# Classical Chinese IV (A003037)

**Course Specifications**

Valid as from the academic year 2019-2020

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<table>
<thead>
<tr>
<th>Course size</th>
<th>(nominal values; actual values may depend on programme)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>5.0</td>
</tr>
<tr>
<td>Study time</td>
<td>150 h</td>
</tr>
<tr>
<td>Contact hrs</td>
<td>60.0 h</td>
</tr>
</tbody>
</table>

## Course offerings and teaching methods in academic year 2019-2020

<table>
<thead>
<tr>
<th>A (semester 2)</th>
<th>Dutch</th>
<th>lecture</th>
<th>20.0 h</th>
</tr>
</thead>
<tbody>
<tr>
<td>seminar: coached</td>
<td>exercises</td>
<td>10.0 h</td>
<td></td>
</tr>
<tr>
<td>practicum</td>
<td></td>
<td>20.0 h</td>
<td></td>
</tr>
</tbody>
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## Lecturers in academic year 2019-2020

- Heirman, Ann LW21 lecturer-in-charge
- De Rauw, Tom LW21 co-lecturer

## Offered in the following programmes in 2019-2020

- **Bachelor of Arts in Archaeology**
  - crdts: 5
  - offering: A

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### Teaching languages

- Dutch

### Keywords

- Classical Chinese, Chinese language

### Position of the course

This advanced course helps students understand and explain some diachronic evolutions of the Classical Chinese language. It teaches them how to use dictionaries and linguistic works when studying Classical Chinese source material. Students are taught to translate (under supervision) the main Chinese texts of the classical period into Dutch. The course shows them how to do research on the role of Classical Chinese texts within the historical, religious-philosophical, social and cultural evolutions, and how to discuss the results of this research.

This course meets the following learning outcomes:
1.1,1.2,1.3,1.4,3.1,3.2,3.3,3.4,5.1,5.2,5.6

### Contents

By means of excerpts from the main philosophical (Confucian, Taoist, Mohist, Legalist) and historical texts of Classical China, basic structures of Classical Chinese are being analysed in depth. The diachronic evolution of Classical Chinese is focused upon. Texts will be further placed in a historical, religious-philosophical, social and cultural context, complementary to other courses taught in BA 1 and 2. In the exercises students learn to independently translate texts from Classical Chinese into Dutch.

### Initial competences

- To have successfully completed the course Classical Chinese III or to have acquired the necessary skills by other means.
- To have a passive knowledge of English.

### Final competences

1. To be able to understand and explain diachronic linguistic evolutions of Classical Chinese.
2. To be able to use dictionaries and linguistic works independently while studying Classical Chinese source material.
3. To be able to translate basic Classical Chinese texts into Dutch (under supervision).
4. To be able to study the role of Classical Chinese texts within the historical, religious-philosophical, social and cultural evolution.

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(Approved) 1
To be able to discuss research findings.

Conditions for credit contract
Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract
This course unit cannot be taken via an exam contract

Teaching methods
Lecture, practicum, seminar: coached exercises

Extra information on the teaching methods
- Lectures: the theoretical elements of Classical Chinese, and the historical, religious-philosophical, social and cultural context of Classical Chinese excerpts are explained
- Guided exercises: in the guided exercises attention goes to the assimilation of the theoretical elements, diachronic grammar, the use of dictionaries, and the relevant historical, religious-philosophical, social and cultural context, taking into account scientific literature
- Language lab (intensive language training): in the intensive exercises attention goes to reading skills, translation, and analysis of advanced structures

Learning materials and price
- A grammar: Pulleyblank, E.G., Outline of Classical Chinese Grammar, Vancouver, University of British Columbia Press, 1995 (ca. 32.00 €)
- A dictionary: Mathews, R.H., Chinese-English Dictionary, Cambridge, Massachusetts, Harvard University Press (ca. 37.00 €)
- A syllabus for theory and written exercises. (ca. 20.00 €).
- Minerva documents (such as powerpoint presentations)

References

Course content-related study coaching
The class exercises offer the students a continuous feedback. Individual feedback is also provided.

Evaluation methods
end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period
Oral examination

Examination methods in case of periodic evaluation during the second examination period
Oral examination

Examination methods in case of permanent evaluation
Written examination

Possibilities of retake in case of permanent evaluation
examination during the second examination period is possible in modified form

Extra information on the examination methods

Assessment moment
Periodical: oral examination (50%) and non-periodical evaluation: continuous assessment (50%)
Students have to pass both parts.
(if a student does not pass the non-periodical evaluation, a second chance is offered by means of a compensatory activity at the second exam period).

Assessment form
Periodical: there is an oral examination, with a written preparation. This examination focuses on the knowledge of diachronic evolution of Classical Chinese and on reading of Classical Chinese texts. The examination also evaluates how the student places the text in a historical, religious-philosophical, social and cultural context, and how he/she can make use of scientific works.
Continuous assessment: two tests at regulars intervals examine the knowledge of the Chinese characters and of the basic grammar of Classical Chinese. In addition, the tests ask for translations of short Chinese texts.

Calculation of the examination mark
The periodical assessment (= oral examination) counts for 50%; the non-periodical assessment equally counts for 50%.

(Approved)
Students have to pass both parts (= periodical and non-periodical assessments).

Facilities for Working Students
1. Student attendance during educational activities is required
2. Possible rescheduling of the examination to a different time in the same academic year
3. Feedback can be given by email or during an appointment during office hours
For more information concerning flexible learning: contact the monitoring service of the faculty of Arts and philosophy