

"Contemporary Chinese Development" (ASAN 485)
Fall Semester 21 August - 13 December 2007
UNIVERSITY OF HAWAI'I AT MANOA

Instructor: Vincent K. Pollard, Ph.D.

Class meeting times: Tues/Thurs 10:30 – 11:45 a.m.	Office hours (Saunders 632): Thursday, 11:45 - 12:45
Classroom: Moore 107	Web pages written by Pollard for your benefit:
Fax: 808 956-2682	http://www2.hawaii.edu/~pollard/Asia.html
Mailbox: Moore Hall 416	http://www2.hawaii.edu/~pollard/China.html
E-mail: pollard@hawaii.edu	http://www2.hawaii.edu/~pollard/chculture.html
	http://www2.hawaii.edu/~pollard/movements.html
	http://www.teachingforsuccess.com/IssueSupport2/PollardWritAnalsGrid.pdf

Introduction. Asian Studies 485 (CRN 76391) is a multidisciplinary examination of contemporary Chinese development. The present syllabus includes a study guide, handouts, and suggestions for improving your writing.

Course prerequisites. An active desire to learn is essential. There are no formal prerequisites.*

Emphasis. Development means change. Students will consider Chinese political, economic and cultural developments after the death of Mao Zedong from multidisciplinary, comparative perspectives.

Teaching-learning objectives. Depending on your commitment, at the end of this course you will be able to do the following with increased proficiency:

- a) *demonstrate familiarity* with major trends, events, people and values associated with major transformations in China since the death of Mao Zedong;
- b) *appreciate* the use and misuse of evidence in making political and cultural inferences about China's development during the past thirty years;
- c) *distinguish* between descriptions of political and cultural reality and prescriptions (recommendations) for change;
- d) *appreciate different points of view* by Chinese participants of different social classes and political persuasions and by others concerning transformations of Chinese life, history, culture and politics since 1976;
- e) *analyze* writings and films that claim to illuminate contemporary Chinese development;
- f) *demonstrate* awareness of relevant stand-alone and networked information sources useful for understanding social and cultural change in China; and
- g) *respond* to suggestions for improving one's writing.

* Having completed Asian Studies 201, 308 or 320C or related courses at the University of Hawai'i-Manoa or elsewhere is useful preparation. Otherwise, you might benefit by consulting a source like Lucian W. Pye, *China: An Introduction*, 4th or later edition (New York: Harper Collins Publishers, 1991 [or later]).

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Required texts. Students will read Robert E. Gamer’s book *Understanding Contemporary China*, 2nd ed., “Understanding: Introduction to the States and Regions of the Contemporary World” series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003). Eleven China specialists have contributed chapters to this edited volume.

In addition, students will be viewing films by Chinese and others about contemporary Chinese development, listening to lectures, using Internet e-mail lists and Web searches, writing book reviews, and facilitating structured commentaries. These activities will complement lectures and exams in achieving our objectives.

Other, shorter texts supplementing and challenging assigned authors' perspectives—and that of your teacher—will be in several forms. These are as follows: 1) brief readings distributed as handouts; 2) articles that you will access on the Web; 3) Word files distributed by e-mail attachment; and 4) articles and chapters electronically accessible from Sinclair Library’s online Reserves. This will average perhaps about 150 pages a month.

Staying current! Students are encouraged to keep abreast of current developments in China. Among other news sources linked to the “China” page on Pollard’s website, the following online publications are worth your consideration:

China Daily <http://www.chinadaily.com.cn/>
People’s Daily Online <http://english.peopledaily.com.cn/>
The Los Angeles Times <http://www.latimes.com/>

China Central Television <http://english.cctv.com/index.shtml>
South China Morning Post <http://www.scmp.com/portal/site/SCMP/>
The Asahi Shimbun <http://www.asahi.com/english/index.html>

Grading criteria and grade reports. A 500-point system is outlined below. It reflects the emphasis assigned to writing and all other forms of other participation in this course.

Creditable learning activities	Maximum points	Your points
Paper #1, including optional successive drafts	75	
<i>Exam #1</i> (during 6 th or 7 th week)	75	
Paper #2, including optional successive drafts	75	
<i>Exam #2</i> (during 12 th or 13 th week).....	75	
Attendance	10	
Final Examination (13 December 2007)	150	
Instructor's comprehensive evaluation of your overall presence, personal growth, impact, sense of responsibility, initiative, intellectual effort, collaborativeness, performance on announced & unannounced quizzes, and other in-class participation in this mutual undertaking of co-learning and education	+ 40	
<i>Maximum possible points</i>	500	

The “plus-minus” grading schedule for this course works as follows:

F = / < 300; **D** = 301-350; **C-minus** = 351-367; **C** = 368-384; **C-plus** = 385-400; **B-minus** = 401-417; **B** = 418-434; **B-plus** = 435-450; **A-minus** = 451-467; **A** = / > 468; **A-plus** = / > 480 but also reflecting *consistently* high-quality performance throughout the semester.

