

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Chinese and History**  
**with effect from Semester A 2020/21**

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**Part I Course Overview**

<b>Course Title:</b>	Selected Readings in Chinese Women Literature
<b>Course Code:</b>	CAH3136
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3
<b>Level:</b>	B3
<b>Proposed Area:</b> (for GE courses only)	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	Chinese
<b>Medium of Assessment:</b>	Chinese
<b>Prerequisites:</b> (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (Course Code and Title)	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course offers an overview of the historical development of Chinese women's literature from the Qin-Han periods to contemporary China. Students will explore different kinds of primary sources such as poetry, lyrics, fictions, dramas, essays, autobiographies and biographies authored by the most representative and well-known women writers. Students will also examine how women portrayed themselves in terms of gender, sexuality, social class, power, family, and material culture.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the basic concepts of literary theory in interpreting Chinese women's literature.	40%	✓		
2.	Recognize women's images in Chinese literary texts of different historical periods.	30%	✓	✓	
3.	Analyse critically the reading and writing on literary texts, with a strong awareness of gender issues.	30%	✓	✓	✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3				
Lecture	This class follows a lecture-discussion format. The instructor will provide the theoretical knowledge during the lecture to analyse the subject's contents. Students are expected to actively participate in class	✓	✓	✓				

	discussions.							
Oral Presentation	Each student will give an oral presentation based on assigned and self-selected source materials. The audience should give responses to the presenter, raise questions and actively participate in class discussions.	✓	✓	✓				
In-class quizzes	Two in-class quizzes will be conducted to assess the students' study progress and understanding of primary texts.		✓	✓				
Term paper	Student should write a clear and logical essay with bibliography and proper citation, which is structured and organised in fluent language.		✓	✓				

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
Class participation: The teacher poses a question to the group and students individually process their thinking in response to the question. They should discuss with their collaborative partners and then share with the group.	✓	✓	✓			20%	
Oral presentation	✓	✓	✓			20%	
In-class quizzes (10% each)		✓	✓			20%	
Term Paper		✓	✓			40%	
Examination: - (duration: -)							
* The weightings should add up to 100%.						100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation (15%)	This assessment will grade on attendance rate and performance in learning activities. Students are required to actively participate in discussions and express their ideas in tutorials.	4.3 4.0 3.7  Strong evidence of :  • Active in-class participation, positive listening, ability to simulate class discussion and comment on other points.  • Sufficient pre-class preparation and familiarity with peer reports and other materials.	3.3 3.0 2.7  Some evidence of :  • Active in-class participation, positive listening, ability to initiate class discussion and comment on other points.  • Sufficient pre-class preparation and familiarity with peer reports and other materials.	2.3 2.0 1.7  Limited evidence of :  • Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points.  • Sufficient pre-class preparation and familiarity with peer reports and other materials.	1.0  Marginally satisfies the basic requirements of the participation.	0.0  Fail to meet minimum requirements of participation
2. Oral Presentation (25%)	This assessment will grade on content and fluency of presentation. The individual or group delivering presentation must have thoroughly	4.3 4.0 3.7  Strong evidence of:  • Rich content, excellent grasp of	3.3 3.0 2.7  Some evidence of:  • Rich content, excellent grasp of the materials with	2.3 2.0 1.7  Limited evidence of:  • Rich content, excellent grasp of	1.0  • Loose organization, but acceptable identified content.  • Adequate understanding of the reading and	0.0  • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot

	<p>studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. Students should demonstrate their abilities to lead the classmates into participating in the discussion.</p>	<p>the materials with in-depth or extensive knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>in-depth or extensive knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>the materials with in-depth or extensive knowledge of the subject matter;</p> <ul style="list-style-type: none"> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Critical analysis, convincing statement and creative comment;</li> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>indication of grasp of the general ideas, limited or irrelevant use of reading materials;</p> <ul style="list-style-type: none"> <li>• Simple and unilateral comments, without clear explanation;</li> <li>• Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.</li> </ul>	<p>express the subject matter or relevant themes;</p> <ul style="list-style-type: none"> <li>• Loose organization, without distinct primary and secondary structure;</li> <li>• Devoid of personal comment and/or unreasonable opinion;</li> <li>• Softly voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
<p>3. In-class quizzes (20%)</p>	<p>This assessment will grade on the levels of competence in completing the quiz.</p>	<p><b>4.3</b> <b>4.0</b> <b>3.7</b> Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Understands and responds to all questions;</li> <li>• Demonstrates sophisticated understanding of relevant passages in</li> </ul>	<p><b>3.3</b> <b>3.0</b> <b>2.7</b> Some evidence of:</p> <ul style="list-style-type: none"> <li>• Understands and responds to all or most questions.</li> <li>• Demonstrates accurate understanding of relevant passages</li> </ul>	<p><b>2.3</b> <b>2.0</b> <b>1.7</b> Limiied evidence of:</p> <ul style="list-style-type: none"> <li>• Understands and responds to all or most questions.</li> <li>• Demonstrates accurate understanding of</li> </ul>	<p><b>1.0</b></p> <ul style="list-style-type: none"> <li>• Responds to fewer than half the questions, and/or misunderstands questions.</li> <li>• Understanding vague, inconsistent, or seriously flawed.</li> </ul>	<p>0.0</p> <ul style="list-style-type: none"> <li>• Misunderstands and unable to respond the questions.</li> </ul>

