



Bachelor of Arts in Chinese Course Handbook

Faculty of Asian and Middle Eastern Studies

Academic Year 2023-24

Course Co-ordinator - Professor [Dirk Meyer](#)

This handbook applies to students who, in Michaelmas 2023, are starting their course (for information relating to the FPE), or are entering the Final Honour School (for information relating to the FHS). The information in this handbook may be different for students starting in other years.

The Examination Regulations relating to this course are available here ([Exam Regulations](#)).

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Senior Academic Administrator, [Edmund Howard](#).

The information in this handbook is accurate as at Hilary Term 2024; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

General faculty-wide information can be found in the [General Undergraduate Handbook](#).

This Handbook

The handbook sets out the basic framework for the BA in Chinese. You should consult the current edition of the Examination Regulations for information regarding your course. The information in this handbook should be read in conjunction with:

- the Faculty's general Undergraduate handbook;
- the Examination Regulations;
- the [University Student Handbook](#)
- your college handbook.

If there is a conflict between information in this handbook and the Examination regulations, then you should follow the Examination regulations.

Comments and criticism of the handbook are always welcome; they should be sent to the Director of Undergraduate Studies or the Senior Academic Administrator, [Edmund Howard](#).

Version history

1	October 2023	Original publication
2	February 2024	Updates to formatting, web links and student support information

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Course Outline

Year 1

Students will study modern Chinese, classical Chinese and Chinese History and Civilisation.

By the end of the first year in **modern Chinese** you will have covered the whole range of basic grammar and begun your experience of reading original material in modern Chinese. You will have made a start in formulating what you need to say in spoken Chinese. By this point, you have an active vocabulary of 900 characters and approximately 1,500 lexical items; your passive vocabulary is larger than this.

You will be expected to learn to write the Chinese characters by hand. This is an important part of fully understanding them and also a traditional form of Chinese language education both in China and outside China. Building a solid foundation in writing characters helps with many other aspects of Chinese language learning, such as vocabulary expansion, grammar intake, reading comprehension, and even in listening and speaking. Learning to write characters, by using the correct order of the strokes and figuring out a range of learning strategies, will be part of your course. You will need to practice it regularly and we expect students to be able to write in Chinese by hand throughout the whole undergraduate course. We hope that you will enjoy this process and, as you will progress, will see its value for language learning.¹

For **Classical Chinese**, students will master the basic grammar and vocabulary. The Classical language is presented systematically much as a modern language might be taught for reading knowledge. You will learn the basic structures and features of the language, and begin to read original texts. From this point onwards, exposure to texts, the building of a vocabulary, and practice of the skills developed in the first year are what students will need to move forward in Classical Chinese and prepare themselves for working with material in their third and fourth years.

For **History and Civilisation**, students will take part in tutorials and attend lectures where they will study topics in philosophy, history, literature, art and political science from prehistory to the present.

The details of these courses are given below. Together they constitute the basic kit which you will need to equip you for the more serious work to come.

Year 2

You will spend the second year of your course studying at either National Taiwan Normal University Mandarin Training Centre in Taiwan or Peking University in China. (The Faculty is

¹ A comprehensive account about Chinese characters and how they are learnt and taught can be found in Bo Hu “Teaching Chinese Characters: What We Know and What We Can Do” in C. Shei, M. Zikpi and D. Chao (eds), *The Routledge Handbook of Chinese Language Teaching* (Routledge, 2019).

in the process of negotiating a return to Beijing after moving students to Taiwan during the pandemic. We will keep you updated about progress with this.) This will give you contact with Chinese life and Chinese people at a point when you are just about ready to encounter them in their own language. You will continue to study modern Chinese, classical Chinese and Chinese culture and society. You will return to Oxford with greater confidence, some real fluency in speaking the language, and a much clearer sense of what you want to do in the second part of the course.

Before you go to Taiwan you will be given two briefing sessions and detailed guidance on matters of official paperwork, costs, and general preparation for this period of overseas study in your first year. For anyone without sufficient resources to cope with the costs whilst abroad, some colleges will help with travel grants, and the Faculty has a small number of hardship travel scholarships, derived from trust funds run by the university.

While in Taiwan or China, you are still Oxford students and as such will be expected to attend classes, consolidate what you have learned, and sit collections as you would at Oxford.

Your **Modern Chinese** classes will be organised by the Mandarin Training Centre and details of those will be provided to you upon arrival at the university.

Classical Chinese will involve working on a variety of set texts included in the material that students will obtain before you leave for Beijing. These include “*Dao zhi*” of the *Zhuangzi* and “*Shi guo*” of the *Hanfeizi*, which students will begin in their first year, and selections from the *Shiji*, the *Guwen guan zhi* and a selection of poetry. Students are supplied with complete texts taken from editions of works used by scholars. The passages studied are carefully selected to provide students with well-known texts that they are able to tackle at their level. In addition to two hours a week of Classical instruction, students will be expected to engage in independent work and will be expected to work on the assigned set texts in their own time.

In preparation for the third year Modern China course, students will undertake four projects during their time in China or Taiwan. The first two essays will bring them into a museum and into contact with local popular culture. In the second term there is a choice between a piece of historical creative writing and conducting an interview with an older person about their life. The final, capstone essay, is an ethnographic project on a subject of your choice.

