



**Trinity College Dublin**

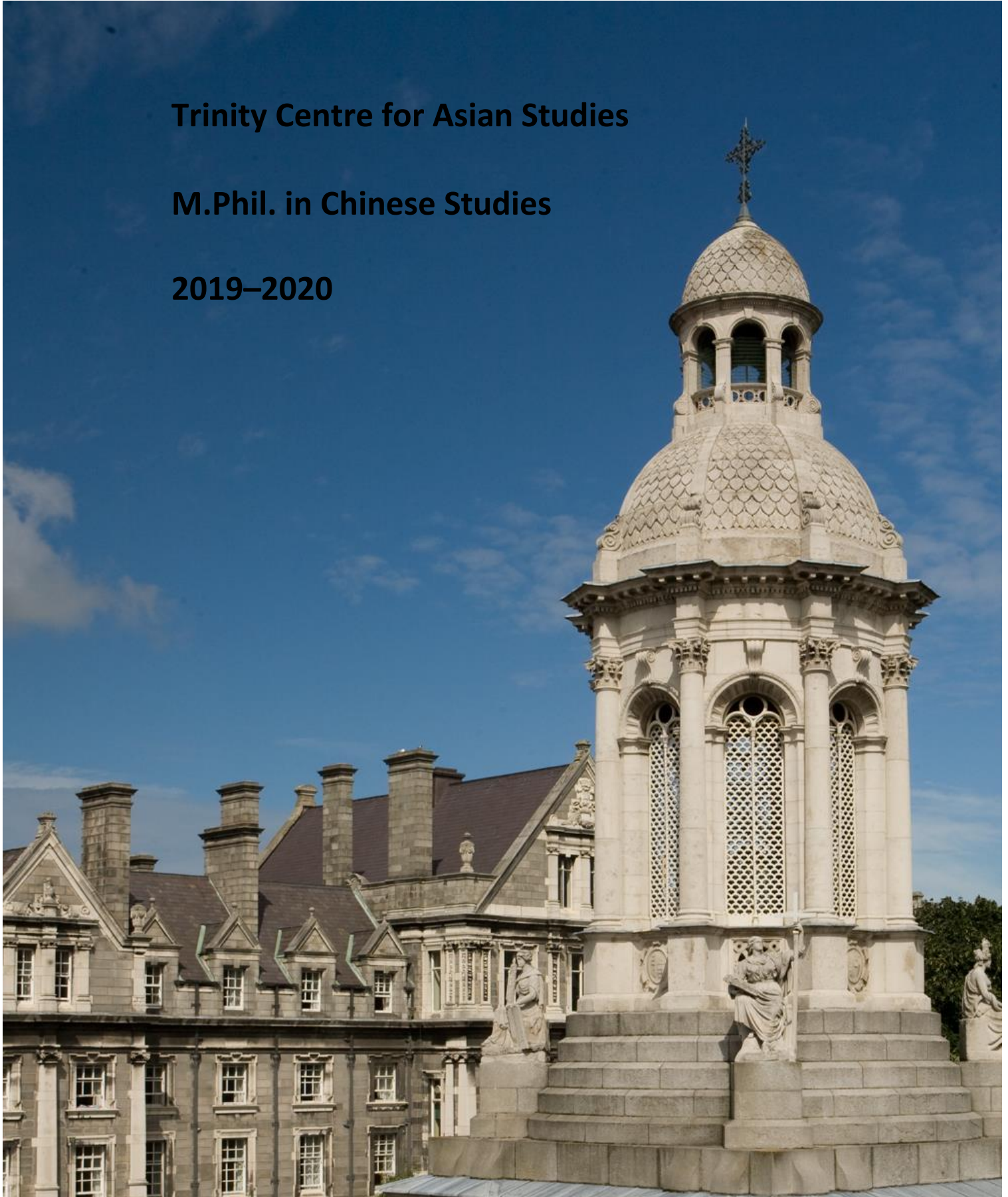
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

**Trinity Centre for Asian Studies**

**M.Phil. in Chinese Studies**

**2019–2020**



## **TABLE OF CONTENTS**

<b>INTRODUCTION</b>	<b>3</b>
<b>A NOTE ON THIS HANDBOOK</b>	<b>3</b>
<b>LEARNING OUTCOMES</b>	<b>4</b>
<b>STAFF CONTRIBUTING TO THE COURSE</b>	<b>4</b>
<b>COURSE ADMINISTRATION</b>	<b>7</b>
<b>PROGRAMME OF STUDY</b>	<b>9</b>
<b>COURSE CONTENT</b>	<b>9</b>
<b>MODULE DESCRIPTIONS</b>	<b>11</b>
<b>ASSESSMENT</b>	<b>30</b>
<b>ACADEMIC STANDARDS IN STUDENT WORK</b>	<b>30</b>
<b>ASSIGNMENTS</b>	<b>33</b>
<b>DISSERTATION</b>	<b>37</b>
<b>COLLEGE REGULATIONS ON PLAGIARISM</b>	<b>39</b>
<b>STUDENT DATA</b>	<b>42</b>
<b>POSTGRADUATE ADVISORY SERVICE</b>	<b>42</b>
<b>GRADUATE STUDENT'S UNION</b>	<b>42</b>
<b>EMERGENCY PROCEDURE</b>	<b>43</b>

## Introduction

The intensive one-year M.Phil. in Chinese Studies programme is a unique and vibrant educational experience which will equip its graduates to be global citizens. The M.Phil. programme offers the opportunity to learn in-depth about key aspects of contemporary China, particularly China in the twentieth and twenty-first centuries within a comparative, global context. Through a wide choice of modules, it approaches the study of China from a range of disciplinary perspectives, including modern Chinese history and thought, politics and governance, language, society and culture. For those students who wish to acquire Mandarin, whether or not they have come in with any prior knowledge of the language, this programme provides them with the opportunity to develop their Mandarin in a relatively short time.

The M.Phil. in Chinese Studies is available either as a full-time programme over one year or as a part-time programme over two years. The programme consists of six taught modules and a final dissertation. A full-time student takes a total of three modules in each of the two terms during the year. A part-time student takes a total of three modules in each of the two years. For those students who wish to acquire Mandarin, there are Mandarin language modules that students may take to develop their proficiency in spoken and written Mandarin. For those students who wish to gain first-hand cultural and linguistic experience of China during the programme, they may take LI7898 Experience China over summer at the end of the Hilary Term and during Trinity Term. Students taking “Experience China” will spend approximately four weeks on an internship in an approved organisation in China, Hong Kong, Taiwan, Singapore or other location in which the China- or Chinese-related organisation is based.

The course structure reflects our concern to ensure the programme’s theoretical, analytical, and methodological rigour. Core lectures will provide perspectives on Chinese Studies from various branches of the disciplinary approaches (Applied Linguistics, History, Political Science) represented in the course, and help students conceptualise and interpret the content. Regular small group work and continuous assessment provide a framework for students to explore topics in further detail. The range of optional modules will allow students to engage further and more deeply with selected aspects of the course. Independent reading is strongly encouraged to provide a depth of understanding. Mandarin language learning is supported through small classes and active learning based on authentic resources, with emphasis on conversation, discussion and the development of autonomous language learning practices. Self-access language learning opportunities are also provided.

### A note on this handbook

This handbook applies to all students undertaking the one-year M.Phil. in Chinese Studies (full-time or part-time). It provides a guide to what is expected of you on this course, and the academic and personal support available to you. Please retain it for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions are notified to students via e-mail or by notices on the notice board outside the Trinity Centre for Asian Studies office (Room 2012). Please

note that in the event of any conflict or inconsistency between the general regulations published in the Calendar of the University of Dublin and the information contained in the course handbook, the provisions contained in the Calendar will prevail.

### Learning outcomes

On successful completion of the M.Phil. in Chinese Studies, students should be able to:

1. Describe the development of China in a period of rapid transformation;
2. Explain the historical roots of contemporary China, in continuity, change and syncretism;
3. Explain the approaches to Chinese studies represented in the course;
4. Explain selected aspects of modern Chinese history and thought, politics and governance, language, society and culture;
5. Critically research, interpret, reflect upon and apply their evolving historical, political, economic and cultural knowledge base of Chinese Studies;
6. List and explain selected disciplinary approaches to understanding contemporary China;
7. Demonstrate competences and transactional fluency in spoken and written Mandarin to a level sufficient to allow successful communication with native speakers. This learning outcome only applies to those students who choose to take Mandarin language modules; and
8. Employ research perspectives and methods from contemporary Chinese studies in the context of their dissertation research.

