



Trinity College Dublin

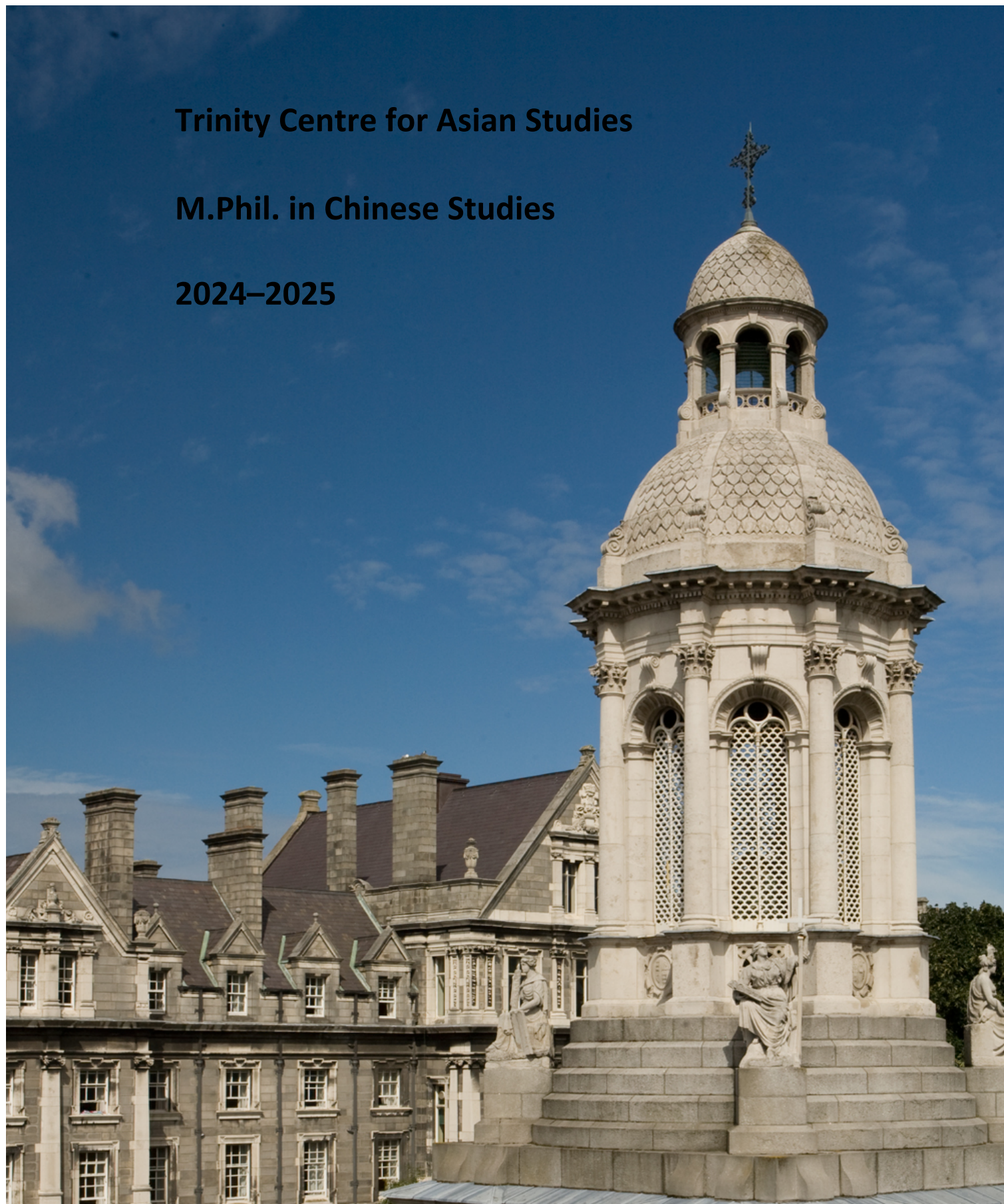
Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Trinity Centre for Asian Studies

M.Phil. in Chinese Studies

2024–2025



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Introduction

The intensive one-year M.Phil. in Chinese Studies programme is a unique and vibrant educational experience that 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. Students who wish to acquire or develop their knowledge of Mandarin have appropriate modules available to them in both spoken and written Mandarin.

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 (particularly Linguistics and History) 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 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 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.

[Calendar Part II, Part B: General Regulations and Information](#)

[Calendar Part III, Section 1: General Academic Regulations](#)

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. Nathan HILL – Sam Lam Professor in Chinese Studies

Teaches: LIP12021 Languages and Nations of China.

Research interests: Professor Hill researches Tibeto-Burman/Sino-Tibetan historical linguistics. He has published on Old Tibetan descriptive linguistics, Tibetan corpus linguistics, Tibeto-Burman reconstruction and comparative linguistics, the history of Chinese, and the typology of evidential systems. His books include *The Historical Phonology of Tibetan, Burmese, and Chinese* (2019, Cambridge), *A Lexicon of Tibetan Verb Stems as Reported by the Grammatical Tradition* (2010, Bavarian Academy of Sciences), and *Old Tibetan Inscriptions*, co-authored with Kazushi Iwao (2009, Tokyo University of Foreign Studies). His edited books include *Evidential Systems of Tibetan Languages*, with Lauren Gawne (2017, De Gruyter Mouton). In addition to his work in historical linguistics, Professor Hill also endeavours to apply cutting edge technologies to enable speakers of minority languages to fully enjoy the benefits of technology advances.

