

Subject Description Form

Subject Code	APSS4550														
Subject Title	Gender and Sexuality in Chinese Society														
Credit Value	3														
Level	4														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Term Essay</td> <td style="text-align: center;">35 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Presentation and Participation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Quiz</td> <td style="text-align: center;">45 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Term Essay	35 %	--	2. Seminar Presentation and Participation	20 %	--	3. Quiz	45 %	--
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Objectives	<p>The subject aims to:</p> <ol style="list-style-type: none"> 1. introduce critically theoretical discussions and empirical findings on gender relations and sexuality; 2. analyze from the perspective of gender and sexuality various social phenomena: sex role stereotypes, socialization, family structure and relations, gender inequality and stratification, labor market participation and rewards, sexuality and reproduction, women's movement, etc; 3. analyze the ways our gender and sexual norms, values, identities and behaviours are shaped by different social political institutions and systems; 4. examine the changes of gender and sexuality from traditional to contemporary Chinese society. 5. compare different contemporary Chinese societies, where appropriate, for example, Taiwan, mainland China, Hong Kong, Singapore. 														
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. be familiar with basic concepts and theories of gender and sexuality; b. be familiar with contemporary China's gender and sexuality phenomena and issues; c. understand the political, economic and social context of these phenomena and 														

	<p>issues;</p> <p>d. critically analyse using concepts and theories in gender and sexuality;</p> <p>e. link gender and sexuality issues with broad political, social and economic changes and globalization which China has undergone and is undergoing.</p>																																														
<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Introducing gender and sexuality <ul style="list-style-type: none"> - Differences between men and women : argument about biology, psychology and social structure - Social construction of gender and sexuality: norms, values, identities, state, family, marriage, education, class, work, mass media and language 2. Gender and Sexuality in traditional Chinese society <ul style="list-style-type: none"> - Yin and yang, men and women - Good women and bad women - Daughters of Confucius: norms and values, mother and daughter, family and marriage 3. Gender and Sexuality in socialist China <ul style="list-style-type: none"> - The Communist Party and women question - Women as labor heroines - The ‘unfinished’ or ‘postponed’ revolution - Sexuality and socialist economic development 4. Gender and Sexuality in Reform era <ul style="list-style-type: none"> - Re-emphasizing femininity and motherhood - Healthy bodies: reproduction, birth control - Sex and open market: women for sale, male and female prostitution, rape and sexual violence, homosexuality - <i>Mingong</i> and 留守婦女 - Gender and consumption: mass media, beauty and fashion industry - Marriage : cross-border marriages , extra-marital relations and policy debates 5. Conclusion: gender and sexuality revisited 																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>Lectures, seminar presentation and discussion, essay-writing, use of Hong Kong and mainland Chinese documentaries, websites and news reports. These teaching methods aim at getting student familiar with contemporary issues related to gender and sexuality in mainland China.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;">e</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>1. Term Essay</td> <td>35 %</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>2. Seminar Presentation and Participation</td> <td>20 %</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>3. Quiz</td> <td>45 %</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></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. Term Essay	35 %	✓	✓	✓	✓	✓		2. Seminar Presentation and Participation	20 %	✓	✓	✓	✓	✓		3. Quiz	45 %	✓	✓	✓	✓	✓		Total	100 %						
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	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The quiz is for assessing students' understanding of basic concepts and theories ; term essay and seminar presentation are for assessing students' analytical ability and critical understanding of gender and sexuality issues and phenomena in contemporary Chinese societies.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	28 Hrs.
	▪ Seminar	14 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Preparation of assignments	28 Hrs.
	Total student study effort	112 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Croll, E. (2006). <i>China's new consumers [electronic resource]: Social development and domestic demand</i>. London: Routledge.</p> <p>Croll, E. (1995). <i>Changing identities of Chinese women: Rhetoric, experience and self-perception in twentieth century China</i>. Hong Kong: Hong Kong University Press.</p> <p>Evan, H. (1997). <i>Women and sexuality in China: Dominant discourses of female sexuality and gender since 1949</i>. Oxford: Polity Press.</p> <p>Hershatter, G. (2007). <i>Women in China's long twentieth century</i>. Berkeley, Calif.: University of California Press.</p> <p>Kong, T. (2010). <i>Chinese male homosexualities: Memba, tongzhi and golden boy</i>. London: Routledge.</p> <p>李小江、朱虹、董秀玉（主編）（2000）。<i>性別與中國 4：批判與重建</i>。北京：新知三聯書店。</p> <p><u>Supplementary</u></p> <p>Andors, P. (1983). <i>The unfinished liberation of Chinese women, 1949-1980</i>. Bloomington: Indiana University Press</p> <p>Barlow, T. (2004). <i>The question of women in Chinese feminism</i>. Durham: Duke University Press</p> <p>Croll, E. (2000). <i>Endangered daughters</i>. London: Routledge.</p> <p>Greenhalgh, S. (2008). <i>Just one child: Science and policy in Deng's China</i>. Berkeley:</p>	

	<p>University of California Press.</p> <p>Jaschok, M., & Miers, S. (Eds.). (1994). <i>Women and Chinese patriarchy: Submission, servitude and escape</i>. Hong Kong: Hong Kong University Press.</p> <p>Lee, C.K. (1998). <i>Gender and the South China miracle: Two worlds of factory women</i>. Berkeley, Calif.: University of California Press.</p> <p>Stacey, J. (1983). <i>Patriarchy and socialist revolution in China</i>. Berkeley, Calif.: University of California Press.</p> <p>Thakur, R. (1997). <i>Rewriting gender: Reading contemporary Chinese women</i>. London: Zed Books</p> <p>Wolf, M. (1985). <i>Revolution postponed: Women in contemporary China</i>. California: Stanford University Press.</p> <p>Zito, A., & Barlow, T. (Eds.). (1994). <i>Body, subject and power in China</i>. Chicago: University of Chicago Press.</p> <p>李小江（2005）。<i>女性/性別的學術問題</i>。濟南：山東人民出版社。</p> <p>李小江、朱虹、董秀玉（1997）。<i>性別與中國 2：平等與發展</i>。北京：新知三聯書店。</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.