



## Global Tea Culture & Science

**Syllabus:** Global Tea Culture & Science

**Created By:** Joseph T. Sorensen, University of California, Davis

**Creation Date:** Winter 2025

**Keywords:** tea ceremony, tea, science, tea culture

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### Background Information for Instructors:

This course was originally designed as a team-taught first-year seminar at UC Davis. The classes are capped at 19 and meant, to the fullest degree possible, to replicate a graduate seminar experience for new undergraduates. In essence, the course aims to train students toward graduate-level research through small class sizes (our class basically had a 2:1 faculty to student ratio) and the opportunity to work closely with someone with expertise in a certain field. The capstone is a mock grant proposal that serves as the Final Project for the students (which is also available in the JPP teaching materials).

Not all institutions will have a set of core faculty with both interest and expertise to teach an aspect of the topic at hand, but the theme of the overall course can be adjusted to dovetail with what the teaching team can manage. Exposing students to research methods and materials, whether those resources are at a community college or at a large research institution, is one of the key goals of the course.

The Winter 2024 version (see below) was a 150-student capped large-scale course where we began with six weeks (twelve sessions) of speakers in twice-weekly plenary sessions, followed by three weeks (six sessions) of rotating "lab sections" of twice-weekly two hour sessions for individual groups of 20–25 students meeting with their primary instructor. This ended up being difficult in terms of logistics (grading, Canvas shell), inequitable in terms of teaching credit, and unsustainable in terms of the requirements for each instructor. But it was an interesting experience for everyone, and we proved we could fill a larger class.

The Winter 2025 (current) version is a reversion to the original First-Year Seminar format, taught to 19 students, all in the same room each week, with rotating instructors and topics. Whatever format the course takes, I often end up doing a lecture (in addition to my “Introduction to Japanese Tea Culture / Brief History of Chanoyu” overview), an additional lecture that covers my field trip to a Wazuka (Uji) tea farm, production and distribution practices in Japan, and a walkthrough and tasting of several kinds of the tea produced in Japan (*hōjicha*, *fukamushicha*, *gyokuro*, *genmaicha*, etc.). Thus, only 10%–20% of the course is dedicated to “Teaching Japanese Tea,” but the context may be useful to those of us who teach tea in any form.

## **GLOBAL TEA CULTURE AND SCIENCE**

### **WINTER 2025 COURSE SYLLABUS**

FYS 002-001: Global Tea Culture and Science  
University of California, Davis  
Winter 2025: CRN 23831  
Thu 10:00–11:50 a.m., Everson 157

### **Instructors:**

Katharine Burnett, Art History (GTI Director and Lead Instructor)

Email: kpburnett@ucdavis.edu Office Hours: TBA in 160 Everson

Jacquelyn Gervay-Hague, Chemistry

Email: jgervayhague@ucdavis.edu Office Hours: TBA 5463 Chem Annex

Robert Hackman, Nutrition

Email: rmhackman@ucdavis.edu Office Hours: TBA in 3150F Meyer

Joseph T. Sorensen, East Asian Languages and Cultures: Japanese

Email: jsorensen@ucdavis.edu Office Hours: Thu 12-2pm in 316 Sproul

Shermain Hardesty, Agricultural & Resource Economics

Email: sdhardesty@ucdavis.edu Office Hours: TBA in 2150 SS&H

Erik Fausak (Student Services Librarian)

Email: edfausak@ucdavis.edu Office Hours: TBA in 123 Carlson Library

(Health Sciences Building B)

### **Guest Lecturers:**

Lynn Kimsey (Entomology and Nematology; Director, Bohart Museum of Entomology)

Email: lskimsey@ucdavis.edu

Wei (David) Li (Chinese Tea Alliance Co-Founder)

Email: teaallianceliwei@gmail.com

### **Course Description:**

This First Year Seminar is a multi-disciplinary and multi-cultural exploration of tea (*Camellia sinensis*) and other infusions, taught by faculty, librarian, and affiliate members of the **UC Davis Global Tea Institute** (GTI) for the Study of Tea Culture and Science. This year, it is offered in conjunction with GTI's 10th Annual Colloquium on the theme of *Tea and Peace: Bringing Communities Together*. Attending at least part of the

Colloquium is a requirement for this class. See the Course Schedule below.  
Read about the event and register here:

<https://globaltea.sf.ucdavis.edu/events/10th-annual-gti-colloquium>

One of the goals of a FYS is to simulate for undergraduates the graduate-level experience of conceiving and developing research topics in a seminar setting. Taking advantage of the small class size and faculty expertise, students will form a research proposal related to tea as their Final Project for the class.