Prof. Isabella JACKSON – Assistant Professor in Chinese History

Teaches: LI7001 Modern Chinese History, LIP12007 A Century of Chinese Childhood.

Research interests: Professor Jackson's research to date focuses on the history of colonialism in China and the history of Chinese childhood. Her monograph, *Shaping Modern Shanghai: Colonialism in China's Global City* (Cambridge: Cambridge University Press, 2018), examines how the Shanghai Municipal Council managed the International Settlement of China's most important and diverse port city. She also co-edited (with Robert Bickers) a volume on *Treaty Ports in Modern China: Law, Land and Power* (London: Routledge, 2016). Her next major project examines twentieth-century campaigns against child slavery in China.

Dr. Lijing Peng – Teaching Fellow in Chinese Studies

Teaches: LI7002 Contemporary Chinese Society and Politics, LIP12022 Reading and Discussion Group on Contemporary China, LI8001 China in Comparative Perspective.

Research interests: Lijing is a trained linguistic and semiotic anthropologist who has conducted extensive fieldwork within the PRC. She studies language ideologies and language differentiation in both everyday infrastructures and also in political and cultural institutions. Her research also looks into how people perceive and interact with their living space and the political landscape so as to forge their imagination of nation, history and self. In her teaching for Chinese Studies program, she endeavours to help students build up a strong foundation of understanding China as constructed ideologies, and also to grasp an interpretative framework of language and semiotics.

Jinqi YING – PhD student in Linguistics

Teaches: LI7003 Language and Writing Systems in China.

Research interests: Jinqi is a PhD student in TCAS with the project "Reconstructing the Initials of Old Chinese through the Philology of Excavated Documents." Her research focuses on the phonological reconstruction of Old Chinese, specifically examining the consonant clusters and phonetic components used in ancient Chinese characters. Her work bridges the gap between phonologists and philologists by utilizing newly excavated texts to resolve long-standing controversies in the pronunciation of Old Chinese. Her expertise includes Chinese philology and paleography, with a particular interest in the application of rigorous methodological practices to ancient linguistic data.

Fan JIANG – Adjunct Assistant Professor in Chinese Studies (Business)

Teaches: LI7887 Business and Economy of Contemporary China.

Research interests: Fan began his career at Goldman Sachs in New York in 1992, becoming one of the first Chinese graduates on Wall Street. He held key roles, including founding member of the Asia Pacific credit trading team and Chief Investment

Officer for Asia Pacific. In 2012, he joined J.P. Morgan as Chief Investment Officer for Asia Pacific, overseeing a US\$9 billion portfolio and serving on major investment committees. Fan later led market development for Citibank in Asia Pacific. Academically, he studied information science at Peking University and finance and economics at the University of Notre Dame, where he also taught. Fan retired in 2023 and now resides in Ireland. An avid runner and climber, he has completed marathons, a 100 km trail race, and summited Mt. Everest.

Li'e LIANG – Southern Min Language Instructor

Teaches: LIP12023: Southern Min Chinese 1, LIP12024: Southern Min Chinese 2.

Research interests: Li'e is a faculty member from Fuzhou Normal University, affiliated with the Public English Teaching Department of the Foreign Languages Institute. She specializes in teaching English to undergraduate and graduate students and is involved in English teaching reform initiatives. Currently, Li'e is part of a collaboration between Trinity College Dublin and Fuzhou Normal University, spending two years at Trinity to contribute to the MPhil in Chinese Studies program. She is a native speaker of Southern Min Chinese, which she teaches on our programme.

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 website of the Trinity College Dublin Graduate Studies Office site 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 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 Prof. Nathan Hill. General questions and problems to do with the course should in the first instance be addressed to him (nathan.hill@tcd.ie).

The **School's Director of Teaching and Learning (Postgraduate)** is Prof. Paul Conroy (conroy1@tcd.ie). The **Head of School** is Prof. Lorna Carson (carsonle@tcd.ie).

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/disability/>, and
- 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.

