City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2019/20

Part I   Course Overview

Course Title: Gender Perspective on Chinese Literature

Course Code: CAH5732

Course Duration: 1 semester

Credit Units: 3

Level: P5

**Medium of
Instruction:**   Chinese

**Medium of
Assessment:**   Chinese

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)   Nil

Equivalent Courses:
(Course Code and Title)   Nil

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   Abstract

This course examines the historical and cultural connections between Chinese literature and gender studies. Through the selected readings of poetry, lyrics, fiction, prose, short stories, drama, biographies and other literary works, from ancient times to the contemporary world, the course will focus on:
1. Portraying images of gender in Chinese literature;
2. Reflecting gender roles and status in Chinese literature;
3. Exploring gender issues in Chinese literature.

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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Clarification of the term "gender" and its meanings in Chinese texts.		√	√	
2.	Discovery of gender issues in Chinese Literature.		√	√	
3.	Understanding of the concepts and keywords in Chinese literature related to gender studies.		√	√	
4.	Development of the ability to read and analyze relevant literary works.		√	√	
5.	Application of methodologies of Chinese literature and gender studies to all assignments.		√	√	√
		100%			

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	4	5		
Lectures	The instructor will provide the knowledge during the lectures to analyze the topics' content. Students are expected to actively participate in class discussions.	√	√	√	√			
Tutorials and oral presentation	Students will give an oral presentation with a well-prepared PowerPoint and list of references.	√	√	√	√	√		
Online reflection	After the oral presentation, the audience should give written responses to the presenter; raise questions and discussion on Canvas.	√	√	√	√	√		
Term paper	Students should create a well-structured term paper with a bibliography and proper citation.	√	√	√	√	√		

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	5			
Continuous Assessment: 100%								
Class participation and performance	√	√	√	√			20%	
Oral presentation	√	√	√	√	√		25%	
Online reflection	√	√	√	√	√		10%	
Term paper	√	√	√	√	√		45%	
Examination: - (duration: -)								
							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 and performance	This assessment will be graded on performance in learning activities. Students are required to actively participate in lectures and tutorials. They also need to express their ideas and comments in discussion.	Strong evidence of: • Active in-class participation, positive listening, ability to stimulate class discussion and comment on other points; • Sufficient pre-class preparation and familiarity with peer reports and other materials.	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.	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.	Marginally satisfy the basic requirements of the participation.	Fail to meet the minimum requirements of the participation.
2. Oral presentation	This assessment will be graded on content and fluency of presentation. The individual or group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection,	Strong evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis,	Some evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis,	Limited evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis,	• Loose organization, but acceptable identified content; • Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;	• Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organization, without distinct primary and secondary

	reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.	convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	convincing statement and creative comment; •Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	• Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few mistakes in diction, but no influence on general delivery.	structure; • Devoid of personal comment and/or unreasonable opinion; • Softly voice, indistinct pronunciation and improper diction, seriously over time.
3. Online reflection	This assessment will be graded on rationality, clarity and fluency of argument and comment. Students should demonstrate the ability to build up argument and analysis.	Strong evidence of: • Rich content, ability to integrate various resources; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative	Some evidence of: • Rich content, ability to integrate various resources; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative	Limited evidence of: • Rich content, ability to integrate various resources; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Ability to criticize different facts and statements, to provide practical and innovative	• Adequate content, ability to integrate resources, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • Ability to use references, provide some reasonable personal comments, but no clear demonstration.	• Vague and devoid of content, weak ability to integrate limited resources; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and comment, or providing unreasonable comment; • Inability to

		comments with convincing demonstration.	comments with convincing demonstration.	comments with convincing demonstration.		respond to others, devoid of content and unclear comment.
4. Term paper	This assessment will be graded on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources, build up argument and analysis.	Strong evidence of: • Rich content, ability to integrate various resources into primary and secondary levels; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use	Some evidence of: • Rich content, ability to integrate various resources into primary and secondary levels; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use	Limited evidence of: • Rich content, ability to integrate various resources into primary and secondary levels; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; • Sufficient and organized references which can be utilized in accordance with the topic; • Exact and fluent expression, good sense of context, ability to use	• Adequate content, ability to integrate resources, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable.	• Vague and devoid of content, weak ability to integrate limited resources; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot express the subject matter or relevant themes; • Summary of references, no personal idea and/ or unreasonable comment; • Seriously insufficient/ no reference; • Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

		various writing skills to make the paper convincing with proper diction.	various writing skills to make the paper convincing with proper diction.	various writing skills to make the paper convincing with proper diction.		

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.)

   Gender Concepts: Gender, feminism, masculism, third sex, sexuality, marriage, family, education, social class, power, body, and material culture.

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.	李玲：《中國現代文學的性別意識》，北京：人民文學出版社，2002。
2.	洪淑苓：《古典文學與性別研究》，台北：里仁書局，1997。
3.	喬以鋼：《性別視角下的中國文學與文化》，北京：經濟科學出版社，2017。
4.	陳順馨：《中國當代文學的敘事與性別》，北京: 北京大學出版社，2007。
5.	錢虹：《文學與性別研究》，上海：同濟大學出版社，2008。
6.	Lu, Tonglin. *Gender and Sexuality in Twentieth-century Chinese Literature and Society.* Albany: State University of New York Press, 1993.

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

1.	樂鑠：《中國現代女性創作及其社會性別》，鄭州：鄭州大學出版社，2002。
2.	何宇軒：《言為心聲：明清時代女性聲音與男性氣概之建構》，臺北：秀威資訊科技股份有限公司，2018。
3.	李小江：《文學藝術與性別》，南京：江蘇人民出版社，2002。
4.	劉傳霞：《被建構的女性：中國現代文學社會性別研究》濟南：齊魯書社，2007。
5.	歐麗娟：《唐代詩歌與性別研究：以杜甫為中心》，台北：里仁書局，2008。
6.	徐安琪：《社會文化變遷中的性別研究》，上海：上海社會科學院出版社，2005。
7.	劉果：《"三言"性別話語研究：以話本小說的文獻比勘為基礎》，北京：中華書局，2008。
8.	賀璋瑢：《兩性關係本乎陰陽：先秦儒家, 道家經典中的性別意識研究》成都：巴蜀書社，2006。
9.	葉舒憲：《性別詩學》，北京：社會科學文獻出版社，1999。
10.	張曉梅：《男子作閨音：中國古典文學中的男扮女裝現象研究》，北京：人民出版社，2008。
11.	Sang, Tze-lan, Deborah. Liu, Lydia H. *The Emerging Lesbian: Female Same-sex Desire in Modern Chinese Literature and Culture.* Berkeley: University of California, 1996.
12.	Rouzer, Paul F. *Articulated Ladies: Gender and the Male Community in Early Chinese Texts.* Cambridge, Mass.: Harvard University Press, 2001.