### Staff contributing to the course

#### **Prof. Peter Hamilton – Assistant Professor in Chinese History**

**Teaches** modules LI7001 Modern Chinese History and LI7892 Early 20th Century Chinese History.

**Research interests:** Before coming to Trinity, Dr Hamilton was a postdoctoral fellow at Tsinghua's Schwarzman College in Beijing and Columbia's Weatherhead East Asian Institute in New York. He is a historian of China and the World. His research focuses primarily on nineteenth- and twentieth-century transnational Chinese networks of trade and migration, with a particular interest in intersections between business and education. His first book (forthcoming from Columbia) re-examines Hong Kong's economic

development during the Cold War through its transpacific circulations with the United States and Hong Kong's role in the revival of Sino-US trade since the 1970s.

**Dr. Chung Kam Kwok – Research fellow in Asian Politics**

**Teaches** modules LI7002 Contemporary Chinese Society and Politics, LI7886 Governance and Politics of the PRC and LI8001 China in Comparative Perspective. He is also a co-instructor for LI7007 Mandarin Reading and Discussion Group on Contemporary China.

**Research interests:** Before joining Trinity College Dublin, Dr Kwok was lecturer in Asian Studies at University College Cork. His research focuses on China's national identity in relation to the country's foreign language policy. His current project examines how China's English language policy results from the complex interplay between international relations and China's national identity from a historical point of view. It reveals that China's re-evaluation of its own culture in the 20th century has made a great impact on its English language policy. Concurrently, he is also conducting a survey in China regarding college students' attitude towards the government's doctrine of "cultural confidence".

**Prof. John G. BLAIR and Prof. Jerusha McCORMACK - Visiting Professors**

**Research interests:**

As senior academics working together, Professors Blair and McCormack have concentrated over the last fifteen years on how best to compare China and the West as civilisations. Now retired from English Departments at, respectively, the University of Geneva and University College Dublin, they have created a culture-studies framework that can be approached either from China or the West. Their co-authored books of readings is published in China as *Western Civilisation with Chinese Comparisons* (Fudan University Press, 3rd ed. 2010) and in the USA as *Comparing Civilisations: China and the West* (Global Scholarly Publications, 2013). This collection brings together short selections from major texts representing both civilisations over the last 3000 years or so. "Civilisation" is approached through six categories, all subdivided into "traditional" and "modern" categories. Their latest book, *Thinking through China* (Rowman & Littlefield, 2015), focuses on ten Chinese words understood as fundamental over millennia to dominant Chinese worldviews. This book is comparative, aimed primarily at Western readers. The goal is to clarify China in relation to more familiar Western orientations. At present, their comparative civilisations course has been taught in China, initially at Beijing Foreign Studies University, more recently at Peking University and ten other mainland universities. They have also taught it at Irish universities such as NUIM and DCU, confirming that these comparisons can start either from China or from Western presumptions. One primary goal is to acknowledge the Other as different but equally legitimate as a long-surviving mode of organising human lives. As a civilisation China has survived

longer than any other on earth; we think the reasons for this longevity can be identified and appreciated.

**Dr Yanan Lin – Adjunct Assistant Professor in Chinese Studies (Business and Economics)**

**Teaches** LI7887 Business and economy of contemporary China

**Research interests:** Dr. Lin is also a post doc researcher in Finance at University College Dublin (UCD) Michael Smurfit Graduate Business School, where she received PhD in Management in 2019. Her thesis focused on the prestige of healthcare industry in China. Before joining the team at TCAS, she coordinated Business in Society and Ethics in Financial Services modules at UCD. Her research interests include corporate reputation, business ethics, shareholder activism, corporate social responsibility (CSR) and sustainable finance.

**Prof. Ning JIANG – Assistant Professor in Chinese Studies (Linguistics)**

**Teaches** modules LI7003 Language and Writing Systems in China, LI7889 Chinese Language Varieties and Diaspora in a Global Context, LI7893 Chinese Translation in Practical Contexts and LIP12001 Teaching Chinese as a foreign language (10 credits). She is also a co-instructor for LI7007 Mandarin Reading and Discussion Group on Contemporary China.

**Research interests:** Ms Jiang is an applied linguist who specialises in Chinese linguistics and Teaching Chinese as a Foreign Language. A graduate of Shanghai University (TCFL) and East China Normal University (Applied Psychology), she has completed PhD in Psycholinguistics and Master's in Education at Trinity College. Prior to joining the team at TCAS, she worked as a Chinese language tutor and degree course coordinator at Maynooth University. Her recent research work at Trinity College explored acquisition strategies in learning Chinese characters. Her research interests include computer-mediated language learning, media and technology in the language classroom and applications of eye-tracking technology.

**Ms Hong-Fei Wang and Mr Chang Zhang – Mandarin Language Instructors**

**Teach** the language modules LI7005 Mandarin 1, LI7006 Mandarin 2, LI7890 Mandarin 3 and LI7891 Mandarin 4.

## Course administration

### Admission

Applicants are normally required to possess a good primary degree or equivalent qualification. Application for admission should be made through the University's online admissions portal. Links to the portal, as well as further information on general admission requirements, language requirements, application procedures, fees, and other matters, can be found on the web site of the Trinity College Graduate Studies Office site [http://www.tcd.ie/Graduate\\_Studies/](http://www.tcd.ie/Graduate_Studies/).

### Duration

The course is taken full-time over one year or part-time over two years. The timetable will be published on [my.tcd.ie](http://my.tcd.ie) and is also available on the TCAS website, <https://www.tcd.ie/Asian/teaching/chinese/mphil.php>

### Key staff roles

The **course coordinator of the M.Phil. in Chinese Studies** is **Ms Ning Jiang**. General questions and problems to do with the course should in the first instance be addressed to her ([njiang@tcd.ie](mailto:njiang@tcd.ie)). The **School's Director of Teaching and Learning (Postgraduate)** is Professor John Saeed ([jsaeed@tcd.ie](mailto:jsaeed@tcd.ie)). The **Head of School** is Professor Lorna Carson ([carsonle@tcd.ie](mailto:carsonle@tcd.ie)). The external examiner appointed to the M.Phil. in Chinese Studies is Professor Bob Ash, School of African and Oriental Studies (SOAS), University of London.

Students are urged to familiarise themselves with and avail of the many student support services that are available to them in College. Details are provided on College websites, notably:

- [http://www.tcd.ie/College\\_Health/](http://www.tcd.ie/College_Health/)
- <http://www.tcd.ie/disability/>, and
- [http://www.tcd.ie/Senior\\_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

### Attendance / keeping in touch

Students are required to attend all components of the course and to comply with all course requirements. A student who is unable to attend because of illness or for any other reason should immediately inform the course director and the relevant lecturer. Students who are persistently absent from their course without explanation may be excluded from the assessment process.

It is the responsibility of students to remain in touch with their supervisor and attend for supervision at mutually agreed times. They should immediately notify their supervisor and the course coordinator if they change their address.

### **M.Phil. course committee**

The course is managed by the course director and a course committee. The committee meets to review the running of the course. The committee comprises the following members:

Ning Jiang (Course Coordinator)

Christer Gobl (Head of Discipline – CLCS)

Lorna Carson (Director of the Trinity Centre for Asian Studies) *[as Chair]*

John Saeed (Postgraduate Director of Teaching and Learning)

A student representative elected early in Michaelmas term.



## Programme of study

### Dates of terms for 2019-20

The induction course for all incoming M.Phil. students in Chinese Studies will be held during Freshers' Week in September 2019. Michaelmas teaching term 2019 will begin on Monday 9 September. Hilary term begins on Monday 20 January 2020. Teaching lasts for 12 weeks in each term. Week 12 may be used as a reading week, but students are expected to be available for lectures.

### Course content

The degree consists of six taught modules and a final dissertation. The taught modules are composed of at least two core modules selected from Group A and three or four elective modules selected from Group B. A full-time student takes a total of three modules in each of the two terms. In each term, at least one of the three modules must be from Group A while at least two modules must be selected from Group B. A part-time student must take two core modules from Group A and one elective module from Group B during their first year and, in their second year of study, they must take three elective modules from Group B. Below is an overview of the list of modules:

#### Group A modules (core modules)

- LI7001 Modern Chinese history (10 credits)
- LI7002 Contemporary Chinese society and politics (10 credits)
- LI7003 Chinese language and writing system (10 credits)

#### Group B modules (elective modules)

- LI7005 Mandarin 1 (10 credits)
- LI7006 Mandarin 2 (10 credits)
- LI7007 Mandarin Reading and Discussion Group on contemporary China (10 credits)
- LI7886 Governance and politics of the PRC (10 credits)
- LI7887 Business and economy of contemporary China (10 credits)
- LI7888 Religion and Thought (10 credits) (not running in 19/20)
- LI7889 Chinese diaspora and language in a global context (10 credits)
- LI7890 Mandarin 3 (10 credits)
- LI7891 Mandarin 4 (10 credits)
- LI7892 Early twentieth century Chinese history (10 credits)
- LI7893 Chinese translation in practical contexts (10 credits)
- LI8001 China in comparative perspective (10 credits)
- LI7898 Experience China (10 credits) (Please note places are limited.)
- LIP12001 Teaching Chinese as a foreign language (10 credits)

LI8004 Dissertation (30 credits)

Note that not all elective modules may be available in any one year, depending on staff availability and timetabling. Additional elective modules may be introduced by the course committee at a later date.

