Trinity College Dublin
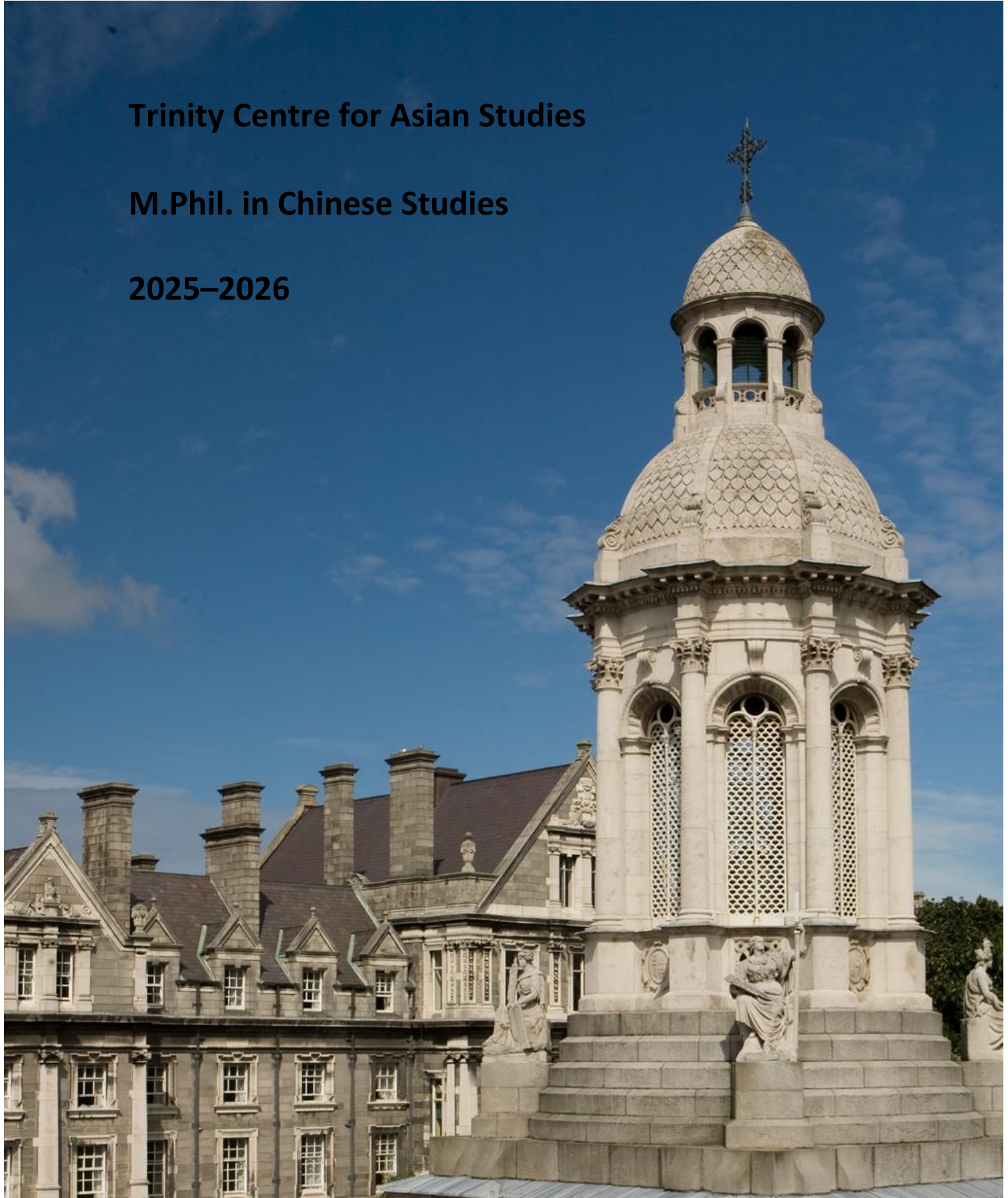Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

Trinity Centre for Asian Studies

M.Phil. in Chinese Studies

2025–2026

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 email or by notices on the notice board outside the Trinity Centre for Asian Studies office (Room 2012, Arts Building). 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 III, Section 1: General Academic Regulations
https://www.tcd.ie/calendar/graduate-studies-and-higher-degrees/

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.

Dr. Lijing PENG – Teaching Fellow in Chinese Studies

Teaches: LIP12029 Chinese Mythology, LIP12030 Language Philosophy in Chinese Culture, LIP12031 Regional Cultures in China.

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.

