378-85.
 - Mair, Victor H. "Suen Wu-kung=Hanumat? The Progress of a Scholarly Debate." In *Zhongyang yanjiuyuan dierjie guoji Hanxue huiyi lunwenji*, pp. 659-752. Taipei: Academia Sinica, 1989.
 - Oldstone-Moore, Jennifer. "Alchemy and *Journey to the West*: The Cart-Slow Kingdom Episode." *Journal of Chinese Religions* 26 (1998): 51-66.
 - Ōta, Tatsuo. "A New Study on the Formation of the *Hsi-yu chi*." *Acta Asiatica* 32 (1977): 96-113.
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Princeton University Press, 1987.

- Shahr, Meir. "The Lingyin Si Monkey Disciples and the Origins of Sun Wukong." *Harvard Journal of Asiatic Studies* 52.1 (1992): 193-224.
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