

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	FH2CN06N
Subject Title	Women and their Everyday Life in Imperial China 中國古代女性的日常生活
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil.
Objectives	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?
Intended Learning Outcomes <i>(Note 1)</i>	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;
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction: Women's roles and gender relation in traditional society 2. Female virtues: history and influence 3. The inner quarters and beyond 4. "Without talent is a virtue"? Women's education and educated women 5. Marriage, sex, and family relations 6. Household management: empowering or disempowering women 7. Women's health care and moral concerns 8. Women's fashion: clothing, accessories, and aesthetic trends 9. Women's occupations and professional women 10. Entertainments and Festivals

	11. Women in literature and women’s literature 12. Conclusion																																																												
Teaching/Learning Methodology <i>(Note 3)</i>	The subject comprises lectures, tutorials, and interactive study tours in Hangzhou. 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.																																																												
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="536 600 1390 1279"> <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></th> </tr> </thead> <tbody> <tr> <td>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>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="536 1317 1390 1384">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="536 1391 1390 1458">The final quiz, comprising 3-4 open-ended simple answer questions, will help students gauge the key concepts covered in the lectures.</p> <p data-bbox="536 1496 1390 1563">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="536 1601 1390 1742">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 data-bbox="536 1780 1390 1883">Students’ active participation in lectures, tutorial discussions and online Blackboard learning is essential in ensuring students’ understanding and improving presentation skills in depth.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		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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Student Study Effort Expected	Class contact:																																																												
	▪ Lectures					26 Hrs.																																																							
	▪ Tutorials					13 Hrs.																																																							

	<p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Preparation, Reading, and Self-study ▪ Assessment: Essay Writing ▪ Assessment: Oral Presentation/ Group Project <p>Total student study effort</p>	<p>42 Hrs.</p> <p>36 Hrs.</p> <p>12 Hrs</p> <p>129 Hrs.</p>
<p>Reading List and References</p>	<p>English readings:</p> <p>Berg, Daria and Chloe Starr, eds. <i>The Quest for Gentility in China: Negotiations beyond Gender and Class</i>. London; New York: Routledge, 2007.</p> <p>Bray, Francesca. <i>Technology and Gender: Fabrics of Power in Late Imperial China</i>. Berkeley: University of California Press, 1997.</p> <p>Bray, Francesca. <i>Technology, Gender and History in Imperial China: Great Transformations Reconsidered</i>. New York: Routledge, 2013.</p> <p>Ebrey, Patricia Buckley. <i>Women and the Family in Chinese History</i>. New York, Routledge, 2002.</p> <p>Ebrey, Patricia. <i>The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period</i>. Berkeley, LA, and London: University of California Press, 1993.</p> <p>Fong, Grace. "Female Hands: Embroidery as a Knowledge Field in Women's Everyday Life in Late Imperial and Early Republican China." <i>Late Imperial China</i> 25.1 (2004): 1-58.</p> <p>Judge, Joan and Ying Hu, eds. <i>Beyond Exemplar Tales: Women's Biography in Chinese History</i>. Berkeley, California: University of California Press, 2011.</p> <p>Judge, Joan. <i>The Precious Raft of History: The Past, the West, and the Woman Question in China</i>. Stanford, California: Stanford University Press, 2008.</p> <p>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. <i>Biography Dictionary of Chinese Women: Tang Through Ming, 618-1644</i>. M.E. Sharpe, Inc., 2014.</p> <p>Ko, Dorothy. <i>Cinderella's Sisters: A Revisionist History of Footbinding</i>. Berkeley, California: University of California Press, 2005.</p> <p>Ko, Dorothy. <i>Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China</i>. Stanford: Stanford University Press, 1994.</p> <p>Lerner, Gerda. "Placing Women in History: Definitions and Challenges." In her <i>The Majority Finds Its Past: Placing Women in History</i>. Oxford, New York, Toronto and Melbourne: Oxford University Press, 1979.</p> <p>Mann, Susan. "What Can Feminist Theory Do for the Study of Chinese History? A Brief Review of Scholarship in the U.S." <i>Research on Women in Modern Chinese History</i> 1 (1993): 241-260.</p> <p>Mann, Susan. "Work and Household in Chinese Culture: Historical Perspectives." In Barbara Entwisle and Gail Henderson, eds. <i>Re-drawing Boundaries: Work, Households, and Gender in China</i>. Berkeley, LA, London: University of California Press, 2000.</p> <p>Mann, Susan. <i>Precious Records: Women in China's Long Eighteenth Century</i>. Stanford: Stanford University Press, 1997.</p> <p>Scott, Joan. "Gender: A Useful Category of Historical Analysis." <i>The American Historical Review</i> 91. 5 (1986): 1053-1075.</p>	

	<p>T'ien Ju-k'ang. <i>Male Anxiety and Female Chastity: A Comparative Study of Chinese Ethical Values in Ming-Ch'ing Times</i>. Leiden: Brill, 1988.</p> <p>Xu, Man. <i>Crossing the Gate: Everyday Lives of Women in Song Fujian (960-1279)</i>. New York: SUNY Press, 2016.</p> <p>Yang, Binbin. <i>Heroines of the Qing: Exemplary Women Tell Their Stories</i>. Seattle: University of Washington Press, 2016.</p> <p>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.</p> <p>中文書目：</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年。</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>杜芳琴、王政編：《中國歷史中的婦女與性別》。天津：天津人民出版社，2004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> <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。</p> <p>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。</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 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