While in China or Taiwan, you will have access to the university libraries which house a large collection of secondary material in many languages. Through your Oxford Single Sign-On, you will also have access to all the electronic databases and journals (e.g. SOLO, JSTOR) to which Oxford subscribes.

All of these essays are obligatory in the same way as the various classes and the collections that you attend and you are expected to keep to the deadlines set.

Years 3 and 4 (Final Honour School)

The syllabus comes in three main parts:

1. a **core** of compulsory papers in Modern Chinese (including oral), Classical Chinese, and the study of Modern China (a detailed list of these papers can be found below).

Either

2.a. Two **options**, with a choice between focusing on an aspect of Chinese Studies (see list and details below). These options involve reading Chinese texts in this area, discussing them, and writing tutorials. Each option is examined through a single paper that usually involves translation, comment and essay writing. Students take one option in the 3rd year and one in the 4th year. In the Trinity Term of the 3rd year they write an extended essay in the area of their 3rd year option. This is a separate exam paper and provides training for the dissertation.

Or

2.b. A subsidiary language: Korean, Japanese, or Tibetan. The option consists of language study, with a focus on reading ability, and tutorials on history and culture. The subsidiary language is assessed through two language papers and one essay paper.

3. a **dissertation**, where the choice of topic lies entirely with the student and may vary from a linguistic analysis of internet language to a close study of newly discovered ancient texts or from the contemporary art market to the green movement in Hong Kong. Students begin investigating the choice of topic in the third year and many will undertake reading and research over the summer, but the bulk of the dissertation writing is done in the final year.

Students should note that not all subsidiary languages and Special Options may be available in a given year.

Subsidiary languages:

- Japanese
- Korean
- Tibetan

Available Special Options to be taught 2023-2024:

- Contemporary Chinese Government and Politics (Dr Verna Yu)
- Painters on Painting (Prof Shelagh Vainker)
- Contemporary Chinese Cities in Literature, Art and Cinema (Prof Margaret Hillenbrand)
- Aesop's Fables in China (Dr Giulia Falato)
- Literary World and Cultural Flows in Pre-modern China (Dr Cheuk-Yee Wai)

The options which will be available in 2024-2025 are not yet fully decided, but the following are likely to be offered:

- Women and Writing in Republican China (Prof Margaret Hillenbrand)
- Chinese Law (Dr Chris Mittelstaedt/Prof Matthew Erie)
- Painters on Painting or Chinese Ceramics (Prof Shelagh Vainker)
- Argumentation in Early Chinese Philosophy (Prof Dirk Meyer)
- Life in China under Mao (Prof Henrietta Harrison)

- The Art of Chinese Poetry (Prof Ted Hui)
- Literary World and Cultural Flows in Pre-modern China (TBC)

Papers for FPE (Prelims)

All three papers are compulsory. The exam regulations for Prelims can be found [here](#).

Modern Chinese

The textbook we use to introduce our students to all aspects of basic modern Chinese grammar is *Practical Chinese Reader*, Books I-II, Beijing 1981. Although more than 30 years old, this textbook still offers one of the most thorough introductions to Chinese grammar. In addition to grammar classes and language tutorials that focus on writing and reading skills, in the first year you will also have oral classes in small groups, plus 3 hours a week in the language lab working on pronunciation, fluency, and listening skills. The goal here is to enable you to communicate effectively in given situations and to familiarise you with a Chinese language environment. The spoken, written, and writing elements all reinforce one another and are examined at Prelims in a written and an oral paper.

The written exam will require you to translate English sentences into modern Chinese, with systematic use of both abbreviated (simplified) and unabbreviated (unsimplified or traditional) script. There will also be a passage in Chinese to test your comprehension and a grammar question in which you will be asked to explain the characteristics of given sentences.

The oral examination is conducted in two parts: a comprehension test conducted in groups (c. 25 minutes), and an individual test (c. 25 minutes).

In the comprehension test, you will hear a passage or passages lasting up to five minutes and read twice by a native speaker or speakers. You will be allowed 10 minutes to give written evidence in English that you have understood the material.

In the individual test, you will be required to read aloud a short passage in Chinese selected from texts that you have prepared during your course of study. You will then be asked to answer a few questions based on the text. After this, you will be required to conduct a short conversation in Chinese with the Moderators in an imagined situation.

Classical Chinese

Students will study Classical Chinese for 3 hours per week in each term.

Early lessons introduce basic vocabulary and grammar, reinforced through reading exercises consisting of individual sentences from Classical Chinese texts. In the second and third terms, longer passages are introduced. Over the year students will be introduced to important classical texts, learn commonly used Chinese characters and basic morphological structures, and develop reading ability in classical Chinese. The exam will cover a range of texts written in classical Chinese. Students will be expected to produce translations from the prescribed passages and translate short pieces of unseen text.

East Asia Survey: China

Students will attend lectures, and will complete 4 tutorials per term. This paper covers aspects of Chinese society past and present, including religious practices, political culture, social and economic history, literature, and philosophy. The exam consists of three essays chosen from a total of eight to ten questions. Preparation for this paper begins in Michaelmas Term of the first year and continues throughout the year. Students attend the East Asian Survey lecture series and explore many of the subjects covered in the fortnightly tutorial essay.

Papers for FHS

The exam regulations for FHS can be found [here](#).

