

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 | APSS1BN16 | | | | | | | | | | | | | | |
|--|--|------------------|--|----------------------------|-----------------------|------------------|-------------------------------------|-----|----|-----------------------|-----|--|---------------|-----|----|
| Subject Title | Gender and Social Changes in Chinese Societies | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | |
| Level | 1 | | | | | | | | | | | | | | |
| GUR Requirements Intended to Fulfill | <p>This subject intends to fulfill the following requirement(s) :</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Healthy Lifestyle <input type="checkbox"/> AI and Data Analytics (AIDA) <input type="checkbox"/> Innovation and Entrepreneurship (IE) <input type="checkbox"/> Languages and Communication Requirement (LCR) <input type="checkbox"/> Leadership Education and Development (LEAD) <input type="checkbox"/> Service-Learning <input checked="" type="checkbox"/> Cluster-Area Requirement (CAR) <div style="margin-left: 20px;"> <input type="checkbox"/> Human Nature, Relations and Development [CAR A] <input type="checkbox"/> Science, Technology and Environment [CAR D] <input type="checkbox"/> Chinese History and Culture [CAR M] <input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N] </div> <input checked="" type="checkbox"/> China-Study Requirement <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> Yes or <input type="checkbox"/> No </div> <input checked="" type="checkbox"/> Writing and Reading Requirements <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese </div> </div> | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | <p>APSS students are not allowed to take this subject.</p> <p>Subject Exclusion : APSS1B16</p> | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th><th style="width: 25%;">Individual Assessment</th><th style="width: 25%;">Group Assessment</th></tr> </thead> <tbody> <tr> <td>1. Attendance & Class Participation</td><td style="text-align: center;">25%</td><td style="text-align: center;">--</td></tr> <tr> <td>2. Group Presentation</td><td style="text-align: center;">25%</td><td></td></tr> <tr> <td>3. Term Essay</td><td style="text-align: center;">50%</td><td style="text-align: center;">--</td></tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Attendance & Class Participation | 25% | -- | 2. Group Presentation | 25% | | 3. Term Essay | 50% | -- |
| 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | |
| 1. Attendance & Class Participation | 25% | -- | | | | | | | | | | | | | |
| 2. Group Presentation | 25% | | | | | | | | | | | | | | |
| 3. Term Essay | 50% | -- | | | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject. |
| Objectives | <p>Over the past three decades, Gender Studies has become an important field of study in many countries across the world. The objectives of this subject are to provide students with the basic knowledge and concepts in gender studies as well as to relate gender with broader socio-political changes in Chinese societies.</p> <p>This subject comprises two parts. The first part will help students to gain a better understanding of the Chinese societies by looking at their gender aspects. It explores the unique characteristics and evolution of the gender system of Chinese societies, in particular, Hong Kong and the Mainland.</p> <p>The second part serves as an introduction to gender study by focusing on the changes of gender structures and related policies. The subject will increase students' gender awareness and sensitivity. Students will learn the meaning and importance of gender in different aspects of their personal and social lives, including family, education, employment, mass media, body politics, and globalization. It considers gendered relations of power and the articulation of gender with other kinds of social difference & identities such as race, class and sexuality. We would also apply the concepts and theories to compare the gender experiences in different Chinese societies.</p> <p>A variety of theoretical perspectives, including historical perspective, sociological theories, conventional social science perspectives, cultural studies perspectives and various feminist perspectives will be applied to a number of substantive issues of contemporary concern.</p> |
