



CHN 209

Traditional Chinese Culture and Society II (Background Speakers)

S2 Day 2015

Dept of International Studies

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General Information

Unit convenor and teaching staff

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TBA

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TBA

Credit points

3

Prerequisites

CHN208

Corequisites

Co-badged status

Unit description

This unit is a continuation of CHN208. The unit is for students who are Chinese background speakers or those who possess a similar level of Chinese to the HSC Chinese for Background Speakers.

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 culture and society

Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living

Familiarity and facility with concepts, themes and theoretical perspectives on traditional

Chinese culture

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 participation/discussion</u>	10%	Weeks1-13
<u>Group presentation</u>	20%	Weeks 4-13
<u>Written assignments (2)</u>	70%	Friday, Week 7 and Week 13

Class participation/discussion

Due: **Weeks1-13**

Weighting: **10%**

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.

On successful completion you will be able to:

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

- 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

Group presentation

Due: **Weeks 4-13**

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 20 minutes in length (no more than 10 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 posted on the iLearn in the discussion forum a day before the actual 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)????????????

On successful completion you will be able to:

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

Written assignments (2)

Due: **Friday, Week 7 and Week 13**

Weighting: **70%**

All written assessment tasks will be required to be submitted in **both printed hard copy and electronically via Turnitin.com. unless otherwise stated.**

Written assignments not received in BOTH hard copy and e-copy via Turnitin.com by the appropriate due date will NOT be marked.

Students will submit two written assignments (due on Friday week 7 by 4:30pm and due on Friday week 13 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 (you will need to attach in the hardcopy the self-assessment in the marking rubrics) to the Faculty's Chinese assignment box.

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?

All written assignments need 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.

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 Week 14 unless you have submitted an Application for Special Consideration via ask.mq.edu.au 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 of workshop on learning skills and completing assignments. Please check up the details via the following link:

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

On successful completion you will be able to:

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

Delivery and Resources

Students admitted to CHN209 are expected to completed CHN208.

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 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.n.mq.edu.au/my/> under the unit concerned, for announcements and resource information posted by the convenor.

Recommended Readings:

Albany: State University of New York Press. 1991.

Allinson, Robert. (ed.) *Understanding the Chinese Mind*. Hong Kong: Oxford University Press. 1990.

Graham, A. C. *Disputers of the Tao: Philosophical Argument in Ancient China*. Open Court. 1999.

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Gernet, Jacques. *A History of Chinese Civilization*. [Reprint] Cambridge: Cambridge University Press. 1987.

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Henderson, John, B. *The Development and Decline of Chinese Cosmology*. Columbia University Press. 1984.

Kern, Martin. *Text and Ritual in Early China*. University of Washington Press. 2000.

Major, John. Myth, Cosmology, and the Origins of Chinese Science. *Journal of Chinese Philosophy* 5 (1):1-20.

Moore, Charles. *The Chinese Mind: Essentials of Chinese Philosophy and Culture*. Honolulu: University of Hawaii Press. 1967.

Ralph Weber (2005). Oneness and Particularity in Chinese Natural Cosmology: The Notion Tian renheyi. *Asian Philosophy* 15 (2):191 – 205.

Yang Rubin???. *Energeia and Body in Ancient China*?????????????????. Taipei: Juliu Tushu. 1997.

You will find some of the URL links containing materials on Chinese history, archaeology, art, culture extremely handy. Among these are:

<http://www.chinapage.com/>

<http://www.princeton.edu/~classbib/>

This pointer will bring up the introduction page of the Classical Chinese Historiography for Chinese History. Scroll down to get to the table of contents. The display includes full-style Chinese characters (*fanti zi*). The most useful section for this course is section 9: *Select Bibliography of Chinese Classics and Literature in Translation with Recent Related Histories*; Section 10: *Selected English Bibliography For Chinese Civilization: A Brief Historical Survey*. You can reach this by using the contents page.

Library Databases

Students should make good use of the library databases for scholarly articles, books and other sources of information, which is an essential part of learning and research skills. <http://www.library.mq.edu.au/>

Many of the journal articles are available via the “Journal Finder” link on the library’s main catalogue page.

Unit Schedule

	Lecture	Tutorial readings /discussions	Assessment
Week 1	Introduction Characteristics of Chinese Culture		Class participation/discussion
Week 2	Confucianism and Chinese Culture	Graham, The Disputors of Dao	Class participation/discussion
Week 3	Daoism: Laozi	Graham, The Disputors of Dao	Class participation/discussion
Week 4	Daoism: Zhuangzi and Chinese Culture	Graham, The Disputors of Dao	Class participation/discussion Group presentation
Week 5	Qi and Body	Yang, Qi and Body	Class participation/discussion Group presentation
Week 6	Text and Ritual (1)	Kern, Text and Ritual	Class participation/discussion Group presentation
Week 7	Text and Ritual (2)	Kern, Text and Ritual	Class participation/discussion Group presentation Essay draft due this Friday
Week 8	Beauty and Aesthetics		Group project/presentation Class participation/discussion
Week 9	The Development and Decline of Chinese Cosmology (1)	Henderson, The Development and Decline of Chinese Cosmology	Class participation/discussion Group presentation

Week 10	The Development and Decline of Chinese Cosmology (2)	Henderson, The Development and Decline of Chinese Cosmology	Group presentation Class participation/discussion
Week 11	Writing and Authority in Early China (1)	Lewis, Writing and Authority in Early China	Group presentation Class participation/discussion
Week 12	Writing and Authority in Early China (2)	Lewis, Writing and Authority in Early China	Class participation/discussion Essay due this Friday Group presentation
Week 13	Revision	Feedback/evaluation	Class participation/discussion Essay due this Friday Group presentation

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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

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 culture and society
- Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- 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

- Class participation/discussion
- Group presentation
- Written assignments (2)

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

- Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- Familiarity and facility with concepts, themes and theoretical perspectives on traditional Chinese culture
- 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

- Class participation/discussion
- Group presentation
- Written assignments (2)

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

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

Assessment tasks

- Class participation/discussion
- Group presentation
- Written assignments (2)

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 culture and society
- Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- Familiarity and facility with concepts, themes and theoretical perspectives on traditional Chinese culture
- 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

- Class participation/discussion
- Group presentation
- Written assignments (2)

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

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

- Class participation/discussion
- Group presentation
- Written assignments (2)

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 culture and society
- Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
- Familiarity and facility with concepts, themes and theoretical perspectives on traditional Chinese culture
- 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

- Class participation/discussion
- Group presentation
- Written assignments (2)

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

- Enhanced knowledge of traditional Chinese culture and society
- 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

- Class participation/discussion
- Group presentation
- Written assignments (2)

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

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

- Class participation/discussion
- Group presentation
- Written assignments (2)

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 culture and society

- 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

- Class participation/discussion
- Group presentation
- Written assignments (2)