Compulsory Papers

Modern Chinese

Prose Composition (Modern Chinese I)

Unprepared Translation from Modern Chinese (Modern Chinese II)

Spoken Chinese (Oral)

These three papers are based on a functional, rather than literary, approach to the language and will be taught throughout the third and fourth years. The prose composition paper, which must be written by hand in Chinese, is intended to help you develop your active vocabulary and ability to express yourself in written Chinese.

The translation paper is designed to reflect training in reading expository and discursive writing, including newspaper styles. In the final examination your skill in translating the Chinese language as it appears in current publications in China and Taiwan and/or Hong Kong will be examined.

Spoken Chinese is an oral test that exercises three distinct and important skills: understanding sustained passages of spoken Chinese; formulating your own thoughts in the language at some length; and negotiating two-way communication on behalf of other people. The language teaching offered through the third and fourth years will prepare you specifically in each of those skills.

FHS Spoken Chinese is weighted as half a paper.

Classical Chinese I

This is a translation and short essay question paper. This paper is devoted to texts that would have formed part of the cultural capital of literate persons in pre-modern China. Reading these texts will thus familiarise the student with many of the concepts, conventions, and ideas common to Chinese culture, while also improving their ability to read and work with Classical Chinese.

Preparation for this paper will begin in the third year with the reading of select passages of the *Zhuangzi*. The imagery and ideas presented in this text are so well known to later generations that this text is central to the Chinese experience and inherently worth reading for its own sake.

In the fourth year, students will continue their preparation for this paper by selecting from one of two options as listed below. These options are subject to the availability of specialists in that field and thus will not all be offered every year. Students will be expected to be responsible for the material covered in only the option they select.

1. **Classical Chinese Philosophy:**
You will look at passages from texts from the formative period of the Chinese intellectual tradition. The arguments and ideas in the set texts have long provoked debate and discussion in the intellectual and political world of China.
2. **Classical Chinese Historiography:**
You will look at passages selected from the Western Han Dynasty text the *Shiji*. One of the first histories of China, this text not only sets the pattern for all subsequent histories and marks the beginning of the historiographic tradition of China, but the episodes and stories it contains have also been enjoyed as literature in their own right being well recounted and discussed even today.

Classical Chinese II

This paper takes an approach different from Classical Chinese I. It stems from the recognition that this language was the medium through which all our knowledge of China's past has been transmitted to the present and focuses on narrative as the primary reading skill. Certain texts will be prescribed and taught in class through the third year. All are fresh, immediate narratives displaying the precision and versatility of Classical Chinese and providing us with insights into the lives of people in late imperial China. Against this background, the paper will also test unprepared translation from similar narrative texts. Preparation for unprepared translation is the focus of teaching in the fourth year.

Modern China

This is an interdisciplinary course which builds on the first-year East Asia Survey as well as your first-hand experience of China during the second year abroad. Extending from the late imperial era to the present, its aim is to look beneath the surface of contemporary China and to examine the events, influences, debates and ideas that have made China what it is today. The topics covered range from the construction of ethnicity, through political participation and dissent, to the contemporary cultural scene and human rights. The course is taught in a series of lectures and tutorials spread over the third year and part of the fourth year. It is expected that you will begin reading for this course soon after Prelims and continue into the fourth year.

Dissertation

Your dissertation topic is yours to choose freely, subject only to approval by the Faculty Board, and you can also choose the style of work you wish to pursue. The regulations recommend a maximum length of 15,000 words. It is expected that your work will be at least partly based on material in the Chinese language, whether written sources, interviews, or other fieldwork.

Your dissertation will be the most tangible thing you take away with you at the end of your course in Oxford. It will also probably be the first sustained piece of analysis and writing at this level that you have achieved. Naturally, it will take up time and energy, and for this reason it needs to be planned carefully. Remember that it counts as only one paper among ten in your final exam: do not let it crowd out your efforts on all the rest.

The dissertation topics will normally be chosen during Hilary Term of the third year when you will be issued with a Dissertation Handbook. You will be contacted to submit a dissertation title for approval by the Faculty board. The title for approval must be submitted by 12 noon, Monday 0th Week Hilary Term (see 'Deadlines' at the end of this course handbook).

Work should begin in the Trinity Term, giving time for preparatory reading and, if necessary, the planning of field visits in the Long Vacation. Your dissertation must be submitted on Inspira not later than noon on Friday of 10th week of Hilary Term in the fourth year.

The choice of topics can be prepared for during Michaelmas Term of the third year. An open meeting will be held in which a group of potential tutors outline the possibilities in their fields (modern writers, social institutions, etc.), after which the students put questions. You may also be directed to tutors not present at the meeting. You should do some preliminary reading under the guidance of a tutor as soon as possible. Following this, in Hilary Term, you can expect one tutorial in the field of your tentative choice, to gain guidance on fixing your topic.

It is our policy to give guidance but not direction to undergraduates writing a dissertation. And since this is equivalent to one paper in the Final Honour School we expect to make an appropriate amount of tutorial time available for dissertation guidance – say, 8 hours of individual tutorials. It is your responsibility to keep your tutors informed of your progress, and to seek meetings with them when help is needed.

Needs will vary from case to case, but in general you should be prepared for a pattern in which you get most attention in the early stages (when you are feeling your way with the subject and need reading lists, etc.) and the late stages (when you are grappling with the task of writing up). The middle period should normally be one of quiet, steady progress. Part of the guidance given in tutorials will concern matters of presentation, including footnoting (social science style/sinological style), bibliography, etc.

