



SCHOOL OF HUMANITIES AND LANGUAGES

This course outline is to be read in conjunction with A Companion to Course Outlines, available on the School of Humanities and Languages website at:

<http://hal.arts.unsw.edu.au/undergraduate/>

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS3456		
COURSE NAME	Classical Chinese Literature		
SEMESTER	2	YEAR	2013

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3. Staff Contact Details			
Name	Dr Ping Wang	Office	MB236
Phone	93853451	Email	p.wang@unsw.edu.au
Contact Time and Availability	Tue. 12-1, & Wed. 12-2		

4. Course Details	
Credit Points	6 All students enrolling Chinese courses for the first time must fill in the placement questionnaire available at http://languages.arts.unsw.edu.au/placement-procedures/
Summary of the Course	Students who have completed ARTS3451 and /or ARTS3452, and/or ARTS3453, or the equivalent, are eligible to enrol in this course. Students who do not have the necessary prerequisites have to visit the School website for placement information.

	<p>The course will be conducted in Chinese (or sometimes in bilingual fashion, depending on the students' Chinese language proficiency level) involving readings in the original. Chinese texts. Class meets once a week for 3 hours.</p> <p>This course can be counted as part of the major sequence in Chinese Studies toward your Bachelor of Arts degree, or as an elective subject.</p> <p>ARTS3456 presents a number of major topics in classical Chinese literature from pre-Qin period (c. 1122-221 BC) to Qing Dynasty (1644-1911). We will link these topics to various genres including philosophy, poetry, essays and fiction, as well as literary criticism. The topics are individual freedom in pre-Qing philosophers (including <i>Lunyu</i>, <i>Mengzi</i> and <i>Zhuangzi</i>), heroes and villains in biographies (<i>shiji</i>), love and nature in poetry (including <i>shijing</i>, Tang <i>shi</i> and Song <i>ci</i>), fine arts in literati style essays (focusing on the interrelationship between poetry and painting), as well as romance and courtship in vernacular fiction (from Tang Romances to <i>Honglou Meng</i>). The course will enhance students' ability to read and appreciate classical Chinese literature in its different forms.</p>
Aims of the Course	This course aims:
	<ol style="list-style-type: none"> 1. to present an overview of classical Chinese literary tradition, covering texts of a wide range of genres including philosophy, prose, history, poetry, vernacular fiction, as well as literary criticism.
	<ol style="list-style-type: none"> 2. to examine seminal ideas in China's classical heritage, which are underpinning for much of present-day Chinese culture and thinking. It provides a philosophical and literary analysis of the texts of pre-Qin thinkers, selected poems from <i>shijing</i>, Tang <i>shi</i> and Song <i>ci</i>.
	<ol style="list-style-type: none"> 3. to explore the Interrelationship between History and literature, and between Chinese poetry and painting.
	<ol style="list-style-type: none"> 4. to develop Critical thinking and analytical skills.
Student Learning Outcomes	At the end of this course, you should have developed some or all of the following skills in:
	<ol style="list-style-type: none"> 1. reading and interpreting representative texts in classical Chinese literature;
	<ol style="list-style-type: none"> 2. critically analysing the texts and secondary sources;
	<ol style="list-style-type: none"> 3. discussing major themes and issues in classical Chinese literature;
	<ol style="list-style-type: none"> 4. explaining the philosophical and aesthetic principles underlying classical Chinese literature;
	<ol style="list-style-type: none"> 5. defining and evaluating major literary theories; 6. developing research and essay writing skills.
Graduate Attributes	The following UNSW Graduate Attributes are targeted in the different components of the assessment:
	<ol style="list-style-type: none"> 1. the skills involved in scholarly enquiry;
	<ol style="list-style-type: none"> 2. the capacity for analytical and critical thinking;
	<ol style="list-style-type: none"> 3. the ability to engage in independent and reflective learning;

	4.	the skills to appropriately locate, evaluate and use relevant information;
	5.	an appreciation of, and respect for, the past and diversity;
	6.	the skills required for collaborative and multidisciplinary work;
	7.	the skills of communication and the ability to apply these effectively in intercultural contexts.