### **Course Structure:**

Class meetings will feature tea tastings and discussions of teas from around the world as a variety of tea-related topics are introduced week to week. We will approach the study of tea from a range of disciplines: history and art history, cultural studies, sociology, agricultural economics, nutrition, plant science, and health. Dedicated sessions will focus on library research skills, international collaboration and global approaches to studying tea, and how tea relates to culture and identity. Most weeks, a short set of readings (often optional) will be posted on Canvas. A summary and a set of "for further research" questions based on the previous session will also be due each week (so attendance and taking notes is a must!). Assignments are generally due **Wednesday before midnight** on Canvas. See details below.

### **Topics, Goals, and Outcomes:**

Students will learn about the history and culture of tea and tea-drinking practices in various societies, with a focus on China and Japan. The United States will be the focus of a segment on the economics and business of tea, and its agricultural development specifically in California will be the focus of another session. The role of insects in tea cultivation will also be introduced. Students will learn about the chemistry of tea, as well as its nutritional and health effects. In addition to regular tastings, there will be

sensory sessions to heighten your awareness and appreciation of tea, and how tea as a practice can contribute to overall wellness. Finally, a skill-building session with a research librarian will assist students in forming a research topic that will be the focus of a mock grant proposal that will comprise your final project for this course.

## **Readings and Assignments:**

Except as noted in the Course Schedule below, each week has a short reading assignment that should be completed by class time. Come prepared with questions about the readings, and about the general topic at hand. After the Thursday class session, you will have one week, until midnight Wednesday of the following week, to write up 1) a summary of what you learned, 2) a personal statement about what the major "take away" point of the session was for you, and 3) two or three questions "for further research" that might comprise a possible topic for your Final Project. Place your word count of 200–400 words at the beginning of your submission. **See appended "Grading Criteria for Weekly Assignments" for details.**

## **Final Project:**

**See separate Guidelines for details.** Your Final Project will be a mock grant proposal. You will be applying for a grant from the Global Tea Institute to fund your research on anything related to tea. There are two check-in deadlines: a declaration of your subject area and specific research topic / path of inquiry is due in **Week 5 (Feb. 12)**, and your outline and annotated bibliography is due in **Week 8 (March 5)**. The Final Project is due **March 20**.

## **Advising:**

Students are encouraged to consult with instructors during office hours or by appointment. Consultation regarding the Final Project for this course is especially encouraged. General questions may be brought to the Lead

Instructor: Katharine Burnett (see above). Individual instructors should be contacted for session-specific questions.

### **Join the club!**

<https://www.instagram.com/ucdglobalteaclub/>

## **Grading and Summary of Assignments:**

100- This FYS is a letter graded course for two units, unless you have opted otherwise. Standard campus grading is in place. Your grade in the course will be determined by your work in the following categories: 1) overall attendance and participation; 2) weekly assignments due Jan. 15, Jan. 22, Jan. 29, Feb. 5, Feb. 19, Feb. 26; 3) completion of a Library Skills Module; and 4) your Final Project (three components). With the exception of the Library Skills and your overall attendance, **all submissions are due on Canvas, Wednesdays before midnight.**

- Attendance and Participation□10%
- 6 assignments x 10 points each (see schedule below)□50%
- Library Skills Module□10%
- Final Project:
  - Topic Proposal (Feb. 12)□5%
  - Outline and Annotated References (March 5)□5%
  - Final Project (March 20)□20%

## **Course Schedule**

### **Week 1 (Jan. 9): Burnett / Sorensen**

#### ***Introductions: Instructors, Students, Course / "How Tea Works" and Project Guide***

Discussion: What is tea? Who drinks tea? Where is tea? When is tea? What is "wellness tea"? What is tea culture? What is tea science? Why study tea?

How do we study tea?

Assignment: Write a brief self-introduction of 200–400 words. Describe your background and your relationship with tea. What brings you to this course, what is your interest in tea, what do you hope to learn? Submit your paper on Canvas by **Jan. 15 (Wed) before midnight**. Put your name and word count at the top of the first page.