Fill in the chart above to track your progress before asking, "How am I doing?"

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Attendance policy. You are expected to be with us for each class unless you are seriously ill. Only your performance is evaluated—not the reasons for nonperformance.

Students with disabilities. If you have a certified disability and if you have not already contacted Kokua in the Queen Lili'uokalani Student Services Center, it is your responsibility to do so. Also, it is your responsibility to make advance arrangements for proctored exam periods.

Graduate Students. Graduate students in this class are expected to attend all classes. Instead of the assigned papers, classified and unclassified graduate students have the option of proposing, researching, revising and presenting two papers of about 15-20 pages each on topics negotiated with the instructor.

Scheduling changes. We may adjust our schedule to accommodate the graciousness of guest speakers. Changes will be announced in class.

Late registrants. Late-registering students are fully responsible for understandings reached during the first two days of the semester. Late registrants may receive extra written assignments for each class missed to make sure that you don't fall behind.

Senior citizens, other auditors. Otherwise eligible residents of the community who are auditing the class not-for-credit must also show their SVCP card from Dr. Lee Putnam in the Queen Lili'uokalani Student Services Center. Auditors are expected to attend class in a timely fashion.

Quizzes. If necessary, announced and unannounced quizzes will remind you of central themes, facts and issues from our readings, discussions and videos. And they will also remind me of how well prepared you are.

Tests/exams. Questions based on readings and videos, as well as on the presentations and in-class discussions will help us to achieve our objectives.

Improve your writing in this class. Consult my "Comments & Suggestions on Writing Your Papers and Exams" in the firsts appendix to this syllabus (pp. 9-10).

And download my "Editing Grid" from the *Teaching for Success* website at <http://www.teachingforsuccess.com/IssueSupport2/PollardWritAnalsGrid.pdf>.

Plagiarism. Review the UH policy on "Academic Honesty." This is published in the *Graduate and General Information Bulletin*, "Appendix" and elsewhere. Cite sources whether you are borrowing the author's words or summarizing her ideas. And use quotation marks to indicate where you are using the author's actual words. If in doubt, cite your sources.

Plagiarism results in a zero on the assignment—and possibly an "F" for the course.

Some assigned activities are individualized. You may be asked certify that you have used only the amount of outside assistance specified for each assignment.

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Internet. You must have a workable e-mail address. Your e-mail address(es) will be subscribed to an e-mail network. This will be used to deliver information and, in some cases, handouts to you.

To avoid disappointments, check your e-mail at least once between classes! You are expected to know how to access e-mail, read e-mail, reply to it, send e-mail or download Word files and to access websites.

Week 1:
21 & 23 August 2007
Introduction and overview

Administrative summary of the course. Special features of this syllabus.

Assigned readings & resources:

Robert E. Gamer, "Introduction," **Chapter 1**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 1-10**.

Robert E. Gamer, "Trends and Prospects," **Chapter 14**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 415-424**.

Scope and requirements for Paper #1 (book review essay) explained.

Weeks 2 - 3:
28 & 30 August and 4 & 6 September 2007
The human imprint on China's ecology

Assigned readings & resources:

Stanley W. Toops, "China: A Geographic Preface," **Chapter 2**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 11-28**.

Rhoads Murphey, "The Historical Context," **Chapter 3**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 29-64**.

Weeks 4 - 6:
11, 13, 18, 20, 25 & 27 September 2007
Social values — continuity & cultural change

Assigned readings & resources:

CHAN* Hoiman and Ambrose Y. C. King, “Religion,” **Chapter 12** in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., “Understanding: Introduction to the States and Regions of the Contemporary World” series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 377-414**.

Charles A. Laughlin, “Literature and Popular Culture,” **Chapter 13** in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., “Understanding: Introduction to the States and Regions of the Contemporary World” series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 377-414**.

ZANG Xiaowei, “Family, Kinship, Marriage, and Sexuality,” **Chapter 10**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., “Understanding: Introduction to the States and Regions of the Contemporary World” series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 281-308**.

Laurel Bossen, “Women and Development,” **Chapter 11** in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., “Understanding: Introduction to the States and Regions of the Contemporary World” series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 309-338**.

First midterm exam. Exact date to be announced.

