



CHN 212

Traditional Chinese Thought

S1 Day 2014

Dept of International Studies

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General Information

Unit convenor and teaching staff Unit Convenor Shirley Chan shirley.chan@mq.edu.au Contact via shirley.chan@mq.edu.au
Credit points 3
Prerequisites 12cp
Corequisites
Co-badged status
Unit description Traditional Chinese thought has an enduring influence on Chinese culture and that of other east Asian countries. The aim of this unit is to introduce students to the development of the major schools of thought, Confucian, Daoist and Legalist in ancient China. On completion of this unit students have an overview of key notions in Chinese traditional thinking together with an appreciation of their relevance to contemporary beliefs and practices. Students of contemporary Chinese culture and society also benefit from the unit as it provides a relevant historical background. Classes and readings are in English.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Enhanced knowledge of traditional Chinese thought
- Improved understanding of the key notions in early Chinese philosophy
- Familiarity and facility with concepts, themes and theoretical perspectives on traditional Chinese thought
- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- Ability to engage in independent and reflective learning through assessing and

responding to ideas

Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Assessment Tasks

Name	Weighting	Due
<u>Class attendance/participation</u>	20%	Every week
<u>Written assignments</u>	60%	Week 7 & Week 12
<u>Group presentation</u>	20%	Weeks 4-12

Class attendance/participation

Due: **Every week**

Weighting: **20%**

Class attendance and participation in discussion is required. Participation will be marked on attendance, willingness to participate in class discussion, preparation and performance of reading and responding to questions. Students are expected to be well prepared in order to participate in class discussion – this will ensure good use of class time as well as improving your learning skills and sharing your knowledge with others. Class attendance and participation is expected and will be part of the assessment. **This means you not only come and sign in the class but come well prepared and participate in class discussion.** You need to read the assigned reading material and think about the topics and share your thought with others. Your marks for class attendance and performance will be determined by

- Whether you attend class regularly or not;
- How much effort you have taken to prepare for the class;
- How actively you participate in class discussion; and
- How helpful your comments are on the work of our fellow students.

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Written assignments

Due: **Week 7 & Week 12**

Weighting: **60%**

Students will submit two written assignments (due on Friday week 7 by 4:30pm and due on Friday week 12 by 4:30pm) (topics to be advised via iLearn)

All written assignments have to be submitted by the due date via **Turnitin** and a hardcopy to the Faculty's Chinese assignment box on the ground floor of W6A.

These assignments should be your own original work. Plagiarism is **not** acceptable (For further information and advice, see www.student.mq.edu.au/plagiarism). Your marks will be determined by but not limited to:

a) Grasp of the task and focus. Are you really answering the question(s)? Is there a well-defined framework or scope of argumentation?

b) Knowledge of content and research. For example, is there a well-developed argument? Does the essay reflect a clear, insightful knowledge of the topic in a clear and critical analysis? Does the written work reflect a substantial and skilful research effort? The essay may incorporate text materials linked together with your own commentary and conclusions. This will involve research activities such as locating materials, books and journal articles.

c) Creativity and judgement. Does the essay show good judgement in the selection or arrangement of materials? Is there an evidence to support your argument?

d) Communication and presentation. Does the work show a mastery of the technical aspects of writing an essay? What will be assessed here also include such matters as grammar, punctuations, spelling, presentation of source citations, etc.

e) Referencing and ethical use of materials. All cited works need to be properly acknowledged. Is referencing consistent and precise?

Marking rubrics for the essay will be posted on the iLearn.

Extensions and Special Consideration

Short Term Extensions

Requests for assignment extensions due to unavoidable and unforeseen circumstances of less

than three days duration (eg short term illness or misadventure) must be made to the supervisor before the due date if possible, or immediately after the disruption. Approvals of extensions *must be noted* on the assignment cover sheet. Note that other assessment commitments will not be considered grounds for an extension.

Assignments that are handed in later than the due date, where no extension has been granted, or are handed in later than the extension date without being granted further extension or special consideration will be penalised.

Late submission of the essays will result in a penalty of 5% of the total value of the essay towards unit assessment each day (including weekends). The essay will not be marked after a period of five calendar days of non-submission.

Serious Illness and Unavoidable Disruption

If your performance has been affected for a period of 3 days or more as a result of serious unavoidable disruption or illness, you are advised to inform the unit convenor and tutor of the problem at the earliest possible opportunity. You must supply documentary evidence of the extended disruption and submit an Application for Special Consideration. (see below).

No assessment work will be accepted for marking beyond 07 June 2013 unless you have submitted an Application for Special Consideration with adequate and appropriate supporting evidence and have been granted special consideration. Please note that requests for special consideration for long term or serious reasons are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged & chronic illness, hospitalisation or bereavement in your immediate family which have affected your performance over the course of the semester; or in cases of unavoidable disruption or misadventure during the formal examination period. If you believe that you qualify for special consideration, please contact the teaching staff as soon as is practically possible and lodge the application.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Marking rubric will be provided via iLearn.

Readings in research and translation methodologies, see also:

Writing a Research Paper

An excellent guide from Purdue University

<http://owl.english.purdue.edu/owl/resource/658/03/>

There are many more guides available online as well as in the library.

