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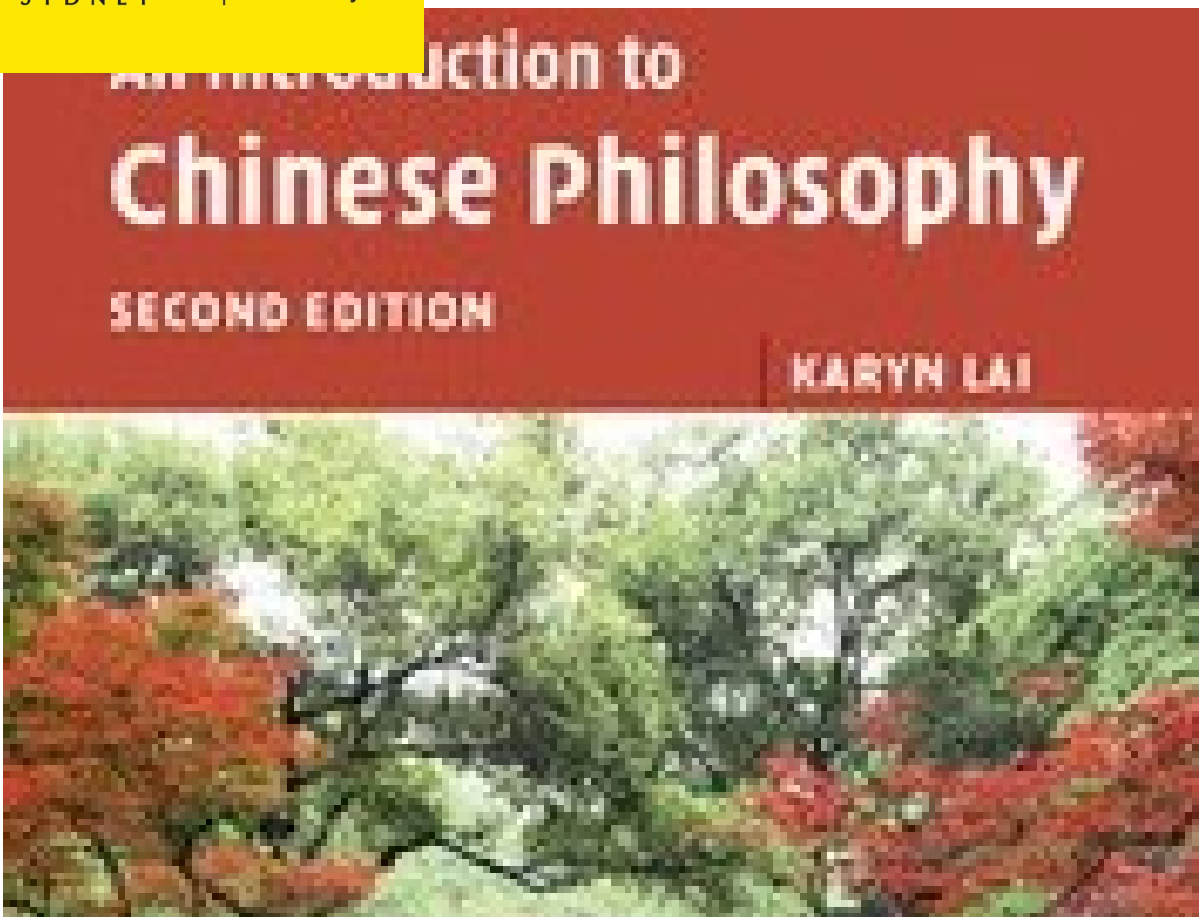

ARTS2363

Chinese Philosophy

Term Three // 2019

School of Humanities and Languages // UNSW Arts and Social Sciences

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Karyn Lai	k.lai@unsw.edu.au	Wednesdays 9-10, or by email appointment	MB326	93851194

School Contact Information

School of Humanities and Languages

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Philosophy*
This course can also be studied in the following specialisation: *Asian Studies*

In this course, you will study Confucianism and Daoism (Taoism), philosophies which originated from China and which continue to influence thinking and practices in China and beyond. You will also learn about lesser-known Chinese philosophies including Mohism, Legalism and Chinese Buddhism. The course Investigates a range of topics in early Chinese philosophy such as ethics and politics, conceptions of knowledge, and views of reality and the world. We discuss how the early thinkers in China thought about these issues and draws on their insights to enhance contemporary debates. Although the course will focus on a study of traditional Chinese philosophies, it will also consider comparative east-west perspectives and their contemporary relevance.

Note: No previous knowledge of Chinese culture or language is assumed.