| Intended Learning Outcomes <i>(Note 1)</i> | <p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) analyze the gender aspects in the changing Chinese societies; (b) discern different levels of gender equality/inequality in various aspects of their lives; (c) analyze how gender affects relationships and improve their ability to communicate with the same and opposite sex; and (d) describe laws, public policy, institutions governing gender relations in both the public and private spheres. |
| Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i> | <p>Part I: Gender relations in Chinese societies: Historical Overview</p> <ul style="list-style-type: none"> 1. Traditional Chinese society <ul style="list-style-type: none"> a) Marriage & patriarchal Chinese family b) Reforms and gender equality |

| | <div>2. Hong Kong<div>a) Gender and change in Hong Kong</div><div>b) History of the women’s movement</div></div> <div>Part II: Theoretical Perspectives, Gender Structures, and Gender Discourses</div> <div>1. Gender Perspectives: theoretical issues<div>A) Understanding gender</div><div>B) The journey to a gendered approach:<div>- Feminist frameworks and Women’s Studies</div><div>- Masculinity and Men’s Studies</div></div></div> <div>2. Gender Roles and Gender Development: socialization process</div> <div>3. Gender and Globalization</div> <div>4. Culture and Media</div> <div>5. Beauty Myth and Body Politics</div> <div>6. Gender, Work and Economy</div> <div>7. Gender, Marriage, and Families</div> <div>8. Gender and Political Participation</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------------------|-------------|--|---|--|--|--|--|---|---|---|---|--|--|------------------------------------|-----|---|---|---|---|--|--|-----------------------|-----|---|---|---|---|--|--|
| <div>Teaching/Learning Methodology</div> <div>(Note 3)</div> | <div>Major concepts and theoretical perspectives will be given primarily through lectures. Interdisciplinary material is organized, presented, and guided by sociological, psychological, cultural, historical, and feminist perspectives.</div> <div>In lectures, audio-visual materials will be used as teaching aids and guest speakers will be invited. Students will be required to break up into small groups to present assigned topics and readings. They are also expected to apply the learned concepts and theories to selected cases during discussion.</div> <div>To enable students to meet the “ER” requirement, students will receive on-line support from the language centre to enhance their reading skills. They are also expected to study the prescribed readings on the Reading List session below. In order to meet the “EW” requirement, students are required to write a term essay (1,500 - 2,500 words) as a written assignment designed to assess their writing abilities.</div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <div>Assessment Methods in Alignment with Intended Learning Outcomes</div> <div>(Note 4)</div> | <table><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></th><th></th></tr><tr><td>1.Attendance & Class Participation</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr><tr><td>2. Group Presentation</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr></table> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | a | b | c | d | | | 1.Attendance & Class Participation | 25% | ✓ | ✓ | ✓ | ✓ | | | 2. Group Presentation | 25% | ✓ | ✓ | ✓ | ✓ | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.Attendance & Class Participation | 25% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Group Presentation | 25% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | 3.Term Essay | 50% | ✓ | ✓ | ✓ | ✓ | | |
| | Total | 100 % | | | | | | |
| | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The attendance, class participation, and group presentation provide an opportunity for students to demonstrate their ability and skills in communicating their ideas and progress of their own research while getting timely feedback from peers and instructors before writing up the term essay. The written assignment shows their subject specific knowledge, critical thinking and problem-solving capacity and ability to communicate the major issues in gender and social changes in Chinese societies.</p> <p>In order to pass the subject, students must pass the writing component assessment, i.e., attain a minimum grade D for Term Essay.</p> | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | |
| | ▪ Lectures | | | | | | 39 Hrs. | |
| | Other student study effort: | | | | | | | |
| | ▪ Self-directed studies | | | | | | 35 Hrs. | |
| | ▪ Preparation for group presentation | | | | | | 15 Hrs. | |