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Group presentation

Due: **Weeks 4-12**

Weighting: **20%**

There will be one group (two-person) presentation. In the beginning of the semester, you will be asked to choose a tutorial topic. You are expected to lead a discussion on your chosen topic for that week. Your oral presentation is expected to be 6-7 minutes in length (no more than 4 min each person). You have to finish your presentation within the time limit or marks will be deducted. The group project should reflect the collective efforts of every member of your group. You should be prepared for the rest of the class to raise questions. You will need to prepare a 2 page report which needs to be handed in.

In preparing to lead discussion, you may wish to consider the following questions:

- 1) What are the readings about?
- 2) What are the main points being argued?
- 3) What evidence is marshalled to support the author's argument?
- 4) Do you agree/disagree with the arguments put forward in the readings?

- 5) What did you find most interesting about the topic or the reading?
- 6) How does this discussion contribute to your understanding/knowledge of Chinese culture and society?

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Delivery and Resources

The course format is composed with lecture and tutorial. There will be also some screening of relevant documentaries. Lectures and readings are in English. Students are encouraged to attend all classes and tutorials are compulsory with tutorial discussion strongly emphasizing student engagement. To benefit the most from the course, students are required to be active, responsible participants in their own learning, and to develop independent analytical and research skills in traditional Chinese thought and culture by reading and analysing texts and sources which should not be confined to the recommended reading list. Students should complete assessments on time by following instructions. Essays and assignments will be written in English. Students should check iLearn regularly <http://ilearn.mq.edu.au/my/> under the unit concerned, for announcements and resource information posted by the convenor.

Essential textbook:

- Chan Wing-tsit, (1963, 1969, 1973). *Source Book in Chinese Philosophy*. New Jersey: Princeton University Press.

Recommended readings:

- Graham, A.C. *Disputers of the Tao: Philosophical Argument in Ancient China*. (Paperback). Open Court.

- Chan, Shirley. "Human Nature and Moral Cultivation in the *Guodian* Text of the *Xing Zi Ming Chu* (Nature Derives from Mandate)." *Dao: Journal of Comparative Philosophy*. Dordrecht: Springer Netherlands. Vol. 8. Issue 4. 2009. pp.361-382.

<http://www.springerlink.com/content/1252541p8l8j571h/>

- Chan, Shirley. "Cosmology, Society and Humanity: *Tian* in the *Guodian* Texts (Part I)." *Journal of Chinese Philosophy, Supplement to Volume 38. Supplement Issue: Confucian Philosophy: Transformations and Innovations*. 2011. pp.64-77.

- Chan, Shirley. "Cosmology, Society, and Humanity: *Tian* in the *Guodian* Texts (Part II)." *Journal of Chinese Philosophy, Volume 39, No.1*. 2012. pp.106-120.

- Antonio S. Cua, *Human Nature, Ritual, and History: Studies in Xunzi and Chinese Philosophy* (Washington: CUP, 2005), Essay 1 "Philosophy of Human Nature", pp.3-38; Essay 2 "Dimensions of Li (Propriety)", pp. 39-62.- Ivonhoe, Philip J. & Van Nordan, Bryan W. *Readings in Classical Chinese Philosophy*, 2nd ed. (Hackett Publishing, 2006)

Unit Schedule

Week	Lecture	Tutorial (start in wk 2)	Assessment
1	Introduction – chronology and socio-historical background Documentary on the Shang/ Zhou	Choose your presentation topic	
2	Confucius & Confucianism Documentary on "Confucius"	Reading of the <i>Analects</i>	Class participation/ discussion
3	Mencius & Confucianism Documentary on "Mencius"	Reading of the <i>Works of Mencius</i>	Class participation/ discussion/
4	Xunzi & Confucianism	Reading of the <i>Xunzi</i>	Class participation/ discussion/ Group Project

5	Laozi and Daoism	Reading of the <i>Daodejing</i>	Class participation/ discussion Group Project
6	Laozi and Daoism	Reading of the <i>Daodejing</i>	Class participation/ discussion Group Project
7	The Guodian Discovery and new information on early Chinese philosophy	Reading of the Guodian material	Class participation/ discussion Group Project Draft essay due on Friday
8	The Guodian Discovery and new information on early Chinese philosophy	Reading of the <i>Xing zi ming chu</i> (Human nature derives from Mandate)	Class participation/ discussion Group Project
9	The Shanghai Museum texts and new information on early Chinese philosophy	Reading of the SHM texts	Class participation/ discussion Group Project
10	Mozi and Mohism	Reading of the <i>Mozi</i>	Class participation/ discussion Group Project

11	Zhuangzi	Reading of the <i>Zhuangzi</i>	Class participation/ discussion Group Project
12	Legalism	Reading of the <i>Hanfeizi</i>	Essay due
13	Revision and feedback	Revision and feedback	Class participation/ discussion

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of traditional Chinese thought
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- Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of traditional Chinese thought
- Improved understanding of the key notions in early Chinese philosophy

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

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- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of traditional Chinese thought
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- Ability to engage in independent and reflective learning through assessing and responding to ideas
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Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of traditional Chinese thought
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- Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

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- Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Enhanced knowledge of traditional Chinese thought
- Improved understanding of the key notions in early Chinese philosophy
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- Ability to engage in independent and reflective learning through assessing and responding to ideas
- Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students