



CHN 362

Contemporary Society and Culture (for Background Speakers)

S2 Day 2017

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Kevin Carrico

kevin.carrico@mq.edu.au

Contact via kevin.carrico@mq.edu.au

Hearing Hub, 2nd floor, North, 041

Tuesday 2-3pm, Thursday 3-4pm

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, as well as cultural, social, and political changes. Through rigorous academic discussion and analysis, combined with regular readings in sociological theory, 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:

Enhanced knowledge of contemporary Chinese culture and society

Enhanced knowledge of contemporary social and cultural theory

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

General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|------------|
| <u>In-class presentation</u> | 15% | No | Weeks 2-12 |
| <u>Class participation/discussion</u> | 15% | No | Every week |
| <u>Reading responses</u> | 20% | Yes | Week 2-12 |
| <u>Research proposal</u> | 20% | No | Week 6 |
| <u>Research paper</u> | 30% | No | Week 13 |

In-class presentation

Due: **Weeks 2-12**

Weighting: **15%**

Each participant will make one presentation on a week's readings. In the beginning of the semester, you will be asked to choose a week. You are expected to lead seminar discussion on your chosen week. Your oral presentation is expected to be (roughly) 8-10 minutes in length, followed by at least three open-ended questions for group discussion

In addition to preparing discussion questions, you should be prepared for the rest of the class to raise questions.

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 contemporary Chinese culture and society
- Enhanced knowledge of contemporary social and cultural theory
- 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

Class participation/discussion

Due: **Every week**

Weighting: **15%**

Class attendance and participation in discussion is required.

This is not a simple attendance mark. Attendance is of course mandatory and deductions for absences will count toward the final grade. However, marks will not be awarded solely for attendance, meaning that it is possible to attend every class and still not receive any participation marks. Participation marks are based in your contributions to tutorial discussions.

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. **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 thoughts with others.

On successful completion you will be able to:

- Enhanced knowledge of contemporary Chinese culture and society
- Enhanced knowledge of contemporary social and cultural theory
- 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

Reading responses

Due: **Week 2-12**

Weighting: **20%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

To demonstrate a solid grasp of the readings and to facilitate seminar discussion, participants are required to write two responses to weekly readings over the course of the session. These are due by email at 11:59pm Monday evening of each week (with the exception, of course, of Week 1). There are a total of ten opportunities to write reading responses, and you must only write two. For the sake of fairness, late reading responses will not be accepted.

All reading responses must be submitted via Turnitin.

These reading responses will be 1500 words, in either Chinese or English, summarizing the reading and providing a critical assessment of its argument. Your response should demonstrate a clear familiarity with and understanding of the arguments presented in the readings, as well as drawing upon pertinent, concrete examples from the readings to demonstrate your point.

These reading responses will count for 10% of your grade each, coming to a total of 20% of your final mark.

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

Research proposal

Due: **Week 6**

Weighting: **20%**

Seminar participants will complete a 1500 word research proposal, due on Tuesday, 11:00am,

Week 6. More details on this assignment will be provided in Week 2.

This assignment must be your own original work. Plagiarism is **not** acceptable and will result in failure, an F for the unit, as well as disciplinary action. For further information and advice, see www.student.mq.edu.au/plagiarism.

Note: **All written assignments have to be submitted by the due date via Turnitin.**

A marking rubric will be posted on iLearn.

Late Submission

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 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. I cannot, however, casually approve any extensions or adjustments- I will tell you to file an application for consideration of Disruption to Studies. You must supply documentary evidence of the extended disruption in an **application for consideration of Disruption to Studies**. (see ask.mq.edu.au).

No assessment work will be accepted for marking unless you have submitted an **application for consideration of Disruption to Studies** 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 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.

Disruption to Studies process

<http://ask.mq.edu.au/kb.php?record=ce7c4e38-4f82-c4d7-95b1-4e2ee8fd075f>

Writing a Research Paper

An excellent guide from Purdue University

<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:

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

On successful completion you will be able to:

- Enhanced knowledge of contemporary Chinese culture and society

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Research paper

Due: **Week 13**

Weighting: **30%**

Seminar participants will complete a 2500 word research essay, due on Tuesday, 11:00am, Week 13. More details on this assignment will be provided in Week 2.

This assignment must be your own original work. Plagiarism is **not** acceptable and will result in failure, an F for the unit, as well as disciplinary action. For further information and advice, see www.student.mq.edu.au/plagiarism.