### **Areas in which dissertations may be written**

(Not given in any particular order) Chinese politics and society; political economy; quantitative methods; Game Theory; modern Chinese history; colonialism; Sino-Western interaction; Chinese language and culture; cross-cultural communication involving Chinese; Chinese language acquisition; aspects of Chinese linguistics; Chinese-English/English-Chinese translation studies; Comparative Studies of Chinese and Western Cultural Beliefs and Practices; Teaching Chinese as a Foreign Language; Multilingualism in China and beyond.

### **European Credit Transfer System (ECTS)**

The European Credit Transfer and Accumulation System (ECTS ) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

Each taught module in the M.Phil. course is weighted at 10 credits; The M.Phil. carries 90 credits: six course modules at 10 credits each (60 credits) and a dissertation (30 credits). ECTS credits are awarded to a student only upon successful completion of the course year. The M.Phil. in Chinese Studies is a NQF Level 9 qualification.

## Module descriptions

An outline description of each course module is below.

### Group A modules (core modules)

#### LI7001 MODERN CHINESE HISTORY (Peter Hamilton)

##### Aims

This module introduces students to the history of modern China in the 20th century.

##### Syllabus

This module introduces students to the history of modern China in the 20th century, beginning with the fall of the last dynasty, the Qing, which ended 2,000 years of imperial rule. We explore the causes and effects of the establishment of the Chinese Republic, the Second World War in China, the emergence of Communism, Mao and the Cultural Revolution, and the wider development of the People's Republic of China. We use a range of original primary sources, from modernist literature to propaganda posters, to supplement the secondary reading and lectures to gain a thorough understanding of modern Chinese history and how it is studied.

##### Learning outcomes

1. Outline key events and developments in the history of modern China
2. Assess the causes and consequences of the establishment of the Chinese Republic, the Communist party, the Cultural Revolution and modernization within the People's Republic of China
3. Analyse the impact of different aspects of political, social and cultural development on modern China
4. Undertake a basic analysis and evaluation of selected primary sources relating to 20th century Chinese history
5. Present and discuss in written and oral format analysis of key questions relating to the history of China during this period.

##### Assessment

- (i) Continuous assessment (in-class presentation) (20%)
- (ii) Assignment of 3,000 - 4,000 words (80%)

##### Suggested readings

Bailey, P. J. 2012. *Women and gender in twentieth-century China*. Basingstoke: Palgrave Macmillan.

Fairbank, John King and Merle Goldman. 1992. *China: A New History*. Cambridge, MA.

Harrison, Henrietta. 2005. *The Man Awakened from Dreams: one man's life in a north China village, 1857-1942*. Stanford.

Lieberthal, Kenneth. 1995. *Governing China: From Revolution through Reform*. New York.

Mitter, Rana, 2004. *A Bitter Revolution: China's Struggle with the Modern World*. Oxford.

Spence, Jonathan D. 1999. *The Search for Modern China*. New York.

Zarrow, Peter. 2005. *China in War and Revolution, 1895-1949*. London.

## **LI7002 CONTEMPORARY CHINESE SOCIETY AND POLITICS (Chung Kam Kwok)**

### **Aims**

The aim of this module is to ensure that students will develop a detailed understanding of the major issues in contemporary Chinese politics and society and be familiar with the main theoretical and empirical approaches to the study of these issues.

### **Syllabus**

This module provides an introduction to the politics and society of contemporary China, with a focus on power relations within the Chinese Communist Party and the interactions between politics and the society. Discussions are organized around topics that have attracted greatest academic and public interests in recent years. The module asks the following questions: What are the relationships among major power-holders within the Party? What challenges does Party leaders face from both within the regime and the society? What institutional and non-institutional strategies does the Party adopt to cope with these challenges? Will China face democratization or regime crisis in the near future? What impacts does the increasingly diverse and complex society have on China's political system?

### **Learning outcomes**

1. Describe the key political and social changes experienced in China during the period covered by the module
2. Analyse, specify and appraise differing conceptions of power in China and how it affects Chinese society
3. Discriminate between differing theoretical conceptions of the role of the state in China and evaluate the impact of these differing conceptions on Chinese society.
4. Differentiate between theories of international relations and evaluate the explanatory power of these theories by reference to the role of China in international politics.

### **Assessment**

- (i) Continuous assessment (in-class presentation) (20%)
- (ii) Assignment of 3,000 - 4,000 words (80%)

### **Suggested readings**

Callahan, W. A. 2009. *China: The Pessoptimist Nation*. Oxford: Oxford University Press.

Callahan, W. A. 2013. *China Dreams: 20 Visions of the Future*. Oxford: Oxford University Press.

O'Brien, K. J. 2006. *Rightful Resistance in Rural China*. Cambridge: Cambridge University Press.

Saich, T. 2010. *Governance and Politics of China: Third Edition (3 edition.)*. New York: Palgrave Macmillan.

Shambaugh, D. 2013. *China Goes Global: The Partial Power*. Oxford: Oxford University Press

Shirk, S. L. 2008. *China: Fragile Superpower: The Fragile Superpower*. Oxford: Oxford University Press.

## **LI7003 LANGUAGE AND WRITING SYSTEMS IN CHINA (Ning Jiang)**

### **Aims**

This module introduces students to important issues of the Chinese language, including its writing system. It covers these issues from various perspectives and brings other issues of high relevance into the larger picture.

### **Syllabus**

This module introduces students to the Chinese language including its writing systems, from various linguistic/applied linguistic perspectives and from both language-internal/external viewpoints. It aims to familiarise students to aspects of the history of Chinese language and its building blocks (sound system, word formation, syntax and meaning), as well as social and functional aspects. The evolution, development and transformation of the Chinese writing system are explored as part of this, including essential features of the Chinese characters and principles underlying their construction. Students are introduced to different varieties of Chinese and factors leading to language and standardisation. Important issues of high relevance such as culture are addressed in the module.

### **Learning outcomes**

1. Outline major stages in the history of the Chinese language
2. Understand theoretical perspectives within specific sub-domains (e.g. phonology, syntax, semantics and/or pragmatics) related to Chinese linguistics
3. Demonstrate understanding of the evolution and development of Chinese writing systems
4. Demonstrate basic knowledge of linguistic variation and change in East Asia related to Chinese language varieties

5. Compare and contrast varieties of Chinese
6. Critically discuss issues related to language variation and standardisation

### **Assessment**

- (i) Continuous assessment (in-class presentation) (20%)
- (ii) Assignment of 3,000 - 4,000 words (80%)

### **Suggested readings**

Chen, P. 1999. *Modern Chinese: History and Sociolinguistics*. Cambridge: Cambridge University Press.

Halliday, M. A. K. 2005. *Studies in Chinese language*. London: Continuum.

Huang, C.-T. J., & Li, Y. A. (eds.) 1996. *New Horizons in Chinese Linguistics* (Vol. 36). Dordrecht: Springer Netherlands

Norman, Jerry. 1988. *Chinese*. Cambridge: Cambridge University Press.

Ramsey, R. S. 1987. *The Languages of China*. New Jersey: Princeton University Press.

### **Group B modules (elective modules)**

#### **LI7005 MANDARIN 1 (Hong-Fei Wang / Chang Zhang)**

##### **Aims**

This module introduces students to Mandarin and delivers teaching to the Common European Framework of Reference for Languages (CEFR). The aim is to bring students to common European proficiency level A1.1 in productive skills and A1.2 in receptive skills.

##### **Syllabus**

This language module employs a learner-centred curriculum to meet students' language learning needs and to encourage the development of basic productive and receptive skills in Mandarin.

##### **Learning outcomes**

On completion of this module, students should be able to demonstrate the following linguistic competences:

###### **A. Productive language skills**

1. Be able to use a series of phrases in Mandarin to describe in simple terms his/her family and other people, living environment, his/her educational background and present or most recent job.
2. Be able to request and respond to requests for information on familiar topics and activities.
3. Be able to manage short social conversations.

