



# CHN 208

## Traditional Chinese Culture and Society I (Background Speakers)

S1 Day 2018

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Lingyun Yan

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Co-Convenor Weeks 1-7

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AHH L2 North Wing

Tuesday 3:00-5:00pm, by appointment. (On leave from weeks 1-7)

Credit points

3

Prerequisites

Permission by special approval

Corequisites

Co-badged status

Unit description

This unit is designed for students are Background Speakers or who have a similar level of knowledge of Chinese. The unit provides a general overview of traditional Chinese culture and society. Special emphasis is given to the origins and development of Chinese writing, philosophy, religion and literature. The unit format is composed of lectures and tutorials. There will be also some screening of relevant documentaries. Students are expected to read materials on the relevant topics in both Chinese and English although class discussions will be mainly in Chinese.

## 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:

Acquire knowledge of traditional Chinese culture and society.

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

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

Engage in independent and reflective learning through assessing and responding to ideas.

Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

## **General Assessment Information**

### 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.

#### **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. Please refer to the Special Consideration Policy under Policies and Procedures in this guide.

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Class participation/discussion</u>	20%	No	Weeks 1 to 12
<u>Group presentation</u>	35%	No	Weeks 4-12
<u>In class test</u>	45%	No	Week 13

### Class participation/discussion

Due: **Weeks 1 to 12**

Weighting: **20%**

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. Tutorial attendance and participation is expected and will be part of the assessment. This includes not only your response to the tutor's questions and ideas but also your preparation for class discussion on other students' group presentation during the discussion time. You need to read the assigned reading material and other students' presentation reports posted on ilearn, and think about the topics and share your thought with others. **This means you not only come and sign in the class but come well prepared and participate in class discussion.** 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 including your contribution to the discussion after group presentation; and d) How helpful your comments are on the work of our fellow students.

On successful completion you will be able to:

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Develop analytical and critical thinking as well as appreciation of, and respect for cultural diversities.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

## Group presentation

Due: **Weeks 4-12**

Weighting: **35%**

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 AND the Turnitin at least a week before the actual presentation, so the rest of the class can read and prepare for the discussion.** The written report and the oral presentation makes 15% and 20% respectively.

- A 2 page report (15%)

The report will marked on coherence, critical analysis, clarity and argument, etc.

- Actual presentation + visual aides, eg., PPT slides (20%)

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:

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Develop analytical and critical thinking as well as appreciation of, and respect for cultural diversities.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

## In class test

Due: **Week 13**

Weighting: **45%**

There will be a 1 hour in class test in week 13. It will be in form of short answer questions.

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 argumentation. For example, is there a well-developed argument? Does your answers reflect a clear, insightful knowledge of the topic in a clear and critical analysis?
- c) Creativity and judgement. Do you show good judgement in the selection or arrangement of materials? Is there an evidence to support your argument?
- d) Communication and presentation. Does your work show a mastery of the technical aspects of academic writing?

On successful completion you will be able to:

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
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- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and

communicate findings to fellow students.

## Delivery and Resources

### 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/](http://www.students.mq.edu.au/support/learning_skills/undergraduate/workshops/)

### General information about improving your learning skills

Learning Skills are services provided by the university which can support you as you tackle the demands of your courses. The services help students understand university expectations and to develop key reading, writing and critical thinking skills. Make good use of these services will benefit your study.

The free services include:

- workshops
- online resources
- individual assistance (face-to-face and via email).

Learn more about the services:

[http://www.students.mq.edu.au/support/learning\\_skills/](http://www.students.mq.edu.au/support/learning_skills/)

### More about this unit

Students admitted to this course are expected to have a level of Chinese equivalent to HSC Chinese for Background Speakers. We will come across readings in English from time to time and students are expected to be able to read and write in good English.

Students are encouraged to attend all classes and tutorials 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.mq.edu.au/my/> under the unit concerned, for announcements and resource information posted by the convenor.

## Readings for this unit

Creel, H. G. *The Birth of China: a Survey of the Formative Period of Chinese Civilization*. Jonathan Cape. 1936.

Lewis, Mark, Edward. *The Construction of Space in Early China* (Suny Series in Chinese Philosophy and Culture). State University of New York Press. 2006.

????????????????????????????????????2002.

Li, Xueqin???. *The Chinese Civilization in Cultural Relics?????????*. Beijing: Commercial Press. 2008.