| | ▪ Preparation for term essay | | | | | | 25 Hrs. | |
| | Total student study effort | | | | | | 112 Hrs. | |
| Reading List and References | <u>Readings to fulfill “ER” and “EW” Requirement</u> | | | | | | | |
| | Cheung, F.M.,& Holroyd, E.(Eds.). (2009). <i>Mainstreaming gender in Hong Kong society</i> . Hong Kong: The Chinese University Press. (pp.1-135, 159-179, 291-309, 401-433) (Total: 205 pages). | | | | | | | |
| | <u>Other References</u> | | | | | | | |
| | Andersen, M.L. (2006). <i>Thinking about women: Sociological Perspectives on sex and gender</i> . Boston: Pearson. | | | | | | | |
| | Bradley, H. (2007). <i>Gender</i> . Cambridge: Polity. | | | | | | | |
| | Broderick, K.M. et al. (2008). <i>Closing the gender gap in Hong Kong: Conversations with the community</i> . Hong Kong: The Women’s Foundation. | | | | | | | |

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| | <p>Brownell, S., & Wasserstrom, J.N. (2002). <i>Chinese femininities and Chinese masculinities</i>. London: University of California Press.</p> <p>Chan, A.K.-W., & Wong, W.-L. (Eds.). (2004). <i>Gendering Hong Kong</i>. Hong Kong: Oxford University Press.</p> <p>Choi, S.Y.P., & Peng, Y. (2016) <i>Masculine Compromise : Migration, Family, and Gender in China</i>. Oakland, California: University of California Press.</p> <p>Davis, K. (Ed.). (1997). <i>Embodied practices: Feminist perspectives on the body</i>. London: Sage Publication.</p> <p>Edwards, L., & Races, M. (Eds.). (2000) <i>Women in Asia: Tradition, modernity and globalization</i>. Ann Arbor: University of Michigan Press.</p> <p>Farris, C., Lee, A., & Rubinstein, M. (Eds.). (2004) <i>Women in the new Taiwan: gender roles and gender consciousness in a changing society</i>. Armonk, N.Y. : M.E. Sharpe</p> <p>Granrose, C.S. (Eds.). (2005). <i>Employment of women in Chinese cultures: half the sky</i>. Northampton, Mass. : Edward Elgar</p> <p>Jeffreys, S. (2005). <i>Beauty and misogyny: Harmful cultural practices in the West</i>. London & NY: Routledge.</p> <p>LeMoncheck, L., & Sterba, J.P. (Eds.). (2001). <i>Sexual harassment: Issues and answers</i>. New York: Oxford University Press.</p> <p>Lee, E.W.Y. (Ed.). (2003). <i>Gender and change in Hong Kong</i>. Hong Kong: Hong Kong University Press.</p> <p>Lindsey, L.L. (2005). <i>Gender roles: A sociological perspective</i> (4th ed.). New Jersey: Pearson/Prentice Hall.</p> <p>Marchbank, J. & Letherby, G. (2007). <i>Introduction to gender: Social science perspectives</i>. Harlow, England: Pearson Education Limited.</p> <p>Pun, N. (2005). <i>Made in China: Women factory workers in a global workplace</i>. Durham: Duke University Press.</p> <p>Rofel, Lisa (2007). <i>Desiring China: Experiments in Neoliberalism, Sexuality, and Public Culture</i>. Durham: Duke University Press.</p> <p>Santos, Goncalo and Stevan Harrell (2017). <i>Transforming Patriarchy: Chinese Families in the Twenty-First Century</i>. Seattle: University of Washington Press.</p> |
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| | <p>Spalding, A.D. (Ed.). (1998). <i>Taking sides: Clashing views on controversial issues in gender studies</i>. Connecticut: Dushkin/McGraw-Hill.</p> <p>Tong, R. (1998). <i>Feminist thoughts: A more comprehensive introduction</i>. Boulder, Colorado: Westview Press.</p> <p>Watson, R., & Ebrey, P.B. (1991). <i>Marriage and inequality in Chinese society</i>. Berkeley: University of California Press.</p> <p>Yan, Hairong. (2008). <i>New masters, New servants</i>. Durham: Duke University Press.</p> <p>林麗珊（2001）。女性主義與兩性關係。台灣：五南圖書。（頁 3-48; 103-185）。</p> <p>洪雪蓮、馮國堅（編）（2003）。香港婦女檔案。香港：新婦女協進會。（頁 11-93）。</p> <p>李小江等（主編）（1994）。性別與中國。北京：三聯書店。</p> <p>李銀河（編）（2009）。家庭與性別評論。北京：社會科學文獻出版社。</p> <p>尚索未（2018）。轉型期中國的階層、性別與親密關係。社科文獻出版社。</p> <p>陳惜姿（2006）。天水圍十二師奶。香港：藍藍的天。</p> <p>陳潔華、王惠玲（編）（2004）。香港性別論述。香港：牛津大學出版社。</p> <p>陳錦華等（編）（2001）。差異與平等 --香港婦女運動的新挑戰。香港：新婦女協進會及香港理工大學應用社會科學系社會政策研究中心。</p> <p>香港政府（2009）。香港的女性及男性主要統計數字。香港：政府統計處。</p> <p>唐燦（編）（2008）。家庭與性別評論。北京：社會科學文獻出版社。</p> <p>譚琳、姜秀花（主編）（2009）。婦女/性別理論與實踐--婦女研究論叢 (2005-2009) 集萃（上冊）。社會科學文獻出版社。</p> <p>嚴潔心（主編）（2005）。76.8%的天空：社會性別、貧窮與發展在香港（上、下冊）。香港：樂施會。</p> |
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| | <p>甄鳳玲（2004）。未嫁女：傳統與當代之間的香港單身女性。香港：匯美書社。</p> <p>新婦女協進會（編）（2003）。16+ 少女口述歷史。香港：新婦女協進會。</p> <p>新婦女協進會（編）（1998）。又喊又笑：阿婆口述歷史。香港：新婦女協進會。</p> <p>蔡寶瓊（1998）。晚晚 6 點半：七十年代上夜校的女工。香港：進一步多媒體有限公司。</p> <p>劉詠聰（著）（1993）。女性與歷史---中國傳統觀念新探。香港：香港教育圖書公司。</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.