CHN 212
Traditional Chinese Thought
S1 Day 2015
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
W6A226
Tuesday 2:00-3:00pm and Thursday 11:00-12:00pm

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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Enhanced knowledge of traditional Chinese thought
2. Improved understanding of the key notions in early Chinese philosophy
3. Familiarity and facility with concepts, themes and theoretical perspectives on traditional Chinese thought
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance/participation</td>
<td>20%</td>
<td>Every week</td>
</tr>
<tr>
<td>Written assignments</td>
<td>60%</td>
<td>Week 7 &amp; Week 12</td>
</tr>
<tr>
<td>Group presentation</td>
<td>20%</td>
<td>Weeks 4-12</td>
</tr>
</tbody>
</table>

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

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.

This Assessment Task relates to the following Learning Outcomes:
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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). 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?

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.

This Assessment Task relates to the following Learning Outcomes:

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

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?

This Assessment Task relates to the following Learning Outcomes:

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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:


Recommended readings:


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


**Unit Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Tutorial (start in wk 2)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – chronology and socio-historical background</td>
<td>Choose your presentation topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documentary on the Shang/Zhou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading</td>
<td>Activities</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>2</td>
<td>Confucius &amp; Confucianism</td>
<td>Reading of the <em>Analects</em></td>
<td>Class participation/discussion</td>
</tr>
<tr>
<td>3</td>
<td>Mencius &amp; Confucianism</td>
<td>Reading of the <em>Works of Mencius</em></td>
<td>Class participation/discussion/Group Project</td>
</tr>
<tr>
<td>4</td>
<td>Xunzi &amp; Confucianism</td>
<td>Reading of the <em>Xunzi</em></td>
<td>Class participation/discussion/Group Project</td>
</tr>
<tr>
<td>5</td>
<td>Laozi and Daoism</td>
<td>Reading of the <em>Daodejing</em></td>
<td>Class participation/discussion/Group Project</td>
</tr>
<tr>
<td>6</td>
<td>Laozi and Daoism</td>
<td>Reading of the <em>Daodejing</em></td>
<td>Class participation/discussion/Group Project</td>
</tr>
<tr>
<td>7</td>
<td>The Guodian Discovery and new information on early Chinese philosophy</td>
<td>Reading of the Guodian material</td>
<td>Class participation/discussion/Group Project/Draft essay due on Friday</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
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</tr>
</tbody>
</table>
| 8    | The Guodian Discovery and new information on early Chinese philosophy | Reading of the *Xíng zì míng chu (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 *Mozi* | Class participation/discussion
|      |       |          | **Group Project** |
| 11   | Zhuangzi | Reading of the *Zhuangzi* | Class participation/discussion
|      |       |          | **Group Project** |
| 12   | Legalism | Reading of the *Hanfeizi* | **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](http://mq.edu.au/policy/docs/academic_honesty/policy.html). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Unit guide CHN 212 Traditional Chinese Thought

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 Enquiry Service

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

Equity 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.
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

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
- Familiarity and facility with concepts, themes and theoretical perspectives on traditional Chinese thought

Assessment tasks

- Class attendance/participation
- Written assignments
- Group presentation

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 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
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Assessment tasks
• Class attendance/participation
• Written assignments
• Group presentation

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
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Assessment tasks
• Class attendance/participation
• Written assignments
• Group presentation
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 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
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Assessment tasks

- Class attendance/participation
- Written assignments
- Group presentation

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 thought
- Improved understanding of the key notions in early Chinese philosophy
- Familiarity and facility with concepts, themes and theoretical perspectives on traditional Chinese thought
Unit guide CHN 212 Traditional Chinese Thought

- Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
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Assessment tasks
- Class attendance/participation
- Written assignments
- Group presentation

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
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Assessment tasks
- Class attendance/participation
- Written assignments
- Group presentation
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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**Assessment tasks**

- Class attendance/participation
- Written assignments
- Group presentation

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 thought
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Assessment tasks
• Class attendance/participation
• Written assignments
• Group presentation

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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• Improved understanding of the key notions in early Chinese philosophy
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Assessment tasks
• Class attendance/participation
• Written assignments
• Group presentation
## Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/02/2015</td>
<td>In the assessment tasks, there should be two separate essays due in week 7 and week 12 respectively. (In the weekly schedule, week 7 should have essay 1 instead of draft essay due). For group presentation, each individual should present 5 min talk.</td>
</tr>
</tbody>
</table>