

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title: Women in Chinese-language Film and Fiction

Course Code: CAH5739

Course Duration: One 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 aims to examine the multiple roles of women in Chinese-language film and fiction, not only as fictional characters but also as writers, actresses, directors, and social agents of their times. Selected works of fiction and film will be read alongside theoretical, biographical, and critical literature to explore the issue of female agency in the Chinese literary and cinematic imagination. Methodologies of literary and film studies will be introduced to equip students with the basic concepts, terminologies, and analytical approaches to conduct original research in the two genres.

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.	Identify the thematic, literary and/or cinematic properties of a given fictional and/or film text		x		
2.	Develop and articulate an informed understanding of the social and historical contexts of women's participation in film and literary production		x	x	
3.	Formulate research questions on issues relevant to the themes and content of the course		x	x	x
4.	Apply original research findings in writing and oral presentations		x	x	x
		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			
Lectures	Weekly lectures with class discussion	x	x	x	x			
Tutorial group Presentation	Group presentation on an assigned reading or topic with class discussion	x	x	x	x			

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 %								
Tutorial group presentation	x	x	x	x			25%	
Term test (2 hours)	x	x					30%	
Term Paper	x	x	x	x			45%	
Examination: 0%								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Tutorial group presentation	To conduct an oral presentation on an assigned topic and lead a class discussion on relevant themes and questions	<p>1. Excellent command of knowledge about the subject matter</p> <p>2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Excellent presentation and communication skills</p> <p>4. Excellent team work and interactions with the fellow classmates</p>	<p>1. Good command of knowledge about the subject matter</p> <p>2. Good critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Good presentation and communication skills</p> <p>4. Good team work and interactions with the fellow classmates.</p>	<p>1. Marginal knowledge about the subject matter</p> <p>2. Little evidence of willingness to engage in critical thinking and analysis</p> <p>3. Marginal presentation and communication skills</p> <p>4. Minimal team work and interaction with fellow classmates</p>	<p>1. Little or no evidence of basic understanding of the subject matter</p> <p>2. Very low level of presentation and communication skills</p> <p>3. Little or no evidence of team work and no incentive to interact with fellow classmates</p>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
2. Term Test	2-hour test at the end of the semester based on required readings, films, and lecture contents	<p>1. Excellent command of knowledge about the subject matter</p> <p>2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Excellent academic writing skills in presenting coherent and structured analysis</p> <p>4. Excellent ability in formulating original and well-substantiated arguments</p>	<p>1. Good command of knowledge about the subject matter</p> <p>2. Good critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Good academic writing skills in presenting coherent and structured analysis</p> <p>4. Good ability in formulating original and well-substantiated arguments</p>	<p>1. Marginal knowledge about the subject matter</p> <p>2. Marginal effort in critical thinking and analysis</p> <p>3. Marginal command of academic writing skills</p>	<p>1. Little or no evidence of basic knowledge of the subject matter</p> <p>2. Little or no evidence of effort in critical thinking and analysis</p> <p>3. Poor academic writing skills</p>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
3. Term Paper	One research essay on a topic relevant to the themes and content of the course	<p>1. Excellent command of knowledge about the subject matter</p> <p>2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Excellent academic writing and research skills in presenting coherent and structured analysis</p> <p>4. Excellent ability in formulating original arguments substantiated by solid research</p>	<p>1. Good command of knowledge about the subject matter</p> <p>2. Good critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Good academic writing and research skills in presenting coherent and structured analysis</p> <p>4. Good ability in formulating original arguments substantiated by adequate research</p>	<p>1. Poor knowledge about the subject matter</p> <p>2. Marginal effort in engaging with critical analysis</p> <p>3. Marginal academic writing skills</p> <p>4. Marginal research effort</p>	<p>1. Little or no evidence of basic knowledge of the subject matter</p> <p>2. Little or no evidence of effort in critical analysis</p> <p>3. Little or no research effort</p> <p>4. Poor academic writing skills</p>