Weeks 7 - 10:
2, 4, 9, 11, 16, 18, 23 & 25 October 2007
Politics, economy, and diversity

Scope and requirements of Paper #2 explained.

Assigned readings & resources:

Robert E. Gamer, “Chinese Politics,” **Chapter 4**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., “Understanding: Introduction to the States and Regions of the Contemporary World” series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 65-110**.

* In Chinese, traditionally one’s family name precedes a person’s personal name. However, Chinese authors writing in English have a choice: Both word orders are used! To obviate confusion, if an author’s family name precedes her personal name, it has been printed in “all-caps,” that is, it has been completely capitalized in this syllabus.

Weeks 7-10 (continued):

John Wong, "China's Economy," **Chapter 5**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 111-154**.

Robert E. Gamer, "China Beyond the Heartland," **Chapter 6**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 155-194**.

Weeks 11 - 13:
30 October and 1, 6, 8, 13 & 15 November 2007
Serious social challenges

Assigned readings & resources:

MA Rong, "Population Growth and Urbanization," **Chapter 8**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 227-254**.

Richard Louis, Edwards, "China's Environmental Problems," **Chapter 9**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 255-280**.

Second midterm exam. Exact date to be announced.

Weeks 14 - 16:
20, 27 & 29 November and 4 & 6 December 2007
China's rise

Assigned readings & resources:

Robert E. Gamer, "International Relations," **Chapter 7**, in Robert E. Gamer (ed.), *Understanding Contemporary China*, 2nd ed., "Understanding: Introduction to the States and Regions of the Contemporary World" series (Boulder, Colorado and London: Lynne Rienner Publishers, 2003), **pp. 195-226**.

Vincent K. Pollard (ed.), *Chinese Cultures Abroad World Wide Web Virtual Library* (China WWW Virtual Library, 2003-2007), <http://www2.hawaii.edu/~pollard/chculture.html>.

Holiday: Thursday, 22 November 2007 (Thanksgiving).

Weeks 14-16 (continued):

Vincent K. Pollard, "From Southern Seas to Cyberspace: Chinese Diaspora Websites in South East Asia and the South Pacific" [從南洋到電子空間：在東南亞和南太平洋的華人網站], Research Notes and Data Papers, *Chinese Southern Diaspora Studies* [Centre for the Study of Chinese Southern Diaspora, The Australian National University], vol. 1 (2007), pp. 138-147. Downloadable as .pdf file at http://csds.anu.edu.au/volume_1_2007/index.php

Vincent K. Pollard, review of Theresa Chong Cariño, *Chinese Big Business in the Philippines: Political Leadership and Change* (Singapore: Times Academic Press, 1998), In *The Journal of Asian Studies* [The Association for Asian Studies, Inc.], vol. 60, no. 4 (November 2001), pp. 1121-1123. **Accessible through Hawaii Voyager's "Online Resources."**

Vincent K. Pollard, "Chinese Diaspora," *ABC-CLIO World History Encyclopedia, Era 9: 1945-*, ed., Jack Waskey (Santa Barbara: ABC-CLIO, forthcoming, 2007).

Vincent K. Pollard, review of Françoise Mengin, *Trajectoires chinoises; Taiwan, Hong Kong et Pékin* ("Chinese Trajectories: Taiwan, Hong Kong and Peking"), "Recherches internationales" series (General Editor, Jean-François Bayart, Centre d'études et de recherches internationales) (Paris: Éditions Karthala, 1998), In *China Review International*, vol. 8, no. 2 (Fall 2001), pp. 475-478. **Accessible through Hawaii Voyager's "Online Resources."**

Vincent K. Pollard, review of Gilles Guiheux, *Les Grands entrepreneurs privés a Taiwan: La main visible de la prospérité* [Taiwan's Big Business People: Prosperity's Visible Hand], *Asie Orientale* ["East Asia"] series (editor, Christian Henriot). (Paris: Brochage Imprimerie Chirat for CNRS Éditions, 2002), In *China Review International*, vol. 10, no. 1 (Spring 2003), pp. 133-137. **Accessible through Hawaii Voyager's "Online Resources."**

Vincent K. Pollard, review of Muthiah Alagappa (ed.), *Taiwan's Presidential Politics: Democratization and Cross-Strait Relations in the Twenty-First Century*, An East Gate Book, Taiwan in the Modern World series (Armonk, New York, and London: M. E. Sharpe, Inc., in collaboration with the East-West Center, 2001), In *China Review International*, vol. 10, no. 1 (Spring 2003), pp. 1-7. **Accessible through Hawaii Voyager's "Online Resources."**

Vincent K. Pollard (ed.), *Taiwan Cross-Strait Directory* (Asia Pacific Digital Library, 2000-2007), <http://apdl.kcc.hawaii.edu/~taiwan/>.

