City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Women's Lives in Chinese History

Course Code: GE 1114

Course Duration: One Semester

Credit Units: **3**

Level: **B1, A1**

Proposed Area: *(for GE courses only)*

- ☑ Arts and Humanities
- ☐ Study of Societies, Social and Business Organisations
- ☐ Science and Technology

Medium of Instruction: English

Medium of Assessment: English

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

(A 150-word description about the course)

The main focus of this course is the changes of Chinese women's lives in historical context. We will focus on three main themes: I. The historical changes of women's lives in ancient China; II. The lives of women from different social classes; III. The legacy of the lives of traditional Chinese women today. This course will cover the three themes above, focusing on topical issues in the lectures. Students will participate in different kinds of learning activities such as lectures, tutorials, oral presentations, online discussions, one-day study tour, video watching, group webpage design, individual term paper and etc.

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.	Recognize the characteristics of historical change and trends in China from the view of women's history.	25%	√	√	
2.	Synthesis knowledge in an overview of women in different aspects of Chinese history.	25%	√	√	
3.	Think and reflect critically on the significance and characteristics of Chinese culture, historical events and prominent figures from gender perspectives.	25%	√	√	
4.	Develop an awareness on gender issues (e.g. sexual identity, gender role on marriage, occupation, politics and education, sexual equality, femininity and masculinity, social status, etc.) which applicable to our contemporary lives.	25%	√	√	
		100%			

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

 # 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	4	
TLA1 : **Lectures**	a. The instructor will and lecture in class, with small group discussions. Through the study of various topics, students will understand the lives and culture of Chinese women as well as the relationship between women and the development of Chinese history. b. To prepare for class, the instructor will upload the reference materials for that particular lecture onto Blackboard and raise several questions for students to think about before lecture. c. During the lectures, different types of multi-media teaching tools including films, videos, photos, and online resources will use to stimulate student's interests and guide them to self-directed learning. d. 20-25minutes in-class group learning will be practiced. Students will form into small groups and engage in the following activities: ● Students will be given a topic related to the lecture. ● Students are required to discuss and write down their personal opinions. ● Students will share their opinions among the groupmates. ● Students will share their outcomes with class. ● Instructor will conclude and comment the outcomes. e. A five minutes summary of each lecture will be conducted. Students are required to write a summary to show what they have learnt in each lecture.	√	√	√	√	/

	This will help the instructor to assess students' learning and their needs. f. A non-grading quiz including multiple choices and short questions will conduct in final lecture. The purposes of this non-grading quiz are for revision and help instructor to assess all students are achieving course intended outcomes.Prominent scholars will be invited to give a seminar in order to widen student's scopes.					
TLA2 : **Tutorials**	a. Group of 4-5 students will select a topic, which will reflect what they have learnt during the lectures and they will give an oral presentation. b. The presentation topics will match the lecture topics, four presentation topics are assigned: ● The Characteristics of Women Education in Ming-Qing Periods ● The Purpose and Influence of *heqin* (Intermarriage between Chinese imperial princesses and nomadic rulers of Inner Asia) ● The Debate of Women's Talent and Virtue ● Concubines in Qing China c. The instructor will encourage students to express themselves using various interactive means, e.g. PowerPoint, edited segments of movies, role-playing, debates etc. This will engage both the students giving the report as well as those listening to it and increase their interest in learning with the lively presentation of the contents of the topic. d. The group delivering presentation must have thoroughly studied and	√	√	√		/

	researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. Each group member should present solely on their part. They need to raise an issue of reflection and lead the classmates into participating in the discussion. The instructor will assist the students to engage in the discussion. e. The instructor and audiences will give feedback and comments on the contents of the presentation while the presentation group will have to reflect on their performance. Evaluation sheets will be delivered to audiences. They require handing in a simple and clear assessment report on the presentation.					
TLA 3： **Online Discussion and Reflection**	a. The establishment of online discussions is to coincide with the lecture topics. The objective is to deepen students' understanding of what was taught in class through discussions and questions and answers so they can apply what they have learnt to analyze the reading materials or objects or current affairs. This will develop their ability to reason and think independently. b. Short pieces of reading and newspaper cutting will be posted on blackboard forum. Instructor will set a discussion topic. The topic maybe in form of comments, questions, responses, debates, discussion, and review of lectures, tutorials and readings. c. Students should write at least 600 Chinese words (for Chinese class) and 300 English words (for English class) for each discussion and response session. d. Online discussions also encourage students to provide				√	/