A suggested pattern of tutorials would be: 1 in HT of 3rd year, 1 in TT of 3rd year, 3 in MT of 4th year, 3 in HT of 4th year.

The Christmas vacation of your final year is your best chance to produce as full a draft as possible of the whole dissertation. This ensures that you do not neglect other work during the Hilary term by being forced to spend too much time writing your dissertation. Tutorials in Hilary Term of the fourth year are an opportunity to discuss your drafts. Tutors will not accept drafts for reading after Week 7 of Hilary Term.

As the dissertation has to be submitted by noon on Friday of 10th week, Hilary term, the subsequent two weeks are best used to finalise and print out your dissertation, which must be submitted online on Inspira. Remember to write your candidate number and not your name on the dissertation.

Please see the [Chinese Dissertation Handbook](#) for further advice on all aspects of the dissertation.

Special Options Papers (taught 2023-2024)

For Special Option I and Special Option II students will select two options, one taken in the third year and one taken in the fourth year. Students taking these papers will also take the Extended Essay Paper (see below).

Each option consists of weekly 2-hour classes in the Michaelmas and Hilary terms, in which you will read original Chinese documents about your subject and discuss the topics, plus 4 tutorials for which you will write essays. In the Trinity Term of your 3rd year you will write an Extended Essay on the subject of your 3rd year option.

The option courses available in 2023-2024 will be:

Chinese Art:

Painters on Painting

Shelagh Vainker

Artists in China have historically written about painting as well as practising it, in contrast to most European painters, making possible a more direct understanding their art. This option looks at ink painting and calligraphy from its pre-Tang beginnings to the present day through the writings of individual artists. The period up to the Qing is covered through brief extracts from work by Gu Kaizhi or Xie He in the Jin; the Song painter Guo Xi's Essay on Landscape Painting and some of the writing around painting at the court of Huizong (r.1101-25); and Dong Qichang and Shi Tao in the late Ming and early Qing. The 20th century is covered in more detail, beginning with Xu Beihong's controversial 1927 essay 惑 (I am) perplexed at the time of the first national art exhibition. Other writers include the modernist Lin Fengmian and the more traditional painter Fu Baoshi; Wu Guanzhong, who lived in Paris from 1947-1950 before returning to China; the Hong Kong painter Lui Shou-Kwan and more recent artists such as Xu Bing.

Or Ceramics

Ceramics in China have often functioned more as industrial product than admired collectible, yet between the Tang and the 20th century there have been various points when they were admired in poetry and in literature around tea for example, as in the Tang and Song. From Southern Song to Ming they feature in texts on connoisseurship, and there are a number of detailed accounts of porcelain manufacture written between the 14th and 19th centuries. Just as ceramics themselves connect widely (with industry, technology, daily use, ritual or art collecting) so does the literature around them take many forms. This option will consider the history of ceramics – which for centuries was how much of the world knew China– through looking at examples of all these types of text.

(This class will be taught only if students interested in the Art option agree that they wish to do it instead of the class on painting.)

Contemporary Chinese Cities in Literature, Art, and Cinema

Margaret Hillenbrand

This option explores the cultural representation of China's new megacities, across a range of aesthetic forms. Focussing on four interlinked themes – migration from the countryside to the city, urban demolition and gentrification, the nostalgic craze for “old cities”, and the future city – the option investigates how the metropolis has emerged as a pressing intellectual and artistic preoccupation for a range of leading cultural figures in contemporary China. In class, we will translate texts from a range of literary genres (poems, novels, essays, manifestos), and this language work is complemented by film screenings and PowerPoints of artworks available on Weblearn. The tutorial component of the course pulls these elements together via a series of interdisciplinary essays on each theme.

MT

Migrant City: This part of the option explores the energetic ways in which poets, filmmakers, and photographers (some of them migrants themselves) have represented the lifeworlds of China's new precariat.

Ruined City: Following on closely from part 1, this section of the course examines a core site of migrant labour in Beijing: the colossal projects of urban construction that have remade the landscape of the capital since the 1990s.

HT

Nostalgic City: In this part of the option we examine how literary, cinematic, and visual culture has explored the Shanghai of yesteryear, and what this nostalgia boom tells about the spirit of the city today.

Futuristic City: The option concludes by exploring how experimental architects and artists are responding to this new urban landscape with their own fantasies and nightmares about what the city might yet become.

Aesop's Fables in China

Giulia Falato

Fables are a literary tool used for a number of educational purposes both in the Chinese and European traditions. In China and Japan, translations of Aesop's fables or 伊索寓言 appeared from the early 17th century, produced by the Jesuit missionaries and used as language learning materials and as vehicles for the introduction of European (Christian) moral teachings. The genre was gradually domesticated and has eventually influenced later literary productions, such as 物感 by Qing scholar 李世熊 (1602-1686).

In class we will translate a range of fables from a selected corpus of Jesuit texts (in MT) and later Chinese collections (HT), so as to understand the literary/rhetorical context in which they were used, how the original message was adapted for the Chinese readership and the key translation strategies used by the Jesuits in their earlier publications. These topics will be further explored during the tutorials, when we will discuss more broadly the role of Aesop's fables in the introduction of the Western knowledge and Christianity into late-imperial China, the key differences between fables in the Chinese and European literary tradition and how the genre was eventually domesticated and received by the Chinese readership.