Programme of study

Dates of terms for 2024-25

The induction course for all incoming M.Phil. students in Chinese Studies will be held during Freshers' Week, 2-6 September 2024. Michaelmas teaching term begins on Monday 9 September 2023 and ends on 29 November 2024. Hilary teaching term begins on Monday 20 January 2025 and ends on Friday 7 April 2025. Teaching lasts for 12 weeks in each term. Week 9 (21-25 October 2024) and Week 28 (3-7 March 2024) 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)
- LIP12021 Languages and Nations of China (10 credits)

Group B modules (elective modules)

- LI7887 Business and Economy of Contemporary China (10 credits)
- LI8001 China in Comparative Perspective (10 credits)
- LIP12007 A Century of Chinese Childhood (10 credits)
- LI7003 Language and Writing Systems in China (10 credits)
- LIP 12022 Reading and Discussion Group on Contemporary China (10 credits)
- LI7005 Mandarin 1 (10 credits)
- LI7006 Mandarin 2 (10 credits)
- LI7890 Mandarin 3 (10 credits)
- LI7891 Mandarin 4 (10 credits)
- LIP12023 Southern Min Chinese 1 (10 credits)
- LIP12024 Southern Min Chinese 2 (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

The dissertation may be written on any topic of the student's choosing, subject to the availability of an appropriate supervisor. Please consult the staff list for an impression of the research interests and specialties of our current staff.

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 NFQ Level 9 qualification.

Module descriptions

An outline description of each course module is below.

Group A modules (core modules)

LI7001 MODERN CHINESE HISTORY (Prof. Isabella Jackson)

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 in order to gain a thorough understanding of modern Chinese history and how it is studied.

Learning outcomes

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

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) Coursework of 4,000 words (100%)

Indicative 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 (Dr. Lijing Peng)

Aims

This course aims at helping students explore Chinese nationalist ideologies from the perspectives of political philosophy, constructed histories and anthropology. Students will have an opportunity to analyze the ideologies of agency, authority and nation state in Chinese political and social lives.

Syllabus

This course aims at helping students build up an interpretation framework for understanding Chinese nationalism. Students are encouraged to analyze how the ideas of nation state and power are constructed in history writings and in the ever-changing collective perception of revolutions in China. Students are also encouraged to analyze what comprises collective imagination and expectation of nation state in social lives and everyday engagements. As nationalism is a conception which requires extensive comparative insights and critical thinking in understanding, students will also have an opportunity to engage with in-depth case studies from outside of China to facilitate their learning.

Learning outcomes

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

1. Analyze key conceptions in understanding nationalism in political philosophy;
2. Analyzing some key conceptions in understanding nationalism in history writings;
3. Observe nationalist ideologies in social life and everyday engagements;
4. Understand cultural phenomena in Chinese history and society via a comparative framework of political philosophy and history writings.

Assessment

- (i) Continuous assessment (in-class presentation) (20%)
- (ii) Assignment of 5,000 - 6,000 words (80%)

Core readings

Duara, Prasenjit. *Rescuing History from the Nation: Questioning Narratives of Modern China*. University of Chicago Press, 1996.

Graeber, David. *Toward an Anthropological Theory of Value: The False Coin of Our Own Dreams*. Springer, 2001.

Arendt, Hannah. *On Revolution*. Penguin, 2006.

Additional readings

Yurchak, Alexei. *Everything Was Forever, Until It Was No More: The Last Soviet Generation*. Princeton University Press, 2013.

Harkness, Nicholas. *Songs of Seoul: An Ethnography of Voice and Voicing in Christian South Korea*. University of California Press, 2014.

LIP12021 LANGUAGES AND NATIONS OF CHINA (Prof. Nathan Hill)

Aims

In this module, students will learn about the cultural and linguistic diversity of China and the history of thinking within China about how this diversity should be managed within the confines of a single state. At the conclusion of the course, students will be familiar with the major language families of China and some of the linguistic and cultural features of both some of China's most better-known languages (Tibetan, Mongolian, Uyghur) and lesser-known languages (Gyalrong, Hani, Zhuang). The module will also introduce the currents of thinking about cultural and linguistic diversity in China through its history, including the treatment of the 'national question' in European socialism and how it was adapted and continues to be adapted by the Chinese Communist Party.

Syllabus

Citizens of the Peoples Republic of China speak over 400 languages and are officially divided into 56 legally equal nationalities. In the Qing dynasty (1644-1912) the five communities speaking Manchu, Mongolian, Tibetan, Uyghur, and Chinese each had a unique socio-

political role in the eyes of the state and a certain degree of independence in the administration of their own affairs. Smaller linguistic communities, such as the great diversity in Yunan were of little interest to the state. Following the foundation of the Republic of China (in 1912) and the Peoples Republic of China (in 1949) new, originally European, ideologies were brought to bear on the question of how the state should relate to the various language communities that it governs. Two European models in particular have been prevalent, the model of regional autonomy, borrowed directly from the Soviet Union but enjoying a much longer pedigree in European socialism, and the 'nation-state' model that envisions a one-to-one map because political and linguistic communities. This module has two goals. First, it will familiarize students with the tremendous on-the-ground linguistic and cultural diversity of China, with a close examination of the linguistic and anthropological scholarly literature on particular selected nationalities. Second, it will make students aware of the many competing intellectual currents in the history of the Chinese state's attempts to inscribe this diversity within a single political system.

Learning outcomes

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

1. Analyse general issues and concepts in the diversity of languages and cultures in China.
2. Evaluate theory and research in Chinese linguistics and language policy.
3. Describe and evaluate the development of Mandarin Chinese as the state language of Taiwan and the PRC.
4. Assess the role of factors which may ensure intergenerational transmission of China's minority languages and Chinese as a Heritage Language abroad.
5. Appraise the position of current Chinese language policy within the context of earlier Chinese and European models of the state vis à vis language communities.