### **Week 2 (Jan. 16): Burnett**

#### ***The Cultural History of Tea: Its Origins and Spread in China and Beyond***

Discussion: Where does tea grow? Where does it grow indigenously? When was tea first cultivated in China? What are the characteristics of a teapot in China? In the West? What kiln sites and clays were prized for teapots and tea ware and why?

Assignment: Complete the readings in the Week 2 folder and come prepared with questions, comments, and points to make about the readings. After class, write up 1) a summary of what you learned, 2) a personal statement about what the major "take away" point of the session was for you, and 3) two or three questions "for further research" that might comprise a possible topic for your Final Project. Submit your write-up (indicating your 200–400 word-count) on Canvas by **Jan. 22 (Wed) before midnight**.

### **Week 3 (Jan. 23): Hackman**

#### ***Nutrition and the Health Effects of Tea: What We Know and What We Need to Know***

Discussion: What are the active compounds found in tea? Do they vary based on whether the tea is green, black, oolong, or pu'er (pu-erh)? If you don't drink a lot of tea, can you take a pill made from tea to get the same

benefits? If so, what might those benefits be?

Assignment: No readings assigned. FIND YOUR OWN SOURCES so that you can respond to the discussion questions above. After class, write up 1) a summary of what you learned, 2) a personal statement about what the major "take away" point of the session was for you, and 3) two or three questions "for further research" that might comprise a possible topic for your Final Project. Submit your write-up (indicating your 200–400 word-count) on Canvas by **Jan. 29 (Wed) before midnight**.

#### **Week 4 (Jan. 30): Burnett**

**The UC Davis Global Tea Institute's 10th Annual Colloquium—*Tea and Peace: Bringing Communities Together*. UC Davis Conference Center, 9 a.m.–5 p.m.**

No class meeting. Instead, attend as much of the Colloquium as you can, using our FYS hours at a bare minimum. Be sure to register for the event, bring friends, and have them register too!

Assignment: Read the speaker biographies and presentation topics before the event. After the Colloquium, write up 1) a summary of what you learned, 2) a personal statement about what the major "take away" points were for you, and 3) two or three questions "for further research" that might comprise a possible topic for your Final Project. Submit your write-up (indicating your 200–400 word-count) on Canvas by **Feb. 5 (Wed) before midnight**.

#### **Week 5 (Feb. 6): Li (Guest Lecture)**

***The Science of Tea: Composition, Classification, and Function***

Discussion: GTI Colloquium. Final Project topics.



Assignment: No assigned readings. After class, in lieu of a write-up, dedicate your time this week to coming up with a proposed research topic for your Final Project. Your topic submission should consist of: 1) what you propose to research in general, and what *specific* research question you will address; 2) the significance of this research; 3) how you might go about conducting your research; and 4) two or three preliminary sources. Submit your topic (200–400 words) for approval on Canvas by **Feb. 12 (Wed) before midnight**.

### **Week 6 (Feb. 13): Sorensen**

#### ***Elements of Japanese Tea Culture / Tea Farming in Japan***

Discussion: What is the Japanese Tea Ceremony (chanoyu)? What are its key components? How is it related to other Japanese traditional arts? What role does it play in Japanese society today?

Assignment: No assigned readings. Instead, FIND YOUR OWN *SHORT SOURCES* so that you can respond to the above questions. Then, read critically for what that source's objectives might be (Is it a sponsored search result? Are they trying to sell you something?). Note that the Wikipedia entries (redirected to Tea Culture in Japan, Japanese tea ceremony, Japanese tea utensils) are all much too long for the purpose of this exercise. Come prepared with questions, comments, and points to make about your sources. After class, write up 1) a summary of what you learned in class, 2) a personal statement about what the major "take away" point of the session was for you, and 3) two or three questions "for further research" that might comprise a possible topic for your Final Project. Submit your write-up (indicating your 200–400 word-count) on Canvas by **Feb. 19 (Wed) before midnight**.

### **Week 7 (Feb. 20): Gervay-Hague**

## ***Chemistry of Tea / The California Tea Project from 1960 into the 21<sup>st</sup> Century***

Discussion: When was tea first grown in California? What is the current status of tea cultivation in California? What are the prospects for a successful tea growing and production industry in California?