Literary Worlds and Cultural Flows in Pre-modern China

Cheuk-Yee Wai

Our knowledge and understanding of pre-modern Chinese literary cultures are often guided by common classifications and categories such as court, elite, and popular literatures. This option explores the rich interactions and cultural flows among the various literary worlds in pre-modern China. In class, we will read and translate a range of selected literary texts that engage with and are interconnected to multiple cultural spheres. This encourages us to read beyond the 'neat' categories and to consider related issues such as authorship, styles and functions of writing in pre-modern Chinese literature. In tutorials, we will discuss key critical terms and concepts used to capture the complexity of these cultural worlds and literary texts, such as elite versus popular, court versus local, and text versus performance, by looking at secondary scholarship on relevant topics. Third- and fourth-year students are taught together, in both classes and tutorials.

The reading texts will be mainly from the Ming and Qing dynasties, with occasional ventures into short passages from earlier periods where there are intertextual connections. As an indication, in past year we read a selection of Chinese drama, song-texts, shi poetry and prose passages (prefaces, literary criticism).

Contemporary Chinese Government and Politics

Verna Yu

In mid-March 2018, the nearly 3,000 delegates of China's parliament, the National People's Congress (NPC), voted to approve sweeping amendments to the Chinese Constitution. They not only abolished presidential term limits but also enshrined Chinese Communist Party (CCP) General Secretary Xi Jinping's ruling ideology of "Socialism with Chinese characteristics for a New Era" (新时代中国特色社会主义思想) and specifically inserted the CCP into Article 1 of the Constitution. While analysts and commentators quickly derided the changes as Xi "tightening his grip" and China being on "the road to totalitarianism", these modifications go beyond any individual and further enhanced the Party's power over the state. Hence, gaining a solid understanding of the CCP has never been more important. The aim of this option is to place the CCP at the centre of understanding China's political system, the

governance of society, China's economy, and international relations, among other spheres.

The CCP is a text-centred Party. Language creates authority, with even slight changes of vocabulary being associated with power struggles. Texts are therefore critical to understand the Party's behaviour. Contrary to popular perception, there is no lack of information on the CCP, with central and local organs publishing huge swaths of documents, instructions, and summaries of activities. These texts are frequently commented on in the margins of central and local newspapers and WeChat accounts and reframed by grassroots authorities that represent different actors and interests in a highly fragmented, yet centralized, system.

To grasp these nuances and the dynamics behind them, in Michaelmas term we aim to develop an understanding of the CCP, including its organizational structures, membership, and ideology. Questions such as "Does Xi Jinping matter?", "How can we understand the importance of ideology in China?", or "Can the CCP keep itself in power?" characterize this term. In Hilary term we will then use our gained knowledge of how the CCP operates and constructs itself organizationally and ideologically to analyse its relationship with other, non-CCP, organs. Hence, we will be examining the "state", "law", "society", the "economy", and foreign affairs, amongst others by translating key texts and cases from all administrative levels. In Trinity term, third year students write a supervised Extended Essay, while fourth year students prepare for the final exam.

Extended Essay

Students taking the special options will also write a 5,000-word essay on a subject related to their 3rd year option. The Extended Essay is taught in the Trinity Term of the 3rd year through weekly 2-hour classes and two tutorials all focussed on acquiring research skills and learning to write a research paper and providing training for the dissertation. Students are guided in how to identify an interesting and practical question related to the subject. They will then produce a series of smaller pieces of academic writing building towards the extended essay, and practising different skills ranging from how to discuss the relevant secondary literature in a research paper, to translating and discussing quotations from the primary sources. A complete draft of the extended essay is submitted to the teacher in week 8 of Trinity Term and the student will receive feedback and a tutorial on it, so that any necessary revisions can be made. The final version of the extended essay is formally submitted at the end of Week 8 of Michaelmas Term in the 4th year.

Chinese with a subsidiary language

Japanese, Korean and Tibetan are offered as subsidiary languages. The courses spread across the third and fourth year and consist of language teaching with a focus on the acquisition of a strong foundation in the language plus the study of history and culture. In each case the examinations consist of two language papers and an essay paper.

Notes:

1. Studying for the subsidiary languages requires initiative from the students as the pattern of work is different from that of the majority of your year group. It is important that you keep track of which classes and tutorials you should be doing and contact teachers where necessary.
2. Since students taking subsidiary languages do not take the Extended Essay paper which provides training for the dissertation in the BA Chinese they are encouraged to attend the initial classes for the extended essay. They should contact the teacher of whichever option is closest to their planned dissertation topic at the start of Trinity Term of the 3rd year to arrange this.

Japanese as a subsidiary

For subsidiary Japanese language please consult the [BA Japanese handbook](#).

Korean as a subsidiary

The three Korean subsidiary papers (Modern Korean Language, Korean Texts, Korean Culture) are designed to bring students up to a functional level in reading and writing with some oral and listening ability. The options begin with classes (3rd year) that lay a grammatical foundation and prepare the student to read texts in modern Korean translation (4th year). Also in the fourth year, students write essays in English on general aspects of Korean Language or Korean History.