5. Course Timetable			
Class Type/Number	Day	Time	Location
Lecture & Tutorial	Wednesday	3-6pm	Goldstein G06
* <i>Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.</i>			

6. Rationale for the Inclusion of Content and Teaching Approach
<p>Classical Chinese Literature is one of the Professional electives in the Chinese Studies offered to students who have completed Professional level gateway courses, or the equivalent. It can be counted as part of the major sequence in Chinese Studies toward your Bachelor of Arts degree, or as an elective subject. It can also be regarded as the core course for students considering to major and pursue further study in Chinese Studies.</p> <p>This course can be studied independently or together with other content courses in literature and / or cultural studies offered in the Chinese Program, such as Contemporary Chinese Literature, Chinese Cinema, and China Imagined and Perceived, and etc.</p> <p>Like other professional electives offered in the Chinese Studies program, this course aims to promote a fuller and deeper understanding of China. With the ever increasing influence of China in the world arena, it is very important for people, Western and Chinese alike, to understand China's past in order to better understand its present. This course helps to bridge the gap between the ancient Chinese civilization and contemporary Chinese culture through a study of variety of classical literary texts.</p>

7. Teaching Strategies
<p>The teaching strategy will be aligned with the aim and learning outcome of the course to ensure the desired results.</p> <p>The class will be basically run in seminar manner, with a strong emphasis on class discussion on both primary and secondary materials.</p> <p>Due time will be devoted to close reading, and interpreting of the original texts so as to improve your knowledge of Classical Chinese.</p> <p>An interdisciplinary approach will be adopted, whereby literary texts will be examined from philosophical, aesthetical, historical as well as linguistic perspectives.</p>

All the class activities, both oral and written are linked with your final assessment, so it's important that you come to class each week.

8. Assessment

Group Research Project : 30%,
(including 15% for the essay, and 15% for the presentation.)

2 Reading Reports (2 x 20%): 40%
(Choose 2 out of 3 themes)

Test (Week 11): 20%

Class discussion: 10%

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Comments
Class discussion	Weeks 2-12	10%	2, 3, 4, 5	2, 3, 4, 5	* See the Course Schedule below for the details of each assessment. * Details for the Reading Reports as well as the topics and guidelines for the Group Research Projects are included in this course outline. Any Additional information will be provided on the course Moodle as well as in class.
Reading Reports 2x20%	1000 words each	40%	1,2,3,4,5	1,2,3,4,5,6	
Group Research Paper	5x 600 words	15%	1,2,3,4,5,6	1, 2, 3, 5, 6	
Project Presentation	20-30 minutes per group	15%	1,2,3,4,5,6	1,2,3,4,5,6,7	
Test	1.5 hours	20%	1,2,3,4,5,6	1,2,3,4,5,6	

- In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.
- All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
- Grades
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, 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>

See under "13 Other Information" for more information on Submission of Assessment Tasks and Late Assignments.

Please see the University Assessment Policy re. the expected workload of a student for each

unit of credit at:

<https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyIndex.html>

I. Instruction on the Two Reading Reports

1. Reading reports are based on the 3 main themes /topics to be covered by the course. You only need to submit TWO reports of two pages each on any two topics of your own choice.

- 1) Pre-*qin* philosophers;
- 2) Poetry;
- 3) Fiction .

2. Reading reports must be based on the reading material for this course. Each report must consist of two parts:

- 1) a brief summary of the reading material included in the theme of your choice;
- 2) your own reflections of / comments on some of the materials that interest you. For example, if you choose the theme of Pre-*qin* philosophers, the second part of your report may concentrate on ANY of the philosophers of your own choice: Kongzi, Mengzi, or Zhuangzi ... You may also wish to make a comparison between any two philosophers or two strands of thought related to the theme.

3. All the reports must be submitted in Turn-it-in on the Moodle

4. The reports must be your own work (apart from fully acknowledged brief quotations), and they must be done specially for this unit of study. **Please be warned that plagiarism will be penalized.** (Please refer to Section 9 “Academic Honesty and Plagiarism”)

II. Instructions for the Group Research Project:

1. Steps:

- 1) Form groups of 5 students (in Week 2);
- 2) Choose your topic;
- 3) Work in groups, starting the research process, including locating the source materials, reference books;
- 4) Present in class (15%), and prepare to answer questions from the audience; The presentations will start from Week 7 through to Week 11.
- 5) Submit your Research Paper (15%) in turn-it-in ONE WEEK after your presentation (Please refer to “Submission of Assessment Tasks” in “Other Information” section of this course outline.).

*The presentation can be done in either Chinese or English, but please make sure that the class understand what you are talking about – You might find a power-point presentation for the introduction and /or Summary of your project helpful.

* The research paper must be written in Chinese, Indicate contributions of each of the group members, if you like.