Loewe, Michael. (c) *Everyday Life in Early Imperial China*. Hackett Publishing Company, Inc. 2005.

Mote, F. W. *Intellectual Foundations of China*. (Studies in World Civilization). Alfred A. Knopf. 1971.

???. ??????????. Beijing: Peking University Press. 2009.

Pine, Yuri. *Envisioning Eternal Empire: Chinese Political Thought of the Warring States Era*. University of Hawaii Press. 2009.?????, ????: ?????????????????????????????????

\*Tseng, Lilian, Lanying. *Picturing Heaven in Early China* (Harvard East Asian Monographs). Harvard University Asia Centre. 2011.

Xu Jinxiong???. 1984[2008]. *Ancient Chinese Society: an Epigraphic and Archaeological Interpretation?????????-????????????????*. Taipei ???Taiwan Commercial Press?????????

Xu Zhongshu ????. ??????. Tianjin: Tianjin Guji. 2008.

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.

## 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/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/)
- For student quick guides on the use of iLearn go to: <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

## Unit Schedule

	Lecture	Tutorial readings /discussions	Assessment
<b>Week 1</b>	Introduction Landscapes and Peoples:???????????	Xu, Z. S. pp.3-20. Creel, H.G.pp.38-53.	Class discussion
<b>Week 2</b>	Art, Ritual and Political Culture in Early China?????? ???????????	Chang, pp.33-43, 56-94, 107-129. Allan, pp.124-170.	Class discussion
<b>Week 3</b>	The rise of the <i>shi</i> class ???????	Pine, pp.115-184	Class discussion

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<b>Week 4</b>	Harmony and Conflict in Chinese philosophy ??????????	Bodde, 237-298	Group presentation, class discussion
<b>Week 5</b>	Poems in ancient China ??????	Li, pp.32-44.	Group presentation, class discussion
<b>Week 6</b>	Music in ancient China ??????	Qiao, pp.4-41.	Group presentation, class discussion
<b>Week 7</b>	Morality and immortality??????	Loewe (b), pp.1-59. Tseng, pp. 152-166.	Group presentation, class discussion
<b>Week 8</b>	The order of nature and Heaven ??????????????	Loewe, pp.38-79.	Group presentation, class discussion
<b>Week 9</b>	Cosmology and political culture in early China I???? ????????????(?)	Wang, pp.23-74	Group presentation, class discussion
<b>Week 10</b>	Cosmology and political culture in early China II???? ????????????(?)	Wang, pp.173-216.	Group presentation, class discussion
<b>Week 11</b>	Ideas of life and death ????????????	Loewe, pp.1-37; 114-126.	Group presentation, class discussion
<b>Week 12</b>	The construction of space in early China ????????????	Lewis, pp.1-11; pp.135-188.	Group presentation, class discussion
<b>Week 13</b>	???????????????????????? (online discussion)		In class test

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.m) (<https://staff.m>

[mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](http://mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://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](http://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](http://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/](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

- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Develop analytical and critical thinking as well as appreciation of, and respect for cultural diversities.
- Engage in independent and reflective learning through assessing and responding to ideas.

### Assessment tasks

- Class participation/discussion
- Group presentation
- In class test

### 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**

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Develop analytical and critical thinking as well as appreciation of, and respect for cultural diversities.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

## **Assessment tasks**

- Class participation/discussion
- Group presentation
- In class test

## **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**

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.

## **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

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Develop analytical and critical thinking as well as appreciation of, and respect for cultural diversities.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

## Assessment tasks

- Class participation/discussion
- Group presentation
- In class test

## 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

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Develop analytical and critical thinking as well as appreciation of, and respect for cultural diversities.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

## Assessment tasks

- Class participation/discussion
- Group presentation

- In class test

## 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

- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Develop analytical and critical thinking as well as appreciation of, and respect for cultural diversities.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

### Assessment tasks

- Group presentation
- In class test

## 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

- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

### Assessment tasks

- Class participation/discussion

- Group presentation
- In class test

## 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

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and communicate findings to fellow students.

### Assessment tasks

- Class participation/discussion
- 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

- Acquire knowledge of traditional Chinese culture and society.
- Demonstrate an understanding of the key values and practices in shaping Chinese culture, people and their ways of living.
- Engage in independent and reflective learning through assessing and responding to ideas.
- Be able to work in cooperative groups on key issues in Chinese culture and



communicate findings to fellow students.

## **Assessment tasks**

- Class participation/discussion
- Group presentation
- In class test