## B. Receptive language skills

4. Be able to understand phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation, shopping, and residential area.

5. Be able to comprehend the main point/s in short, simple communication and announcements.

### **Assessment**

(i) Continuous assessment based on project (40%)

(ii) Class test (60%)

## **LI7006 MANDARIN 2 (Hong-Fei Wang / Chang Zhang)**

### **Aims**

This module builds on work completed in Mandarin 1 and provides the opportunity for post-beginners to consolidate their basic knowledge. It focuses on further developing student skill within the framework of the CEFR to full achievement of the competences outlined in the A1 common European proficiency band.

### **Syllabus**

This language module employs a task-based curriculum to engage students in language learning. The target language is used as the medium of communication as much as possible. Authentic texts are used as source materials.

### **Learning outcomes**

On completion of this module, students should be able to demonstrate the following skills:

#### A. Productive skills

1. Understand individual sentences and commonly used expressions related to areas of interest and relevance i.e. basic personal and family information, shopping, local geography and employment.

2. Request and respond in basic Mandarin about information relating to familiar situations or routine matters.

3. Describe in basic Mandarin aspects of his/her background, present environment, and express his/her needs.

4. Manage short social conversations.

5. Produce short, simple notes and messages, e.g. a thank you to someone for a favour done, gift given, etc.

#### B. Receptive skills

6. Understand phrases and common vocabulary related to areas of general personal knowledge e.g. information about his/herself, family, occupation and residential area.

7. Comprehend short, simple announcements and main point/s in communication.

### **Assessment**

(i) Continuous assessment based on project (40%)

(ii) Class test (60%)

## **LI7007 MANDARIN READING AND DISCUSSION GROUP ON CONTEMPORARY CHINA (Ning Jiang and Chung Kam Kwok)**

### **Aims**

This module provides weekly opportunities for students to read (in translation or in the original texts) seminal texts on contemporary China, focussing on key academic publications.

### **Syllabus**

This module explores pressing, topical issues such as food security, urbanisation, border relations and disputes, demographic profile etc., through weekly tutorials led by academic staff. Students are expected to contribute to the in-class discussions through reading the recommended articles in advance, and will present on a selected topic during the module.

### **Learning outcomes**

1. Independently discuss the issues related to modern China and evaluate the impact of these issues;
2. Present one of the topics to an audience of peers with close reference to selected academic texts;
3. Critically analyse a topic (or topics) from the course content in a written assignment (or assignments); and
4. Produce spoken and written discourse appropriate to the academic domain and proficiency level.

### **Assessment**

(i) In-class presentation (40%)

(ii) Project (60%)

### **Suggested readings**

Clark, Paul. 2012. Youth culture in China: From Red Guards to netizens. New York: Cambridge University Press.

Goossaert, Vincent and Palmer, David A. 2001. The religious question in modern China. Chicago: University of Chicago Press



Louie, Kam. (ed.) 2008. *The Cambridge Companion to Modern Chinese Culture*. Cambridge: Cambridge University Press.

## **LI7886 GOVERNANCE AND POLITICS OF THE PRC (Chung Kam Kwok)**

### **Aims**

This module introduces students to the governance and political economy in contemporary China.

### **Syllabus**

This module provides an examination of political economy and governance in contemporary China, two closely related topics that have drawn extensive interests in policy and business circles. More specifically, it seeks to analyse how the Chinese state has reformed organizationally and institutionally to adapt the rapidly growing economy, what challenges the state currently faces in governance and regulation, and how political interests shape Chinese officials and other state actors' domestic and overseas economic behaviors, in Africa for example. It also discusses major governance issues including the provision of public goods, media management, corruption, and the environment, with a focus on the political logic behind the government's responses to these issues.

### **Learning outcomes**

1. Understand the evolution of China's political institutions and discuss their roles in the governance of China
2. Articulate the different theoretical and ideological viewpoints on China's growth and stability in the last twenty years
3. Analyse the pressing public issues challenging the country in its path to development.
4. Debate the impact of geography, nationalism and ethnic structure on state-building in China
5. Analyse China's growth and importance as a political and economic power and analyse its role on the world stage.

### **Assessment**

- (i) Continuous assessment - In-class presentation (20%)
- (ii) 3,000 – 4,000 word assignment (80%)

### **Suggested readings**

Brautigam, Deborah. 2009. *The dragon's gift: the real story of China in Africa*. Oxford University Press.

Economy, Elizabeth C. 2011. *The river runs black: the environmental challenge to China's future*. Cornell University Press.

Huang, Yasheng. 2008. *Capitalism with Chinese Characteristics: Entrepreneurship and the State*. Cambridge University Press.

Kroeber, Arthur R. 2016. *China's Economy: What Everyone Needs to Know?* Oxford University Press.

Tsai, Kellee S. 2007. *Capitalism without Democracy: The Private Sector in Contemporary China*. Ithaca and London: Cornell University Press.

## **LI7887 BUSINESS AND ECONOMY OF CONTEMPORARY CHINA (Yanan Lin)**

### **Aims**

This module introduces students to case studies drawn from the areas of business and economy of contemporary China.

### **Syllabus**

This module introduces students to business and economy of contemporary China since 1978 and during the series of reforms. The module explores the key macro- and micro- economic factors as well as social aspects that shape business in China today. Issues covered include economic reform, agricultural and rural development, industrial development, exports and investment, services, state firms and state management of the economy, central-local relations and regional development.

### **Learning outcomes**

1. Understand how business in China is influenced by its institutional and economic environment
2. Understand business practices in China
3. Demonstrate a basic knowledge of current economic trends in China
4. Identify key issues faced by businesses in contemporary China
5. Utilise different theoretical perspectives and types of evidence in addressing questions relating to China's business environments
6. Apply critical analytical skills in evaluating different explanations of problems, issues and trends in China's business environment

### **Assessment**

- (i) Continuous assessment - In-class presentation (20%)
- (ii) 3,000 – 4,000 word assignment (80%)

### **Suggested readings**

Guthrie, D. 2012. *China and globalisation: the social, economic, and political transformation of Chinese society*. New York: Routledge.

Hamilton, G. G. 2006. *Commerce and capitalism in Chinese societies*. London: Routledge.

Jeffries, I. 2006. China: a guide to economic and political developments. London: Routledge.

Krug, B. (ed.). 2004. China's rational entrepreneurs: the development of the new private business sector. New York: Routledge.

Kuhn, R. L. 2010. How China's leaders think: the inside story of China's reform and what this means for the future. Singapore: John Wiley & Sons.

Zhang, W. 2011. Entrepreneurial and business elites of China: the Chinese returnees who have shaped modern China. Bingley: Emerald.

## **LI7889 CHINESE LANGUAGE VARIETIES AND DIASPORA IN A GLOBAL CONTEXT (Ning Jiang)**

### **Aims**

This module explores the nature of Chinese varieties as world languages including Mandarin, Cantonese and Hokkien. It outlines the origins and development of Chinese varieties outside China within the context of social, historical, and linguistic framework.

### **Syllabus**

This module locates the Chinese diaspora and language in a global perspective. It explores the nature of Chinese varieties as world languages including Mandarin, Cantonese and Hokkien. It also outlines the origins and development of Chinese varieties outside China within the context of social, historical, and linguistic framework. The module addresses the development of Chinese as a Heritage Language, and the international growth in interest in Chinese as a Foreign Language.

### **Learning outcomes**

On successful completion of this module, students should be able to:

1. Analyse general issues and concepts in the growth of Chinese language varieties within East Asia and internationally.
2. Evaluate theory and research in applied linguistics, sociolinguistics and education that are relevant to Chinese as a global language.
3. Describe and evaluate the development of Chinese as a Heritage Language
4. Assess the role of factors which may ensure intergenerational transmission of Chinese as a Heritage Language
5. Appraise the current position of Chinese as a Foreign Language in the contexts presented in the module and evaluate the potential for growth and curriculum initiatives

### **Assessment**

- (i) Continuous assessment - In-class presentation (20%)

(ii) 3,000 – 4,000 word assignment (80%)

### **Suggested readings**

Barret, Tracy C. 2012. *The Chinese diaspora in Southeast Asia: The overseas Chinese in Indo-China*. London: Tauris.

Lan, Shanshan. 2012. *Diaspora and class consciousness: Chinese immigrant workers in multiracial Chicago*. New York: Routledge.

Sun, Wanning (ed.) 2006. *Media and the Chinese diaspora: Community, communications and commerce*. Abingdon: Routledge.

Tsu, Jing. 2010. *Sound and script in Chinese diaspora*. Cambridge, Mass.: Harvard University Press.

## **L17890 MANDARIN 3 (Hong-Fei Wang / Chang Zhang)**

### **Aims**

This module builds on prior Mandarin learning. It focuses on further developing students' linguistic competences benchmarked to the Common European Framework of Reference for Languages, and aims to help students develop skills within common European proficiency level A2 for receptive skills, and to consolidate productive skills described within the A proficiency band.