1. Modern Korean Language:
A 136-hour course that lasts for two years, starting from Michaelmas Term of the third year of the Chinese Studies undergraduate course. This intensive course is primarily designed for beginners and aims at helping students to be able to read Korean newspapers with some reference to dictionaries by the time they finish the course. The teaching is heavily oriented to the structural aspect of the language, i.e., grammar acquisition, reading and writing, but in the first year of the course (third year of their overall career), students will also learn colloquial communication through classes, wherein various multimedia platforms such as film, drama clips, and K-Pop videos are adopted. Traditionally the class size has been four to seven people, which has provided a cosy and effective learning environment. Students choosing this option must contact the Korean Language Instructor before beginning their third year.
2. Korean Texts:
A 42-hour course that lasts for one year, starting from Michaelmas Term of the fourth year of the Chinese Studies undergraduate course. The prescribed texts survey Language and Culture (modern and historical linguistics) or History and Culture (from antiquity to the 20th century).

3. Korean Culture:

An 8-hour course that lasts for one year, starting from Trinity Term of the third year of the Chinese Studies undergraduate course. The essays for Korean Culture are prepared from English-language materials and fall into two categories: modern and historical linguistics or history from antiquity to the 20th century. The essays are most useful when used in parallel with the Prescribed Text readings to supply context and commentary. It is highly recommended that students attend the relevant Korean lectures in the East Asia Survey.

Tibetan as a subsidiary

Taking Tibetan as subsidiary language is a three-paper option which involves a two-year commitment.

The first two terms of the third year are almost entirely language based, in which you will learn to read, write and speak Tibetan from scratch with the lecturer in Tibetan and the Tibetan language instructor (total class time 5hrs per week).

In the Trinity Term of the third year (or Michaelmas of your fourth year), you will do weekly essays/tutorials on aspects of Tibetan history, religion and culture. In your fourth year you will read set texts in *either* classical *or* modern Tibetan alongside the MPhil students. Lectures on Tibetan History and Civilisation run annually in Michaelmas term. You will be warmly welcomed into the small but lively Tibetan Studies community at Oxford.

Chinese as a subsidiary language

Students studying BA Japanese may take Chinese as a subsidiary language.

The three Chinese subsidiary papers focus on Modern China. The language classes are designed to bring students up to a functional level in reading and writing with some oral and listening ability. In their third-year students also take the Modern China course alongside 3rd year undergraduates studying Chinese.

The Chinese language course is primarily designed for beginners. In their third-year students have an introduction to elementary Chinese language with a focus on grammar and structure. There are two hours contact hours per week using the *Practical Chinese Reader books I and II*. In the fourth year there are three contact hours per week which focus on newspaper reading, modern Chinese literature, and intermediate spoken Chinese

The Modern China course extends from the late imperial era (c. 1900) to the present. Its aim is to look beneath the surface of contemporary China and to examine the events, influences, debates and ideas that have made China what it is today. The topics covered range from the construction of ethnicity, through political participation and dissent, to the contemporary cultural scene and human rights. The course is taught in a series of lectures and tutorials spread over the third year and part of the fourth year. There is one lecture each week in the third year, plus usually six tutorials spread through the third year and two final tutorials in the fourth year.

Recommended Patterns of Teaching (RPT)

Below is an indication of the type and number of teaching hours on this course.

FPE Chinese (Year 1)

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[1.] Modern Chinese	MT		56	8		<i>Figures in this table are in hours unless otherwise stated.</i> 2 hours grammar (MT&HT); 1 hour TT per student per week. 3 hours lab; 1 hour text reading and interpreting; 1 hour oral practice; 1 hour tutorial per student per week.
	HT		56	8		
	TT		48	8		
[2.] Classical	MT		24			
	HT		24			
	TT		24			
[3.] East Asian Survey: China	MT	24		4		
	HT	16		4		
	TT	8		3		

Year Abroad (Year 2)

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1] Modern	MT					First semester: Sept – Dec
	HT					Second semester: Feb – June
	TT					Modern language 10 hours of classes a week Modern literature 2 hours of classes a week
[2] Classical	MT					First semester: Sept – Dec
	HT					Second semester: Feb – June
	TT					Classical Chinese 2 hours of classes a week
[3] East Asian Survey: China	MT					The students write four essays, based increasingly on actively interacting with local people and local culture through their increasingly strong linguistic capabilities.
	HT					
	TT					

FHS Chinese (Years 3 and 4)

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
						<i>Figures in this table are in hours unless otherwise stated.</i>
[1.a] (Year 3) Modern Chinese I.	MT			8		1 hour tutorial per week per student (prose translation and composition; oral presentation)
	HT			8		
	TT			8		
[1.b] (Year 4) Modern Chinese I.	MT		12			1 hour prose translation; 0.5 prose composition
	HT		12			
	TT		8			
[2.a] (Year 3) Modern Chinese II.	MT		8			1 hour per student per week: reading comprehension and translation from