Course Learning Outcomes

1. articulate the themes and issues raised in the various traditions in early Chinese philosophy
2. identify methodologies and philosophical argumentation in early Chinese philosophy
3. engage in independent and reflective learning through assessing and responding to ideas in Chinese Philosophy
4. explain the contemporary significance of aspects of Chinese philosophy
5. communication ideas effectively in formal and informal writing

Teaching Strategies

My teaching in this course is very much informed by my research in the area, with special focus on the interactions between Chinese and Western philosophy. The course will introduce students to up-to-date research in Chinese and comparative Philosophy.

My approach to good teaching is to involve students as active learners as much as possible. Both my lectures and tutorials are designed for students actively to engage in the course. Students are strongly advised to undertake a consistent reading program and encouraged to participate in class and online discussions. In line with these objectives, I maintain the UNSW attendance policy strictly.

The lectures and tutorials, as well as the assignments, have been aligned to introduce students systematically to the content of Chinese philosophy as well as to encourage and develop students'?? skills in critical thinking, argumentation and research. Prompt and detailed feedback on assignments can be expected by students.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tests	35%	Not Applicable	1,2,5
Research Essay	35%	27/11/2019 05:00 PM	1,2,3,4,5
Reflections and Questions	30%	Not Applicable	1,2,3,4

Assessment Details

Assessment 1: Tests

Start date: Not Applicable

Length: Max. 250 words per test

Details: Summative assessment; conducted in tutorials. There are three tests throughout the term of 250 words each. Students will receive written feedback, with a mark. Each test will be graded out of a maximum of 10 marks. The 35% weight for 3 tests will be calculated on the average of the 3 tests, scaled to 35%.

Additional details:

The tests will be held in the tutorials, in weeks 4, 7 and 10. Each test will last for 20 mins.

You will be required to answer the one given question.

You are allowed to bring in any printed materials, including the textbook, other reference books and your handwritten notes. You are not permitted to refer to computers, mobile phones, smartwatches, electronic translators and other electronic devices.

Marking criteria: The test focuses on your capacity for critical thinking and how you are able to apply the knowledge you've required. You should seek to demonstrate that you have read and understood the material critically for each relevant week.

Turnitin setting: This is not a Turnitin assignment

Assessment 2: Research Essay

Start date: Not Applicable

Length: 2000

Details: This research essay is 2000 words. This is the final assessment for attendance purposes. Students will receive written feedback on their essays.

Additional details:

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.

A marking rubric will be available on Moodle on the assignment's page. You will receive feedback via the marking rubric on Moodle.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 3: Reflections and Questions

Start date: Not Applicable

Length: Max 200 per discussion

Details: This assessment component is comprised by a set of 200-word reflections in selected weeks during semester (5weeks in total), when students are required to post reflections or questions, or respond to other students' questions. These questions are timed between lectures and tutorials in relevant weeks, so that students are encouraged to read the material, and think through the lecture, before they attend the tutorial. The tutorials will then pick up on some of the key and significant questions raised by students for discussion. The selected weeks will be set out in the course outline for the semester.Students will receive personal feedback on their reflections during weeks when posts are required. Within the first half of the term, students will receive an indicative mark on their individual performance. The mark for the entire assessment task will be assigned after the last teaching week, with written feedback to individual students. A marking rubric is used to guide students on the marking criteria.

Additional details:

Due on Thursday 12 noon in weeks 2,3,6,8,9.

This moodle-based assignment is designed to encourage critical thinking. It is not unusual for a student to find that, after lectures and tutorials each week, some questions remain unanswered because there was no time to raise it, or the moment did not arise for them to raise that question, or the in-class discussion did not sufficiently explore a topic in depth. This Moodle Discussion assignment allows and encourages students to work collaboratively, developing their own questions and responding to others' questions as well as extending classroom discussions. Another aim of this assignment is that each student's work is viewed by other students, rather than by the lecturer or tutor alone. The conversation

is inclusive and students have the opportunity to evaluate others' writing as well as have their writing assessed by others. (The assignment is not peer-marked, however. It is graded only by the lecturer). The assignment takes the purpose of this formative assessment over and beyond what traditional assessments do; the latter typically involves the submission of a piece of work written only for the marker whereas here, the work is written to share. In summary, the aim of this assignment is to help students:

• extend class discussions to further develop critical thinking skills; and

• explore questions in-depth, collaboratively, with peers; and

• receive comments from peers (although it is not peer-marked); and

• develop informal writing skills, a much-neglected though increasingly important skill as writing for the internet is becoming more significant in work and life.

The posts should relate directly to the reading, tutorial or lecture material for that same week.

Marking criteria

Questions raised should be precise and to-the-point. They need not have a clear "yes" or "no" answer; indeed, the question being asked might not have a straightforward 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 being discussed.

A good response is one that assesses accurately what the question seeks to know. Sometimes, you might need to ask for clarification on the question. Sometimes, you can bring a perspective to bear on the question. These include, but are not restricted to: a counter-example; an illustration; some relevant concept in a different but related field of study; or some practical implications to be considered in light of the question.