		<p>context of whole text or excerpt;</p> <ul style="list-style-type: none"> <li>• Interprets document in own words;</li> <li>• Shows substantial knowledge of the context of documents;</li> </ul>	<p>in context of whole text or excerpt;</p> <ul style="list-style-type: none"> <li>• Interprets document in own words;</li> <li>• Shows some knowledge of the context of documents.</li> </ul>	<p>relevant passages in context of whole text or excerpt.</p> <ul style="list-style-type: none"> <li>• Interprets document in own words.</li> <li>• Shows some knowledge of the context of document.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses language that is either vague or copied from text without interpretation;</li> <li>• Shows no knowledge or incorrect knowledge of the context.</li> </ul>	
4. Term Paper (40%)	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analyse.	<p><b>4.3</b> <b>4.0</b> <b>3.7</b></p> <p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions</li> </ul>	<p><b>3.3</b> <b>3.0</b> <b>2.7</b></p> <p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes,</li> </ul>	<p><b>2.3</b> <b>2.0</b> <b>1.7</b></p> <p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point,</li> </ul>	<p><b>1.0</b></p> <ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Ability to express relevant points to the subject matter;</li> <li>• References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> <li>• Sentence fluency</li> </ul>	<p>0.0</p> <ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Summary of references, no personal idea and/ or unreasonable comment;</li> <li>• Seriously insufficient/ no reference;</li> </ul>

		<p>effectively;</p> <ul style="list-style-type: none"> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>and diction is acceptable.</p>	<ul style="list-style-type: none"> <li>• Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>
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### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

- **Theories and methodologies of studying Chinese women's literature, feminist literature;**
- **Women's literature in different historical periods:**
  - ✧ Early imperial China (Han Dynasty to Wei Jin Southern and Northern Dynasties )
  - ✧ Mid imperial China (Tang Dynasty to Yuan Dynasty)
  - ✧ Late imperial China (Ming Dynasty to Qing Dynasty).
  - ✧ Modern China (Early Republican Era to 1945).
  - ✧ Contemporary China (1945 to Present).
- **Well-known women writers in Chinese literature:**

Ban Chao 班昭, Cai Yan 蔡琰, Yu Xuaji 魚玄機, Li Ye 李冶, Zhu Shuzhen 朱淑真, Li Qingzhao 李清照, Chen Duansheng 陳端生, Gu Taiqing 顧太清, Yun Zhu 惲珠, Shen Shanbao 沈善寶, Shan Shili 單士厘, Xiao Hong 蕭紅, Ding Ling 丁玲, Zhang Ailing 張愛玲, Xi Xi 西西, Lin Haiyin 林海音, Wang Anyi 王安憶, etc.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	鍾慧玲主編：《女性主義與中國文學》（台北：里仁書局，1997年）。
2.	胡文楷：《歷代婦女著作考》（增訂本；上海：上海古籍出版社，2008年）。
3.	荒林、蘇紅軍：《中國女性文學讀本》，上冊（桂林：廣西師範大學出版社，2014年）。
4.	Ming Qing Women's Writings <a href="http://digital.library.mcgill.ca/mingqing/english/index.htm">http://digital.library.mcgill.ca/mingqing/english/index.htm</a>

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	譚正璧：《中國女性的文學生活》（揚州：江蘇廣陵古籍出版社，1998年）。
2.	戴錦華、孟悅：《浮出歷史的地表：中國現代女性文學研究》（台北：時報文化出版公司，1993年）。
3.	周蕾，〈婦女與中國現代性：東西方之間閱讀記〉（台北：麥田出版社，1995年）。
4.	胡曉真：《才女徹夜未眠：近代中國女性敘事文學的興起》（台北：麥田出版社，2003年）。
5.	高彥頤著、李志生譯：《閨塾師：明末清初江南的才女文化》（南京：江蘇人民出版社，2005年）。
6.	曼素恩：《蘭閨寶錄：晚明至盛清時的中國婦女》（台北：左岸文化出版有限公司，2005年）。
7.	張嵐：《本土視閩下的百年中國女性文學》（北京：中國社會科學出版社，2007年）。
8.	閻純德，〈二十世紀中國女作家研究〉（北京：北京語言文化大學，2000年）。
9.	方秀潔、伊維德主編：《美國哈佛大學哈佛燕京圖書館藏明清婦女著述彙刊》（桂林：廣西師範大學出版社，2009年）。