* The research paper must be your own work (apart from fully acknowledged brief quotations), and it must be done specially for this unit of study. **Please be warned that plagiarism will be penalized.** (Please refer to Section 9 “Academic Honesty and Plagiarism”)

* Use the standard style of references and bibliography. Please see the Resources and Research tools/links:

The 'In-Text' or Harvard Referencing System

<http://www.lc.unsw.edu.au/onlib/ref.html>

In-Text Citations

<http://www.lc.unsw.edu.au/onlib/ref1.html>

List of References

<http://www.lc.unsw.edu.au/onlib/ref2.html>

Internet Sources

<http://www.lc.unsw.edu.au/onlib/ref3.html>

Online Academic Skills Resources

<http://www.lc.unsw.edu.au/olib.html>

<http://chinese.dsturgeon.net/index.html>

Other resources can also be obtained from UNSW Library. One starting point for assistance is: <http://info.library.unsw.edu.au/web/services/services.html>

2. The assessment criteria for your Group Research Project

The evaluation of your Group research project (including both research paper and presentation) will be based on the following criteria:

- Validity, significance, and originality
- Argument, including the cogency of your reasoning and your use of evidence
- Structure and style
- Source materials, and other technical aspects of essay writing, including standard references and bibliography
- Team-work
- Creativity – entertaining and interesting? You may want to consider, for instance, whether you need costumes, props and etc. or if you want to make use of other IT facilities available in the classroom.

***Please note: Each presentation will be assessed on both GROUP and INDIVIDUAL basis while the research paper will be assessed on group basis only. It's your own responsibility to make sure that each member of the group participate and contribute to the project, and there's a fair share of the work.**

III. Suggested Topics for the Group Research Project

- 1) If you had lived in Chunqiu/Zhanguo period, would you have been a Confucian, a Daoist, or neither? Why?
- 2) Why has Qu Yuan been regarded as an important figure in Chinese culture? What do you think he is taken to symbolize?
- 3) What are the major characteristics of traditional Chinese literary criticism? What do you think a good approach should be?
- 4) What have you noticed about the way in which Sima Qian wrote historical biographies? What was his attitude towards heroism?
- 5) Discuss the relationship between Chinese poetry and painting, focusing on the shared values and practices between poets and literati artists.
- 6) Do you agree that Li Yu and Li Qingzhao are typical *wanyue* poets? Why / Why not?
- 7) In what ways do Daoism and Buddhism influence Chinese poetry and painting?
- 8) Love is an eternal theme in literature. Looking retrospectively on classical Chinese literature from *Shijing* to *Honglou meng*, what can you tell about writers' attitudes and treatment to the theme of love.
- 9) Study the protagonists in *Yingying Zhuan* and *Liwa Zhuan*, or any other literary works that reflect relationship between men and women, discuss people's attitudes towards gender relations and love in ancient China?
- 10) Compare Chinese and Western writers' approach to love and romance.
- 11) Why is there a lack of tragedies (such as Shakespearian tragedies) in the history of Chinese literature? What does that tell us about Chinese culture and mentality?
- 12) What are the major qualities that constitute typical feminine beauty in classical Chinese literature? Analyze images of women in the light of Chinese aesthetic tradition.

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: <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 a honours thesis) 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	
Week	Topic	Lecture /Tutorial Content	Reading Required
1	Introduction	Introduction	
2	The History of Classical Chinese Literature	An Overview of historical background	Selected readings from 《论语》
3	Confucianism	<i>Kongzi</i> 孔子, <i>Mengzi</i> 孟子	Selected readings from 《孟子》
4	Taoism Reading Report 1 due (on Pre-Qin Philosophers)	<i>Laozi</i> 老子, <i>Zhuangzi</i> 庄子	Selected readings from 《庄子》
5	Early Poetry	Book of Odes <i>Shijing</i> 詩經 Songs of Chu <i>Chuci</i> 楚辭	Selected readings from 《诗经》
6	Tang Poetry	<i>Tangshi</i> 唐詩, 李白, 杜甫, 王维, 陶渊明	Selected readings in 唐诗
7	Song Poetry Reading report 2 due (on Poetry)	<i>Songci</i> (宋) 詞 苏轼, 李煜, 李清照,	Selected readings in 宋词 Presentation, Group 1 & 2 (on Philosophy or Poetry)
8	Poetry, Lyric, and Painting	<i>Shi, Ci & Hua</i> 詩, 詞, 畫	Two English essays on Chinese Poetry and Aesthetics Presentation, Group 3 & 4 (on Philosophy or Poetry)
9	Fiction Reading report 3 due (On Piction)	才子佳人 《紅樓夢》	Selected reading in Tang Romances Presentation, Group 5 & 6 ((on Philosophy or Poetry/Painting))
Mid-session Break (Sep. 28-Oct. 7)			
10	Chinese Historiography	司马迁和 《史记》	Selected readings from 《史记》 Presentation, Group 7 & 8 (on Poetry/Painting or Fiction)
11	History and Literature	Discussion and Exam	Presentation, Group 9 (on Poetry/Painting or Fiction)
12	Chinese Literati Tradition	从屈原到苏轼	文人文化