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.

Turnitin setting: This is not a Turnitin assignment

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 16 September - 20 September	Topic	Chinese Philosophy The Confucian Tradition
	Reading	Chapters 1&2
	Lecture	Chinese philosophy's distinctiveness Confucius and the Confucian Tradition Reading the *Analects*
	Tutorial	No tutorial this week. Tutorials begin in week 2.
	Online Activity	There are some resources on Moodle for orientation week that you might like to look at. There are also supplementary readings recommended on Leganto.
Week 2: 23 September - 27 September	Topic	Mencius Xunzi
	Reading	Chapter 3 Also see supplementary readings on Leganto
	Lecture	The Confucians on human nature and morality. Compassion or selfishness? the nature of government.
	Tutorial	How do we learn to be moral?
	Online Activity	Moodle discussion How are discussions about human nature relevant to our conceptions of morality?
Week 3: 30 September - 4 October	Topic	Mohism
	Reading	Chapter 4
	Lecture	Mozi and the Mohists Challenging entrenched hierarchy

		The idea of utility
	Tutorial	Debates on human nature in the Confucian Tradition Contemporary reaearch in Confucian Philosophy
	Online Activity	Moodle discussion The nature of government:Mencius or Mozi?
Week 4: 7 October - 11 October	Topic	Daoism: the *Daodejing*
	Reading	Chapter 5
	Lecture	Challenging the status quo Reading the *Daodejing*
	Tutorial	In-class test (20 mins, weeks 1-3 material) The nature of philosophy, the functions of philosophy
	Online Activity	Refer to Moodle and Leganto for supplementary readings.
Week 5: 14 October - 18 October	Topic	The Mingjia: debates about names Philosophy of language in early China
	Reading	Chapter 6
	Lecture	Why are 'names' so important? Standards for human behaviour Categories, type and thought
	Tutorial	Language and the world
	Online Activity	
Week 6: 21 October - 25 October	Topic	Reading Week
	Reading	Chapter 7
	Lecture	No lectures this week: reading week.
	Tutorial	No tutorials this week. Reading week.
	Online Activity	Moodle Discussion The nature of government: what did the Legalists propose?
Week 7: 28 October - 1 November	Topic	Daoism: Zhuangzi
	Reading	Chapter 8
	Lecture	What does it mean to be free? Reading the *Zhuangzi*
	Tutorial	Models of government: Legalist, Mohist, Daoist, Confucian
	Online Activity	Supplementary resources on Moodle and Leganto
Week 8: 4 November - 8	Topic	Daoism: Zhuangzi

November		Introduction to the *Yijing*
	Reading	Chapter 8, and supplementary resources in Moodle and Leganto
	Lecture	What is mastery, and how do we learn a skill? Introduction to the *Yijing*
	Tutorial	In-class test (20 mins, weeks 4-6 material. Contemporary research on the *Zhuangzi*
	Online Activity	Moodle Discussion Discussion of essay topics Reflections on the *Zhuangzi*
Week 9: 11 November - 15 November	Topic	The *Yijing*
	Reading	Chapter 9
	Lecture	What does a metaphysics of change look like? So what if the world is always changing? Buddhism in China
	Tutorial	Conceptions, assumptions and ideas: how they shape our understanding of the world. Sample essays, essay marking rubric.
	Online Activity	Moodle Discussion Comparative philosophy, east and west
Week 10: 18 November - 22 November	Topic	Chinese Buddhism
	Reading	Chapter 10
	Lecture	Mind and world in Chinese Buddhism
	Tutorial	In-class test (20 mins, weeks 7-9 material)
	Online Activity	Review resources in Leganto for research essay.

Resources

Prescribed Resources

Book – *Introduction to Chinese Philosophy*
(2017). https://www.cambridge.org/core/books/an-introduction-to-chinese-philosophy/F67B0198DE561056325A952F0512C25C

The textbook is available from UNSW bookshop.

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.

Recommended Resources

There are fantastic online resources for studying Chinese philosophy available via the UNSW library website. You may access the following key internet research tools in philosophy that are available here:

Philosophers' Index;

Routledge Encyclopedia of Philosophy (the Library subscribes to this, so you should be able to gain access from the library website); and

Stanford Encyclopedia of Philosophy (this is a free-access resource)

The four most significant journals in Chinese philosophy available from UNSW library are:

Asian Philosophy*;* Dao*;* Journal of Chinese Philosophy*;* and Philosophy East and 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. 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.

Course Evaluation and Development

Students in the previous iteration of the course have expressed a desire to spend more class time reading the primary texts. This will be incorporated in the third lecture hour, as appropriate.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@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 their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

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

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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