	HT		8		Chinese to English
	TT		8		
[2.b] (Year 4) Modern Chinese II.	MT		8		1 hour newspaper reading;
	HT		8		
	TT		6		
[3.a] (Year 3) Oral	MT		12		1 hour: listening comprehension classes;
	HT		12		0.5 hours: interpreting classes per week per student.
	TT		12		
[3.b] (Year 4) Oral	MT		16		1 hour: listening comprehension classes;
	HT		16		0.5 hours: interpreting classes per week per student;
	TT				0.5 hour: oral presentation;
[4.a] (Year 3) Classical I: Zhuangzi	MT				
	HT		16		
	TT			3-4	
[4.b1] (Year 4) Classical I: Philosophy	MT		16		
	HT				
[4.b2] (Year 4) Classical I: Historiography	MT		16		
	HT				
	TT			3-4	
[5a] (Year 3) Classical II	MT		8		Seen texts
	HT		8		
	TT		8		
[5b] (Year 4) Classical II	MT		8		Unseen texts
	HT		8		
	TT		4		
[6.a] (Year 3) Modern China	MT	8		2	
	HT	8		3	
	TT	8		2	
[6.b] (Year 4) Modern China	MT			1	
	HT			1	
	TT				
	MT				

[7.a] (Year 3) Dissertation	HT	1			
	TT	1			
[7.b] (Year 4) Dissertation	MT		3		
	HT		3		
	TT				
[8.a] (Year 3) Special Option I: Text and Essays	MT		16	2	
	HT		16	2	
	TT				
[8.b] (Year 3) Special Option I: Extended Essay	MT				
	HT				
	TT		8		
[9.] (Year 4) Special Option II: Text and Essays Linguistics (at present not available).	MT		16	2	
	HT		16	2	
	TT				

Chinese as a subsidiary (for FHS Japanese with Chinese)

Paper	Term	Faculty		College		Comments	
		Lectures	Classes	Tutorials	Classes		
[8.a] (Year 3) Chinese Language	MT		2 (16)			<i>Figures in this table are in hours per week with total hours in parentheses unless otherwise stated.</i>	
	HT		2 (16)				
	TT		2 (16)				
[8.a] (Year 4) Chinese Language	MT		1 (8)				
	HT		1 (8)				
	TT		1 (6)				
[8] Chinese Language	Total		70				Total hours of teaching across both years
[9.] (Year 4) Prescribed Texts	MT		2 (16)				
	HT		2 (16)				
	TT		2 (12)				
[9.] Prescribed Texts	Total		44			Total hours of teaching across both years	
[10.a] (Year 3) Modern China	MT	1 (8)		(2)			
	HT	1 (8)		(3)			
	TT	1 (8)		(2)			
[10.b] (Year 4) Modern China	MT			(1)			
	HT			(1)			
	TT						
[10] Modern China	Total	24		9			Total hours of teaching across both years

Chinese Language would end in TT 6th wk; Prescribed Texts would end in TT 6th wk;

Japanese as a subsidiary (for FHS Chinese with Japanese)

Consult the **BA Japanese handbook**

Korean as a subsidiary (for FHS Chinese with Korean)

Paper	Term	Faculty		College		Comments
		Lectures	Classes	Tutorials	Classes	
[8.a] (Year 3) Korean Language	MT		4 (32)			<i>Figures in this table are in hours per week with total hours in parentheses unless otherwise stated.</i>
	HT		4 (32)			
	TT		4 (32)			
[8.a] (Year 4) Korean Language	MT		2 (16)			
	HT		2 (16)			
	TT		2 (8)			
[8] Korean Language	Total		136			Total hours of teaching across both years
[9.] (Year 4) Prescribed Texts	MT		2 (16)			
	HT		2 (16)			
	TT		2 (10)			
[9.] Prescribed Texts	Total		42			Total hours of teaching across both years
[10.a] (Year 3) Korean Culture	MT					
	HT					
	TT		0.25 (2)			
[10.b] (Year 4) Korean Culture	MT		0.5 (2)			1 hour per 2 weeks for a total of 2 hours across the term
	HT		0.5 (2)			1 hour per 2 weeks for a total of 2 hours across the term
	TT		0.5 (2)			1 hour per 2 weeks for a total of 2 hours across the term
[10] Korean Culture	Total		8			Total hours of teaching across both years

Korean Language would end in TT 4th wk; Prescribed Texts would end in TT 5th wk; History and Culture would end in TT 4th wk.

Teaching Staff

- Dr [Giulia Falato](#), Departmental Lecturer in Chinese
- Ms [Jing Fang](#), Instructor in Chinese (University College)
- Professor [Henrietta Harrison](#), Professor of Modern Chinese History (Pembroke College)
- Professor [Margaret Hillenbrand](#), Professor of Modern Chinese Literature and Culture (Wadham College)
- Ms [Bo Hu](#), Instructor in Chinese (The Queen's College)
- Professor [Ted Hui](#), Associate Professor of Chinese (St Anne's College)
- Mr [Shio-yun Kan](#), Senior Instructor in Modern Chinese (Wadham College)
- Professor [Dirk Meyer](#), Associate Professor of Chinese (The Queen's College)
- Dr [Jean Christopher Mittelstaedt](#), Departmental Lecturer in Chinese
- Dr Elizabeth Smithrosser, Departmental Lecturer in Chinese
- Ms [Yang Song](#), Shaw Instructor in Chinese (St Hilda's)
- Professor [Shelagh Vainker](#), Associate Professor of Chinese Art (St Hugh's College)
- Dr Verna Yu, Departmental Lecturer in Chinese

Examinations and Assessment

Please refer to the [Examination Regulations for Prelims and FHS](#).

In Trinity Term of Year 1, students will sit 3 written examinations and 1 oral/aural examination. Students must pass all papers to proceed into Year 2 of the course.