### **Syllabus**

This language module employs a task-based curriculum to engage students in language learning. The target language is used as the medium of communication as much as possible. Authentic texts are used as source materials.

### **Learning outcomes**

On completion of this module, students should be able to demonstrate the following skill set:

#### **A. Productive language skills:**

1. Demonstrate ability to deal with most basic communicative situations in Mandarin and to use sufficient and appropriate vocabulary express one's opinion, although perhaps with some hesitation.
2. Demonstrate spontaneous ability to enter into conversations about familiar topics, personal interests or general life situations (e.g. family, hobbies, work, travel and current events).

#### **B. Receptive language skills:**

3. Demonstrate understanding of short audio and video clips in Mandarin.

4. Demonstrate ability to comprehend the main points of information on familiar matters regularly encountered at work.

**Assessment**

i) Continuous assessment based on project (40%)

(ii) Class test (60%)

**LI7891 MANDARIN 4 (Hong-Fei Wang / Chang Zhang)**

**Aims**

This module focuses on further developing students' linguistic competences benchmarked to the Common European Framework of Reference for Languages, and aims to help students develop skills within common European proficiency level B1 for receptive skills, and to consolidate fully receptive skills within the A2 proficiency level to become active and increasingly independent users of Mandarin.

**Syllabus**

This language module employs a task-based curriculum to engage students in language learning. The target language is used as the medium of communication. Authentic texts are used as source materials.

**Learning outcomes**

On completion of this module, students should be able to demonstrate the following skill set:

A. Productive language skills

1. Demonstrate ability to deal with communicative situations in Mandarin in the personal and academic domains, and to use sufficient and appropriate vocabulary to express one's opinion.
2. Demonstrate spontaneous ability to enter into conversations about unknown topics, academic interests or topical issues (e.g. news and current events) without obviously searching for vocabulary.

B. Receptive language skills

3. Demonstrate understanding of extended audio and video clips in standard Mandarin, and a growing capacity to recognise other varieties
4. Demonstrate ability to comprehend almost all the points of information on familiar and unfamiliar matters in a standard variety of Mandarin in a variety of contexts.

**Assessment**

i) Continuous assessment based on project (40%)

(ii) Class test (60%)

### **LI7892 Early 20th Century Chinese History (Peter Hamilton)**

#### **Aims**

The module develops in-depth understanding of a key period in modern Chinese history and develops the skills necessary for study and research in modern Chinese history.

#### **Syllabus**

This module examines modern Chinese history between the late Qing and the early People's Republic through the lens of urban history, with particular attention to Shanghai. While less than 10 percent of the Chinese population was urban during the Republican era, cities were the centres of the nation's new banks and industries, the drivers of its technological changes, and the hubs of its vibrant literary and cultural experimentations. Simultaneously, Chinese cities encompassed a huge range of different social, cultural, economic, and environmental conditions, from the freewheeling cosmopolitanism of Shanghai's concessions or Chengdu's vibrantly political teahouses to largely unchanged regional centres. We will explore these distinctions in depth, as well as the impact of political conditions on urban development by comparing colonial Hong Kong, the semi-colonial treaty ports, and the transformations exacted on Beijing, Nanjing, and Chongqing as the different regimes' successive capitals.

#### **Learning outcomes**

1. Identify and critically discuss the major developments in Shanghai in the 1920s and their significance;
2. Analyse major themes in the historiography of Shanghai in this period;
3. Judge the merits of conflicting historical interpretations;
4. Identify relevant primary source materials available in libraries and online archives;
5. Interpret and analyse primary sources pertaining to this period of Chinese history; and
6. Synthesise research findings and formulate well-supported arguments in written work.

#### **Assessment**

- (i) Continuous assessment, in-class presentation (20%)
- (ii) Assignment: essay(s) up to 4,000 words (80%)

#### **Suggested readings**

Bergère, Marie-Claire. (trans. by Janet Lloyd.) 2002/2009. Shanghai: China's Gateway

to Modernity, Stanford: Stanford University Press (first published in Paris as *Histoire de Shanghai*, Fayard.)

Bickers, Robert. 2003. *Empire Made Me: An Englishman Adrift in Shanghai*. London: Allen Lane.

Clifford, Nicholas. 1991. *Spoilt Children of Empire: Westerners in Shanghai and the Chinese Revolution of the 1920s*. Hanover, New Hampshire.

Goodman, Bryna. 2003. *Native Place, City and Nation: Regional Networks and Identity in Shanghai, 1853-1937*. Berkeley Allen Lane.

Henriot, Christian. 2001. *Prostitution and Sexuality in Shanghai: a Social History, 1849-1949*, trans. by Noël Castelino. Cambridge: Cambridge University Press.

Honig, Emily. 1986. *Sisters and Strangers: Women in the Shanghai Cotton Mills, 1919-1949*. Stanford: Stanford University Press.

Jones, Andrew. 2001. *Yellow Music: Media culture and Modernity in the Chinese Jazz Age*. London: Duke University Press.

Martin, Brian G. 1996. *The Shanghai Green Gang: Politics and Organized Crime, 1927-1937*. Berkeley: University of California Press.

Smith, Steve. 2000. *A Road is Made: Communism in Shanghai, 1920-27*. Richmond: Curzon.

Wakeman Jr., Frederic. 1995. *Policing Shanghai 1927-1937* (Berkeley: University of California Press.

Waldron, Arthur. 1995. *From War to Nationalism: China's Turning Point, 1924-1925*. Cambridge: Cambridge University Press.

Wasserstrom, Jeffrey. 2009. *Global Shanghai, 1850-2010: A History in Fragments*. New York: Routledge.

## **LI7893 CHINESE TRANSLATION IN PRACTICAL CONTEXTS (Ning Jiang)**

### **Aims**

The module introduces students to the skills that would be required of a Chinese translator, learning to appraise translated texts and to translate selected pieces of texts on their own. Emphasis is placed on translation in practice; that is, pieces of translated texts or texts awaiting translation that students may expect to come across in their future career or further studies to do with China or Chinese. Texts involving Chinese-English or English-Chinese translation are examined as they are actually found in everyday contexts of contemporary Chinese language, society and culture, identifying any pitfalls, shortcomings or praiseworthy aspects for in-depth discussion and learning. There will be ample opportunity for students to hone their translational skills through practice, as they will be encouraged to identify any potentially noteworthy translation texts.

## **Syllabus**

The module introduces students to some of the most typical challenges confronting contemporary Chinese translation (translating Chinese into English or English into Chinese). Drawing from real-life primary sources relevant to aspects of Chinese language, society and culture, translated texts will be analysed and discussed and selected texts will be translated. Primary sources will also focus on those subject matters that relate to students' areas of interest in contemporary Chinese Studies, including but not limited to business and economy, politics and governance modern Chinese history and thought. These primary sources consist of not only written texts but also texts obtained from multimedia and social media. Students will learn to appraise existing translations as well as those of their own. Critical issues such as the translation of cultural key concepts and the implications of translations for cross-cultural communication are also addressed.

## **Learning outcomes**

1. Recognise the skills required in Chinese translation;
2. Identify key challenges with Chinese-English or English-Chinese translations;
3. Appraise existing pieces of translated texts and determine any pitfall, shortcoming or merit in translation;
4. Have a clear sense of the relation between Chinese translation and the transmission of Chinese language, society and culture; and
5. Apply knowledge and skills acquired to completing Chinese-English or English-Chinese translation.

## **Assessment**

- (i) In-class presentation (20%)
- (ii) Continuous assessment, class exercises (20%)
- (iii) Assignment (an individual term paper) (60%)

## **Suggested readings**

Chen, Shu Hua. 1990. *English Rhetorics and Translation*. Beijing: Beijing Post Academic Press.

Chen, Zhong Sheng. 1984. *Lexicon in Translation*. Ji Lin: Ji Lin People's Publishing.

Meng, Guan Ling. 1990. *Translation Theory and Techniques*. Beijing: Beijing Normal University Press.

Pellat, Valerie and Liu, Eric T. 2010. *Thinking Chinese Translation: A course in translation method Chinese to English*. London: Routledge.

Si, Guo. 2003. *New Explorations in Translation*. Taipei: Jiu Yu Printing.

Wang, Guan Zhen, Tsai, Zheng Xiong and Dai, Jin Shan. Year Unknown. *Sentential Types in Translation*. Hong Kong: Overseas English Publishing.



Zhang, Pei Ji. 1983. A Study on Chinese Idiomatic Usage. Hong Kong: Commercial Press.

## **LI8001 CHINA IN COMPARATIVE PERSPECTIVE (Chung Kam Kwok)**

### **Aims**

This module approaches China as a civilisation in comparison with the ways of life cultivated in the West over the last 3000 years or so. We focus on bringing together specific comparative perspectives on education, on families, on governance systems, on economic and ecological attitudes, on human nature and psychology, and finally on values and world views.

