

**The Hong Kong Polytechnic University**

**Subject Description Form**

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

<b>Subject Code</b>	FH2C06/FH2C06P
<b>Subject Title</b>	Women and their Everyday Life in Imperial China 中國古代女性的日常生活
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil.
<b>Objectives</b>	The aim of this course is to acquaint students with a gender perspective on Chinese culture and society. By studying different aspects concerning the lifestyle of traditional Chinese women, the course will demonstrate how women in traditional society 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?
<b>Intended Learning Outcomes</b> (Note 1)	Upon completion of the subject, students will be able to: A: have a fundamental understanding of tenets and cultural phenomenon concerning women in traditional 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: develop aesthetic sensitivity to the lives of traditional Chinese women; E: develop library and web-based research skills relevant to women studies; F: meet the Chinese or English reading requirement.
<b>Subject Synopsis/ Indicative Syllabus</b> (Note 2)	<ol style="list-style-type: none"> <li>1. Introduction: Women's roles and gender relation in traditional society</li> <li>2. Female virtues: history and influence</li> <li>3. The inner quarters and beyond</li> <li>4. "Without talent is a virtue"? Women's education and educated women</li> <li>5. Marriage, sex, and family relations</li> <li>6. Household management: empowering or disempowering women</li> <li>7. Women's health care and moral concerns</li> <li>8. Women's fashion: clothing, accessories, and aesthetic trends</li> <li>9. Women's occupations and professional women</li> <li>10. Entertainments and Festivals</li> <li>11. Women in literature and women's literature</li> <li>12. Conclusion</li> </ol>

<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	The subject comprises lectures and interactive tutorials. The lectures will be aided by presentation of pictorial and video materials. Students are required to read assigned readings before the class meeting. In tutorial sessions, 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.																																																													
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="517 488 1474 969"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">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> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Final Quiz</td> <td>20%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>2. Oral Presentation/ Group Project</td> <td>30%</td> <td>√</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> <td>√</td> </tr> <tr> <td>4. Attendance and Active Participation</td> <td>10%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="517 974 1474 1048">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="517 1052 1474 1126">The final quiz, comprising 3-4 open-ended questions, will help students gauge the key concepts covered in the lectures.</p> <p data-bbox="517 1160 1474 1234">Oral presentations or group projects scheduled in tutorial sessions can best assess the students' overall grasp of the knowledge and skills learnt.</p> <p data-bbox="517 1267 1474 1451">The individual term paper of no fewer than 2,500 words in English / no fewer than 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 data-bbox="517 1485 1474 1592">Students' active participation in lectures, tutorial discussions and online Blackboard learning is essential in ensuring students' understanding and improving presentation skills.</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Final Quiz	20%	√	√				√	2. Oral Presentation/ Group Project	30%	√	√	√	√	√	√	3. Individual Final Term Paper	40%	√	√	√	√	√	√	4. Attendance and Active Participation	10%	√	√					Total	100 %						
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<b>Reading List and References</b>	<b>Required readings:</b> Ko, Dorothy. <i>Teachers of the Inner Chambers: Women and Culture in</i>																																																													

*Seventeenth-Century China*. Stanford: Stanford University Press, 1994. (ER: pp. 1-26, 115-176).

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

**Supplementary readings:**

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

Bossler, Beverly. *Courtesans, Concubines, and the Cult of Female Fidelity: Gender and Social Change in China, 1000-1400*. Cambridge and Mass.: Harvard University Asia Center, 2012.

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

Bray, Francesca. *Technology, Gender and History in Imperial China: Great Transformations Reconsidered*. New York: Routledge, 2013.

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.

Jia, Jinhua. *Gender, Power, and Talent: The Journey of Daoist Priestesses in Tang China*. New York: Columbia University Press, 2018.

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

Lerner, Gerda. "Placing Women in History: Definitions and Challenges." In her *The Majority Finds Its Past: Placing Women in History*. Oxford, New York, Toronto and Melbourne: Oxford University Press, 1979.

Mann, Susan. "What Can Feminist Theory Do for the Study of Chinese History? A Brief Review of Scholarship in the U.S." *Research on Women in Modern Chinese History* 1 (1993): 241-260.

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

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. *Overt and Covert Treasures: Essays on the Sources for Chinese Women's History*. Hong Kong: Chinese University Press, 2012.

	<p><b>必讀書目：</b>  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。（CR: pp.108-263）。  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。（CR: pp.1-28, 123-264）。</p> <p><b>選讀書目：</b>  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。  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。  岑靜雯：《唐代宦門婦女研究》。文錦出版社有限公司，1995年。  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。  李志生：《中國古代婦女史研究入門》。北京：北京大學出版社，2014。  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。  胡文楷：《歷代婦女著作考》。上海：上海古籍出版社，2008年。  高世瑜：《中國古代婦女生活》。北京：商務出版社，1996年。  張妙清：《性別學與婦女研究》。台北：稻鄉出版社，1986年。  陳弱水：《唐代的婦女文化與家庭生活》。台北：允晨文化，2007年。  鄧小南、王政、游鑑明（主編）：《中國婦女史讀本》。北京：北京大學出版社，2011。  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。  羅時進：《中國女性生活風俗》。西安：陝西人民出版社，2004年。</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 completion of the subject. 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 over-crowding 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 purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.