

The Hong Kong Polytechnic University
Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	FH2CM06N
Subject Title	Women and Imperial China 女性與古代中國
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: FH2C06, FH2C06N, FH2C06P, FH2C06Y, FH2CN06P, FH2CN06Y, FH2CN06N, FH2CM06P, and FH2CM06Y.
Objectives	<p>The course aims at acquainting students with a gender perspective on Chinese culture and history. By studying different aspects concerning the lifestyle of traditional Chinese women, the course will demonstrate how women in Imperial China showcase their agency in everyday life. The following questions will be explored: femininity as expressed in Imperial China, how imperial Chinese women responded to traditional morality? Why have women and gender issues constituted an intrinsic part of Chinese history? In doing so, students are able to gain new perspective in understanding Chinese history.</p> <p>This subject provides important perspective about gender study and the new version of Chinese History with gender-awareness, which is quite important for students to think about the gender issue and social structure in the fast-changing technological social contexts. And this awareness will also be equipped with historical knowledge, which together lead them to develop new ideas about the biological and mental gender in the new era, raising the awareness of their responsibilities in shaping technological changes mindfully for human flourishing when encounter gender issue.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) have a fundamental understanding of tenets and cultural phenomenon concerning women in Imperial China; b) grasp key concepts of Chinese women studies and Chinese women's history; c) gain new perspectives in evaluating stereotypical understanding that labelled traditional Chinese women as the repressed and the silenced; d) understand the varieties in different classes, periods and areas of women in Imperial China;

	f) heighten social responsibilities and academic integrity in fast-changing technological social contexts.																																																						
Subject Synopsis/ Indicative Syllabus (Note 2)	1. Introduction: Women’s roles and gender relation in traditional society 2. Records of women in Early period of China 3. The Only empress regent and women in Tang Dynasty 4. The Transform of Confucianism and moral standards of women in Song Dynasty 5. Brilliant women and Ming-Qing Culture 6. Marriage, sex and customs in Imperial China 7. Women’s health and hygiene 8. Women’s fashion: clothing, accessories, and aesthetic trends 9. Women’s occupations and professional women 10. Entertainments and Festivals 11. Gender awareness, rights and the transform to Modern China 12. Conclusion																																																						
Teaching/Learning Methodology (Note 3)	The subject comprises lectures, tutorials and study tours to Suzhou. The two-hour lectures will be aided by presentation of pictorial and video materials. Field trips will be preceded by lectures on the relevant topics; students are required to read assigned readings before the class meets. In the one-hour tutorial session, students will discuss reading materials and present their research after each cultural tour to share their insights and demonstrate their comprehensive learning outcome. Museum visits in Suzhou will enhance their understanding about science and technological development concerning women’s health and engagement with agricultural and industrial activities. A final essay on traditional Chinese women will be required.																																																						
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table border="1"> <thead> <tr> <th data-bbox="534 1339 798 1585" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="798 1339 1026 1585" rowspan="2">% weighting</th> <th colspan="6" data-bbox="1026 1339 1393 1518">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1026 1518 1085 1585">a</th> <th data-bbox="1085 1518 1144 1585">b</th> <th data-bbox="1144 1518 1203 1585">c</th> <th data-bbox="1203 1518 1262 1585">d</th> <th data-bbox="1262 1518 1321 1585">e</th> <th data-bbox="1321 1518 1393 1585"></th> </tr> </thead> <tbody> <tr> <td data-bbox="534 1585 798 1641">1. Quiz</td> <td data-bbox="798 1585 1026 1641">30%</td> <td data-bbox="1026 1585 1085 1641">√</td> <td data-bbox="1085 1585 1144 1641">√</td> <td data-bbox="1144 1585 1203 1641"></td> <td data-bbox="1203 1585 1262 1641"></td> <td data-bbox="1262 1585 1321 1641"></td> <td data-bbox="1321 1585 1393 1641"></td> </tr> <tr> <td data-bbox="534 1641 798 1821">2. Study tour group oral presentation and report</td> <td data-bbox="798 1641 1026 1821">30%</td> <td data-bbox="1026 1641 1085 1821">√</td> <td data-bbox="1085 1641 1144 1821">√</td> <td data-bbox="1144 1641 1203 1821">√</td> <td data-bbox="1203 1641 1262 1821">√</td> <td data-bbox="1262 1641 1321 1821">√</td> <td data-bbox="1321 1641 1393 1821"></td> </tr> <tr> <td data-bbox="534 1821 798 1910">3. Final written essay</td> <td data-bbox="798 1821 1026 1910">40%</td> <td data-bbox="1026 1821 1085 1910">√</td> <td data-bbox="1085 1821 1144 1910">√</td> <td data-bbox="1144 1821 1203 1910">√</td> <td data-bbox="1203 1821 1262 1910">√</td> <td data-bbox="1262 1821 1321 1910">√</td> <td data-bbox="1321 1821 1393 1910"></td> </tr> <tr> <td data-bbox="534 1910 798 1966"></td> <td data-bbox="798 1910 1026 1966"></td> <td data-bbox="1026 1910 1085 1966"></td> <td data-bbox="1085 1910 1144 1966"></td> <td data-bbox="1144 1910 1203 1966"></td> <td data-bbox="1203 1910 1262 1966"></td> <td data-bbox="1262 1910 1321 1966"></td> <td data-bbox="1321 1910 1393 1966"></td> </tr> <tr> <td data-bbox="534 1966 798 2031">Total</td> <td data-bbox="798 1966 1026 2031">100 %</td> <td data-bbox="1026 1966 1085 2031"></td> <td data-bbox="1085 1966 1144 2031"></td> <td data-bbox="1144 1966 1203 2031"></td> <td data-bbox="1203 1966 1262 2031"></td> <td data-bbox="1262 1966 1321 2031"></td> <td data-bbox="1321 1966 1393 2031"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Quiz	30%	√	√					2. Study tour group oral presentation and report	30%	√	√	√	√	√		3. Final written essay	40%	√	√	√	√	√										Total	100 %						
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. The quiz comprising multiple choice questions and simple answer questions, will help students gauge the key concepts in Imperial Chinese women's history covered in the lectures. 2. Students will be asked to form study groups. Numbers of group members will be determined according to the enrolment. Each group will be assigned to give oral presentation after a cultural visit. The oral presentations, each lasted for twenty minutes and given in tutorials, can comprehensively assess the earlier stage of these students' understanding of the subject. 3. The final written essay of 1,500 – 2,500 English words developed from individual contributions to the group presentations, can comprehensively assess the students' general grasp of the subject and their in-depth understanding of some particular aspects of it. 	
<p>Student Study Effort Expected</p>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	▪ Study Tour	TBA
	Other student study effort:	
	▪ Preparation, Reading, and Self-study	42 Hrs.
	▪ Assessment: Essay Writing	36 Hrs.
	▪ Assessment: Oral Presentation/ Group Project	12 Hrs
	Total student study effort	129 Hrs.
<p>Reading List and References</p>	<p>Supplementary readings: Berg, Daria and Chloe Starr, eds. <i>The Quest for Gentility in China: Negotiations beyond Gender and Class</i>. London; New York: Routledge, 2007. Bray, Francesca. <i>Technology and Gender: Fabrics of Power in Late Imperial China</i>. Berkeley: University of California Press, 1997. Bray, Francesca. <i>Technology, Gender and History in Imperial China: Great Transformations Reconsidered</i>. New York: Routledge, 2013. Ebrey, Patricia Buckley. <i>Women and the Family in Chinese History</i>. New York, Routledge, 2002. Ebrey, Patricia. <i>The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period</i>. Berkeley, LA, and London: University of California Press, 1993. Fong, Grace. "Female Hands: Embroidery as a Knowledge Field in Women's Everyday Life in Late Imperial and Early Republican China." <i>Late Imperial China</i> 25.1 (2004): 1-58.</p>	