### **Syllabus**

This module approaches China as a civilisation in comparison with the ways of life cultivated in the West over the last 3000 years or so. This depth in time helps to keep present-day developments in perspective. Tracking a whole way of life requires taking into account diverse concerns that are commonly treated as the preserves of distinct academic disciplines. Here the focus brings together specific comparative perspectives on education, on families, on governance systems, on economic and ecological attitudes, on human nature and psychology, and finally on values and world views. Students will be expected to apply the approaches they have already learned in making connections between these various domains in both China and the West. The goal is a richer and possibly a more complicated perspective on ways of life that have endured and grown for millennia.

### **Learning outcomes**

On successful completion of this module, students should be able to:

1. have a clear sense of the value and methods of comparing civilisations, taking into account the importance of ethnocentrism as a human universal;
2. recognise the nature of cultural change in both in China and the West by tracing how traditional practices and ideas in both worlds compare to their modern counterparts;
3. describe how the processes of abandoning traditional ideas and practices in both civilisations result in multiple and differently timed modernities;
4. identify the ideas behind dominant worldviews that have the most enduring effects on life in China and the West;
5. relate to how most Chinese people look at the world and how that perspective differs from that of most people in the West;
6. critique the thinking that lies behind Chinese actions in today's world – how Western questions may easily miss the perspectives that guide Chinese thinking; and
7. explain ongoing conflicts between China and Western nations.

### **Assessment**

- (i) In-class presentation (20%)
- (ii) Continuous assessment – consisting of a final test and two papers of not more than 4,000 words on approved comparative topics (80%)

### **Suggested readings**

- Chang, L. T. 2010. *Factory girls: Voices from the heart of modern China* London: Picador.
- Cockain, A. 2011. *Young Chinese in Urban China*. London: Routledge/
- Goody, J. 2006. *The Theft of History*. Cambridge: Cambridge University Press.
- Harrison, H. 2001. *China (Inventing the Nation)*. London: Arnold.
- Leonard, M. (2008). *What Does China Think?* London: arperCollins.
- McCormack, Jerusha and Blair, John G. 2016. *Thinking through China*. New York/London: Rowman and Littlefield.
- Peerenboom, R. 2007. *China Modernizes: Threat to the West or Model for the Rest?* Oxford: Oxford University Press.
- Saich, T. 2010. *Governance and Politics of China*. Hampshire: Palgrave Macmillan.
- Spence, J. D. 1991. *The search for modern China*. New York: Norton.
- Stockman, N. 2001. *Understanding Chinese Society*. Cambridge: Polity Press.
- Zarrow, P. 2005. *China in War and Revolution, 1895-1949*. London: Routledge.

## **LI7898 EXPERIENCE CHINA**

### **Aims**

This module offers students the opportunity to gain first-hand cultural and linguistic experience working in China or in an organisation that deals with China, in doing so putting the students' knowledge of China and Chinese into practice. Students will participate in an internship for approximately four weeks in an approved organisation in China, Hong Kong, Taiwan, Singapore or other location in which the China- or Chinese-related organisation is based. On completion of the internship, students are expected to compile and submit a written report on their internship, with a focus on an aspect of their experience that is connected with their Chinese Studies.

### **Syllabus**

Through participation in an approved four-week internship programme in China, Hong Kong, Taiwan, Singapore or other location in which the China- or Chinese-related organisation is based, students will meet the requirements for a 10 ECT module due to the intensity of the working hours. In addition, students are expected

to compile and submit a written report on their internship, with a focus on an aspect of their experience that is connected with their Chinese Studies.

### **Restrictions**

Number of places available will be restricted to 10 only. Admission is also subject to confirmation of placement. Priority will be given to students with feasible proposals.

### **Learning outcomes**

On successful completion of this module, students should be able to:

1. employ knowledge of China and Chinese and apply it in a working environment during the internship;
2. relate their own practical experience during the internship to their knowledge of China and Chinese; and
3. identify and report reflectively on an aspect or aspects of working in/with contemporary China based on their internship experience.

### **Assessment**

A written report of 2,500 words (100%). The students write a reflective report on their internship, with a focus on an aspect or aspects of their experience that is connected with their Chinese Studies.

## **LIP12021 TEACHING CHINESE AS A FOREIGN LANGUAGE (Ning Jiang)**

### **Aims**

This module provides students with the knowledge and skills which will enable them to teach Chinese using the communicative methods to a broad spectrum of learners from different language and educational backgrounds.

### **Syllabus**

This module provides students with a thorough understanding of the key theoretical and practical issues related to Chinese language pedagogy, both in relation to general theories of foreign language teaching and learning and in the specific context of teaching Chinese as a Foreign Language.

By familiarizing students with the theoretical principles underlying various communicative teaching methods and techniques, this module will develop students' competencies in the design and effective use of instructional materials and learning activities for Chinese as a foreign language. In addition, this module will introduce the approaches to examine and articulate learning outcomes, achievement and proficiency levels by using appropriate terminology and an action-oriented approach. Students will get support in the application of principles of curriculum design as they create effective and interactive lessons that are adapted to learners' language needs. Finally, this module will guide students to explore how to evaluate second language learners' performance with validity and reliability.

### **Learning outcomes**

On successful completion of this module, students should be able to:

1. Analyse key issues in Chinese language pedagogy in relation to general theories of foreign language teaching and learning.
2. Explain the needs of Chinese language learners based on knowledge of specific areas of Chinese teaching and learning (linguistic, sociolinguistic, pragmatic)
3. Critically analyse a number of Chinese language text types and authentic resources in order to evaluate appropriacy for students
4. Reflect on teaching and assessment models in order to select and design appropriate tasks to develop relevant language skills
5. Plan and present a specific lesson with reference to contemporary methodology and theories of Chinese as a Foreign Language
6. Identify areas of linguistic difficulty for a student in order to design tasks for improvement within a curriculum structure
7. Conduct independent research on Chinese teaching methodologies, practices and materials, and effectively relate the findings to a wider audience.

### **Assessment**

- (i) Continuous assessment (40%)
- (ii) Written Assignment(60%)

### **Suggested readings**

Dam, L. 1995. *Learner Autonomy 3: From Theory to Classroom Practice*. Dublin: Authentik.

Johnson, R. K. (ed.) 1989. *The Second Language Curriculum*. Cambridge: Cambridge University Press.

Little, D. 1991. *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.

Lo Bianco, J. (2007). Emergent China and Chinese: Language planning categories. *Language Policy*, 6(1), 3-26.

Long, M. H. (ed.) 2005. *Second Language Needs Analysis*. Cambridge: Cambridge University Press.

Macalister, J. & Nation, I. S. P. (eds.) 2011. *Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World*. New York: Routledge

Nation, I. S. P. & Macalister, J. 2009. *Language Curriculum Design*. London: Routledge.

Tsung, L., & Cruikshank, K. (Eds.). (2011). *Learning and teaching Chinese in global contexts: Multimodality and literacy in the new media age*. London: Continuum.

Wang, J., Spencer, K., & Xing, M. (2009). Metacognitive beliefs and strategies in learning Chinese as a foreign language. *System*, 37(1), 46-56.

## **LI8004 DISSERTATION**

### **Aims**

The dissertation component of the M.Phil. in Chinese Studies is a primary research study characterized by scientific integrity, and its formation and execution of the dissertation project is a key part of the course. The dissertation is designed to foster students' understanding of concepts and arguments in the literature, to develop their own independent arguments, demonstrate knowledge of empirical material and primary sources and to present these in a logical and coherent manner.

### **Syllabus**

With support from their dissertation supervisor, students will formulate a research project on a topic related to the course, discuss appropriate methodologies, and write a substantial piece of work. Students will be encouraged to demonstrate originality in their dissertation, either in a fresh approach to texts and literature or in generating new data.

### **Learning outcomes**

On successful completion of this module students should be able to:

1. Evaluate the different approaches to the design of research in Chinese Studies
2. Collect, analyse and differentiate between different types of sources and data
3. Critically evaluate published research from the point of view of ethics, design, and interpretation of findings
4. Formulate research questions and hypotheses appropriate to the dissertation's topic
5. Select and apply appropriate research methods, analysis, and interpretation
6. Critically evaluate the research process outcomes, identifying strengths and weaknesses
7. Identify avenues for further research.

