



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS3456, Classical Chinese Literature, S2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Ping Wang	Room	MB236
Phone	93853451	Email	p.wang@unsw.edu.au
Consultation Time	Tue. 11-2pm		
<b>Lecturer</b>			
Name	Ping Wang	Room	
Phone		Email	
Consultation Time			
<b>Tutors</b>			
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>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 of Languages and Linguistics website for placement information.</p> <p>The course will be conducted in bilingual fashion, involving readings in the original. Chinese texts. Class meets once a week for 3 hours. 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. More at: <a href="http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3456.html">http://www.handbook.unsw.edu.au/undergraduate/courses/2014/ARTS3456.html</a></p>
Course Aims	<ol style="list-style-type: none"> <li>1. to present an overview of classical Chinese literary tradition, covering texts of a wide range of genres including philosophy,</li> </ol>

		prose, history, poetry, vernacular fiction, as well as literary criticism.
	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> .
	3.	to explore the Interrelationship between History and literature, and between Chinese poetry and painting.
	4.	to develop Critical thinking and analytical skills.
Student Learning Outcomes	1.	reading and interpreting representative texts in classical Chinese literature;
	2.	critically analysing the texts and secondary sources;
	3.	discussing major themes and issues in classical Chinese literature;
	4.	explaining the philosophical and aesthetic principles underlying classical Chinese literature;
	5.	defining and evaluating major literary theories;
	6.	developing research and essay writing skills.
Graduate Attributes	1.	the skills involved in scholarly enquiry;
	2.	the capacity for analytical and critical thinking;
	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.

### 3. Learning and Teaching Rationale

Classical Chinese Literature is one of the Professional electives in the Chinese Studies offered to students who have completed Advanced or 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.

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 ARTS3455 Contemporary Chinese Literature, CHIN2302 Chinese Cinema and CHIN2400 China Imagined and Perceived, and etc.

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.

## 4. Teaching Strategies

The teaching strategy will be aligned with the aim and learning outcome of the course to ensure the desired results.

The class will be basically run in seminar manner, with a strong emphasis on class discussion on both primary and secondary materials.

Due time will be devoted to close reading, and interpreting of the original texts so as to improve your knowledge of Classical Chinese.

An interdisciplinary approach will be adopted, whereby literary texts will be examined from philosophical, aesthetical, historical as well as linguistic perspectives.

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.

## 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Class discussion	Weeks 2-12	10%	2, 3, 4, 5	2, 3, 4, 5	Wks 2-12
Reading Reports /Critical reviews	1000 words	40% (2X20%)	1, 2, 3, 4, 5	1,2,3,4,5,6	Wks 5, 7, 10
Group Research Project Paper	600 words each member	15%	1,2,3,4,5,6	1,2,3,4,5,6	One week after your Group presentation
Project Presentation	20-30 minutes per group	15%	1,2,3,4,5,6	1,2,3,4,5,6, 7	Wks 8-11
Test	1.5 hours	20%	1,2,3,4,5,6	1,2,3,4,5,6	Wk 12

\* Details for the Reading Reports as well as the topics and guidelines for the Group Research Projects are provided below. Any Additional information will be provided on the course moodle or in class.

**Please Note:** 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.

### I. Instruction on the Two Reading Reports /Critical Review

1. Reading reports are based on the three 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/Critical Reviews must be based on the reading material for this course. Each report must consist of two parts:

- 1) Your report - a brief summary of the reading material included in the theme of your choice. For example, if you choose pre-qin philosophers, you need to briefly summarise what is included in the selected reading, such as *Lunyu*, *Mengzi*, and *Zhuangzi*. Similarly, if you choose Poetry, you'll need to provide a brief summary of the selected readings from *Shijing*, *Tangshi*, and *Songci*. You don't have to include each and every *shi* or *ci*, but you can categorise them in your summary.
- 2) Your critical review - your own reflections of / comments on some of the materials that interest you. For example, if you choose the theme of Pre-qin philosophers, in this second part you should 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. What I am looking for in this part is your critical analysis and original ideas.

3. All the reports/Critical reviews must be submitted in time in in turn-it-in.

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 on "Academic Honesty and Plagiarism")

## II. Instructions for the Group Research Project:

### 1. Steps:

- 1) Form groups of 4-5 students (in Week 2);
- 2) Choose your topics;
- 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 must be done in Chinese, but please make sure that the class understand what you are talking about – an English power-point presentation for the introduction and /or Summary of your project will be helpful.

\* The research paper can be written in either Chinese or English, 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>

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>

### 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.
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## Grades

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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

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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

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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. Attendance/Class Clash

### Attendance

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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

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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.

## 7. 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>

## 8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week	Topic	Lecture & Tutorial Content	Readings
1	Introduction	Introduction	
2	The History of	An Overview of historical	Selected readings from



	Classical Chinese Literature	background	《论语》
3	Confucianism	<i>Kongzi</i> 孔子, <i>Mengzi</i> 孟子	Selected readings from 《孟子》
4	Taoism & Buddhism	<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, 陶淵明	Selected readings in 唐诗
7	Song Poetry	<i>Songci</i> (宋) 詞 苏轼, 李煜, 李清照,	Selected readings in 宋词
8	<i>Poetry &amp; Painting</i>	<i>Shi, Ci &amp; Hua</i> 詩, 詞, 畫	Two English essays on Chinese Poetry and Aesthetics Selected readings in 宋词 <b>Presentation, Group 1 &amp; 2 (on Philosophy or Poetry)</b>
9	Fiction	才子佳人 《紅樓夢》	<b>Presentation, Group 3 &amp; 4 (on Philosophy or Poetry)</b>
10	Chinese Historiography	司马迁和 《史記》	Selected readings from 《史记》 <b>Presentation, Group 5 &amp; 6 (on Philosophy or Poetry/Painting)</b>
11	Chinese Literati Tradition	屈原—陶淵明—蘇軾	<b>Presentation, Group 7 &amp; 8 (on Poetry or Fiction)</b>
12	Discussion & Exam	Final test	

## 9. Course Resources

### Textbook Details

Most of the reading materials are available on the 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)

### Journals

### Additional Readings

### Websites

### Useful Links:

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

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

## 10. 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.

## 11. 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>

## 12. 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>

## 13. 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**

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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.