Assessment

- (i) In-class presentation (20%). In each class session one student will present the readings assigned for that day. Students will rotate.
- (ii) A video essay of circa 20 minutes on an approved minority nationality of China. To be submitted as a first draft in the last week of teaching, and again as a final draft before the end of Michaelmas term.

Required readings

Connor, Walker (1984). *The National Question in Marxist-Leninist Theory and Strategy*. Princeton, NJ: Princeton University Press.

Mullaney, Thomas S. (2010). *Coming to Terms with the Nation: Ethnic classification in modern China*. Asia: Local Studies/Global Themes 18. Berkeley, Los Angeles and London: University of California Press.

Group B modules (elective modules)

LI7887 BUSINESS AND ECONOMY OF CONTEMPORARY CHINA (Fan Jiang)

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

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

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.

LI8001 CHINA IN COMPARATIVE PERSPECTIVE (Dr. Lijing Peng)

Aims

This module aims at providing students an opportunity to study some historically and culturally significant language ideologies and moral grounds embedded in Chinese society and institutions through an interpretative framework of comparative language philosophy.

Syllabus

This module helps students explore some important conceptions of meaning making, aesthetics, moral grounds and political consciousness embedded in Chinese language philosophy. As a comparative framework, students will also be exploring some essential European and North American language philosophy theories as regards linguistic relativities in the past two centuries. Students are encouraged to build up an understanding of how language use conveys perception on meaning and value, and at the same time impacts on the political and collective construction of meaning and value in Chinese society and institutions.

Learning outcomes

Upon completing this module, students are expected to be able to:

1. Build up a foundation of analyzing some key conceptions in Chinese language philosophy;
2. Have a basic understanding of linguistic relativities and its importance in modern Western language philosophy;
3. Be able to look into conceptions in the above-mentioned comparative framework critically and understand the specific historical and cultural contexts of them;
4. Have an initial idea to analyze cultural phenomena in Chinese history and society via a comparative framework of language philosophy, as regards understanding meaning and value embedded in these cultural phenomena.

Assessment

- (i) In-class presentation (20%). In each class session one student will present the readings assigned for that day. Students will rotate.
- (ii) An essay of circa 5,000 words on approved topics (80%).

Required readings

Christoph Harbsmeier. *Logic and Language*. Volume 7, Part 1, of *Science and Civilisation in China*. Edited by Joseph Needham. Cambridge University Press, 1998.
Leavitt, John. *Linguistic relativities: Language Diversity and Modern Thought*. Cambridge University Press, 2010.

Recommended readings

Saussure, Ferdinand de. *Course in General Linguistics*. Eds. Charles Bally & Albert Sechehaye. Trans. Wade Baskin, subsequently edited by Perry Meisel & Haun Saussy. NY: Columbia University Press, 2011.

Sapir, Edward. *Edward Sapir: Selected Writings in Language, Culture and Personality*. edited by David G. Mandelbaum. Berkeley: University of California Press, 1949.

Fraser, Chris. *Late Classical Chinese Thought*. Oxford University Press, 2023.

Pelkey, Jamin. "Zhuangzi, Peirce, and the butterfly dreamscape: concentric meaning in the Qiwulun 齊物論." *Chinese Semiotic Studies* 17, no. 2 (2021): 255-287.

LIP12007 A CENTURY OF CHINESE CHILDHOOD (Prof. Isabella Jackson)

Aims

The module will introduce students to the complex history of Chinese children and childhood in a period of dramatic political, social and cultural change. Through the module, students will develop an appreciation of how using age as a category of analysis casts historical developments in a new light. They will also learn to creatively evaluate diverse primary sources in order to access information about a group that left few written records. Students will gain historical knowledge and develop their skills in weighing and interpreting historical evidence and historiographical trends.

Syllabus

In this module, students explore the changing ways in which childhood was conceived and experienced in China from the late Qing dynasty to the People's Republic of China, c. 1890-1990. We discover how we can study the history of childhood when children leave few written records, and examine how political, social and cultural changes affected Chinese children and perceptions of childhood. We see the international context for reforms and how global trends affected children at a local level. We study the ways in which girls and boys were treated differently and the significance of a child's class, exploring, for example, how poor girls were sold between households and used as unpaid domestic labour.

Children became symbols of the hopes of a young nation and key targets for reformers seeking to modernise China. Their symbolic value soared in wartime while their daily lives were turned upside down. In Mao's China, children and youth were nurtured as revolutionaries, culminating in the Red Guard movement of the Cultural Revolution. Post-Mao, the so-called One Child Policy radically reshaped families as well as attitudes to – and the lived experience of – girls and boys. Putting childhood at the centre of our analysis allows us to understand this period in a profound new way.

