



School of Humanities and Languages

ARTS2363, Chinese Philosophy Semester 1, 2014

Table of Contents

Course Staff and Contact Details.....	2
Course Details	2
Learning and Teaching Rationale.....	4
Attendance/Class Clash	4
Assessment	5
Grades.....	7
Submission of Assessments.....	8
Late Submission of Assignments.....	8
Academic Honesty and Plagiarism.....	8
Course Schedule.....	9
Course Resources.....	10
Course Evaluation and Development	10
Student Support.....	11
Grievances	11
Other Information.....	11

1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor			
Name	A/Prof Karyn Lai	Room	MB 326
Phone	9385 1194	Email	k.lai@unsw.edu.au
Consultation Time	Tuesday 11am – 12 pm, or email for an appointment		

2. Course Details

Course Description	<p>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.</p> <p>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.</p>
Course Aims	<p>The aims of this course are:</p> <ol style="list-style-type: none"> 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.

<p>Student Learning Outcomes</p>	<p>Upon successful completion of the course students can expect to have developed, or further developed, the following competencies:</p> <ol style="list-style-type: none"> 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; 6. developed written and oral communication skills through participation in class discussions and working at assignments.
<p>Graduate Attributes (developed through lecture attendance, preparation for and participation in tutorial discussions, and successful completion of assignments)</p>	<ol style="list-style-type: none"> 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; 6. Appreciation of, and respect for, diversity; and 7. Respect for ethical practice and social responsibility.

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.

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.

4. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate.

To successfully complete this course you are required to attend minimum 80% of all classes, including lectures and tutorials. If this requirement is not met you will receive an "Unsatisfactory Fail (UF)" grade even if you may have attained 50 or higher in the total mark for the course.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.

- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

5. 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.

Assignment I	Questions and Reflections	Due every Tuesday by 12 noon from weeks 2-6, then weeks 8-12	35%
Assignment II	Short Class Tests (x 3)	During tutorials on: 21 st March (week 3) 11 th April (week 6) 6 th June (week 13)	10% each. Total 30%
Assignment III	Research Essay	Friday 30 th May (week 12)	35%

Assignment I: Questions and Reflections (35%)

Submitted and assessed on Moodle

Every Tuesday, by 12 noon, from weeks 2-6, and 8-12, each student is to post on the Blackboard QUESTIONS site a **question or a point for reflection relating to the reading or lecture material for the previous week**. For example, by Tues 12 noon in Week 2, each student must post a question relating to Chapter 2 of the material or on an idea discussed in the lecture in week 1. I will then select a number of these questions for discussion in the tutorials, in addition to the ones I have circulated.

You are encouraged to raise questions about the implications of particular ideas etc, 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.

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 raised, feel free to comment on their post by extending their point. Comments on other students’ posts may also count as your ‘question’ or ‘reflection’ for the week.

Rationale: This assignment component helps to develop skills of reflection on what you are learning. 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.

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 to comments and engage with others’ views.

You can expect comments on your performance right through the course. Around weeks 6-7, 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.

Assignment II: Class Tests (10% each) (Reflective Task, Application of Content)

21st March (week 3)

11th April (week 6)

6th June (week 13)

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

These are an open-book tests that will take place during the respective tutorial hours. 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 from week to week in a critically reflective way.

Assignment III: Research Essay (35%)

DUE Friday 30th May

Essay Length: 2000 words

Questions and topics for the research essay will be circulated around weeks 7-8 of session. At around week 9, I will schedule a tutorial where we focus on discussing the essay questions.

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) Capacity for originality and independent research.
- (c) Familiarity with, and understanding of, relevant literature.
- (d) Clarity and logic of writing in English.
- (e) Demonstrated analytic and critical capacity.
- (f) Methodological self-awareness.
- (g) Rectitude in matters of bibliography, citation and quotation.

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 which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. 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: <http://www.lc.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>

7. Course Schedule

Lectures:

Fri 2pm – 4pm CLB 2

Tutorials:

Fri 10am – 11am Morven Brown G4; OR

Fri 11am – 12pm Morven Brown G4; OR

Fri 12pm – 1pm Morven Brown G4

WEEK	TOPIC	TUTORIAL SCHEDULE	BOOK CHAPTER
Week 1	Introduction to Chinese philosophy. Confucianism	No tutorials	Chapters 1, 2
Week 2	Key Concepts in Confucianism and the early Confucian Thinkers	Tutorials begin this week <i>Tutorial topics will be posted on Moodle every week.</i>	Chapters 2, 3
Week 3	Mengzi and Xunzi		Chapter 3
Week 4	Mohism		Chapter 4
Week 5	Daoism: metaphysics		Chapter 5
Week 6	Daoism: ethics		Chapter 6
Week 7 18 April: Good Friday Public Holiday			
Week 8	Language and Chinese philosophy	<i>Tutorial topics will be posted on Moodle every week.</i>	Chapter 7
Week 9	Zhuangzi	Tutorials this week are held in MB107 computer lab	Chapter 8
Week 10	Legalism	<i>Tutorial topics will be posted on Moodle every week.</i>	Chapter 9
Week 11	The <i>Yijing</i> and Change		Chapter 10
Week 12	Buddhism		Chapter 11
Week 13	<i>Final test will be held during the lecture hours.</i>		

8. Course Resources

Course text

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 Library. There are also e-editions you can buy quite cheaply direct from the publisher (EPUB: <http://www.cambridge.org/aus/catalogue/catalogue.asp?isbn=9780511421181>) or from Amazon (Kindle <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>

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](#); and
[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](#); and
[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/content.php?pid=28808&sid=210422>. The site is immensely 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.

9. 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:

10. 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>

11. 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>

12. 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.