CHN 361
Contemporary Chinese Culture and Society I
S1 Day 2016
Dept of International Studies

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 7
Unit Schedule 8
Policies and Procedures 10
Graduate Capabilities 11

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Unit guide CHN 361 Contemporary Chinese Culture and Society I

General Information

Unit convenor and teaching staff
Unit Convenor
Kevin Carrico
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Contact via kevin.carrico@mq.edu.au
W6A227
TBA

Credit points
3

Prerequisites
6cp at 200 level including CHN209

Corequisites

Co-badged status

Unit description
This unit is designed for students who are Chinese background speakers or those who possess a similar level of Chinese to the HSC Chinese for Background Speakers. The unit aims to explore and evaluate Chinese cultural and social experience as part of an emerging global civilisation. Students will be introduced to key concepts, theories and frameworks that are integral to the analysis of Chinese culture and society, and related topics including government, economics, society, philosophy, religion, arts, literature and science. We will examine the challenges that arise as China adapts ancient values to contemporary society. Particular attention will be paid to the discussions of Confucian practices and institutions appropriate for the modern era, and the analysis of key social and cultural issues in contemporary China.

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 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignments</td>
<td>50%</td>
<td>Week 7 and Week 12</td>
</tr>
<tr>
<td>Group presentations</td>
<td>30%</td>
<td>Weeks 4-12</td>
</tr>
<tr>
<td>Class participation/discussion</td>
<td>20%</td>
<td>Every week</td>
</tr>
</tbody>
</table>

### Written assignments

**Due:** *Week 7 and Week 12*

**Weighting:** 50%

Students will complete two 2000 word essays (one written in Chinese 25% due on Friday, Week 7; one written in English 25% 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](http://www.student.mq.edu.au/plagiarism)).

Note: All written assignments have to be submitted by the due date via Turnitin and a hard copy to the Arts Faculty’s Assignment box for Chinese studies.

Marking rubric will be posted on iLearn.

### Extensions and Special Consideration

**Short Term Extensions**

Requests for assignment extensions due to unavoidable and unforeseen circumstances of less than three days duration (e.g., 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**


**Writing a Research Paper**

An excellent guide from Purdue University

[http://owl.english.purdue.edu/owl/resource/658/03/](http://owl.english.purdue.edu/owl/resource/658/03/)

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


This Assessment Task relates to the following Learning Outcomes:

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

Group presentations

Due: **Weeks 4-12**
Weighting: **30%**

Each participant will make two presentations. In the beginning of the semester, you will be asked to choose two tutorial topics. You are expected to lead a discussion on your chosen topic for that week, as a group. Your oral presentation is expected to be 8-10 minutes in length, followed by at least three open-ended questions for group discussion.

This group project should reflect the collective efforts of every member of your group - everyone should have a clear role. In addition to preparing discussion questions, you should be prepared for the rest of the class to raise questions. You will also need to prepare a 2 page report to be posted online at least two days 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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• 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

Class participation/discussion

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 should not only come to 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 class;
c) How actively you participate in class discussion.

This Assessment Task relates to the following Learning Outcomes:

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• 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

http://unitguides.mq.edu.au/unit_offers/68710/unit_guide/print
• Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

**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 CHN209. 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/](http://ilearn.mq.edu.au/my/) under the unit concerned, for announcements and resource information posted by the convenor.

Recommended textbooks and references:

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Discussions</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction, Definitions, characteristics, categorization of social and cultural issues.</td>
<td>Class participation/discussion</td>
</tr>
<tr>
<td>Week 2</td>
<td>An overview: Contemporary Chinese culture and society, Examples of social issues in China today: problems and solutions?</td>
<td>Class participation/discussion</td>
</tr>
<tr>
<td>Week 3</td>
<td>Historical issues and the relationship to the past</td>
<td>The end of imperial China and the legacies of Maoism</td>
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<tr>
<td>Week 4</td>
<td>Historical issues and the relationship to the past</td>
<td>Tiananmen, Wenchuan and beyond</td>
</tr>
<tr>
<td>Week 5</td>
<td>Political issues</td>
<td>Relationship between the state and the people, the question of political reform</td>
</tr>
<tr>
<td>Week 6</td>
<td>Ethnic issues</td>
<td>Tibet, Xinjiang, ethnicity, and protest</td>
</tr>
<tr>
<td>Week 7</td>
<td>Urbanization</td>
<td>Urban-rural relations, urban life</td>
</tr>
<tr>
<td>Week 8</td>
<td>Environmental issues</td>
<td>Development and the environment</td>
</tr>
<tr>
<td>Week 9</td>
<td>Environmental issues</td>
<td>Food safety and insecurity</td>
</tr>
<tr>
<td>Week 10</td>
<td>Inequality and migration</td>
<td>The hukou system and &quot;urban villages&quot;</td>
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<tr>
<td>Week 11</td>
<td>Marriage and family</td>
<td>Gender relations, changing sexual culture</td>
</tr>
<tr>
<td>Week 12</td>
<td>Popular culture</td>
<td>Official and popular culture</td>
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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


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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University’s IT, you must adhere to the Acceptable Use of IT Resources 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 contemporary 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 contemporary 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

Assessment tasks

• Written assignments
• Group presentations
• 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

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Assessment tasks

• Written assignments
• Group presentations
• 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**

- 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 contemporary 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**

- Written assignments
- Group presentations
- 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:

**Learning outcomes**

- Improved understanding of the key values and practices in shaping Chinese culture, people and their ways of living
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http://unitguides.mq.edu.au/unit_offerings/68710/unit_guide/print
• Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Assessment tasks
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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 contemporary 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 contemporary Chinese culture and society
• Capacity for analytical and critical thinking as well as appreciation of, and respect for cultural diversities
• Improved ability to work in cooperative groups on key issues in Chinese Studies and communicate findings to fellow students

Assessment tasks
• Written assignments
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• 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

• Enhanced knowledge of contemporary Chinese culture and society
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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:

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**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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**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.

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