	<p>Judge, Joan and Ying Hu, eds. <i>Beyond Exemplar Tales: Women's Biography in Chinese History</i>. Berkeley, California: University of California Press, 2011.</p> <p>Judge, Joan. <i>The Precious Raft of History: The Past, the West, and the Woman Question in China</i>. Stanford, California: Stanford University Press, 2008.</p> <p>Ko, Dorothy. "Between the Boudoir and the Global Market: Shenshou, Embroidery, and Modernity at the Turn of the Twentieth Century." In Lee, Lily Xiao Hong and Sue Wiles eds. <i>Biography Dictionary of Chinese Women: Tang Through Ming, 618-1644</i>. M.E. Sharpe, Inc., 2014.</p> <p>Ko, Dorothy. <i>Cinderella's Sisters: A Revisionist History of Footbinding</i>. Berkeley, California: University of California Press, 2005.</p> <p>Ko, Dorothy. <i>Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China</i>. Stanford: Stanford University Press, 1994.</p> <p>Lerner, Gerda. "Placing Women in History: Definitions and Challenges." In her <i>The Majority Finds Its Past: Placing Women in History</i>. Oxford, New York, Toronto and Melbourne: Oxford University Press, 1979.</p> <p>Mann, Susan. "What Can Feminist Theory Do for the Study of Chinese History? A Brief Review of Scholarship in the U.S." <i>Research on Women in Modern Chinese History</i> 1 (1993): 241-260.</p> <p>Mann, Susan. "Work and Household in Chinese Culture: Historical Perspectives." In Barbara Entwisle and Gail Henderson, eds. <i>Re-drawing Boundaries: Work, Households, and Gender in China</i>. Berkeley, LA, London: University of California Press, 2000.</p> <p>Mann, Susan. <i>Precious Records: Women in China's Long Eighteenth Century</i>. Stanford: Stanford University Press, 1997.</p> <p>Scott, Joan. "Gender: A Useful Category of Historical Analysis." <i>The American Historical Review</i> 91. 5 (1986): 1053-1075.</p> <p>T'ien Ju-k'ang. <i>Male Anxiety and Female Chastity: A Comparative Study of Chinese Ethical Values in Ming-Ch'ing Times</i>. Leiden: Brill, 1988.</p> <p>Xu, Man. <i>Crossing the Gate: Everyday Lives of Women in Song Fujian (960-1279)</i>. New York: SUNY Press, 2016.</p> <p>Yang, Binbin. <i>Heroines of the Qing: Exemplary Women Tell Their Stories</i>. Seattle: University of Washington Press, 2016.</p> <p>Zurndorfer, Harriet T. "Women in Chinese Encyclopedias." In Clara Ho, ed. <i>Overt and Covert Treasures: Essays on the Sources for Chinese Women's History</i>. Hong Kong: Chinese University Press, 2012.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020