Please refer to the conventions for Prelims examinations for the papers to be taken, available on Canvas towards the end of Michaelmas Term.

In Michaelmas Term of Year 4, students doing options will submit their extended essays.

In Trinity Term of Year 4, students will take a total of 9 examinations. Students will submit their dissertations in Hilary Term.

Please refer to the conventions for FHS examinations for detail of compulsory papers, and papers for Chinese Studies and Chinese with a subsidiary language.

Required Handwritten Language Components

The ability to produce East Asian scripts independently is an essential competence standard of this course. This means that it is necessary for students to demonstrate these skills in order to successfully complete the degree programme.

Since all available software for inputting certain target scripts on a computer includes a 'predictive text' function which cannot be turned off, using such a program would prevent examiners from understanding whether the student has achieved the required proficiency in the target language. Handwriting the script is therefore required to demonstrate that the student has reached the required level of competence, ability and knowledge of the target language.

All students will be required to handwrite these papers. Although they cannot be removed or substituted with alternative papers, and no adjustments to this mode of completion of

the assessment can be made, reasonable adjustments may be available to the conditions in which the assessment is completed, such as extra time and rest breaks.

The Faculty appreciates the impact that these requirements may have on students with certain accessibility needs and works closely with the Disability Advisory Service (DAS) to provide appropriate support in line with our responsibilities under the Equality Act (2010). Support within the Faculty is available in the first instance by speaking to the designated Disability Coordinators (see *Welfare and Support* below).

The papers covered by this provision are enumerated in the table below:

Preliminary Examination in Japanese	Modern Japanese I
BA in Chinese	Paper I: Modern Chinese I
BA in Japanese with Chinese	Chinese (as 2nd Language): Chinese Language
BA Japanese	Japanese: Modern Japanese I
BA Chinese with Japanese	Paper I: Japanese Language
BA Chinese with Korean and BA Japanese with Korean	Korean (as 2nd Language): Korean Language
First Public Examination in Chinese	Chinese I: Modern

If you have any questions or concerns relating to this please speak with your Course Coordinator or the Director of Undergraduate Studies.

Deadlines

Date	Year of Course	Event	How
8 th Week Trinity Term	1	Oral examination for the First Public Examinations.	
Monday 9 th Week Trinity Term	1	Provisional start date of the First Public Examinations.	
Friday 4 th Week Michaelmas Term	4	Deadline for exam entry.	Via Student Self Service
12 noon Monday 0 th Week Hilary Term	4	Deadline for submission of dissertation titles for Faculty Board approval.	Online Thesis Title Approval Form available through the Intranet Approval Forms page
12 noon Friday 10 th Week Hilary Term	4	Deadline for submission of dissertation.	Via University online submission platform (Inspira)
0 th Week Trinity Term	4	Oral examination for Chinese language. Timetables available about 5 weeks before the oral exams.	
12 noon Friday 8 th Week Michaelmas Term	4	Deadline for submission of Special Option III: Extended Essays.	Via University online submission platform (Inspira)
Monday 7 th Week Trinity Term	4	Provisional start date of the Final Honour School examinations.	

Canvas

Click [here](#) for the BA Chinese Canvas page.

Examination Regulations

The Examination Regulations relating to this course are available at

<https://examregs.admin.ox.ac.uk/>

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

Student Information and Support

Student Hub

The [Student Hub](#) is an ongoing project to provide a live online version of the handbook, together with more detailed course information and further resources such as forms and exam conventions, as well as archived documents from previous years. You can also access the Student Hub through the top bar of the Faculty Website, through the 'NEW Faculty Intranet' button. You will need to log in using your SSO.

Equality, Diversity and Inclusion

In accordance with our [Statement of Values](#), the Faculty of Asian and Middle Eastern Studies is committed to creating a teaching, learning, and research environment in which every member of our community – at every academic level from undergraduate to senior academic, and among library and administrative staff – can achieve their full professional potential without discrimination on the basis of age, disability, gender, marriage or civil partnership, nationality, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation.

We welcome suggestions for making our courses more diverse and inclusive. In general, you are encouraged to tell us if you see any ways in which the courses or this handbook might be improved. Staff and students are welcome to contact the Equality and Diversity team with any suggestions or concerns:

Chinese Subject Group Equality and Diversity Representative: [Verna Yu](#)

Faculty Equality and Diversity Officer: [Richard Parkinson](#)

Welfare and Support

Our community aims to encourage and support all students. The student experience at Oxford offers lots of opportunities for you to thrive, grow, and look after your own wellbeing, but we know that sometimes there can be stresses and challenges too.

We want to give you the agency to navigate welfare support, and to make your own decisions. This includes by:

- Keeping in touch with your College and Department, and letting them know if you need help

- Seeking support when needed
- Supporting your fellow students
- Registering with Disability Advisory Service for structured support if you have a disability

Should you have any concerns, or for guidance and support, please do not hesitate to contact the following people:

Disability Coordinators: [Thomas Hall](#) and [Edmund Howard](#)

Welfare Contact: [Edmund Howard](#)

Harassment Officers: [Leyla Najafzada](#) and [Zeynep Yürekli](#)

Details of the range of sources of support available in the University are available from the **Oxford Students** website, including in relation to mental and physical health and disability.

More information about the support and resources available can be found in the general Undergraduate Handbook and on the Faculty and University websites.