Vincent K. Pollard and You-jeong Lee, review of Sheng Lijun, *China and Taiwan: Cross-Strait Relations under Chen Shui-bian* (Singapore: Institute of South East Asian Studies/London & New York: Zed Books, 2002; dist., Palgrave), In *Journal of Chinese Political Science* [中國政治學刊], vol. 9, no. 1 (Spring 2004), pp. 91-92. **Accessible through Hawaii Voyager's "Online Resources."**

Weeks 14-16 (continued):

Vincent K. Pollard, review of Günter Schucher and Margot Schüller (eds.), *Perspectives on Cross-Strait Relations: Views from Europe*, Band 387 (Hamburg: Mitteilungen des Instituts für Asienkunde, 2005), In *The China Review; An Interdisciplinary Journal on Greater China* [The Chinese University of Hong Kong Press], vol. 6, no. 2 (Fall 2006), pp. 23-25.

Brief oral summaries of students' Paper #2. Improve your final draft by reflecting on the comments you have received.

Course retrospective, evaluations, and "First Aid" (advice) for final draft.

<p style="text-align: center;">Week 17: <u>13 December 2007</u></p>

Final examination. Thursday morning, 13 December 2007.

We will meet in our regular classroom.

The time is 9:45-11:45 a.m. Please note that this two-hour time period begins forty-five minutes earlier.*

For maximum credit, a hard copy of your final draft of Paper #2 is due in Pollard's mailbox (Moore Hall 416) absolutely no later than 2:00 p.m. on Thursday, 13 December 2007

* To coordinate your planning for this exam and others, visit the online University of Hawai'i-Manoa "Fall 2007 Final Examination Schedule" at http://www.hawaii.edu/myuh/manoa/fall2007/course_listings/final_exam.htm.

COMMENTS & SUGGESTIONS ON WRITING YOUR PAPERS & EXAMS

From reading and commenting on papers written by students and by participants in my writing workshops, I have briefly summarized typical problems that arise in these efforts. And I can suggest some solutions. Writing is thinking. And thinking can be hard work. Therefore, if you experience difficulty and frustration, that does not mean anything is wrong with your head. It's normal. Just be persistent.

My comments on your writing should help you get better results from your efforts. Many of my comments, questions and suggestions apply only to your individual paper. Below, I share some general observations that should be helpful to all of you. Use these suggestions as guidelines and reminders in peer-editing, as well as in revising your final drafts.

1. Please carefully read and directly answer the question that you are asked to answer. Answer all parts of every question. If you do not understand the question, please talk to me about it--before class, during class, or after class. Or if you prefer, make an appointment to discuss the matter in my office. Or e-mail me at pollard@hawaii.edu. After you have finished your answer, look at the question again. After you have written a coherent statement, make sure that it answers the question.

2. Write an introductory sentence or paragraph that summarizes the central point you are making in your answer. If this is not the first sentence or the first paragraph, it should be very close to the beginning of your paper.

3. Select examples that support your argument. Avoid vagueness. Since two different people may sometimes interpret the same example in completely different ways, show precisely how your chosen example strengthens the point you are making. In a short paper, one or two well-chosen and well-explained examples can add a lot of power to your writing. Further, if you are developing an interpretation or line of argumentation that I hadn't anticipated, your examples will be helpful to me. Also, if your examples are clear but, perhaps, your point of view is less clearly expressed than it otherwise might be, then it is easier for me to write questions, comments or suggestions for you.

4. Say exactly what you mean. Your reader shouldn't have to "guess" your real meaning.

5. Be as concise as possible. Avoid "overwriting." Ask yourself: "Do I really need that sentence?" "Do I need those words?" Many of you may have noticed that I sometimes suggest a shorter way of expressing some thoughts. Sometimes when I make these kinds of suggestions, I also write: "Same idea/fewer words/more power." And sometimes I will write an "equals" (=) sign followed by one or more words and a question mark. The comment will be {bracketed} with a word or expression from your essay. This comment means I am unsure of your point. If you decide that my suggested alternative does not express exactly what you mean to say, then my comments are simply encouraging you to improve your own writing.

6. In face-to-face conversational language, our whole body, our facial muscles and our tone of voice "punctuate" and emphasize our spoken words. However, if we write down our spoken language, those written words are sometimes less effective than the same words if spoken aloud. Phrases slowing the reader down as she searches for your main point are words and phrases that do not belong in your writing. For example, in face-to-face conversation, we commonly use throw-away words like "actually" and "basically" for emphasis and transitions. In writing, try to find more precise transitional words and phrases.