Assignment: Look over the readings in the Week 7 folder. Come prepared with questions, comments, and points to make about the readings. After class, write up 1) a summary of what you learned in class, 2) a personal statement about what the major "take away" point of the session was for you, and 3) two or three questions "for further research" that might comprise a possible topic for your Final Project. Submit your write-up (indicating your 200–400 word-count) on Canvas by **Feb. 26 (Wed) before midnight**.

### **Week 8 (Feb 27): Fausak**

#### ***Library Skills Session / The Human-Plant Bond and Tea for Wellness***

**CLASS TODAY WILL BE IN 165 Library Instruction Lab, First Floor, Shields Library**

Discussion: How have plants been influenced by people? How have people been influenced by plants?

Assignment: Take the online Library Skills Module (~1/2 hour of videos) **before class Feb. 27**. Be prepared to discuss what your habits and methods are to find reliable information. Revised research topic, outline with full headings, and annotated bibliography are due on Canvas by **March 5 (Wed) before midnight**.

### **Week 9 (March 6): Hardesty**

### ***The Economics and Business of Tea in the United States***

Discussion: What major factors can affect tea supply and demand globally? What are some significant trends in global tea production, consumption, and exports? What are some main issues affecting the tea industry in developing countries? What are some changes occurring in the US tea industry?

There is no writing assignment for the week. Work on your final project, consult with faculty if necessary, and submit it on Canvas by **March 20 (Wed) before midnight**. Early submissions welcome.

### **Week 10 (March 13): Kimsey (Guest Lecture)**

#### ***The Entomology of Bug-Bitten Oolongs***

Discussion: How does climate change affect tea production? What role can "pests" have in tea cultivation? How and why did bug-bitten oolongs become a coveted commodity?

Assignment: Read the following links and be prepared to discuss the questions above.

<https://storymaps.arcgis.com/stories/c86e5d6c756f4eb98e7e733c3ca54836>

<https://teaepicure.com/oriental-beauty-bug-bitten-teas/>

There is no writing assignment for the week. Work on your final project and submit it on Canvas by **March 20 (Wed) before midnight**. Early submissions welcome.

### **Instructors**

**Katharine Burnett, Ph.D.**, is the Founder and Director of the UC Davis Global Tea Institute for the Study of Tea Culture and Science. A professor of

Chinese art in the Department of Art and Art History, her research explores how cultural values are manifested in visual form, what it means to collect art, and what we can learn about cultures and societies through studying individual and diverse tea cultures. She has traveled widely in China, Taiwan, Hong Kong, Vietnam, Japan, and Colombia to study tea farms, tea production sites, tea houses, and collections of tea wares.

**Robert Hackman, Ph.D.**, is a lecturer and research nutritionist in the Department of Nutrition. His current studies focus on the role of fruits, nuts, and bioactive plant ingredients in human health and performance. An avid tea drinker, he has visited tea plantations and processing plants in numerous Asian countries. As a teacher, he takes a holistic approach to nutrition and lifestyle patterns as ways to enhance well-being and improve performance in school, in sports, and in life.

**Jacquelyn Gervay-Hague, Ph.D.**, is a professor in the Department of Chemistry. Tea quality is dependent upon the complete natural environment in which it is grown, produced, and consumed. Research in the Gervay-Hague lab centers on correlating chemical transformation and molecular transport with environmental factors including soil, topography, and climate to determine the chemical basis of *Camellia sinensis* cultivation and how it influences human health through tea consumption.

**Wei Li** is a well-published tea scientist and researcher and the co-founder of the Chinese Tea Alliance (<https://chineseteaalliance.com/>). He earned a Master's and Doctorate in Tea Studies at Zhejiang University and is also a certified tea craftsman and sensory taster. In addition to his international research collaborations, he has worked extensively in tea education and tea tourism.

**Erik Fausak** is a librarian at Carlson Health Sciences Library (veterinary focus) and is happy to help researchers identify medical literature in

studies regarding tea. His background as a veterinary technician has made him acutely aware of the need for stress reduction and self-care for high burn-out professions and is working with members on campus and in the Global Tea Scholars Association to develop mindful tea meditations. He has been developing a series of podcasts for GTI, which are available on the GTI website at: <https://globaltea.ucdavis.edu/cha-chat-podcasts>.