Dr. Hongfei WANG – Teaching Fellow

Teaches: LI7005 Mandarin 1, LI7006 Mandarin 2, LI7890 Mandarin 3, LI7891 Mandarin 4, LIP12001 Teaching Chinese as a Foreign Language.

Research interests: Hongfei specializes in Teaching Chinese to Speakers of Other Languages (TCFOL), Teaching Methodology, Language Pedagogy, Language Evaluation and Assessment, Computer-Assisted Language Learning (CALL), and Intelligent CALL (iCALL). Her PhD research focused on the implementation of iCALL in post-primary education in Ireland, examining its impact on language learning outcomes and pedagogical practices. Her current research explores the integration of Generative AI in Chinese language teaching and learning within the Irish higher education context. Hongfei also provides expertise and consultation to educational agencies, contributing to curriculum development, teacher training, and assessment.

Mr. Shihua LI – PhD candidate in Linguistics

Teaches: LI7003 Language and Writing Systems in China.

Research interests: Shihua is a PhD candidate in TCAS with the project "Bringing Mozi out of the shadows: a phonological and morphosyntactic description." His research focuses on the phonological and morphosyntactic description of the endangered Mozi language in Central South China, a Sino-Tibetan isolate. His work provides the first comprehensive description of the Mozi language and develops cutting-edge language documentation tools like Hand-written Text Recognition (HTR) and Automatic Speech Recognition (ASR). His expertise includes field linguistics and historical linguistics, with a particular interest in the reconstruction of Proto-Tujia.

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

Teaches: LI7887 Business and Economy of Contemporary China, LIP12022 Reading and Discussion Group on 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.

Ms. Yajie REN – Southern Min Language Instructor

Teaches: LIP12023: Southern Min Chinese 1, LIP12024: Southern Min Chinese 2.
Research interests: Yajie is a faculty member at the School of Foreign Languages, Fujian Normal University, where she has been teaching English for nearly two decades. She is currently pursuing a master's degree at Trinity College Dublin while also teaching Southern Min. As part of a collaboration between Trinity College Dublin and Fujian Normal University, she is spending two years at Trinity, contributing to the MPhil in Chinese Studies programme. Having lived in Xiamen, Southern Fujian, for eight years, she has developed expertise in the Southern Min language.

Prof. Isabella JACKSON – Assistant Professor in Chinese History (External Teaching Staff)

Teaches: HI7203 Modern Chinese History

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.

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 https://www.tcd.ie/graduatestudies/

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/courses/chinese_studies/programme_at_a_glance/

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 (conroyp1@tcd.ie). The **Head of School** is Prof. Nathan Hill. (nathan.hill@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:

- https://www.tcd.ie/collegehealth/
- https://www.tcd.ie/disability/ , and
- https://www.tcd.ie/seniortutor/students/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 2025-26

The induction course for all incoming M.Phil. students in Chinese Studies will be held during Freshers' Week, 8-12 September 2025. Michaelmas teaching term begins on Monday 15 September 2025 and ends on 5 December 2025. Hilary teaching term begins on Monday 19 January 2026 and ends on Friday 10 April 2026. Teaching lasts for 12 weeks in each term. Week 10 (27-31 October 2025) and Week 28 (2-6 March 2026) 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. Students can choose any six modules from the list below — three modules in each term. Module selection operates on a first-come, first-served basis. Once a module reaches 25 students, it will be capped. Please note that HI7203 *Modern Chinese History* is capped at 15 Students. Below is an overview of the list of modules:

Module List:

- LIP12021 Languages and Nations of China (10 credits)
- LI7887 Business and Economy of Contemporary China (10 credits)
- LIP12001 Teaching Chinese as a foreign language (10 credits)
- LIP12022 Reading and Discussion Group on Contemporary China (10 credits)
- LIP12029 Chinese Mythology (10 credits)
- LIP12030 Language Philosophy in Chinese Culture (10 credits)
- LIP12031 Regional Cultures in China (10 credits)
- LI7003 Language and Writing Systems in 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)

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.

External module

- HI7203 Modern Chinese History (10 credits)

Note that the external module is offered by the Department of History, which Chinese Studies students are permitted to take. According to the Department of History's policy, there is a cap of 15 students for this module.

In the final phase of the course, students prepare and write a 10,000 to 15,000-word dissertation (LI8004 DISSERTATION).

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.

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.

LI7887 BUSINESS AND ECONOMY OF CONTEMPORARY CHINA (Prof. 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) Short essays (30%)

(ii) Class Participation (30%)

(iii) A 3,000 – 4,000-word assignment (40%)

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.