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Tutorial group presentation	To conduct an oral presentation on an assigned topic and lead a class discussion on relevant themes and questions	<p>1. Excellent command of knowledge about the subject matter</p> <p>2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Excellent presentation and communication skills</p> <p>4. Excellent team work and interactions with the fellow classmates</p>	<p>1. Good command of knowledge about the subject matter</p> <p>2. Good critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Good presentation and communication skills</p> <p>4. Good team work and interactions with the fellow classmates.</p>	<p>1. Evidence of basic knowledge about the subject matter</p> <p>2. Evidence of effort in engaging in critical analysis</p> <p>3. Below average presentation and communication skills</p> <p>4. Some evidence of team work and interaction with fellow classmates</p>	<p>1. Marginal knowledge about the subject matter</p> <p>2. Little evidence of willingness to engage in critical thinking and analysis</p> <p>3. Marginal presentation and communication skills</p> <p>4. Minimal team work and interaction with fellow classmates</p>	<p>1. Little or no evidence of basic understanding of the subject matter</p> <p>2. Very low level of presentation and communication skills</p> <p>3. Little or no evidence of team work and no incentive to interact with fellow classmates</p>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
2. Term Test	2-hour test at the end of the semester based on required readings, films, and lecture contents	<p>1. Excellent command of knowledge about the subject matter</p> <p>2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Excellent academic writing skills in presenting coherent and structured analysis</p> <p>4. Excellent ability in formulating original and well-substantiated arguments</p>	<p>1. Good command of knowledge about the subject matter</p> <p>2. Good critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Good academic writing skills in presenting coherent and structured analysis</p> <p>4. Good ability in formulating original and well-substantiated arguments</p>	<p>1. Evidence of basic knowledge about the subject matter</p> <p>2. Evidence of willingness to engage in critical analysis</p> <p>3. Basic command of academic writing skills</p>	<p>1. Marginal knowledge about the subject matter</p> <p>2. Marginal effort in critical thinking and analysis</p> <p>3. Marginal command of academic writing skills</p>	<p>1. Little or no evidence of basic knowledge of the subject matter</p> <p>2. Little or no evidence of effort in critical thinking and analysis</p> <p>3. Poor academic writing skills</p>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
3. Term Paper	One research essay on a topic relevant to the themes and content of the course	<p>1. Excellent command of knowledge about the subject matter</p> <p>2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Excellent academic writing and research skills in presenting coherent and structured analysis</p> <p>4. Excellent ability in formulating original arguments substantiated by solid research</p>	<p>1. Good command of knowledge about the subject matter</p> <p>2. Good critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Good academic writing and research skills in presenting coherent and structured analysis</p> <p>4. Good ability in formulating original arguments substantiated by adequate research</p>	<p>1. Basic knowledge about the subject matter</p> <p>2. Evidence of willingness to engage in critical analysis</p> <p>3. Basic command of academic writing skills</p> <p>4. Some evidence of research effort</p>	<p>1. Poor knowledge about the subject matter</p> <p>2. Marginal effort in engaging with critical analysis</p> <p>3. Marginal academic writing skills</p> <p>4. Marginal research effort</p>	<p>1. Little or no evidence of basic knowledge of the subject matter</p> <p>2. Little or no evidence of effort in critical analysis</p> <p>3. Little or no research effort</p> <p>4. Poor academic writing skills</p>

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.)

Chinese-language films and fiction, images of women, femininity and female agency, female authorship in film and literature

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.)

Fictions#:

丁玲：《丁玲選集》，北京：華夏出版社，2000

蕭紅：《蕭紅小說散文精選》（增訂本），香港：商務印書館，2017

張愛玲：《色，戒 — 短篇小說集三，1947 年以後》，台北：皇冠出版社，2010

李昂：《一封未寄的情書》，台北：洪範，1986

朱天文：《世紀末的華麗》，香港：遠流（香港），1993

蘇童：《妻妾成群》，台北：遠流，1999

王安憶：《長恨歌》，台北：麥田，2005

#Compatible editions may be used where appropriate and applicable.

Films:

吳永剛，《神女》（1934）

費穆，《一江春水向東流》（1947）

易文，《曼波女郎》（1957）

胡小峰、蘇誠壽，《日出》（1956）

許鞍華，《客途秋恨》（1990）

許鞍華，《黃金時代》（2017）

關錦鵬，《阮玲玉》（1992）

張藝謀，《大紅燈籠高高掛》（1991）

婁燁，《蘇州河》（2000）

李安，《臥虎藏龍》（2000）

張艾嘉，《20 30 40》（2004）

2.2 Additional Readings

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

1.	魯曉鵬. (2014). 華語電影概念探微. 《電影新作》, (5), 4-9.
2.	周蕾：《婦女與中國現代性：東西方之間閱讀記》，台北市：麥田，1995
3.	羅斯瑪利. 佟恩：《女性主義思潮》，刁筱華(譯)，台北市：時報文化，1996.
4.	Peng-hsiang Chen & Whitney Crothers Dilley (ed.), <i>Feminism/femininity in Chinese Literature</i> . Amsterdam, New York: Rodopi, 2002.

**Reading list items will be reviewed and updated where necessary.*