

CAH3135: WOMEN IN MODERN CHINESE LITERATURE AND FILM

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Women in Modern Chinese Literature and Film

Subject Code

CAH - Chinese and History

Course Number

3135

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English supplemented by Chinese

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL3135 Women in Modern Chinese Literature and Film

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to develop students' knowledge and understanding of modern Chinese culture and society through literature and film from the early 20th century to the present. Theoretical concepts and important socio-political and historical issues relating to gender in Chinese literature and film will be introduced and critically examined through close reading, class discussion, and individual/group presentations, assignments and projects. Students are encouraged to develop their critical viewpoints and arguments about feminist thought in the West, and to test and assess the validity of some of its major premises in Chinese culture and society through cross-cultural comparison.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify basic issues about gender and gender representation in modern Chinese societies.		x	x	
2	Apply critical concepts and terminology in contemporary feminist thought in the analysis of literary and film texts.		x	x	
3	Identify and evaluate issues relating to gender relations and representation in literary and film texts.		x	x	
4	Compare and contrast the issues relating to gender relations and representations in different literary and film texts.		x	x	
5	Formulate and articulate original arguments in both written assignments and oral presentations.		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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Textual analysis	Close reading and critical analysis of one short story/chapter or film per week.	1, 2, 3, 4

2	Lecture	Introduce, explain and clarify concepts, thematic issues and stylistic features. Class/ group discussion and brainstorming tasks: to reinforce critical thinking/oral communication skills, and to apply and evaluate literary/film/theoretical texts	1, 2, 3, 4, 5	
3	Group presentations and discussions	Group presentations/class discussions on assigned topics; student-led Q&A; peer evaluation	1, 2, 3, 4, 5	
4	Term Essay	To conduct original research on a given topic; to demonstrate critical thinking and ability to analyse film and fictional texts; to apply relevant concepts and terminology; to generate original ideas and propositions in tackling complex questions about gender politics in film and literature, formulate informed arguments and express ideas in an organized and coherent manner; to use secondary sources appropriately and effectively.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Attendance and participation	1, 2, 3, 4	10	
2	Group presentations: Preparation, communication skills, teamwork, critical thinking skills, knowledge of subject matter.	1, 2, 3, 4, 5	20	

3	Term Essay: Ability to conduct original research, generate original ideas and propositions in tackling complex issues of gender, society and culture; express ideas in an organized and coherent manner, to use secondary sources appropriately and effectively.	2, 3, 4, 5	30	
4	Tests (mid-term and end-of-term): Effective application of relevant concepts and terminology in analysing film and literary texts; analysis of thematic/ stylistic issues covered in class.	2, 3, 4, 5	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Attendance and participation

Excellent (A+, A, A-)

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.

Good (B+, B, B-)

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.

Fair (C+, C, C-)

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.

Marginal (D)

1.0

Marginally satisfies the basic requirements of the participation.

Failure (F)

0.0

Fail to meet minimum requirements of participation

Assessment Task

Group presentations:

Criterion

This assessment will grade 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, reading, selection, integration, analysis of the resources. They require showing their abilities to lead the classmates into participating in the discussion.

Excellent (A+, A, A-)

4.3, 4.0, 3.7

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, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good (B+, B, B-)

3.3, 3.0, 2.7

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, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair (C+, C, C-)

2.3, 2.0, 1.7

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, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

1.0

- 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;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery."

Failure (F)

0.0

- 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 structure;
 - Devoid of personal comment and/or unreasonable opinion;
 - Softly voice, indistinct pronunciation and improper diction, seriously over time."
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Assessment Task

Term Essay:

Criterion

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.

Excellent (A+, A, A-)

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 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-)

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 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-)

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;
- 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)

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;
- Sentence fluency and diction is acceptable.

Failure (F)

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 idea can be identified; over use of existing quotations and relevant research.

Assessment Task

Tests (mid-term and end-of-term)

Criterion

This assessment will grade on the levels of competence in completing the tests.

Excellent (A+, A, A-)

4.3, 4.0, 3.7

Strong evidence of:

- Understands and responds to all questions;
- Demonstrates sophisticated understanding of relevant passages in context of whole text or excerpt;
- Interprets document in own words;
- Shows substantial knowledge of the context of documents;

Good (B+, B, B-)

3.3, 3.0, 2.7

Some evidence of:

- Understands and responds to all or most questions.
- Demonstrates accurate understanding of relevant passages in context of whole text or excerpt;
- Interprets document in own words;
- Shows some knowledge of the context of documents.

Fair (C+, C, C-)

2.3, 2.0, 1.7

Limited evidence of:

- Understands and responds to all or most questions.
- Demonstrates accurate understanding of relevant passages in context of whole text or excerpt.
- Interprets document in own words. Shows some knowledge of the context of document.

Marginal (D)

1.0

- Responds to fewer than half the questions, and/or misunderstands questions.
- Understanding vague, inconsistent, or seriously flawed.
- Uses language that is either vague or copied from text without interpretation;
- Shows no knowledge or incorrect knowledge of the context.

Failure (F)

0.0

Misunderstands and unable to respond to the questions.

Part III Other Information

Keyword Syllabus

Modern Chinese Literature, Chinese Film, Feminism, Feminist Thought and Writing, Gender, Gender Roles and Gender Representation, Women in Literature and Film, Literary Analysis, Film Criticism.

Reading List

Compulsory Readings

	Title
1	丁玲:《丁玲選集》，北京：華夏出版社，2000
2	張愛玲：《傳奇》，北京：中國文聯，1996
3	李昂,《一封未寄的情書》，台北：洪範，1986
4	朱天文,《世紀末的華麗》，香港：遠流（香港），1993
5	蘇童,《妻妾成群》，台北：遠流，1999
6	婁燁 Lou Ye,《蘇州河》(Suzhou River), 2000 (in Mandarin)
7	張藝謀 Zhang Yimou,《大紅燈籠高高掛》(Raises the Red Lantern), 1991 (in Mandarin)
8	關錦鵬 Stanley Kwan,《阮玲玉》(Centre Stage),1992 (in Cantonese and Mandarin)
9	陳果 Fruit Chan,《榴槤飄飄》，(Durian Durian), 2000 (in Cantonese and Mandarin)
10	李安 (Ang Lee),《臥虎藏龍》(Crouching Tiger, Hidden Dragon), 2000 (in Mandarin)
11	許鞍華(Ann Hui)《姨媽的後現代生活》(The Postmodern Life of My Aunt), 2006 (in Mandarin)
12	許鞍華(Ann Hui)《黃金時代》(The Golden Era), 2015 (in Mandarin)
13	周蕾：《婦女與中國現代性：東西方之間閱讀記》，台北市：麥田，1995
14	游惠貞編，黑白屋電影工作室策劃：《女性與影像——女性電影的多角度閱讀》，台北：遠流，1994。
15	李臺芳著：《女性電影理論》，台北：揚智文化，1997
16	Peng-hsiang Chen & Whitney Crothers Dilley (ed.), <i>Feminism/femininity in Chinese Literature</i> . Amsterdam, New York: Rodopi, 2002.
17	Sandra Kemp & Judith Squires, <i>Feminisms</i> , Oxford: Oxford University Press, 1997.
18	Ellen Widmer & Der-wei Wang (ed.), <i>From May Fourth to June Fourth: fiction and film in twentieth-century China</i> . Cambridge, Mass.: Harvard University Press, 1993.

Additional Readings

	Title
1	Nil