LIP12001 TEACHING CHINESE AS A FOREIGN LANGUAGE (Dr. Hongfei Wang)

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%)

LIP 12022 READING AND DISCUSSION GROUP ON CONTEMPORARY CHINA (Prof. Fan Jiang)

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.

LIP12029 CHINESE MYTHOLOGY (Dr. Lijing Peng)

Aims

This course introduces students to Chinese mythology as a vital part of the Chinese literary tradition and its connection to language learning. By exploring the historical development of myths and engaging with major schools of mythology studies, students will gain insight into mythology as both a research methodology and a way of thinking. Through the study of mythological and cultural symbols, this course encourages students to develop a deeper understanding of Chinese society and its cultural heritage.

Syllabus

This module helps students explore the history and the rich literary tradition of Chinese myths. It also helps students navigate mythology study both as an important methodology and a way of thinking, which will also benefit their understanding of contemporary Chinese society from the perspective of reading cultural symbols. In the normal 11-week teaching cycle in Trinity College Dublin, this module will cover the following contents: 1. a brief introduction to three major schools of mythology studies in the 20th century: functionalism/phycology; structuralism; semiotics. 2. A case study of ancient Chinese myth: The Classic of Mountains and Seas (Shan Hai Jing 《山海经》); 3. A case study of ancient Chinese myth which became a canon in later exegesis traditions: Book of Songs (Shi Jing 《诗经》); 4. A discussion on how cultural symbols from Chinese mythology impacts language use and mentality in contemporary Chinese society, within the scope of given reading materials.

Learning outcomes

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

1. describe the three major theoretical frameworks used to study mythology in the 20th century.
2. name and describe key Chinese mythological texts.
3. understand the complex textual and interpretive history of the texts in the two case studies explored in this module.
4. identify important cultural symbols and their moral significances in Chinese mythology and use them to understand contemporary Chinese society.
5. Use mythology as an analytical tool for understanding language use, especially idioms that feature mythic images.

Assessment

(i) In-class discussion (20%)
(ii) Portfolio: analysing three self-selected myth texts from a given repertoire, with methodology acquired from the module (80%)

LIP12030 LANGUAGE PHILOSOPHY IN CHINESE CULTURE (Dr. Lijing Peng)

Aims

This course explores the philosophical foundations of language in Chinese culture through a comparative lens. It introduces methodologies for analyzing Chinese and Western language philosophies, guiding students in examining language use in classical Chinese literature as a key component of Chinese linguistic thought. Additionally, the course encourages students to critically assess how language shapes perceptions of meaning and value, influencing both political discourse and collective understandings within Chinese society and institutions.

Syllabus

This course 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. In the usual 11-week Trinity College Dublin teaching cycle, this module will cover the following contents: 1. a brief introduction to three schools of Western and North American language philosophy studies: linguistic relativities; structuralism/semiotics and ethnography; 2. an introduction to methodology of studying Chinese language philosophy, with two examples from classical Chinese literature: Encountering Sorrow (Li Sao《离骚》) and Peach Blossom Spring Story (Tao Hua Yuan Ji 《桃花源记》); 3. A case study of analysing an important genre of 20th century Chinese literature Zawen (杂文) through the lens of language philosophy.

Learning outcomes

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

1. name and describe some key conceptions in Chinese language philosophy taught in the module.
2. explore linguistic relativities as an important conception in philosophy and politics demonstrated in the given reading materials.
3. describe most seen features of language use in old Chinese texts using methods demonstrated in the course materials.
4. explore most seen language ideologies embedded in early 20th century Chinese literary texts using methods demonstrated in the course materials.

Assessment

(i) **In-class discussion (20%)**
(ii) **4,000 - 5,000 words essay (80%)**

LIP12031 REGIONAL CULTURES IN CHINA (Dr. Lijing Peng)

Aims

This course examines regional cultural diversity within China and its interactions with neighboring areas. It introduces ethnographic studies as a key analytical methodology, enabling students to explore China's linguistic and cultural variations and their impact on everyday political life. Through the study of religious, ritual, and artistic practices in relation to regional histories and social contexts, students will gain a deeper understanding of cultural exchanges between different Chinese regions and their surrounding areas.