Note: **All written assignments have to be submitted by the due date via Turnitin.**

A marking rubric will be posted on iLearn.

Late Submission

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.

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Delivery and Resources

TECHNOLOGY USED AND REQUIRED

Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable

laptop (or tablet) for in-class use.

- **For central technical support go to:** http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/
- **For student quick guides on the use of iLearn go to:** http://mq.edu.au/iLearn/student_info/guides.htm
-

Electronic Copy via Turnitin.com

Macquarie University subscribes to the 'Turn It In' plagiarism detection system. All students will be required to submit all of their written work through this system. See **Assessment Submission** for details.

Library Databases

The library databases offer access to thousands of academic journal articles on all relevant subject areas. Make a point of searching these databases for scholarly articles for sources of information for assignments. The library enquiry desk is a good point of assistance in the use of these databases. You can also use the 'Ask a Librarian' service by phone or live chat. http://www.mq.edu.au/on_campus/library/

Please direct any questions about passwords, access and iLearn to the IT helpdesk <http://informatics.mq.edu.au/help/>

Assessment Marking Rubrics

Assessment Marking Rubrics are required for each assessment task (see Assessment Tasks in General). They can be downloaded from iLearn.

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 must complete assessments on time and follow assessment instructions.

Class discussion will be in Chinese and 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.

Unit Schedule

| | | Discussions | Reading |
|----------------|------------------------|--|---|
| Week 1 | Introduction | Introduction | None |
| Week 2 | Religion | The role of religion in Chinese society, past and present | Arthur Wolf, "Gods, Ghosts, and Ancestors" |
| Week 3 | Gender relations | Gender relations across time | Emily Ahern, "The Power and Pollution of Chinese Women" and Everett Zhang, "The Birth of nanke (Men's Medicine) in China" |
| Week 4 | Death | Life and death, funerary practices | James Watson, "The Structure of Chinese Funerary Rites" and Evelyn Rawski, "A Historian's Approach to Chinese Death Ritual" |
| Week 5 | Guanxi | Guanxi in the socialist and post-socialist eras | Mayfair Yang, "The Resilience of Guanxi" |
| Week 6 | Research presentations | Participants present and discuss their research proposals in class | Proposals due via Turnitin by 11:00am on Tuesday, Week 6 |
| Week 7 | Suzhi | The concept of suzhi and its role in politics and society | Andrew Kipnis, "Suzhi: A Keyword Approach" |
| Week 8 | Urban life | Cities and villages | Helen Siu, "Grounding Displacement: Uncivil Urban Spaces in Postreform China" |
| Week 9 | Ethnicity | Representations of majority and minority identity | Dru Gladney, "Representing Nationality in China: Refiguring Majority/Minority Identities" |
| Week 10 | Chineseness | Who is Chinese, and how? | Chris Vasantkumar, "What is this 'Chinese' in Overseas Chinese?" |
| Week 11 | Theory and reality | The relationship between social theory and actual experience | Zhang Longxi, "Western Theory and Chinese Reality" |
| Week 12 | Research presentations | Individual research presentations and discussion | None |
| Week 13 | Research presentations | Individual research presentations and discussion | None |

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_2016.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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://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

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 contemporary social and cultural theory
- 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

Assessment tasks

- In-class presentation
- Class participation/discussion
- Research proposal
- Research paper

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 contemporary Chinese culture and society
- 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

- In-class 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

- Enhanced knowledge of contemporary Chinese culture and society
- 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

- In-class presentation
- Class participation/discussion
- Reading responses

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
- Enhanced knowledge of contemporary social and cultural theory
- 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

- In-class presentation
- Class participation/discussion
- Research proposal
- Research paper

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 contemporary Chinese culture and society
- 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

- In-class presentation
- Class participation/discussion
- Reading responses
- Research proposal
- Research paper

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 contemporary Chinese culture and society
- Enhanced knowledge of contemporary social and cultural theory
- 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

- In-class presentation
- Class participation/discussion
- Research proposal
- Research paper

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 contemporary social and cultural theory
- 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

- In-class presentation
- Class participation/discussion
- Reading responses
- Research paper

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
- 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

Assessment tasks

- In-class 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

- Enhanced knowledge of contemporary Chinese culture and society
- 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

- In-class presentation
- Class participation/discussion