	feedback to one another so they can exchange their thoughts and understand the material from multiple perspectives. e. The instructor will encourage the students to respond and give them guidance.					
TLA4：**Individual Term Paper**	a. After the small group presentation, discussion, feedback and reflection, students will develop certain extent of individual knowledge and values. Therefore, they should reflect what they have learnt in writing a clear logical essay with a bibliography and proper citation, which is well-structured and well-organised in fluent language. b. The topics are focusing on the research of a well-known woman in Chinese history. The selection of historical figures should match to student's oral presentation topic. By recognizing and commenting on historical figures, students will gain a deeper understanding of specific subjects and develop their ability to think as well as to make judgments. c. The instructor will teach students to internalize and use different resources (historical essays, poems, novels, plays etc.) so they can understand and compare the lives of historical figures as depicted in the documents and portrayed in different images. d. To keep track of their progress in preparing the paper, students should give an outline and references before submitting the paper.			√		/
TLA 5: **One-day Study Tour**	a. Arrange a site visits for one day to learn more about what was taught in the course. b. The place for the field trip will depend on the progress of the course, e.g. a visit to the Po	√	√			

	Leung Kuk museum to learn about the history of the Hong Kong *muizai* 妹子 (servant girls). Another example is to visit villages in the New Territories to explore the status of women in traditional agricultural society. c. The instructor will provide guidance and explanations during the observation process. Students have to complete the portfolio designed by the instructor. d. After the tour, students must organize the materials and create a website in a group. The contents must include: ● The knowledge has been learnt from the course manifested in the tour. ● Related photos, recordings of images, interview records etc. from the tour. ● The reflection and feedback of individual students.					

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: ____%						
1. Participation in Learning Activities This assessment will grade on attendance rate and performance in learning activities. Students require attending lectures, tutorials and study tour. They have to respond to questions and finish five minute summaries in lectures. They also require to actively participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.	√	√	√	√	20%	
2. Oral Presentation: This assessment will grade on content and fluency of	√	√	√		25%	

presentation. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. Each group member should present solely on their part. They require showing their abilities to lead the classmates into participating in the discussion. Weighting based on group cooperation and individual performance.						
3. Online Discussion and Reflection: This assessment will grade on rationality, clarity and fluency of argument and comment. Students require answering the questions which will be set for each discussion and response session. Students should demonstrate the ability to build up argument and analyse.				√	10%	
4. **Group Webpage Design**: 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.	√	√			15%	
5. Individual Term Paper: 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.			√		30%	
Examination: 0% (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. **Participation in Learning Activities** (20%)	This assessment will grade on attendance rate and performance in learning activities. Students require attending lectures, tutorials and study tour. They have to respond to questions and finish five minute summaries in lectures. They also require to actively participate in discussions and express their ideas in tutorials. Students have to show their pre-class preparation.	4.3 4.0 3.7 Excellent 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 group delivering	4.3 4.0 3.7 Strong evidence of:	3.3 3.0 2.7 Some evidence of: •Rich content,	2.3 2.0 1.7 Limited evidence of:	1.0 • Loose organization, but acceptable identified content.	0.0 • Limited familiarity with the facts of the reading and its surface relations,

	presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.	• 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, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	• 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, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	• Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials; • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.	unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organization, without distinct primary and secondary structure; • Devoid of personal comment and/or unreasonable opinion; • Softly voice, indistinct pronunciation and improper diction, seriously over time.
3. **Online Discussion and Reflection** (10%)	This assessment will grade on rationality, clarity and fluency of argument and	**4.3** **4.0** **3.7** Strong evidence	**3.3** **3.0** **2.7** Some evidence	**2.3** **2.0** **1.7** Limited evidence	**1.0** • Adequate content, ability to integrate	0.0 • Vague and devoid of content, weak

	comment. Students require answering the questions which will be set for each discussion and response session. Students should demonstrate the ability to build up argument and analyse.	of : • Rich content, ability to integrate various resources based on demand ; • 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 comments with convincing demonstration; • Ability to respond to other statements rapidly and stimulate class discussion.	of : • Rich content, ability to integrate various resources based on demand ; • 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 comments with convincing demonstration; Ability to respond to other statements rapidly and	of: • Rich content, ability to integrate various resources based on demand ; • 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 comments with convincing demonstration; • Ability to respond to other	resources generally based on demand, 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 • Ability to respond to other comments in simple terms.	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 respond to others, devoid of content and unclear comment.

			stimulate class discussion	statements rapidly and stimulate class discussion.		
Group Webpage Design (15%)	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize the materials for study tour and build up argument and analyse.	**4.3** **4.0** **3.7** Strong evidence of : • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • 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	**3.3** **3.0** **2.7** Some evidence of : • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • 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	**2.3** **2.0** **1.7** Limited evidence of : • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • 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;	**1.0** • Adequate content, ability to integrate resources generally based on demand, 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; • Fluency and diction is acceptable.	0.0 • 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