Learning outcomes

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

1. Identify and critically assess key developments in Chinese conceptions of and experiences of childhood between the late nineteenth and the late twentieth centuries.
2. Analyse major themes in the historiography of Chinese childhood.
3. Evaluate the merits of different theoretical frameworks in the history of Chinese children and childhood.
4. Identify relevant English-language primary sources materials available in libraries and online archives and analyse them creatively and critically.

5. Synthesise research findings and formulate well-supported arguments in written work.

Assessment

Assignment of 4,000 words (100%)

Suggested readings

- Chan, Anita. *Children of Mao: Personality Development and Political Activism in the Red Guard Generation*. London: Macmillan. 1985.
- Farquhar, Mary Ann (1999) *Children's Literature in China: From Lu Xun to Mao Zedong*. Armonk, NY: M.E. Sharpe.
- Hsiung Ping-chen. *A Tender Voyage: Children and Childhood in Late Imperial China*. Stanford: Stanford University Press, 2005.
- Johnson, Kay Ann. *China's Hidden Children: Abandonment, Adoption, and the Human Cost of the One-Child Policy*. Chicago: University of Chicago Press. 2016.
- Kinney, Anne Behnke, ed. *Chinese Views of Childhood*. Honolulu: University of Hawaii Press, 1995.
- Moore, Aaron William. "Growing up in Nationalist China: Self-representation in the personal documents of children and youth, 1927-1949." *Modern China*. Vol. 42 (2016). 73-110.
- Poon, Pauline Pui-ting. 'The well-bring of purchased female domestic servants (*mui tsai*) in Hong Kong in the early twentieth century' in Gwyn Campbell, Suzanne Miers, Joseph C. Miller, eds. *Children in slavery through the ages*. Athens, Ohio: Ohio University Press, 2009. pp. 152-65.
- Saari, Jon L. *Legacies of Childhood: Growing Up Chinese in a Time of Crisis, 1890-1920*. Cambridge, MA: Harvard University Press East Asian Monographs, 1990.
- Stafford, Charles. *The Roads of Chinese Childhood: Learning and Identification in Angang*. Cambridge: Cambridge University Press. 2006.
- Tillman, Margaret Mih. *Raising China's Revolutionaries: Modernizing Childhood for Cosmopolitan Nationalists and Liberated Comrades, 1920s-1950s*. New York: Columbia University Press. 2018.

LI7003 LANGUAGE AND WRITING SYSTEMS IN CHINA (Jinqi Ying)

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 perspectives and from both language-internal/external viewpoints. It aims to familiarize students to aspects of the history of the Chinese language and its building blocks (sound system and word formation), 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 through its

history, in particular Old Chinese and Middle Chinese. Important issues of high relevance such as culture are addressed in the module.

Learning outcomes

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

1. Outline major stages in the history of the Chinese language.
2. Understand theoretical perspectives within specific sub-domains (e.g. phonology, morphology) 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.

Assessment

- (i) In-class presentation (20%). In each class session one student will present the readings assigned for that day. Students will rotate.
- (ii) A translation from Chinese of an assigned work of secondary scholarship on Chinese linguistics of circa 4,000 (80%), or an approved alternative assignment of comparable scope. A first draft is due before the end of teaching in Michaelmas term, and the final version by the end of term.

Required readings

Baxter, W.H. (1992). *Handbook of Old Chinese Phonology*. Berlin: Mouton de Gruyter.
Hill, N.W. (2019). *Historical Phonology of Tibetan, Burmese, and Chinese*. Cambridge: Cambridge University Press.

LIP 12022 READING AND DISCUSSION GROUP ON CONTEMPORARY CHINA (Dr. Lijing Peng)

Aims

This course provides students an opportunity to think about contemporary China through the looking glass of literature. With a goal of bringing in semiotics in studying two genres of literature - novel and poetry - in the past 150 years in China, this course encourages students to explore aesthetics and emotions in contemporary Chinese lives.

Syllabus

In order to bring in new insights on top of existing literary criticism traditions, this course aims at introducing students to an analytical framework of semiotics. Students will be encouraged to look into novels and poetry written in the past 150 years in China using North American and continental European semiotic theories. While learning how we construct, perceive and interpret meaning and emotions via aesthetic writings, students will have the opportunity to think of how these literary works were composed, circulated, read and felt in contemporary Chinese lives.

Learning outcomes

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

1. Have a basic idea of looking into literature using semiotic theories;
2. Show an initial understanding of North American and continental European semiotics, especially as applicable to Chinese literature;
3. Be able to analyze contemporary Chinese literary writings using semiotic theories, with a sense of understanding how meaning and emotions are constructed, perceived and interpreted.

Assessment

- (i) Continuous assessment (in-class presentation) (20%)
- (ii) A portfolio analyzing 5 self-chosen literary works using the theoretical framework learned in the course (80%)

Suggested readings

Greimas, Algirdas Julien, and Milda Newman. *Of Gods and Men: Studies in Lithuanian Mythology*. Indiana University Press, 1992.

Živković, Marko, Jamin Pelkey, and James W. Fernandez, eds. *Tropological Thought and Action: Essays on the Poetics of Imagination*. Berghahn Books, 2021.

