

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	FH2CM06V
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, FH2CM06N, 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 so doing, 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 labeled traditional Chinese women as the repressed and the silenced; d) understand the varieties in different classes, periods and areas of women in Imperial China ; e) heighten social responsibilities and academic integrity in fast-changing technological social contexts.

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 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. The history of binding feet 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 																																															
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The subject comprises lectures, study tour in mainland China and interactive tutorials. The lecture will be aided by presentation of pictorial and video materials. Students are required to read assigned readings before the class meeting. The study tour will be conducted alongside the lectures, allowing students to experience the living environments of ancient Chinese women and deepen their understanding of women's roles at that time. In the tutorial session, students will discuss reading materials and present their research to share their insights and demonstrate their comprehensive learning outcome. A final essay on Traditional Chinese women will be required.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="536 1037 1396 1697"> <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. Final quiz</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Oral presentation / Group project during study tour</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Individual Final Term Paper</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Attendance and Active Participation in lectures and study tour</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The final quiz, comprising 3-4 open-ended questions, will help students gauge the key concepts covered in the lectures.</p> <p>Oral presentations or group projects scheduled in tutorial sessions during the study tour can best assess the students’ overall grasp of the knowledge and skills learnt in context of real life.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Final quiz	20%	√	√	√	√	√	2. Oral presentation / Group project during study tour	30%	√	√	√	√	√	3. Individual Final Term Paper	40%	√	√	√	√	√	4. Attendance and Active Participation in lectures and study tour	10%	√	√	√	√	√	Total	100 %					
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	<p>The individual term paper of 2,000-3,000 Chinese characters, finalized in accordance with the instructor's comments and feedbacks, will best assess the students' command of the knowledge and skills learnt from the subject and their ability to present specific aspects of the subject.</p> <p>Students' active participation in lectures, tutorial discussions and study tour is essential in ensuring students' understanding and improving presentation skills.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	▪ Study tour	10 Hrs.
	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	139 Hrs.	
Reading List and References	<p>中文參考書目：杜芳琴、王政（主編）：《中國歷史中的婦女與性別》。天津：天津人民出版社，2012。（pp.108-263）。</p> <p>高彥頤著、李志生譯：《閨塾師——明末清初的才女文化》。南京：江蘇人民出版社，2004。（pp.1-28, 123-264）。</p> <p>毛文芳：《卷中小立亦百年：明清女性畫像文本探論》。台北：學生書局，2013年。</p> <p>王爾敏：《明清時代庶民文化生活》。長沙：嶽麓書社，2002年。</p> <p>衣若蘭：《三姑六婆：明代婦女與社會的探索》。台北：稻香出版社，2002年。</p> <p>巫仁恕：《奢侈的女人：明清時期江南的消費文化》。台北：三民書局，2005年。</p> <p>李志生：《中國古代婦女史研究入門》。北京：北京大學出版社，2014。</p> <p>李貞德：《女人的中國醫療史——漢唐之間的健康照顧與性別》。台北：三民書局，2008年。</p> <p>李貞德：《中國史新論·性別史分冊》。台北：中央研究院、聯經出版事業股份有限公司，2009年。</p> <p>胡文楷：《歷代婦女著作考》。上海：上海古籍出版社，2008年。</p> <p>高世瑜：《中國古代婦女生活》。北京：商務出版社，1996年。</p> <p>張妙清：《性別學與婦女研究》。台北：稻鄉出版社，1986年。</p> <p>陳東原：《中國婦女生活史》。台北：台灣商務，1994年。</p> <p>陳弱水：《唐代的婦女文化與家庭生活》。台北：允晨文化，2007年。</p>	

劉詠聰：《性別視野中的中國歷史新貌》。北京：社會科學文獻出版社，2012年。

鄧小南、王政、游鑒明編：《中國婦女史讀本》。北京：北京大學出版社，2011年。

English readings:

Berg, Daria and Chloe Starr, eds. *The Quest for Gentility in China: Negotiations beyond Gender and Class*. London; New York: Routledge, 2007.

Bray, Francesca. *Technology and Gender: Fabrics of Power in Late Imperial China*. Berkeley: University of California Press, 1997.

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Ebrey, Patricia Buckley. *Women and the Family in Chinese History*. New York, Routledge, 2002.

Ebrey, Patricia. *The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period*. 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." *Late Imperial China* 25.1 (2004): 1-58.

Judge, Joan and Ying Hu, eds. *Beyond Exemplar Tales: Women's Biography in Chinese History*. Berkeley, California: University of California Press, 2011.

Judge, Joan. *The Precious Raft of History: The Past, the West, and the Woman Question in China*. Stanford, California: Stanford University Press, 2008.

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. *Biography Dictionary of Chinese Women: Tang Through Ming, 618-1644*. M.E. Sharpe, Inc., 2014.

Ko, Dorothy. *Cinderella's Sisters: A Revisionist History of Footbinding*. Berkeley, California: University of California Press, 2005.

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Mann, Susan. "Work and Household in Chinese Culture: Historical Perspectives." In Barbara Entwisle and Gail Henderson, eds. *Re-drawing Boundaries: Work, Households, and Gender in China*. Berkeley, LA, London: University of California Press, 2000.

Mann, Susan. *Precious Records: Women in China's Long Eighteenth Century*. Stanford: Stanford University Press, 1997.

Scott, Joan. "Gender: A Useful Category of Historical Analysis." *The American Historical Review* 91. 5 (1986): 1053-1075.

T'ien Ju-k'ang. *Male Anxiety and Female Chastity: A Comparative Study of Chinese Ethical Values in Ming-Ch'ing Times*. Leiden: Brill, 1988.

Xu, Man. *Crossing the Gate: Everyday Lives of Women in Song Fujian (960-1279)*. New York: SUNY Press, 2016.

Yang, Binbin. *Heroines of the Qing: Exemplary Women Tell Their Stories*. Seattle: University of Washington Press, 2016.

	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.
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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