7. Social science, as we are learning, is social! We often depend on the work of other people. But avoid plagiarism! Plagiarism is a form of dishonesty that fails to acknowledge how we have used the writing of other people. So, use quotation marks whenever you are reproducing someone else's words in your paper. Give page references or URL's when you are quoting someone's words or summarizing ideas s/he has expressed in books, articles or Internet essays.

8. Using extensive quotations should be the exception. Learn to summarize. Quote sparingly for added effect. And it demonstrates your understanding of what you have read.

9. Becoming "your own best critic" should be your goal. Ask yourself the questions that I ask when I comment on your paper. Acquire the skill of making better criticisms of your own writing than the criticisms made by other people.

10. Make sure subjects and verbs in your sentences "agree" with one another: that is, a singular subject takes a singular verb; a plural subject gets a plural verb. Also, pronouns refer back to the closest noun that agrees with them. Although this rule is violated in spoken language, clear writing requires accurate pronoun-noun "agreement."

11. Ask yourself if your verbs would be more effective in the "active" voice. Usually, the "active" voice is more "lively" than the "passive" voice.

12. Turn long adjectival clauses into independent clauses or separate sentences.

13. Very long introductory adverbial phrases and clauses make it hard to tell what the main idea is. Consider three alternatives: a) Shorten these phrases or clauses; b) place them after the main clause; or c) turn them into separate sentences.

14. Continual suggestions (from me) on the need for more precise word usage probably indicate that you will benefit from using a better dictionary--one with several meanings for each word.

15. Careful use of transitional adverbs or adverbial phrases will enhance the coherence of your paper, that is, the way in which one part flows into another.

16. In proofreading your final drafts, please use the "spellcheck" software on your computer. Or use the "eyeball method." Large numbers of spelling errors distract from your main point. Also, some spelling errors change your meaning.

17. Show the "final" version of your paper to a friend who has not seen an earlier draft. Ask your friend to summarize your main point in one or two sentences. If your friend has difficulty giving you a clear summary, then you probably need to spend some more time revising the paper.

18. Never give up! Just keep telling yourself that, no matter how frustrating the writing sometimes gets, you will absolutely refuse to give up. And get whatever help you need. Why? Sometimes the difference between a mediocre paper and a superb piece of writing is the result of revising your draft one or two more times.

**Asian Studies 485:
Books in Hamilton Library**

For your interest and information, below I point out several excellent books in Hamilton Library. I urge you to take a serious look at them early in this course. Previous students have found them useful. The "location" of each book refers to its regular place in the UH Library System.

Henry Ramsey Fowler and Jane E. Aaron, *The Little, Brown Handbook*, 5th edition (New York, NY: Harper Collins, 1992).

COMMENT: Well organized with numerous illustrative examples.

LOCATION: Hamilton (2nd floor)

CALL #: PE1112 .F64 1992

Jacques Barzun and Henry F. Graff, *The Modern Researcher*, 5th edition (Fort Worth: Harcourt Brace Jovanovich College Publishers, 1992).

COMMENT: See Chapters 9 ("Organizing: Paragraph, Chapter, and Part), 10 ("Plain Words: The War on Jargon and Clichés"), 5 ("Verification") and 12 ("The Arts of Quoting and Translating");

LOCATION: Hamilton Library (2nd floor)

CALL #: D13.B334 1992b

Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, *The Craft of Research*, 2nd ed. Chicago and London: The University of Chicago Press, 2003).

COMMENT: See "Quick Tips" following Chapters 2, 3, 6, 8, 9, 10, 11, 12, 13, 14 & 15.

LOCATION: Hamilton Library (2nd floor)

Call #: Q180.55 M4B66 1995

Other Useful Books in Hamilton Library Reference.

Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English*, editor, Jonathan Crowther, 5th edition (Oxford: Oxford University Press, 1995)

COMMENT: Gives multiple meanings for most words--essential for developing proficiency in written & spoken English.

CALL #: PE1625 .H67 1995

Henry Ramsey Fowler and Jane E. Aaron, *The Little, Brown Handbook*, 5th edition (New York, NY: Harper Collins, 1992).

COMMENT: Well organized with numerous illustrative examples.

CIS-WRITING AIDS/GRAMMAR

CALL #: PE1112.F64 1992

Val Dumond, *The Elements of Nonsexist Usage: A Guide to Inclusive Spoken and Written English*, 1st edition (New York: Prentice Hall Press, 1990)

LOCATION: Hamilton Reference

CALL #: PE1460 .D78 1990