Saussy, Haun. *The Ethnography of Rhythm: Orality and Its Technologies*. Fordham University Press, 2016.

Friedrich, Paul. "The culture in poetry and the poetry in culture." *Culture/contexture: Explorations in Anthropology and Literary Studies*. Edited by E. Valentine Daniel and Jeffrey M. Peck. Berkeley: University of California Press (1996): 37-57.

LI7005 MANDARIN 1 (Ms. Hongfei Wang)

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 (Ms. Hongfei Wang)

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%)

LI7890 MANDARIN 3 (Ms. Hongfei Wang)

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 (Ms. Hongfei Wang)

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%)

LIP12023 SOUTHERN MIN CHINESE 1 (Li'e Liang)

Aims

This module introduces students to Southern Min Chinese (also known as Minnan or Hokkien) and aligns with the Common European Framework of Reference for Languages (CEFR). The aim is to bring students to proficiency level A1.1 in productive skills and A1.2 in receptive skills. Note that this module assumes that students already know Mandarin Chinese to a high level.

Syllabus

The curriculum is learner-centered to meet students' language learning needs, encouraging the development of basic productive and receptive skills in Southern Min Chinese.

Learning Outcomes

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

A. Productive Language Skills

1. Use a series of phrases in Southern Min Chinese to describe in simple terms their family, other people, living environment, educational background, and current or most recent job.
2. Request and respond to requests for information on familiar topics and activities.
3. Manage short social conversations.

B. Receptive Language Skills 4. Understand phrases and common vocabulary related to areas of general personal knowledge, such as information about themselves, family, occupation, shopping, and residential area. 5. Comprehend the main points in short, simple communication and announcements.

Assessment

1. Continuous assessment based on project work (40%)
2. Class test (60%)

LIP12024 SOUTHERN MIN CHINESE 2 (Li'e Liang)

Aims

This module builds on the work completed in Southern Min Chinese 1, providing an opportunity for post-beginners to consolidate their basic knowledge. The focus is on further developing student skills within the framework of the CEFR to achieve the competences outlined in the A1 proficiency band.

Syllabus

A task-based curriculum engages students in language learning, with the target language used as much as possible. Authentic texts are used as source materials.

Learning Outcomes

Upon 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, such as basic personal and family information, shopping, local geography, and employment.
2. Request and respond in basic Southern Min Chinese about information relating to familiar situations or routine matters.
3. Describe aspects of their background, present environment, and express needs in basic Southern Min Chinese.
4. Manage short social conversations.
5. Produce short, simple notes and messages, such as a thank you note for a favor done or a gift given.

B. Receptive Skills 6. Understand phrases and common vocabulary related to areas of general personal knowledge, such as information about themselves, family, occupation, and residential area. 7. Comprehend short, simple announcements and the main points in communication.

Assessment

1. Continuous assessment based on project work (40%)
2. Class test (60%)

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 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, including either a fresh approach to texts and literature or 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 Dublin 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 <https://libguides.tcd.ie/academic-integrity/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 <https://libguides.tcd.ie/academic-integrity/ready-steady-write>."

I have read and I understand the plagiarism provisions in the General Regulations of

*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: <https://libguides.tcd.ie/academic-integrity>). **It is a College requirement that all students must complete the online tutorial on avoiding plagiarism 'Ready, Steady, Write', located at <https://libguides.tcd.ie/academic-integrity/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 or Irish. 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 early January and Hilary Term assignments are usually expected to be in early in May.

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 of 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 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 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 or Irish. 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, sub-sections, etc., as appropriate) and the pages on which they begin.

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.

Using Chinese language sources in your research

Please follow these guidelines when using Chinese language sources in your research.

1. Quotations in text

In text, short passages should be cited inside your own paragraph

While one can certainly agree that “從科學研究的角度看，這種只憑極個別例子就歸納出一種理論的做法是非常危險的 [from the point of view of scientific research, it is very dangerous to generalize a theory based only on very uncharacteristic examples” (Wang 2021: 25), reluctance to let uncharacteristic examples stimulate a line of research can also be a problem.

If you prefer, you can quote in English only, but then the Chinese original must be in a footnote on the same page:

While one can certainly agree that “from the point of view of scientific research, it is very dangerous to generalize a theory based only on very uncharacteristic examples”,¹ reluctance to let uncharacteristic examples stimulate a line of research can also be a problem.

¹從科學研究的角度看，這種只憑極個別例子就歸納出一種理論的做法是非常危險的 (Wang 2021: 25)

Long quotations, over three lines, should be set without quotation marks in their own extra indented paragraphs.

The criticisms their book has attracted from avowed empiricists makes clear that Baxter and Sagart are correct to characterize the field as divided into two methodological camps.