## Assessment

Students are assessed on the basis of their performance in (i) assessment as specified in the course handbook, each related to the taught modules of the course and (ii) their dissertation. Assessment submission deadlines are announced by individual lecturers during each module; dissertations must be submitted not later than 31 August in the year in which the course is completed (for more information on the dissertation, refer to the section below on “Dissertations”). All modules and the dissertation are weighted according to their ECTS credit value. The pass mark of 40% applies to all module assignments; the dissertation is graded on a pass/distinction/fail basis. Note that a part-time student in the first year who either (i) fails more than one module, or (ii) receives a mark of less than 30% in any module, may not proceed to the second year.

To qualify for the award of the M.Phil. degree, students must (i) obtain an average of at least 40% over all taught modules, (ii) obtain a pass grade in the dissertation, and (iii) either pass modules amounting to 60 credits, or pass modules amounting to at least 50 credits where there is a mark of not less than 30% in the failed module. As provided for by College regulations, a student who receives a fail mark may be allowed to resubmit an assignment if there are mitigating circumstances; the student should consult the programme director in the first instance, as soon as possible after receipt of the grade in question.

Students may be awarded the M.Phil. with Distinction if they (i) pass all modules; (ii) achieve a Distinction in the dissertation; (iii) achieve at least 68% in the unrounded overall average mark for the taught modules; and (iv) achieve at least 70% in each of three course modules. An M.Phil. with Distinction cannot be awarded if a candidate has failed any assessment component of any module.

Students whose dissertation fails to satisfy the examiners may, on the recommendation of the Court of Examiners and on payment of the prescribed fee, be allowed to register for a further year and revise their dissertation. Students who for personal reasons decide not to write a dissertation, or who are debarred from doing so by the Court of Examiners, will be awarded a Postgraduate Diploma in Chinese Studies, provided that they (i) obtain an average over all taught modules of at least 40% and (ii) either pass modules amounting to 60 credits, or pass modules amounting to at least 50 credits where there is a mark of not less than 30% in the failed modules. The Postgraduate Diploma with Distinction may be awarded to candidates who (i) have passed all modules, (ii) have an overall average mark of 68% or above and (iii) have a mark of at least 70% for each of three course modules.

## Academic standards in student work

Students are given guidelines with regard to research ethics if conducting research among human subjects for their dissertation project. Students doing individual research, e.g. for the dissertation, must ensure that they have complied with School regulations on obtaining ethical approval for this research. Where approval from the

School's Research Ethics Committee is required, students are responsible for ensuring that they obtain it in a timely manner. Further information is available at <http://www.tcd.ie/slscs/research/ethics/>.

All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference. Students should refer to the "References" section below for more details on quoting references and listing them. ***The following practices are unacceptable and will be treated as plagiarism:***

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

When submitting work in hard or soft copy, students must complete and attach a coversheet to include the following text of declaration (see <http://tcd-ie.libguides.com/plagiarism/declaration>):

*I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>.*

*I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>.*

*Plagiarism is a serious disciplinary offence; see extracts from College regulations on plagiarism printed at the end of this handbook (go to the Library Repository for complete details: <http://tcd-ie.libguides.com/plagiarism>). **It is a College requirement that all students must complete the online tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <http://tcd-ie.libguides.com/plagiarism/ready-steady-write>.** Please note that all instances of Plagiarism will be recorded as part of your Student Academic History.*

Students should ensure that they follow good academic practice in the presentation of essays and other written work. In assignments and dissertations references should be given in the main body of the text, giving the author and year of publication of the material being cited. Specific page references must be given for quotations. Using the 'author/date' system yields references such as:

Bialystok (2001) [for reference to a work as a whole]

Coleman (2002, p. 115) [for reference to one page in a work]

Tonhauser (2007, pp. 838-841) [for reference to several pages]

A complete alphabetical list of references must be included at the end of each piece of work. Each type of work cited (book, article in a book, article in a journal, etc.) has a particular format which should be followed carefully. Detailed information on references, essay format, and the use of linguistic examples is given to students during orientation week. Students need to be consistent with their style of reference. They may wish to consult APA, Harvard, MLA or Chicago as their style guides. The following sample reference list serves as an example:

- Alderson, J. C., C. Clapham, and D. Wall. 1995. *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.
- Barnes, D. 1976. *From Communication to Curriculum*. Harmondsworth: Penguin.
- Benson, P. 2001. *Teaching and Researching Autonomy in Language Learning*. Harlow: Pearson Education/Longman.
- Council of Europe. 2001. *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press. (Free electronic version available to download from the Council of Europe website).
- Johnson, R. K. (ed.) 1989. *The Second Language Curriculum*. Cambridge: Cambridge University Press.
- Little, D. 1991. *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.
- McNamara, T. 2000. *Language Testing*. Oxford: Oxford University Press.
- Nation, I. S. P. & Macalister, J. 2009. *Language Curriculum Design*. London: Routledge.
- Shohamy, E. 2001. *The Power of Tests. A Critical Perspective on the Use of Language Tests*. Harlow: Pearson Education.



## Assignments

**Language.** The discursive component of assignments must be written in English. Illustrative materials and examples may be in any appropriate language.

**Length.** The discursive component of assignments, including quotations from secondary sources, must not usually exceed 3,000 words. Word limits for smaller pieces of assessment may be set by individual lecturers. *Students are required to note the word count on the front of each assignment. They will be penalised for exceeding the stated word limit.*

**Printing requirements.** Assignments should be word-processed and printed *on one side of the paper only*, using double or 1.5 spacing, with a margin of at least one inch (2.5 cm) at the top, bottom, left, and right of the page. *Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalised.*

**Title page.** Each assignment must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the degree for which it is submitted (M.Phil. in Chinese Studies); the part of the course to which it is attached (where applicable); the term and year in which it is submitted.

**Pagination.** All pages must be clearly and sequentially numbered.

**Binding.** Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, e.g. by a strong staple.

**References.** Every assignment must include an alphabetical list of references, presented according to the conventions set out above.

**Doubtful cases.** Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question.

Hard copies of assignments must be signed in at **Room 4091, Arts Building**. Soft copies of assignments must also be submitted electronically, noting that that electronic submissions will be checked by a plagiarism detection software such as TurnItIn as instructed by the individual lecturers.

Assignment due dates are advised by individual lecturers. Michaelmas Term assignments are usually due in December and Hilary Term assignments are usually expected to be in April.

Students may request an extension of up to one week only on the grounds of medical need or other extraordinary circumstances. Any such request must be made to the course coordinator prior to the assignment deadline, with a copy of the request supplied to the relevant lecturer. Extensions on medical grounds are given in

accordance with general College regulations and must include medical certificates as appropriate.

A request for an extension of more than one week can only be approved by the course committee established to review cases that require extraordinary consideration. A student requesting an extension of more than one week should consult with the course director in the first instance. The committee will only consider requests for a maximum extension of two weeks; any such request must be supported by adequate documentation.

Unless granted an extension in advance of the submission deadline, students will automatically be penalised for late submission of an assignment: 5 marks if the assignment is less than eight days late and 10 marks if the assignment is between eight and 14 days late.

Under no circumstances will an assignment be accepted later than two weeks after the submission date. Students who are not able to submit assignments within two weeks of the deadline will normally be expected to go 'off books' and to continue their studies at a later date in keeping with College regulations.

Assignment feedback is provided by lecturers on a standard form, normally using the following rubrics:

- Content
- Coherence of argument
- Technical Accuracy (where applicable)
- Use made of relevant literature
- Independence of thought
- Presentation
- Overall comment

Although the final M.Phil. degree result is not classified (awarded on a Pass, Fail or Distinction basis), assignments are graded according to the scale in general use in the university:

I	70+
II.1	60-69
II.2	50-59
III	40-49
F	0-39

In general the four classes are to be interpreted as follows:

I – Demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought. More specifically, the student has met many of the following criteria:

- The student has masterfully organized ideas and arguments for maximum clarity following an appropriate academic style.
- The student has demonstrated a full understanding of key concepts related to the assignment.
- The student has constructed a sustained argument based on a superior understanding of the subject matter.
- The student has demonstrated a critical use of sources through extensive research of key concepts, and in support of their arguments and claims.
- The assignment approaches a professional editorial standard.

II.1– Demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights. More specifically, the student has met many of the following criteria:

- The student has organised ideas and arguments in a structured and logical format, following an appropriate academic style.
- The student has demonstrated a good understanding of key concepts related to the assignment topic.
- The student has drawn sound conclusions based on clear evidence.
- The student has demonstrated a systematic use of sources through research of key concepts, and in support of their arguments and claims.
- The assignment adheres to an academic style of formatting, referencing, and writing.

II.2 – Demonstrates an adequate understanding of key issues and an ability to construct an argument on the basis of that understanding. More specifically, the student has met many of the following criteria:

- The student has organised ideas and arguments in a structured and logical format, following an adequate academic writing style.
- The student has demonstrated an adequate understanding of key concepts related to the assignment.
- The student has supported claims with evidence.
- There is some evidence of independent thought.
- The student used a range of sources in their explanation of key concepts. Arguments were supported but could have been strengthened through more systematic use of sources.

