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

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS1B16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Gender and Social Changes in Chinese Societies</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
</tbody>
</table>
| **GUR Requirements Intended to Fulfill** | This subject intends to fulfill the following requirement(s) :
- [ ] Healthy Lifestyle
- [ ] Freshman Seminar
- [ ] Languages and Communication Requirement (LCR)
- [ ] Leadership and Intra-Personal Development
- [ ] Service-Learning
- [X] Cluster-Area Requirement (CAR)
  - [ ] Human Nature, Relations and Development
  - [ ] Community, Organization and Globalization
  - [ ] History, Cultures and World Views
  - [ ] Science, Technology and Environment
- [X] China-Study Requirement
  - [X] Yes or [ ] No
- [X] Writing and Reading Requirements
  - [X] English or [ ] Chinese

| Pre-requisite / Co-requisite / Exclusion | The following students are not allowed to take this subject :
All APSS students |

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>100% Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance &amp; Class Participation</td>
<td>10%</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>2. Group Presentation</td>
<td>--</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>3. Term Essay</td>
<td>50%</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>4. Quiz</td>
<td>30%</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

1. The grade is calculated according to the percentage assigned.
2. The completion and submission of all component assignments are required for passing the subject.
3. In order to pass the subject, students must pass the writing component, i.e., attain a minimum grade D for Term Essay.
### Objectives

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.

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.

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.

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.

### Intended Learning Outcomes (Note 1)

Upon completion of the subject, students will be able to:

(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 (Note 2)

#### Part I: Gender relations in Chinese societies: Historical Overview

1. China
   a) Footbinding
   b) Marriage & patriarchal Chinese family
   c) Reforms and gender equality

2. Hong Kong
   a) Gender and British colonialism
   b) Gender and change in Hong Kong
   c) History of the women’s movement

#### Part II: Theoretical Perspectives, Gender Structures, and Gender Discourses
1. Gender Perspectives: theoretical issues
   A) Understanding gender
   B) The journey to a gendered approach:
      - Feminist frameworks and Women’s Studies
      - Masculinity and Men’s Studies
2. Gender Roles and Gender Development: socialization process
3. Gender and Education
4. Culture and Media
5. Beauty Myth and Body Politics
6. Gender, Work and Economy
7. Gender and Globalization
8. Gender, Marriage, and Families
9. Violence and Sexual Harassment
10. Gender and Political Participation
11. Comparing Mainland, Hong Kong and Taiwan
    a) Gender experiences in 3 societies
    b) Changing social, economic and political status of women

Teaching/Learning Methodology
(Note 3)

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.

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.

To enable students to meet the “ER” requirement, students will receive online 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 (of not less than 2,500 words) as a written assignment designed to assess their writing abilities.

Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weightin g</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a  b  c  d</td>
<td></td>
</tr>
<tr>
<td>1. Attendance &amp; Class Participation</td>
<td>10%</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>2. Group Presentation</td>
<td>10%</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>3. Term Essay</td>
<td>50%</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>4. Quiz</td>
<td>30%</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The attendance, class participation, group presentation and quiz 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.

In order to pass the subject, students must pass the writing component assessment, i.e., attain a minimum grade D for Term Essay.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Lectures 39 Hrs.</td>
</tr>
<tr>
<td>Other student study effort:</td>
<td></td>
</tr>
<tr>
<td>• Self-directed studies 35 Hrs.</td>
<td></td>
</tr>
<tr>
<td>• Preparation of quiz and presentation 15 Hrs.</td>
<td></td>
</tr>
<tr>
<td>• Preparation of term essay 25 Hrs.</td>
<td></td>
</tr>
<tr>
<td>Total Student Study Effort</td>
<td>112 Hrs.</td>
</tr>
</tbody>
</table>

Medium of Instruction

English

Medium of Assessment

English

Reading List and References

Readings to fulfill “ER” and “EW” Requirement


Other References


林麗珊（2001）。女性主義與兩性關係。台灣：五南圖書。（頁3-48; 103-185）。

洪雪蓮、馮國堅（編）（2003）。香港婦女檔案。香港：新婦女協進
李小江等（主編）（1994）。性別與中國。北京：三聯書店。

李銀河（編）（2009）。家庭與性別評論。北京：社會科學文獻出版社。

陳潔華等（編）（2006）。天水圍十二師奶。香港：藍藍的天。

陳潔華、王惠玲（編）（2004）。香港性別論述。香港：牛津大學出版社。

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。

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。

唐燦（編）（2008）。家庭與性別評論。北京：社會科學文獻出版社。

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。

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。

甄鳳玲（2004）。未婚女：傳統與當代之間的香港單身女性。香港：匯美書社。

新婦女協進會（編）（2003）。16+少女口述歷史。香港：新婦女協進會。

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。

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。

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。

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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.

Revised on June 2016 APSS1B16 for the academic year of 2016-17
**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.