就這個例子來看，《新論》爲了給自己的一個理論找證據，首先設立一個方法論前提，再去主觀地找材料，只取對自己有利的例子，並且對材

料也沒有做正確的分析。這種做法帶有明顯的先入爲主的觀念，用材料來遷就理論，是難以得出正確的結論的。

[In this case, in order to find evidence for one of its own theories, the New Theory first sets up a methodological premise, and then goes on to find the material subjectively, taking only the examples that are favorable to itself, and not doing a proper analysis of the material. This approach carries the obvious notion of preconceptions, and it is difficult to draw correct conclusions by adapting the theory to the material.] (Wu 2017: 25).

2. In Your bibliography

2.1. Articles

Here are two items taken from a bibliography of a book by Nathan Hill

Pan Wuyun 潘悟云 (1997). '喉音考 hōuyin kao [A study of gutturals].' 民族語文 *Minzu Yuwen*, 1997(5), 10-24.

Pan Wuyun 潘悟云 (2000). '緬甸文元音的轉寫 Miandianwen yuanyin de zhuanxie [The transliteration of vowels in the Burmese script].' 民族語文 *Minzu Yuwen*, 2000(2), 17-21.

These entries consist of the following parts.

1. Author's Name:

- The author's name is presented in Chinese order, with the family name first followed by the given name; in this case, Pan Wuyun 潘悟云. Put the pinyin version first followed by characters. Do not use accents on the pinyin.

2. Publication Year:

- The publication year is noted in parentheses, following the author's name.

3. Title of the Article:

- The article title is in Chinese characters followed by pinyin, followed by a translation into English in brackets. The pinyin may be with or without accents, but whichever way you choose be consistent throughout the bibliography. Please give accurate translations and not the translation found on the English titlepage of the journal, which is very likely to have mistakes in it

4. Journal Title:

- The journal title is in Chinese characters followed by Pinyin: '民族語文 *Minzu Yuwen*.' The pinyin may be with or without accents, but be consistent across your whole bibliography. There is no need to translate journal titles into English.

5. Volume, issue, and page range:

- The volume number of the journal appears after the journal title. In the examples given above, a year is used instead of a volume number because *Minzu Yuwen* does not use volume numbers. The issue number follows the

volume number, either in parentheses like 24(2) or separated with a period like 24.2, depending on the style guideline you are using.

- The page range follows the issue number. For instance, 10-24 for the first article and 17-21 for the second.

2.2. Articles

Here are two items taken from a bibliography of a book by Nathan Hill

Jin Peng 金鵬 (1958). 藏語拉薩日喀則昌都話的比較研究 *Zangyu Lasa, Rikeze, Changdu hua de bijiao yanjiu*. [Tibetan language, A comparative study of the Lha-sa, Gzis-ka-rtse, and Chab-mdo dialects.] Beijing: 科学出版社 Kexue chubanshe.

Lu Shaozun 陸紹尊, ed. (1986). 錯那門巴語簡志 *Cuona Menbayu jianzhi* [Brief description of the Mtsho-sna Monpa language]. Beijing: 民族出版社 Minzu chubanshe.

These entries consist of the following parts.

1. Author's Name:

- Present the author's name in the Chinese fashion, with the family name first followed by the given name. Use the pinyin version first followed by characters. You can use accents or not as you like but be consistent.

2. Publication Year:

- Note the publication year in parentheses, following the author's name.

3. Book Title:

- Include the book title in Chinese characters, followed by pinyin. You can use accents or not as you like but be consistent. Additionally, provide an accurate English translation in brackets.

4. Place of Publication:

- Include the place of publication, typically this would be in pinyin, without any accompanying characters, but if a city has an established English spelling (e.g. Hong Kong, Taipei) use this established spelling.

5. Publisher:

- Include the publisher's name, in characters and then pinyin; there is no need to translate publisher's names.

6. Consistency in Pinyin:

- Be consistent in using pinyin with or without accents throughout the bibliography, except that author names should never have accents.

3. Traditional versus simplified and working with older sources

I (Nathan) like to always use traditional, which is what you see here. The best practice is to use what it actually used in the book. So, if it is an old book or a Taiwanese book, an old article or a Taiwanese article use traditional and if it is a newer book or article from the

PRC use simplified. **When citing old sources always find versions that use traditional characters.**

For classical Chinese works, it is recommended to default to editions published by the Zhonghua Book Company (中華書局). When quoting from classical texts, give translations according to standard English translations (e.g. Karlgren for *Odes*, Legge for *Analects*, Steele for *Etiquette and Ceremonial*, etc.)

Plagiarism and Academic Integrity

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.

For more information consult the following links:

[Calendar Part II, Part B: General Regulations](https://www.tcd.ie/calendar/undergraduate-studies/)

<https://www.tcd.ie/calendar/undergraduate-studies/>

Calendar Part III, Section 1: General Academic Regulations,
<https://www.tcd.ie/calendar/graduate-studies-higher-degrees/>

Statement of Principles on Integrity,
<https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/AISG/>

Academic Integrity Policy (currently in development),
<https://www.tcd.ie/teaching-learning/academic-policies/plagiarism/>

Library Guides – Academic Integrity,
<https://libguides.tcd.ie/academic-integrity>

Coversheet Declaration, F
<https://libguides.tcd.ie/academic-integrity/declaration>

Student Services

[Student Services](#) has developed the handbook outlining the support services provided to undergraduate and postgraduate students. The handbook and further information is available from their website and in the [Student Services Handbook](#).

