1. **Title of the module**

RSST5220 (TH522) – Ancient Chinese Philosophies and the Contemporary World

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Optional for BA Asian Studies (Joint Honours); BA Religious Studies (Single and Joint Honours); BA Global Philosophies (Single Honours)

Also available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate significant understanding of the emergence of Chinese philosophies (e.g. Confucianism, Mohism, Daoism, Legalism) in early Chinese history and their legacy in contemporary East Asia and in the West;

8.2 Describe and analyse a key concept, idea, theme or practice in ancient Chinese thought;

8.3 Demonstrate critical appreciation of the key problems of translating Chinese culture, traditions, practices and concepts into a western interpretive framework and language, for instance the problems of using terms like ‘philosophy’ and ‘religion’ or western notions of ‘literature’ in relation to East Asian contexts;

8.4 Make cross-cultural comparisons between ancient Chinese thought and Western philosophy based on the textual analysis of primary sources (in translation) and secondary literature;

8.5 Recognise and analyse the influence of ancient Chinese philosophies on politics, society, popular culture, philosophy and perceptions of well-being, in contemporary China and in the West.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate their communication skills and organise information in a clear and coherent fashion in their written assignments;

9.2 Demonstrate their own learning and performance by applying humanities and social scientific approaches to their object of study;

9.3 Use electronic media to identify and collate appropriate academic resources from the library material, including primary sources, as well as online journals, and other reliable electronic sources, and reference this material effectively;

9.4 Deploy a range of IT skills effectively, such as word-processing text with footnotes, basic formatting, searching databases and text files;

9.5 Demonstrate a capacity to take responsibility for their own personal and professional learning and development.

1. **A synopsis of the curriculum**

Ancient Chinese philosophies resonate in contemporary China and in the West. Philosophers compare Confucian and Aristotelean virtue ethics, read the Daoist text Zhuangzi alongside Nietzsche and describe Mohist thought as an early example of utilitarianism. Leaders of the People’s Republic of China quote from the Chinese classics in their political speeches to enhance feelings of patriotism. Daoist concepts inspire practitioners of alternative medicine and systems biologists.

This module will explore key concepts, themes and practices in ancient Chinese philosophical literature, available in English translation. We provide the historical and cultural backgrounds of the emergence of the major “schools” of thought (including Confucianism, Daoism, Mohism and Legalism) and examine how traditions interacted and transformed throughout Chinese history and how they influenced East Asian societies and became part of global culture. Hermeneutical and other methodological tools will be provided to engage with source material and answer questions about tradition and modernity, make cultural comparisons between East and West and discuss the translatability of concepts ranging from “philosophy” to “qi”. The module will also examine how ancient Chinese philosophies inform East Asian business ethics and social customs, literature and popular culture (in China and in the West) and ecological thinking.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Clark, J.J. (2000). *The Tao of the West: Western Transformations of Taoist Thought*, London: Routledge.

Ivanhoe, P. & B. Van Norden (2006). *Readings in Classical Chinese Philosophy*, Indianapolis: Hackett.

Lai, K. (2017). *An Introduction to Chinese Philosophy*, Cambridge: Cambridge University Press.

Littlejohn, R. (2016). *Chinese Philosophy: An Introduction*, London: Tauris.

Van Norden, B. (2011). *Introduction to Classical Chinese Philosophy*, Indianapolis: Hackett.

Van Norden, B. (2017). *Taking Philosophy Back: A Multicultural Manifesto*, New York: Columbia University Press.

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 20%
* Essay 2 (2,000 words) – 30%
* Examination (2 hours) – 50%

13.2 Reassessment methods

* 100% Coursework (3,000 words)
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Essay 2 |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module introduces classical Chinese thought and contemporary Chinese (and East Asian) thinking and cultural practices and contributes directly to the internationalisation of curriculum offering within SECL by extending beyond the study of Europe to Asia. The module involves training students in being able to examine the philosophies of China from a non-European point of view and to broaden their cultural horizons.

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/01/21 | Minor | September 2021 | 13 | No |
|  |  |  |  |  |