11. Expected Resources for Students

Most of the reading materials are available on Moodle. Any additional materials will be handed out in class.

Recommended readings (available in the Library)

Hucker, Charles O. *China's Imperial Past* (Stanford University Press, 1974)

Minford, John and Joseph S. M. Lau eds. , *Classical Chinese Literature: An Anthology of Translations, from Antiquity to the Tang Dynasty* (Columbia University Press, 2000)

Minford, John and Joseph S. M. Lau eds. , *A Chinese Companion to Classical Chinese Literature: An Anthology of Translations, from Antiquity to the Tang Dynasty*(The Chinese University of Hong Kong, 2001)

Birch, Cyril, ed. *Anthology of Chinese Literature, from Early Times to the Fourteenth Century*. New York: Grove Press, 1965.

Birch, Cyril. *Studies in Chinese Literary Genres*. Berkeley: University of California Press, 1974.

Bush, Susan. *Chinese Literati on Painting: Si Sinh (1037-1101) to Tung Ch'i-ch'ang (1555-1636)*. Cambridge, Massachusetts: Harvard University Press, 1971.

Chang, Kang-I Sun. *The Evolution of Chinese Tz'u Poetry: From Late T'ang to Northern Sung*. Princeton: Princeton University Press, 1980.

De Bary, Wm. Theodore and Irene Bloom, comps. *Sources of Chinese Tradition*, Second edition, 2 vols. New York: Columbia University Press, 1999.

Gernet, Jacques. *A History of Chinese Civilization*. Second edition. Cambridge: Cambridge University Press, 1996.

Johnston, Ian and Wang Ping. *Daxue & Zhongyong, Bilingual edition*. Hong Kong: The Chinese University of Hong Kong Press, 2012.

Li, Zehou, (*Meide Licheng 美的历程*) , trans. Gong Lizeng, *The Path of Beauty: A Study of Chinese Aesthetics*. Oxford University Press, 1994.

Lin, Shuen-fu. *The Transformation of the Chinese Lyrical Tradition*. Princeton: Princeton University Press, 1978.

Liu, James J. Y. *The Art of Chinese Poetry*. London: Routledge & Kegan Paul, 1962.

Owen, Stephen. *Readings in Chinese Literary Thought*. Council on East Asian Studies, Harvard University Press, 1992.

Yu, Pauline. *Voices of the Song Lyric in China*. Berkeley: University of California Press, 1994

The Spread of Buddhism (see the link to the e-copy of the book below)

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=UNSW_SFX100000000550763](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=UNSW_SFX100000000550763)

Useful Links:

<http://chinese.dsturgeon.net/index.html>

<http://www.global.cnki.net>

Other Resources and Academic support sites for writing and assignments

The 'In-Text' or Harvard Referencing System <http://www.lc.unsw.edu.au/onlib/ref.html>

In-Text Citations <http://www.lc.unsw.edu.au/onlib/ref1.html>

List of References <http://www.lc.unsw.edu.au/onlib/ref2.html>

Internet Sources <http://www.lc.unsw.edu.au/onlib/ref3.html>

Online Academic Skills Resources <http://www.lc.unsw.edu.au/olib.html>

Students are encouraged to attend workshops offered by the Library on how to access the library catalogues and databases.

Other resources can also be obtained from UNSW Library. One starting point for assistance is: <http://www.library.unsw.edu.au/servicesfor/index.html>

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Other Information

For more detailed information relating to the information below and other important administrative information, see A Companion to Course Outlines, available on the School of International Studies website at: <http://hal.arts.unsw.edu.au/undergraduate/> under "Administration".

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. It can be downloaded from <http://hal.arts.unsw.edu.au/undergraduate/> under "Administration". It is individual students' 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.

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/>

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. If students attend less than 80% of their possible classes they may be refused final assessment.

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. 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 indeed 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.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

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 to 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.