Syllabus

This module provides students opportunities to explore Chinese regional cultures, and cultural exchanges between some regions within the PRC and beyond (such as Southeast Asian cultures and inner Asian cultures). This module features ethnographic studies of different Chinese regions as teaching materials and invites learners to explore China's cultural diversity and language diversity via concrete case studies of 1. everyday practices and political lives; 2. religious practices; 3. customs and rituals; 4. linguistic and artistic practices; 5. cultural exchanges with surrounding areas. In Trinity College Dublin's usual 11-week teaching cycle, this module will cover ethnographic studies of: a. Southwestern China, especially on minority nationalities' residential areas; b. South China, which extends to Hong Kong SAR and Taiwan; c. Central and Northern China, focusing on the perspectives of regional religious practices and customs.

Learning outcomes

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

1. identify most seen religious and ritual practices in China and associate them with specific regions
2. identify most seen artistic practices such as festivals and music productions and associate them with specific languages

3. analyse the association and differentiation between religious practices and ancestral worship in central and Northern China, using methodology demonstrated in the given reading materials
4. analyse cultural exchanges between Southwestern areas within the PRC and the surrounding area, using methodology demonstrated in the given reading materials
5. analyse cultural exchanges between South China areas and surrounding Southeast Asian countries and regions, using methodology demonstrated in the given reading materials

Assessment

(i) In-class discussion (20%)
(ii) 4,000 - 5,000 word essay (80%)

LI7003 LANGUAGE AND WRITING SYSTEMS IN CHINA (Mr. Shihua Li)

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.

LI7005 MANDARIN 1 (Dr. 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 (Dr. 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 (Dr. 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 (Dr. 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 (Ms. Yajie Ren)

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 (Ms. Yajie Ren)

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%)

External module

HI7203 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.

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.*

Formatting 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.

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.

Soft copies of assignments must be submitted electronically via Blackboard/Turnitin, 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 late December and Hilary Term assignments are usually expected to be in late 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 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.

Reassessment and Fail Result

As provided for by College regulations (Section I, §64), a student who receives a fail mark on their coursework due to mitigating circumstances may request permission from the Programme Director to be reassessed. This request must be made within one week of notification of the failing mark.

If permission for reassessment is granted, the module coordinator will provide the student

with the details for the reassessment assignment (if different from the original). Work submitted for reassessment must be received within two weeks following notification of this permission. The mark for reassessed coursework will be capped at pass (40%).
Only one reassessment attempt per assignment is permitted; a failing result on any assignment submitted for reassessment will result in no credits being awarded for that module. Following reassessment, students lacking the minimum 50 credits on the taught module component of the programme will be deemed to have failed the course and may appeal to the school for permission to repeat the year.

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.

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 via Blackboard/Turnitin no later than 31 August in the year in which the course is completed. 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 houyin 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:**

   o 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:**

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

3. **Title of the Article:**

   o 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 bibliogrpahy. 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:**

   o 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:**

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

   o 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, Gźis-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 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.

Aligned with the *College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research* (2024), the use of GenAI is permitted unless otherwise stated. Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriate cited, as per Library guidelines on acknowledging and reference GenAI.
For more information consult the following links:

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

Calendar Part III, Section 1: General Academic Regulations,
https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/section-I.pdf

Statement of Principles on Integrity,
https://www.tcd.ie/academic-affairs/academic-integrity/statement-on-academic-integrity/

Academic Integrity Policy (currently in development),
https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Academic-Integrity-Policy.pdf

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

Coversheet Declaration,
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/llc/
English for Academic Purposes	https://www.tcd.ie/slscs/centre-for-english-language-learning-and-teaching/
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/

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*	Postgraduate Students - Senior Tutor Services - Trinity College Dublin
Students' Union Welfare Loans	http://www.tcdsu.org/welfare-equality/financial-assistance
Bursaries/Prizes (Postgraduate)	https://www.tcd.ie/graduatestudies/current-students/postgraduate-research-students/travel-grant/ (Section XI: Postgraduate Awards and Travel Funds)
Scholarships	https://www.tcd.ie/Asian/courses/chinese_studies/scholarships/

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/

The 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/

Student Representation and Governance

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

TCDSU Student Representation Overview,
Trinity College Dublin Students' Union - Aontas na Mac Léinn, Coláiste na Trionóide - Our Structure

Careers Information

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

Trinity Careers Service,

[Careers - Trinity Careers Service, Trinity Teaching and Learning | Trinity College Dublin](#)

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/slscs/research/ethics/

Policy on Good Research Practice-https://www.tcd.ie/media/tcd/about/policies/pdfs/Policy-on-Good-Research-Practice_1.1.pdf

Ethics Policy - https://www.tcd.ie/media/tcd/about/policies/pdfs/ethics-policy-May24.pdf

Equality Policy - https://www.tcd.ie/equality/trinity-edi/policy/equality-policy/

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 15/07/ 2025