

## Subject Description Form

<b>Subject Code</b>	CHC312P
<b>Subject Title</b>	Women in China 中國婦女
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion for CC1C06 / CC1C06P
<b>Objectives</b>	<p>No account of contemporary China would be complete without due considerations of the active and vocal roles women are playing in the private and public spheres nowadays. These changes, however, did not come about as a result of the efforts of modern women advocates alone, but in fact represented the last phase of a long process of transformations that the women situations had gone through in history. This subject allows students to go beyond the modern period into the ancient past, where they will learn not only about the social and familial odds with which women had to contend, but also the many remarkable contributions they made to the development of Chinese culture.</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"><li>a) appreciate the complexity of the women's situation in traditional China,</li><li>b) recognize the odds that women had to contend with in traditional China, and the remarkable accomplishment they achieve notwithstanding,</li><li>c) understand the gap between ideal and reality in the fulfillment of traditional women's roles,</li><li>d) chart the changes in the women's situations in China up to the modern times, and</li><li>e) reflect on issues of social inequality, of which the women's situation in China is an example.</li></ul>

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1) Traditional Women’s Roles: Daughter, Wife, Mother</li> <li>2) The Virtue of Submission</li> <li>3) Women in the Patriarchal Family: the Nei-Wai Division</li> <li>4) Marriage and Concubinage</li> <li>5) Footbinding</li> <li>6) In the Public Sphere I: Literary Women</li> <li>7) In the Public Sphere II: Women Entrepreneurs</li> <li>8) Living on the Margin: Nuns, Courtesans and Warriors</li> <li>9) The Strictures of Neo-Confucianism: Rationalizing Repression</li> <li>10) On the Eve of a New Era</li> </ol>																																															
<b>Teaching/Learning Methodology</b>	<p>Lectures will provide the theoretical frame to analyze the subject’s contents, while tutorials will be given to in-depth discussions of selected topics from the readings. Students will be asked to contribute to the class orally and in writing, both of which will allow them to reflect on what they learn. A mid-term and a final quiz will test students’ grasp of their knowledge of the content of the subject. A term paper will solidify students knowledge of the subject while facilitate their independence in thinking and writing.</p>																																															
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="480 1061 1426 1664"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Mid-term quiz</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Final quiz</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Individual written assignment</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Mini-Project</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The mid-term quiz, final quiz and short writing assignments are designed to test students’ grasp of the factual knowledge of the subject, and consequently allow the teacher to assess the learning outcomes a, b, c and d.</p> <p>The final paper serves the same purpose, with the addition of allowing students rooms for personal interpretation and reflection and can therefore be used to assess learning outcome e as well</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Mid-term quiz	15%	✓	✓	✓	✓		2. Final quiz	15%	✓	✓	✓	✓		3. Individual written assignment	40%	✓	✓	✓	✓	✓	4. Mini-Project	30%	✓	✓	✓	✓	✓	Total	100 %					
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<b>Student Study Effort Expected</b>	Class contact:	
	▪ lectures	26 Hrs.
	▪ tutorials	13 Hrs.
	Other student study effort:	
	▪ reading	38 Hrs.
	▪ writing	35Hrs.
	▪ discussion	8 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. 李貞德等編，《台灣學者中國史研究論叢---婦女與社會》。北京：中國大百科全書出版社，2005。</li> <li>2. 沈復，《浮生六記》。長沙：湖南文藝出版社，1995。</li> <li>3. 高彥頤(Dorothy Ko)，李志生譯，《閨塾師：明末清初江南的才女文化》。江蘇：人民出版社，2005。</li> <li>4. 高彥頤(Dorothy Ko)，苗延威譯，《纏足：「金蓮崇拜」盛極而衰的演變》。台北：左岸文化，2007。</li> <li>5. 曼素恩(Susan Mann)，楊雅婷譯，《蘭瑰寶錄：晚明至盛清時的中國婦女》。台北：左岸文化出版社，2005年。 陳東原，《中國婦女生活史》。台北：台灣商務，1994。</li> <li>6. 期刊：《近代中國婦女史研究》。</li> <li>7. 黃嫣梨，《妝臺與妝臺以外—中國婦女史研究論集》，牛津大學出版社（中國）有限公司，1999。</li> <li>8. 劉詠聰，《德、才、色、權：論中國古代的女性》。台北：麥田出版社，1998。</li> <li>9. Chang, Kang-I and Haun Saussy. 1999. <i>Women Writers of Traditional China: an anthology of poetry and criticism</i>. Stanford: Stanford University Press.</li> <li>10. Ebrey, Patricia. 2002. <i>Women and the Family in Chinese History</i>. New York , Routledge</li> <li>11. Mann, Susan and Yu-yin Cheng, 2001. <i>Under Confucian Eyes: Writings on Gender in Chinese</i>. Berkeley: University of California Press.</li> <li>12. Raphals, Lisa. 1998. <i>Sharing the Light: Representations of Women and Virtue in Early China</i>. Albany, NY: State University of New York.</li> </ol>	