**Joseph T. Sorensen, Ph.D.**, is an Associate Professor in East Asian Languages and Cultures and is the author of *Optical Allusions: Screens, Paintings, and Poetry in Classical Japan (ca. 800–1200)*. In addition to his recent research on court fiction and poetic criticism, he serves as a core member of the Japan Past & Present Project's team on "Teaching Tea: Culture, History, Practice, Art." He works with tea masters and artists to provide lectures, demonstrations, and workshops on various aspects of the Japanese tea ceremony when leading a UCD study-abroad program in Kyoto.

**Shermain Hardesty, Ph.D.**, recently retired as a faculty member in the Department of Agricultural and Resource Economics and leader of the University of California's Small Farm Program. She has visited tea farms in China, Hawai'i, and California and is now working to expand marketing opportunities for tea producers in California by promoting their locally grown characteristics and environmentally sustainable production practices, establishing tourism enterprises that incorporate tasting and tea culture, and developing other strategies to differentiate their California-grown product from imported teas.

**Lynn S. Kimsey, Ph.D.**, is Distinguished Professor in the Department of Entomology and Nematology and is Director of the Bohart Museum of Entomology. Her interests in tea relate to the relationship between insects and tea plants and their impacts on plant health and tea as a commodity.

## **Grading Criteria for Weekly Assignments**

There will be six "weekly assignments" for this course due on the following dates:

**Jan. 15, Jan. 22, Jan. 29, Feb. 5, Feb. 19, Feb. 26 (all Wednesdays, before midnight).**

While you have one week from each class session to submit your paper on it, writing up your thoughts while they are fresh in your mind is highly recommended. You may submit your paper early, but unless a documented reason is provided, late submissions will not be accepted. Each assignment should include: 1) a summary of what you learned, 2) a personal statement about what the major "take away" point of the session was for you, and 3) two or three questions "for further research" that might comprise a possible topic for your Final Project. Place your word count of 200–400 words at the beginning of your submission and upload your assignment to the appropriate slot on Canvas. It will be assessed on a 10-point scale, according to the criteria below.

9-10: These papers are well-written, show a good understanding of the readings and the lecture, and have a good balance of coverage and individual viewpoint. The questions are thoughtful, insightful, and research oriented.

7-8: These papers are dutiful renderings of the content of the lecture, with some understanding of the readings. They include questions that address the topic with an appropriate level of detail, but do not provide the depth required of a research topic.

5-6: These papers are summaries of the lecture that show only a partial understanding of the materials presented. The questions are either too general or off-topic.

1-4: These papers are poorly written and do not address the assignment as outlined. Students scoring in this range should consult with their instructor of record for help.

0: No submission.

NB: The first assignment is a self-introduction. All submissions that meet the requirements will be given full credit.

## **Supplemental Materials for Instructors**

**Syllabus:** Global Tea Culture & Science (2024)

**Created By:** Joseph T. Sorensen, University of California, Davis

**Creation Date:** Winter 2024

**Keywords:** tea ceremony, tea, science, tea culture

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### **GLOBAL TEA CULTURE AND SCIENCE WINTER 2024 COURSE SYLLABUS**

GTI 198: Global Tea Science and Culture

University of California, Davis

Winter 2024

**Class Meetings:** Tu/Thu 2:10–4:00 p.m.

**Classroom:** Med Sci 1C, Rm.180 (for all sessions through 2/15, and last class on 3/12). For sessions beginning 2/20, classrooms will rotate according to the schedule below.

### **Course Numbers & Instructors:**

This course is cross listed as indicated below. Each class is limited to 25 students. Course time and content is identical regardless of which course the student registers for.