- The assignment is presentable, but does not adhere fully to an academic style of formatting, referencing, and writing.

III – Demonstrates a basic understanding of key issues and an ability to construct a basic argument. More specifically, the student has met many of the following criteria:

- The student has presented ideas and arguments, although the work lacks coherence or clarity in places.
- The student has demonstrated a limited understanding of key concepts related to the assignment.
- The student constructs a basic argument on the basis of their understanding of the subject matter.
- The assignment is largely descriptive.
- The student has made minimal use of reliable, relevant sources.
- The assignment achieves a minimal standard of presentation in spite of errors in formatting, referencing, or writing.

*Students should note that grades received as part of student feedback are provisional; final grades reflect the evaluations of the external examiners as well as the internal examiners and are decided at the Court of Examiners meeting. Students are notified of their final module results after the meeting of the Court of Examiners via the portal my.tcd.ie. Transcripts of assignment results will be provided following successful completion of the taught components.*

## Dissertation

As well as following the above programme of study, students write a dissertation of not more than 15,000 words on a topic in within one of the three disciplinary areas of the Chinese Studies degree programme. The final date for submission of dissertations is 31 August of the year in which the course is completed. Students are required to follow the research ethics procedures set out earlier in this handbook.

The Court of Examiners may debar students from writing and submitting a dissertation if (i) they fail to submit a detailed plan and work schedule for their dissertation by May (in their first year if they are taking their course part-time), or (ii) if they fail to achieve at least a II.2 grade in each of their assignments.

Students whose dissertation receives a fail mark may be entitled to a *viva voce* examination on the dissertation in keeping with applicable College regulations; the course coordinator should be consulted in the first instance. Students whose dissertation fails to satisfy the examiners may, on the recommendation of the court of examiners and on payment of the prescribed fee, be allowed to register for a further year and revise and resubmit their dissertation.

**Language.** The discursive component of dissertations must be written in English. Illustrative materials and examples may be in any appropriate language.

**Length.** The discursive component of dissertations must not exceed 15,000 words. Students are required to attach to their dissertation a note of the total word count. They will be penalised for exceeding the word limit.

**Printing requirements.** Dissertations must be word-processed and printed as follows: A4 format, *on one side of the paper only*, with double or 1.5 spacing and margins of at least one inch (2.5 cm) at the top, bottom, left, and right of the page.

**Title page.** Every dissertation must begin with a title page that contains the following information (in this order): the title; the full name of its author; the degree for which it is submitted (M.Phil. in Chinese Studies); the year in which it is submitted.

**Declaration.** Immediately following the title page, every dissertation must contain the following declaration, signed and dated:

Declaration

I declare that this dissertation has not been submitted as an exercise for a degree at this or any other university and that it is entirely my own work.

I agree that the Library may lend or copy this dissertation on request.

Signed:

Date:

**Abstract.** Immediately following the declaration, every dissertation must contain an abstract which summarizes the methods used and the conclusions reached. The

abstract must be headed with the title of the dissertation and the author's full name (in that order), and must not exceed one page of single-spaced typescript.

**Table of contents.** Immediately following the abstract, every dissertation must contain a table of contents listing the main divisions (parts, chapters, sections, subsections, etc., as appropriate) and the pages on which they begin.

**Binding.** Every dissertation must be securely bound in dark blue cloth. The spine must bear the candidate's name in full, the degree for which the dissertation is submitted (M.Phil. in Chinese Studies), and the year. The front cover must bear the candidate's full name and the title of the dissertation (or an abbreviated title approved by the supervisor).

**Pagination.** All pages must be clearly and sequentially numbered.

**References.** Every dissertation must include a full alphabetical list of references, presented according to the conventions set out above.

**Doubtful cases.** Candidates who are uncertain how to apply the above conventions to their dissertation should consult with their supervisor.

The dissertation must be submitted in two hard bound copies, neither of which will be returned to the candidate, at Room 4091, Arts Building, not later than 31 August in the year in which the course is completed. An exact soft copy of the dissertation must also be submitted electronically, noting that it will be checked by a plagiarism detection software such as TurnItIn. On submitting the dissertation, students will also be required to fill out an end-of-course survey. Extensions require the approval of the Dean of Graduate Studies and entail the payment of additional fees.

## College regulations on Plagiarism

Extracts from University Calendar (<http://tcd-ie.libguides.com/plagiarism/calendar>)

### Calendar Statement on Plagiarism for Postgraduates - Part III, 1.32

#### 1. General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

#### Examples of Plagiarism

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;
- (d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;
- (e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

- (i) fail to distinguish between their own ideas and those of others;
- (ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

33

All the above serve only as examples and are not exhaustive.

#### Plagiarism in the context of group work

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collusion with other students may be considered to be plagiarism.

When work is submitted as the result of a Group Project, it is the responsibility of all students in the Group to ensure, so far as is possible, that no work submitted by the group is plagiarised.

#### Self-Plagiarism

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self- plagiarism.

#### Avoiding Plagiarism

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available at <http://tcd- ie.libguides.com/plagiarism>

If plagiarism as referred to in paragraph (1) above is suspected, the Director of Teaching and Learning (Postgraduate) or his/her designate will arrange an informal meeting with the student, the student's Supervisor and/or the academic staff member concerned, to put their suspicions to the student and give the student the opportunity to respond. Students may nominate a Graduate Students' Union representative or PG advisor to accompany them to the meeting. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Postgraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to in Section 5 (Other General Regulations).



If the Director of Teaching and Learning (Postgraduate) forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties noted above must be in agreement and must state their agreement in writing to the Director of Teaching and Learning (Postgraduate) or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate) feels that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures set out in

34

If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Postgraduate) will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission.

Provided that the appropriate procedure has been followed and all parties in (6) above are in agreement with the proposed penalty, the Director of Teaching and Learning (Postgraduate) should in the case of a Level 1 offence, inform the Course Director and, where appropriate, the Course Office. In the case of a Level 2 or Level 3 offence, the Dean of Graduate Studies must be notified and requested to approve the recommended penalty. The Dean of Graduate Studies may approve or reject the recommended penalty, or seek further information before making a decision. If he/she considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures as referred to under conduct and college. Notwithstanding his/her decision, the Dean of Graduate Studies will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as set out in Section 5 (Other General Regulations).

If the case cannot normally be dealt with under summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

## Student Data

Trinity College Dublin uses personal data relating to students for a variety of purposes. We are careful to comply with our obligations under data protection laws and we have prepared this short guide to ensure you understand how we obtain, use and disclose student data in the course of performing University functions and services. Please see [https://www.tcd.ie/info\\_compliance/data-protection/student-data/](https://www.tcd.ie/info_compliance/data-protection/student-data/)

## Postgraduate Advisory Service

The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

### Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you're at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available at [http://www.tcd.ie/Senior\\_Tutor/postgraduate/](http://www.tcd.ie/Senior_Tutor/postgraduate/)

### Where?

The PAS is located on the second floor of House 27. They are open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm; Phone: 8961417; Email: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)

### What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/ or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in touch! All queries will be treated with confidentiality. For more information on what we offer see PAS website.

## Graduate Student's Union

Trinity Students' Union and Graduate Students' Union

Every student at Trinity College is automatically a member of the Students' Union and/or the Graduate Students' Union. The Students' Union, whose Officers – President, Education, Welfare, Communications and Entertainments Officers are elected by the whole student body, represent student interest and provides a range of student services. In House 6 in Front Square you will find the Students' Union offices, a shop, a travelcard office, fax and photo services and bookshop. The Students' Union Officers are also in House 6 where you can avail of confidential academic and welfare advice services. There is also a Students' Union shop at the entrance to the Hamilton Building and in Goldsmith Hall. For more information please visit [www.tcdsu.org](http://www.tcdsu.org)

The Graduate Students' Union is an independent body which represents postgraduate students in Trinity College Dublin. All postgraduate students of the College, including postgraduate research students and those on higher degree and higher diploma courses, automatically become members of the Union upon registering with the College. The GSU has two full-time sabbatical officers who represent postgraduates on every level of College, from class rep issues to structures and policy at Board. The GSU also provides advice on academic and welfare issues faced by postgrads, and offers three main facilities: dedicated postgrad study space in the 1937 Reading Room, the GSU Common Room on the first floor of House 7, (open daily from 8am to 7pm Monday to Friday) and the GSU office in Room 28, House 6. Keys can be purchased at the Students' Union Office on the ground floor. Although the GSU works in partnership with the Students' Union, the GSU is the only postgraduate representative organisation recognised by College.

### **Emergency Procedure**

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency. Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance. It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

