School of Humanities and Languages

ARTS2363, Chinese Philosophy
Semester 1, 2016

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1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>A/Prof Karyn Lai</th>
<th>Room</th>
<th>MB 326</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 1194</td>
<td>Email</td>
<td><a href="mailto:k.lai@unsw.edu.au">k.lai@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 10-11 am or email to make an appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Course Details

Course Description

This course examines Confucianism and Daoism (Taoism), the two most influential philosophies originating from China, against a backdrop of other doctrines such as Mohism, Legalism and Chinese Buddhism. It investigates a range of topics in early Chinese philosophy such as ethics and politics, conceptions of knowledge and views of reality and the world. Discusses how the early thinkers in China thought about these issues and draws on their insights to enhance contemporary debates.

The course enhances the Philosophy curriculum by introducing philosophy from a non-western perspective. Although the course will focus on a study of traditional Chinese philosophies, we will also consider comparative east-west perspectives and their contemporary relevance.

Course Aims

The aims of this course are:

1. To introduce students to issues raised by early Chinese thinkers, with emphasis on the two major schools (Confucianism and Daoism) while also attending to the variety of philosophical positions arising during the period of the hundred schools of thought in ancient China (approx. 600-200 BCE). Topics covered include the nature of the world, ethical standards and convention, the place of relationships in human life, the aims of government and language and its use in the world.
2. To familiarise students with intellectual history in ancient China, beginning with the Confucian thesis, its continuing defence by Mengzi and Xunzi in the face of challenges posed by Mohist, Legalist and Daoist philosophers. Students will be introduced to socio-historical aspects of society that spawned or influenced some of these philosophies.
3. To familiarise students with the methodologies and philosophical argumentation in early Chinese philosophy.
4. To develop students’ critical and analytical skills in assessing and responding to ideas. To foster a good eye for clarity, coherence and good argumentation.

Student Learning Outcomes

Upon successful completion of the course students can expect to have developed, or further developed, the following competencies:

1. understanding of the philosophies of the major schools of thought and their important interactions in the early Chinese context;
2. understanding of the themes and issues raised in Chinese philosophy including in the areas of ethics, social and political philosophy, metaphysics and epistemology;
3. familiarity with the methodologies and philosophical argumentation in early Chinese philosophy. This should enhance students’ capacity for analytical and critical thinking as well as their appreciation of, and respect for, diversity;

4. ability to engage in independent and reflective learning through assessing and responding to ideas;

5. understand the contemporary significance of aspects of Chinese philosophy; and

6. developed written and oral communication skills through participation in class discussions and working at assignments.

Graduate Attributes (developed through lecture attendance, preparation for and participation in tutorial discussions, and successful completion of assignments)

1. Ability to read and interpret texts sensitively and carefully, especially appreciating the importance of intellectual tradition;

2. Ability to evaluate and critically analyse beliefs, ideas and information using a range of techniques of philosophical reasoning;

3. Appreciation of the importance of reasoned enquiry and an ability to apply tools of philosophical analysis to a range of issues including those in contemporary debates;

4. Ability to present coherent and persuasive arguments;

5. Skills of effective communication

3. Learning and Teaching Rationale

My teaching in this course is very much informed by my research in the area. I publish widely in the field of Chinese philosophy on a range of topics: ethics, political structures and institutions, environment, feminism and comparative philosophy. You can be assured that you will be introduced to the most up-to-date research in this field.

My approach to good teaching is to involve students as much as possible. I expect students to participate in this course. It is also important that you do not consider the lectures and tutorials as ‘optional’. They are not: it is compulsory for you to attend at least 80% of classes in order to pass the course. In both tutorials and lectures, we will be thinking together; I aim to demonstrate to you, through my teaching, what good philosophy is.

It is crucial that you commit yourself to a consistent reading program from the start. It is only through this that you will be able properly to follow the discussions in the class and reap the benefits from taking the course. You will get as much out of the course as you put in. I will create, as much as I can, opportunities for discussion.