## **COURSE # CRN Section / Lab Room Instructor of Record**

AHI 198 45156□□Everson 157□□Burnett

ARE 198 12669□□Physics 140□□Hardesty

CHE 198 45195□□Chem Annex 4440□□Gervay-Hague

CHN 198 17757□□Giedt 1007□□Gundry

JPN 198 29938□□Wellman 109□□Sorensen

ENT19824005□□MedSci 1B, Rm. 128□□Fausak

## **Course Description:**

This upper-division elective course is a multi-disciplinary exploration of tea (*Camellia sinensis*) and other infusions that is team-taught by faculty and librarian members and associates of the UC Davis **Global Tea Institute (GTI)** for the Study of Tea Science and Culture. The first half of the course will feature presentations from a rotating panel of speakers who are experts in a wide range of fields: Food Science, Cultural History, Economics, Chemistry, Art History, etc. This year, the course is offered in conjunction with the 9th Annual GTI Colloquium: *Tea in a Changing World*. The second half of the course will be comprised of smaller class meetings ("labs") that will include more in-depth discussion of approaches to studying tea, as well as a sampling of teas from around the world.

## **Grading:**

This variable-unit course must be taken P/NP and must be taken for four (4) units unless you have arranged otherwise with your instructor of record. Your grade in the course will be determined by your work in the following categories (details will be provided separately):

- Attendance and Participation□10%
- Reflection Papers and Questions (5%x10)□50%
- Library Skills Module□10%
- Final Project:



- Topic Submission□5%
- Preliminary Bibliography□5%
- Outline and Annotated Bibliography□5%
- Final Project Submission□20%

### **Lead Instructor:**

Katharine Burnett (Art History)

Email: kpburnett@ucdavis.edu

Office: 160 Everson

Office Hours: Mon 12:00–2:00pm

### **Co-Instructors:**

Jacquelyn Gervay-Hague (Chemistry)

Email: jgervayhague@ucdavis.edu

Office: 5463 Chemistry Annex

Office Hours: By appointment

Joseph Sorensen (East Asian Languages and Cultures: Japanese)

Email: jsorensen@ucdavis.edu

Office: 316 Sproul

Office Hours: Tue/Wed 12:00-1:00pm

Erik Fausak (Student Services Library, Health Sciences)

Email: edfausak@ucdavis.edu

Office: 123 Carlson Library (Health Sciences Building B)

Office Hours: By appointment

Shermain Hardesty (Cooperative Extension Emerita, Agricultural & Resource Economics)

Email: sdhardesty@ucdavis.edu

Office: 2150 Social Sciences & Humanities

Office Hours: By appointment

David Gundry (East Asian Languages and Cultures: Japanese)

Email: davidjgundry@gmail.com

Office: 302 Sproul

Office Hours: By appointment

### **Guest Lecturers:**

Brendan Shah, CEO, International Tea Importers (ITI), on insider aspects of the tea industry.

Ann Colonna, Senior Faculty Research Assistant and Sensory Program Director, Food Innovation Center, Oregon State University, on sensory and consumer testing.

Lynn Kimsey, Distinguished Professor of Entomology, Department of Entomology and Nematology, and Director of the UCD Bohart Museum of Entomology, on the entomology of bug-bitten oolongs.

### **COURSE SCHEDULE (topics and readings TBA):**

1/09 (Tu): Course Introduction @ Med Sci 1C, Rm.180

1/11 (Th): Katharine Burnett, Art History @ Med Sci 1C, Rm.180

1/16 (Tu): Joseph Sorensen, East Asian Languages and Cultures @ Med Sci 1C, Rm.180

1/18 (Th): Jacquelyn Gervay-Hague, Chemistry @ Med Sci 1C, Rm.180

1/23 (Tu): Brendan Shah, International Tea Importers CEO @ Med Sci 1C, Rm.180

1/25 (Th): GTI Colloquium: Tea in a Changing World @ UCD Conference Center

1/30 (Tu): Anna Colonna, Oregon State University Food Science @ Med Sci 1C, Rm.180

2/01 (Th): Shermain Hardesty, Agricultural & Resource Economics @Med

Sci 1C, Rm.180

2/06 (Tu): Erik Fausak, Carlson Library @ Med Sci 1C, Rm.180

2/08 (Th): David Gundry, East Asian Languages and Cultures @ Med Sci 1C, Rm.180

2/13 (Tu): Lynn Kimsey, Entomology @ Med Sci 1C, Rm.180

2/15 (Th): Guidelines for Final Project & Class Rotations @ Med Sci 1C, Rm.180

2/20 (Tu)

AHI 198 in Everson 157

ARE 198 in Physics 140

CHE 198 in Chem Annex 4400

CHN 198 in Giedt 1007

JPN 198 in Wellman 109

ENT 198 in MedSci 1B, Rm. 128

2/22 (Th):

