

CAH5732: GENDER PERSPECTIVE ON CHINESE LITERATURE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Gender Perspective on Chinese Literature

Subject Code

CAH - Chinese and History

Course Number

5732

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course primarily explores the historical and cultural relationships between Chinese literature and gender studies, with a focus on the Ming and Qing dynasties. Through selected readings of poetry, paintings, prose, novels, notes, biographies, dramas, and other types of literary works, the course aims to achieve the following three key learning objectives:

1. Women's literature and artistic creation;
2. Gender roles and issues in Chinese literature;
2. The intersection of Chinese literature with gender history and the history of sexuality

This course adopts Team-Based Learning (TBL) and Blended Learning (BL), with diverse forms for group presentations and occasional pre-recorded videos for in-class discussions.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain the term "gender" and its meanings in Chinese texts.	x	x	
2	Discover gender issues in Chinese Literature.	x	x	
3	Describe the concepts and keywords in Chinese literature related to gender studies.	x	x	
4	Demonstrate the ability to read and analyze relevant literary works.	x	x	
5	Apply methodologies of Chinese literature and gender studies to all assignments.	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and pre-recorded videos	Students should engage in lectures. Students are also expected to watch the pre-recorded videos by the teacher (not in every week) and actively participate in class discussions.	1, 2, 3, 4

2	Tutorials and presentation	Students should collaborate and complete group presentations, with either academic research or creative forms. After the presentation, the student should raise questions and discuss with the audience.	1, 2, 3, 4, 5	
---	----------------------------	--	---------------	--

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?	
1	Participation and performance: in-class discussion or random in-class written assignments with short-answer questions, based on the lecture or pre-recorded videos if applicable.	1, 2, 3, 4	20	-	Yes
2	Presentation and discussion: presentation (25%) followed by a Q&A discussion (5%)	1, 2, 3, 4, 5	30	-	Yes
3	Term paper (5000-6000 words)	1, 2, 3, 4, 5	50	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Participation and performance (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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.

Excellent

(A+, A, A-) 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.

Good

(B+, B, B-) 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.

Fair

(C+, C, C-) 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.

Marginal

(D) Marginally satisfy the basic requirements of the participation.

Failure

(F) Fail to meet the minimum requirements of the participation.

Assessment Task

Presentation and discussion (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

This assessment evaluates the overall effectiveness of the presentation, which can take the form of a traditional research talk or a creative project like a play or video. Students will be graded on their depth of understanding and the intellectual or creative substance of their work. The clarity, organization, and technical execution of the delivery are also key factors. Finally, the presentation must successfully engage the audience and stimulate a thoughtful Q&A discussion.

Excellent

(A+, A, A-) Strong evidence of:

- Demonstrates a sophisticated and original grasp of the topic through insightful analysis or highly creative interpretation.
- Presentation is exceptionally clear, polished, and well-structured, effectively enhancing the communication of its ideas.
- Successfully captivates the audience and stimulates a vibrant, thoughtful discussion with expertly posed questions.

Good

(B+, B, B-) Some evidence of:

- Shows a solid understanding of the topic with clear analysis or a coherent and purposeful creative approach.
- Presentation is clear and competently delivered, though it may lack a degree of polish or originality.
- Engages the audience adequately and prompts a relevant discussion with appropriate questions.

Fair

(C+, C, C-) Limited evidence of:

- Demonstrates a basic understanding of the topic but analysis is simplistic or the creative interpretation lacks depth.
- Presentation is understandable but may be uneven, with some organizational or technical issues.
- Makes a limited attempt to engage the audience; the discussion may be brief or rely on superficial questions.

Marginal

(D)

- Demonstrates a superficial or incomplete engagement with the topic, with weak analysis or an unclear creative purpose.
- Presentation is unclear, disorganized, or technically flawed, hindering the audience's understanding.
- Fails to adequately engage the audience or generate meaningful discussion.

Failure

(F)

- Shows a significant lack of understanding or preparation regarding the core topic.
- Presentation is incoherent, entirely unprepared, or not completed.
- Makes no effort to engage the audience or lead a discussion.

Assessment Task

Term paper (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

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.

Excellent

(A+, A, A-) 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 various writing skills to make the paper convincing with proper diction.

Good

(B+, B, B-) 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 various writing skills to make the paper convincing with proper diction.

Fair

(C+, C, C-) 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 various writing skills to make the paper convincing with proper diction.

Marginal

(D)

- 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.

Failure

(F)

- 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.

Participation and performance (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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.

Excellent

(A+, A, A-) 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.

Good

(B+, B) 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.

Marginal

(B-, C+, C) Marginally satisfy the basic requirements of the participation.

Failure

(F) Fail to meet the minimum requirements of the participation.

Assessment Task

Presentation and discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This assessment evaluates the overall effectiveness of the presentation, which can take the form of a traditional research talk or a creative project like a play or video. Students will be graded on their depth of understanding and the intellectual or creative substance of their work. The clarity, organization, and technical execution of the delivery are also key factors. Finally, the presentation must successfully engage the audience and stimulate a thoughtful Q&A discussion.

Excellent

(A+, A, A-) Strong evidence of:

- Demonstrates a sophisticated and original grasp of the topic through insightful analysis or highly creative interpretation.
- Presentation is exceptionally clear, polished, and well-structured, effectively enhancing the communication of its ideas.
- Successfully captivates the audience and stimulates a vibrant, thoughtful discussion with expertly posed questions.

Good

(B+, B) Some evidence of:

- Shows a solid understanding of the topic with clear analysis or a coherent and purposeful creative approach.
- Presentation is clear and competently delivered, though it may lack a degree of polish or originality.
- Engages the audience adequately and prompts a relevant discussion with appropriate questions.

Marginal

(B-, C+, C)

- Demonstrates a superficial or incomplete engagement with the topic, with weak analysis or an unclear creative purpose.
- Presentation is unclear, disorganized, or technically flawed, hindering the audience's understanding.
- Fails to adequately engage the audience or generate meaningful discussion.

Failure

(F)

- Shows a significant lack of understanding or preparation regarding the core topic.
- Presentation is incoherent, entirely unprepared, or not completed.
- Makes no effort to engage the audience or lead a discussion.

Assessment Task

Term paper (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

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.

Excellent

(A+, A, A-) 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 various writing skills to make the paper convincing with proper diction.

Good

(B+, B) 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 various writing skills to make the paper convincing with proper diction.

Marginal

(B-, C+, C)

- 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.

Failure

(F)

- 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.
-

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

Title	
1	Dorothy Ko, <i>Teachers of the Inner Chambers: Women and Culture in Seventeenth-Century China</i> (中譯:《閨塾師》). Stanford, Calif.: Stanford University Press, 1994.
2	Judith Butler, <i>Gender Trouble: Feminism and the Subversion of Identity</i> , London: Routledge, 2007.
3	Matthew H. Sommer, <i>The Fox Spirit, the Stone Maiden, and Other Transgender Histories from Late Imperial China</i> . Columbia University Press, 2024.

Additional Readings

Title	
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. <i>The Emerging Lesbian: Female Same-sex Desire in Modern Chinese Literature and Culture</i> . Berkeley: University of California, 1996.
12	Rouzer, Paul F. <i>Articulated Ladies: Gender and the Male Community in Early Chinese Texts</i> . Cambridge, Mass.: Harvard University Press, 2001.