For more information consult the following link:

Reference/Source: [Student Supports & Services](#)
<http://www.tcd.ie/students/supports-services/>

Academic support

Student Learning Development	http://student-learning.tcd.ie/
The Library	http://www.tcd.ie/library/
Maths Help Room	http://maths.tcd.ie/outreach/helproom/
Undergraduate Programming Centre	http://www.scss.tcd.ie/misc/psc/
Language Learning Centre	http://www.tcd.ie/slscs/clcs/lhc/
English for Academic Purposes	https://www.tcd.ie/slscs/english/
Disability Service	http://www.tcd.ie/disability/
Careers Service	http://www.tcd.ie/Careers/

Health and Wellbeing Support

Student Counselling	http://www.tcd.ie/Student_Counselling/
Health Centre	http://www.tcd.ie/collegehealth/
Sport	http://www.tcd.ie/Sport/
Healthy Trinity	http://www.tcd.ie/healthytrinity/
Student2Student	http://student2student.tcd.ie/

Chaplaincy	http://www.tcd.ie/Chaplaincy/
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Getting Involved

Students' Union	http://www.tcdsu.org/
Clubs	http://www.tcd.ie/Sport/student-sport/
Societies	http://trinitysocieties.ie/
Volunteering	http://www.tcd.ie/civicengagement/
Entrepreneurship/Tangent	http://www.tcd.ie/tangent/
Global Room	http://www.tcd.ie/study/international/trinity-life/global-room/

Financial support

Senior Tutor's Office*	http://www.tcd.ie/seniortutor/students/undergraduate/financial-assistance/
Students' Union Welfare Loans	http://www.tcdsu.org/welfare/
Bursaries/Prizes (Undergraduate)	http://www.tcd.ie/calendar/undergraduate-studies/ (Part D: 11 - Prizes and other awards)
Bursaries/Prizes (Postgraduate)	https://www.tcd.ie/calendar/graduate-studies-higher-degrees/ (Section XI: Postgraduate Awards and Travel Funds)
Exhibitions	http://www.tcd.ie/calendar/undergraduate-studies/ (Part D: 8 - Entrance Awards)
Scholarships	http://www.tcd.ie/study/undergraduate/scholarships-funding/

Administrative support

Your Tutor	http://www.tcd.ie/seniortutor/
Postgraduate Advisory Service	http://www.tcd.ie/seniortutor/students/postgraduate
Academic Registry	http://www.tcd.ie/academicregistry/

he [Postgraduate Advisory Service](#) offers free, independent, and confidential support, guidance and advocacy to registered postgraduate students. They are here to provide support on any matter that may impact upon your time as a postgraduate at Trinity.

Some of the most common issues students come to PAS to discuss include: study-related stress or worry; concerns about academic progress; supervisor-relationship concerns; extensions and going off-books; queries regarding regulations and academic appeals; bullying; plagiarism and disciplinary cases, financial assistance.

Postgraduate Supports for Students with Disabilities

Postgraduate students (both taught and research) who have a disability are encouraged to apply to the Disability Service for reasonable accommodation.

Supports for Postgraduate Students includes:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step How to apply for Reasonable Accommodations guide.

Any postgraduate student in Trinity (or prospective student) is welcome to contact the Disability Service to informally discuss their needs prior to making a formal application. Please email askds@tcd.ie or visit the Disability Service Contact page.

<https://www.tcd.ie/disability/contact/>

<https://www.tcd.ie/disability/current/Postgrad.php>

Student Representation and Governance

Information on the TCDSU student representation structures are available at the following links:

TCDSU,
<https://www.tcdsu.org/>

TCDSU Student Representation Overview,
<https://www.tcdsu.org/your-union/our-structure>

Careers Information

Information on the student careers support is at the following links:

Trinity Careers Service,
<https://www.tcd.ie/Careers/>

Careers - PG Focus,
<https://www.tcd.ie/Careers/students/pgfocus/index.php>

Research Ethics

Students are discouraged from choosing an MPhil dissertation topic that involves interviews, questionnaires or fieldwork. Students who want to undertake such projects must follow all relevant College, Faculty, and School policies and procedures and receive permission in good time before starting their research.

Research Ethics,

<https://www.tcd.ie/research/dean/research-ethics/>

Policy on Good Research Practice,

<https://www.tcd.ie/research/dean/research-policies/>

Ethics Policy,

<https://www.tcd.ie/about/policies/ethics-policy.php>

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).

It is also recommended that students download the SafeZone app to access alerts for closures in inclement weather, etc.

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/

Further University Policies and Procedures

The following are links of where to find further information on University regulations, policies, and procedures that you may find useful as a student:

All Academic Policies,

<http://www.tcd.ie/teaching-learning/academic-policies/>

Equality Policy,

<https://www.tcd.ie/equality/policy/equality-policy/>

Handbook updated 20 July 2024