4. Teaching Strategies

The lectures and tutorials, as well as the assignments, have been designed to introduce students to the content of Chinese philosophy as well as to encourage and develop students’ skills in critical thinking, argumentation and research.

For my part, I will attempt to provide very prompt and detailed feedback on assignments. I am also happy to explore a range of assessment options or assessment topic options if you suggest them early during the course so I have time to think them through with others who are taking the course. I envisage that you will be able to look back favourably, at the end of the course, to reflect on the content you have learnt, and the skills you have developed.
5. Course Assessment

The assignments are designed to address the learning outcomes, and are built up cumulatively over the course of the session. You are encouraged to maintain a portfolio of your work (in a file) right through the session in order to chart your own progress. The purpose of the portfolio is to enable you to return to your previous work and to assess and develop it. Through that process, you will be developing critical and analytical skills. It will also be satisfying charting how much you have learnt, and the skills you have acquired, through the session.

You must attempt all assessment components. Failure to complete any one component will result in the student receiving an “Unsatisfactory Fail (UF)” grade, even if the total mark for the course is 50 and above.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment I (Questions and Reflections) (x10)</td>
<td>50 words each</td>
<td>Total 30%</td>
<td>1, 2, 3, 4, 6</td>
<td>1, 2, 3, 4, 5</td>
<td>Mon 7 March, Mon 14 March, Mon 21 March, Mon 4 April, Mon 11 April, Mon 18 April, No reflections due on Mon 25 April (Anzac Day holiday), Mon 2 May, Mon 9 May, Mon 16 May, Mon 23 May.</td>
</tr>
<tr>
<td>Assignment II (Class Tests) (x 3)</td>
<td>200 words each</td>
<td>Total 35%</td>
<td>1, 3 6</td>
<td>4, 5</td>
<td>Thursday 24 March, Thursday 28 April, Thursday 2 June</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2500 words</td>
<td>35%</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5</td>
<td>Friday 3 June</td>
</tr>
</tbody>
</table>

Assignment I: Questions and Reflections (30%)

Submitted and assessed on Moodle

During weeks 2-12 (except for Mon 25th April, Anzac Day), each student is to post (by Monday of each week) on the Moodle Discussion Forum site a question, a point of reflection or a response to another student’s question. The posts relate to the reading or lecture material for the previous week. For example, by Monday in Week 3, each student must post a question relating to an idea discussed in the lecture in week 2, or they may respond to another student’s question. I will then select a number of these questions for discussion in the tutorials.
You are encouraged to raise questions about the implications of particular ideas, inviting
reflection on them. Alternatively, you may simply ask a question that seeks clarification of an
idea or concept. *Note, however, that the emphasis is on asking reflective questions OR
responding to others’ questions in a critical, engaging way.*

A good question is precise and to-the-point. It need not have a clear “yes” or “no” answer;
indeed, the question being asked might not have an answer. A good question is an intelligent
question and it should invite or encourage respondent/s to think critically. In other words, a
good question seeks to engage, and not to foreclose on the issue at stake.

If you find that you have a point to raise that another student has already posted, feel free to
comment on their post by extending their point.

**Rationale:** This assignment component helps to develop reflective skills. To *ask questions*
is a core task in philosophy. It takes more thought to ask questions than merely to absorb what
you read and hear. The assignment also helps you to learn from peers through engagement
with ideas. Finally, it helps you communication skills in an informal, written format.

**Marking criteria**
You should aim to demonstrate:

- (a) an understanding of key questions relating to the topics each week; and
- (b) the ability to express ideas clearly; and
- (c) the ability to respond reasonably to comments and engage with others’ views.