		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 webpage convincing with proper diction.	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 webpage convincing with proper diction.	• 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 webpage convincing with proper diction.		idea can be identified; over use of existing quotations and relevant research.
Individual Term Paper (30%)	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.	**4.3** **4.0** **3.7** Strong evidence of : • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure,	**3.3** **3.0** **2.7** Some evidence of : • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure,	**2.3** **2.0** **1.7** Limited evidence of : • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent	**1.0** • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; • Ability to express relevant points to the subject matter; • References are	0.0 • 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

		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.	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.	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.	insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable.	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 (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

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

Chinese women, gender, matriarchy, patriarchy, Confucianism, women education, chastity, palace women, literati women, ordinary women, despised women, women rights, women beauty, cultural exchange.

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.	Yao, Esther S. Lee. *Chinese Women: Past and Present*,
2.	Gross, Susan Hill and Marjorie Wall Bingham. *Women in Traditional China: Ancient Times to Modern Reform*. Hudson, Wis.: G. E. McCuen Publications, 1980.
3.	Bingham, Marjorie Wall and Susan Hill Gross. *Women in Modern China: Transition, Revolution and Contemporary Times*. Hudson, Wis.: G. E. McCuen Publications, 1980.

2.2 Additional Readings

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

1.	Brownell, S. and J. N. Wasserstrom (eds.) *Chinese Femininities/Chinese Masculinities: A Reader*. Berkeley: University of California Press, 2002.
2.	Ebrey, Patricia B. *The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period*. Berkeley, CA: University of California Press, 1993.
3.	Ebrey, Patricia B. *Women and the Family in Chinese History*. London, New York: Routledge, 2003.
4.	**Hershatter, Gail (et al.) *Guide to Women's Studies in China*.** Berkeley: Institute of East Asian Studies, University of California, Berkeley, Center for Chinese Studies, 1998.
5.	Hinsch, Bret. *Women in Early Imperial China*. Lanham, Md.: Rowman & Littlefield Publishers, 2002.
6.	Ko, Dorothy. *Teachers of the Inner Chambers: Women and Culture in Seventeenth-century China*. Stanford, CA: Stanford University Press, 1994.
7.	Lee, Lily Xiao Hong and A.D. Stefanowska, eds. *Biographical Dictionary of Chinese Women*. Armonk, N.Y.: M. E. Sharpe, 1998.
8.	Leutner, Mechthild and Nicola Spakowski. *Women in China: The Republican Period in Historical Perspective*. Münster: Lit, 2005.
9.	Mann, Susan and Yu-yin Chang (eds.) *Under Confucian Eyes: Writings on Gender in Chinese History*. Berkeley: University of California Press, 2001.
10.	Mann, Susan. *Precious Records: Women in China's Long Eighteenth Century*. Stanford: Stanford University Press, 1997.
11.	Peterson, Barbara Bennett, ed. *Notable Women of China: Shang Dynasty to the Early*

	Twentieth Century. Armonk, N. Y: M. E. Sharpe, Inc, 2000.
12.	Wolf, Margery and Roxane Witke (eds.) *Women in Chinese Society*. Stanford, CA: Stanford University Press, 1975.
13.	Zurndorfer, Harriet T. *Chinese Women in the Imperial Past: New Perspectives*. Leiden : Brill, 1999.
14.	"Internet Women's History Sourcebook" http://www.fordham.edu/halsall/women/womensbook.html
15.	"Women in Chinese History: Bibliography" http://hua.umf.maine.edu/China/womtxt.html
16.	"Internet Women's History Sourcebook" http://www.fordham.edu/halsall/women/womensbook.html
17.	Ming Qing Women's Writings http://digital.library.mcgill.ca/mingqing/english/index.htm

Annex
(for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	**Please indicate which CILO(s) is/are related to this PILO, if any** ***(can be more than one CILOs in each PILO)***
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 3, 4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 3
PILO 3: Demonstrate critical thinking skills	CILOs 1, 2, 3, 4
PILO 4: Interpret information and numerical data	/
PILO 5: Produce structured, well-organised and fluent text	CILOs 3, 4
PILO 6: Demonstrate effective oral communication skills	/
PILO 7: Demonstrate an ability to work effectively in a team	CILO 3
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILOs 1, 2, 4
PILO 9: Value ethical and socially responsible actions	/
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 1, 2, 3, 4

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Individual term paper.