



CHN 362

Contemporary Chinese Culture and Society II

S2 Day 2014

Dept of International Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	11

Disclaimer

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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

W6A226

Tuesday 2:30-3:30pm, Wednesday: 11:00-12:00pm

Credit points

3

Prerequisites

39cp including CHN361

Corequisites

Co-badged status

Unit description

This unit will build on previous study to explore the main areas of reform-era Chinese life (1978-present): economy, politics, society, culture, and the environment. Students will analyse and explore the lived experiences of the Chinese people, and the causes and consequences of social inequality and social conflicts, as well as social and political changes. What does China stand for? What are the key values that have the potential to make the contemporary world a better place? Through rigorous academic discussion and analysis, students will become more confident and fluent in conducting research on contemporary Chinese culture and society, and be able to apply similar skills in understanding other cultures and peoples.

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:

- 1.Enhanced knowledge of contemporary Chinese culture and society
- 2.Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- 3.Familiarity and facility with concepts, themes and theoretical perspectives on

contemporary Chinese culture and society

4.Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities

5.Ability to engage in independent and reflective learning through assessing and responding to ideas

6.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>Written assignments</u>	60%	Weeks 7 and 12
<u>Presentation</u>	20%	weeks 4-12
<u>Class participation/discussion</u>	20%	Every week

Written assignments

Due: **Weeks 7 and 12**

Weighting: **60%**

Written assignments

Due Date: Week 7 and Week 12

Weight: 60% (30% each)

Students will complete two 2000 word essays (one written in Chinese 30% due on Friday, Week 7; one written in English 30% due on Friday, Week 12). Details for topics will be posted on iLearn.

These assignments should be your own original work. Plagiarism is **not** acceptable (For further information and advice, see www.student.mq.edu.au/plagiarism). You 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 needs to be properly acknowledged. Is referencing consistent and precise?

Note: **All written assignments have to be submitted by the due date via Turnitin and a hard copy to the department's Assignment box for Chinese studies, or it will not be marked. You will also need to complete and attach with the hardcopy a self-assessment in the marking rubrics.**

Marking rubric 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 convenor 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

Required and recommended resources

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.

The university runs a series workshop on learnings skills and completing assignments. Please check the following link for details. Students are strongly encouraged to attend the workshops:

http://www.students.mq.edu.au/support/learning_skills/undergraduate/workshops/

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- 3.Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- 4.Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- 5.Ability to engage in independent and reflective learning through assessing and responding to ideas
- 6.Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Presentation

Due: **weeks 4-12**

Weighting: **20%**

There will be two presentations during the term depending on the student number . In the beginning of the semester, you will be asked to choose the presentation from the tutorial topics. You are expected to lead a discussion on your chosen topic for that week. Your oral presentation is expected to be 15 minutes in length. You have to finish your presentation within the time limit or marks will be deducted. 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 submitted on iLearn two days before the presentation.

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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1)????????????

2)????????????

3)????????????

4)????????????

5)????????????

6)????????????

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Class participation/discussion

Due: **Every week**

Weighting: **20%**

Class participation/discussion

Due Date: Every week

Weight: 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

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

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Delivery and Resources

This is a 300 level unit which forms part of the major in Chinese. Students admitted to this class should have completed CHN361. Students should attend all classes with strong emphasis on 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 Chinese culture and society by reading and analysing both Chinese and English 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 Chinese and English although class discussions will be in Chinese and explained in English if necessary. Students should check iLearn regularly <http://ilearn.mq.edu.au/my/> under the unit concerned, for announcements and resource information posted by the convenor.

Recommended textbooks and references:

Bell, Daniel A., Yan Xuetong. et al. *Ancient Chinese Thought, Modern Chinese Power*. Princeton University Press. (Available in the Co-op Bookshop)

Daniel A. Bell. *China's New Confucianism: Politics and Everyday Life in a Changing Society* (New in Paper)

Kam Louie, editor, *The Cambridge Companion to Modern Chinese Culture*. New York: Cambridge University Press, 2008.

Ropp, Paul, S. *Heritage of China: Contemporary Perspective on Chinese Civilization*. University of California Press. (Available in the Co-op Bookshop)

Unit Schedule

		Discussions	Assessment
Week 1	Introduction: Defining Chinese Culture	Social and political developments; historical consciousness and national identity.	Class participation/ discussion

Week 2	Gender.	Examples of social issues in China and the challenge The problems and the solutions?	Class participation/ discussion
Week3	Ethnicity and Chinese identity.”	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion
Week 4	Modernizing Confucianism and ‘new Confucianism; Socialism in China	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion
Week 5	“Chinese religious traditions” (including Christianity).	Examples of the social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion
Week 6	“The revolutionary tradition in modern Chinese literature.”	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion
Week 7	The revolutionary tradition in modern Chinese literature	Examples of social issues in China and the challenge; The problems and the solutions?	Essay due on Friday by 4:30pm Class participation/ discussion
Week 8	The involutionary tradition in modern Chinese literature.	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion
Week 9	Music and performing arts: tradition, reform, and political and social relevance.	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion

Week 10	Chinese art and the experience of modernity	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion
Week 11	Cinema: from foreign import to global brand	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion
Week 12	Television and the Internet	Examples of social issues in China and the challenge; The problems and the solutions?	Class participation/ discussion Essay due on Friday by 4:30pm
Week 13	Crime vs social ethics	Review 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://students.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

1. Enhanced knowledge of contemporary Chinese culture and society
2. Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living

- 3.Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
- 4.Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
- 5.Ability to engage in independent and reflective learning through assessing and responding to ideas
- 6.Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Assessment tasks

- Written assignments
- Presentation
- Class participation/discussion

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.

This graduate capability is supported by:

Learning outcomes

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- 2.Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
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Assessment tasks

- Written assignments
- Presentation

- Class participation/discussion

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

- 1. Enhanced knowledge of contemporary Chinese culture and society
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- 3. Familiarity and facility with concepts, themes and theoretical perspectives on contemporary Chinese culture and society
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Assessment tasks

- Written assignments
- Presentation
- Class participation/discussion

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

- 1. Enhanced knowledge of contemporary Chinese culture and society

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- 5.Ability to engage in independent and reflective learning through assessing and responding to ideas
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Assessment tasks

- Written assignments
- Presentation
- Class participation/discussion

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

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- 2.Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
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Assessment tasks

- Written assignments
- Presentation

- Class participation/discussion

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

- 1.Enhanced knowledge of contemporary Chinese culture and society
- 2.Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
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- 4.Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
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Assessment tasks

- Written assignments
- Presentation
- Class participation/discussion

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:

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Assessment tasks

- Written assignments
- Presentation
- Class participation/discussion

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

- 1.Enhanced knowledge of contemporary Chinese culture and society
- 2.Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
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Assessment tasks

- Written assignments
- Presentation
- Class participation/discussion

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

- 1.Enhanced knowledge of contemporary Chinese culture and society
- 2.Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- 5.Ability to engage in independent and reflective learning through assessing and responding to ideas
- 6.Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Assessment tasks

- Written assignments
- Presentation
- Class participation/discussion