*You can expect comments on your performance right through the course. Around the middle
of the semester, you will get detailed feedback on your work on this assignment, with the
grade for your work on this component of the course to give you an idea of how you’re going.
You are also invited to speak with me about how you might work on improving those grades.
At the end of semester, you will receive the mark for the component.*

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**Assignment II: Class Tests (35% Total)**
(Reflective Task, Application of Content)

24th March (week 4)
28th April (week 8)
2nd June (week 13)

Allocated time: 20 mins for one question (each test will only have one question).
Word count: 200 words max.

These open-book tests will take place during the respective tutorial hours, except for the final
test, which is held during the lecture time. You are allowed to bring in any materials you wish,
including the textbook, other reference books and your handwritten notes.

The test is *not* a test of memory. It is a test of your capacity for critical thinking and how you
are able to apply the knowledge you’ve required. The mark is awarded on the basis of the
following criteria below; you should seek to demonstrate that you have:

*Read and understood the material critically from week to week, as shown in your script.*
Assignment III: Research Essay (35%)

DUE Friday 3rd June

Essay Length: 2500 words

Questions and topics for the research essay will be circulated around weeks 7-8 of session. In week 9, the tutorials will take place in computer labs where we will work on obtaining resources for the essay.

Marking criteria
The essay is designed to encourage and foster the development of your skills and knowledge areas as specified in the marking criteria below:

(a) Clarity and coherence of argument supported by evidence.
(b) Demonstrated analytic and critical capacity.
(c) Familiarity with and understanding of relevant literature including rectitude in matters of bibliography, citation and quotation.
(d) Methodological self-awareness.
(e) Clarity and logic of writing in English.

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades
All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks
Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are 11 “Learning Activities” in Moodle. 10 of these are submitted in the Discussion Forum; 1 is the research essay, submitted online. Please electronically submit your assignment to the correct “Learning Activity”.

Refer to the Assessment schedule above for due dates of all assessment tasks.
** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

“I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.”

Your assignment will be available with feedback in Moodle or in hard copy within three weeks of the due date unless you have not handed in your assignment by the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: [https://student.unsw.edu.au/how-submit-assignment-moodle](https://student.unsw.edu.au/how-submit-assignment-moodle)

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.
6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured. In this course, attendance will be taken at lectures and tutorials.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
## 10. Course Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TUTORIAL</th>
<th>LECTURE</th>
<th>ASSESSMENT TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>NO TUTORIALS</td>
<td>Introduction to Chinese philosophy. Confucianism</td>
<td>Reflections due on Mon 7 March, on Chapter 2</td>
</tr>
<tr>
<td>3March</td>
<td></td>
<td>Chapters 1, 2</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 2</td>
<td>Key Concepts in Confucianism and the early Confucian Thinkers</td>
<td>Reflections due on Mon 14 March, on Chapters 2/3</td>
</tr>
<tr>
<td>10March</td>
<td>Tutorial topics will be posted on Moodle every week on Wednesday.</td>
<td>Chapters 2, 3</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapters 2/3</td>
<td>Mengzi and Xunzi</td>
<td>Reflections due on Mon 21 March, on Chapter 3</td>
</tr>
<tr>
<td>17March</td>
<td></td>
<td>Chapter 3</td>
<td>Test during tutorial, on material covered in weeks 1-3.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 3</td>
<td>Mohism</td>
<td></td>
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<tr>
<td>24March</td>
<td></td>
<td>Chapter 4</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Chapter 4</td>
<td>Daoism: metaphysics</td>
<td>Reflections due on Mon 4 April, on Chapter 4</td>
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<tr>
<td>7April</td>
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<td>Chapter 5</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 5</td>
<td>Daoism: ethics</td>
<td>Reflections due on Mon 11 April, on Chapter 5</td>
</tr>
<tr>
<td>14April</td>
<td></td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 6</td>
<td>Legalism</td>
<td>Reflections due on Mon 18 April, on Chapter 6</td>
</tr>
<tr>
<td>21April</td>
<td></td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 9</td>
<td>Language and Chinese philosophy</td>
<td>No reflections due (Anzac Day holiday). Test during tutorial, on material covered in weeks 5-7.</td>
</tr>
<tr>
<td>28April</td>
<td></td>
<td>Chapter 7</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Tutorials this week are held in MB105 computer lab</td>
<td>Zhuangzi</td>
<td>Reflections due on Mon 2 May, on Chapter 7</td>
</tr>
<tr>
<td>5May</td>
<td></td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 8</td>
<td>Zhuangzi Chapter 8/ The <em>Yijing</em> and Change Chapter 10</td>
<td>Reflections due on Mon 9 May, on Chapter 8</td>
</tr>
<tr>
<td>12May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 8/Zhuangzi</td>
<td>The <em>Yijing</em> and Change Chapter 10/ Buddhism Chapter 11</td>
<td>Reflections due on Mon 16 May, on Zhuangzi</td>
</tr>
<tr>
<td>19May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapters 10</td>
<td>Buddhism</td>
<td>Reflections due on Mon 23 May, on Chapter 10</td>
</tr>
<tr>
<td>26May</td>
<td></td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Final test will be held during the lecture hours, on material covered in the entire course.</td>
<td></td>
<td>Research essay due on 3 June</td>
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<tr>
<td>2June</td>
<td></td>
<td></td>
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</tbody>
</table>