ENT 198 in Everson 157

AHI 198 in Physics 140

ARE 198 in Chem Annex 4400

CHE 198 in Giedt 1007

CHN 198 in Wellman 109

JPN 198 MedSci 1B, Rm. 128

2/27 (Tu):

JPN 198 in Everson 157

ENT 198 in Physics 140

AHI 198 in Chem Annex 4400

ARE 198 in Giedt 1007

CHE 198 in Wellman 109

CHN 198 MedSci 1B, Rm. 128

2/29 (Th):

CHN 198 in Everson 157

JPN 198 in Physics 140

ENT 198 in Chem Annex 4400

AHI 198 in Giedt 1007

ARE 198 in Wellman 109

CHE 198 MedSci 1B, Rm. 128

3/5 (Tu):

CHE 198 in Everson 157

CHN 198 in Physics 140

JPN 198 in Chem Annex 4400

ENT 198 in Giedt 1007

AHI 198 in Wellman 109

ARE 198 MedSci 1B, Rm. 128

3/7 (Th):

ARE 198 in Everson 157

CHE 198 in Physics 140

CHN 198 in Chem Annex 4400

JPN 198 in Giedt 1007

ENT 198 in Wellman 109

AHI 198 MedSci 1B, Rm. 128

3/12 (Tu): Course wrap-up @ Med Sci 1C, Rm. 180

3/14 (Th): NO CLASS. Optional consultations. Work on final project (due Monday, March 18, before midnight).

## **About Your Instructors:**

**Katharine Burnett, Ph.D.**, is the Founder and Director of UC Davis's Global Tea Initiative for the Study of Tea Culture and Science. A professor of Chinese art in the Department of Art and Art History, her research

explores how cultural values are manifested in visual form, what it means to collect art, and what we can learn about cultures and societies through studying individual and diverse tea cultures. She has traveled widely in China, Taiwan, Hong Kong, Vietnam, Japan, and Colombia to study tea farms, tea production sites, tea houses, and collections of tea wares. Her new research project investigates *Art History without the Art: The Curious Case of Sino-Vietnamese Teapots before 1700*.

**Erik Fausak** is a librarian at Carlson Health Sciences Library (veterinary focus) and is happy to help researchers identify medical literature in studies regarding tea. Erik's background as a veterinary technician has made him acutely aware of the need for stress reduction and self-care for high burn-out professions and is working with members on campus and in the Global Tea Scholars Association to develop mindful tea meditations. He has been developing a series of podcasts for GTI, which are available on the GTI website at <https://globaltea.ucdavis.edu/cha-chat-podcasts>.

**Jacquelyn Gervay-Hague, Ph.D.**, is a professor in the Department of Chemistry. Tea quality is dependent upon the complete natural environment in which it is grown, produced, and consumed. Research in the Gervay-Hague lab centers on correlating chemical transformation and molecular transport with environmental factors including soil, topography, and climate to determine the chemical basis of *Camellia sinensis* cultivation and how it influences human health through tea consumption.

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practices, establishing tourism enterprises that incorporate tasting and tea culture, and developing other strategies to differentiate their California-grown product from imported teas.

**Joseph T. Sorensen, Ph.D.**, is an Associate Professor in East Asian Languages and Cultures and is the author of *Optical Allusions: Screens, Paintings, and Poetry in Classical Japan (ca. 800–1200)*. In addition to his recent research on court fiction and poetic criticism, he leads a UCD study-abroad program each Spring in Kyoto during which he works with tea masters and artists to provide lectures, demonstrations, and workshops on various aspects of the Japanese tea ceremony.

**David J. Gundry, Ph.D.**, is an Associate Professor in East Asian Languages and Cultures and is the author of *Parody, Irony and Ideology in the Fiction of Ihara Saikaku*. His book, and his *Journal of Japanese Studies* article "Hierarchy, Hubris, and Parody in Ihara Saikaku's *Kōshoku ichidai otoko*," include analysis of the literary depiction of tea connoisseurship in the licensed prostitution quarter of seventeenth-century Kyoto. He has attended many a Japanese tea ceremony, has visited tea fields in Japan and Sri Lanka, and is a co-editor of *Studies in the Culture, History, and Science of Tea*.