Mid-Semester Break 25 March-3April
11. Course Resources

Textbook Details
The textbook for this course is:
Karyn Lai (2008) *Introduction to Chinese Philosophy*, Cambridge, UK: Cambridge University Press. The book is available from the UNSW bookshop. There are also e-editions you can buy quite cheaply: [http://www.amazon.com/Introduction-Philosophy-Cambridge-Introductions-ebook/dp/B001GIOA9W](http://www.amazon.com/Introduction-Philosophy-Cambridge-Introductions-ebook/dp/B001GIOA9W). We will be following this book very closely in this course, and will use every chapter of it, so please make sure you have a copy.

There are fantastic online resources for studying Chinese philosophy. You may access a number of journal articles via the UNSW Library Sirius website at:

[http://sirius.library.unsw.edu.au](http://sirius.library.unsw.edu.au)

Sirius is handy as you can log in remotely. Once in Sirius, you may access the following key internet research tools in philosophy that are available here:

- Philosophers’ Index
- Routledge Encyclopedia of Philosophy

The four most significant e-journals in Chinese philosophy that are available via Sirius are:

- *Asian Philosophy*
- *Dao*
- *Journal of Chinese philosophy*
- *Philosophy East & West*

You should also make use of the Subject Guide for philosophy set up by UNSW Library staff, at [http://subjectguides.library.unsw.edu.au/philosophy](http://subjectguides.library.unsw.edu.au/philosophy). The site is helpful as it provides a list of Key Resources, Databases, Journals, Reference Resources and other Internet Links. The Subject Guide is also accessible via the UNSW Library Main Page.

**Supplementary reading lists** are provided in Moodle and a long list of references for the research essay will also be provided on Moodle.

12. Course Evaluation and Development

There will be the usual end-of-session CATEI survey form. These surveys are important as they help me to make positive changes to the course for subsequent years.

From your point of view, however, it is important that certain aspects of the course that are not working well be fixed while you are enrolled in the course!

I will conduct anonymous evaluations right through the course for this reason. But, if there is anything at all that you think can be improved, just send me an email to let me know (k.lai@unsw.edu.au). While you're in this course, you should never feel that, in sending an email of this nature, that you are criticising the lecturer and therefore may be penalised as a result. I appreciate student feedback because:

(i) they are a form of affirmation that you are listening to me or taking heed of what I say and do;
(ii) they help me do my job better; and, importantly
(iii) they tell me that you are keen to learn and do well—to my mind, there is no greater flattery for a lecturer than for a student to indicate interest in the subject they are teaching!
13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.