

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (Chinese History) Bachelor of Education (Honours) (History)
Programme QF Level	: 5
Course Title	: Women in China: A Historical Perspective
Course Code	: HIS2016
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English*
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

*The course will be taught mainly in English while Chinese may also be used subject to specific classroom learning and teaching needs.

1. Course Synopsis

This course aims at exploring the general trends of Chinese women history from the past to the present in different aspects such as political and legal institutions, socio-economic structures as well as cultural development. It also emphasizes the gender discourses in the thematic approach, thus comparing the lives of women in imperial China with those in Hong Kong and China today as well as relating to gender issues in the world community. Students are guided to deepen their knowledge of modern China history and to analyze the controversies underlying the gender issues and make reasoned judgments.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Explain the fundamental characteristics of historical changes in China from the perspective of women history;
- CILO₂ Inculcate the knowledge of dynamic connection between women and socio-economic, cultural, religious and political aspects in global perspective;
- CILO₃ Compare Chinese women culture with other western or Asian societies to reflect how feminine ideal shapes the world culture;and
- CILO₄ Develop an awareness on gender issues which applicable to our contemporary lives.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● Position in Society: Historical and Cultural Changes of Chinese Women Status.	CILO ₁	Lecture and in-class discussion.
● Perception of Women in Confucian Paradigm: Female Education and its Application.	CILO _{2,3,4}	Lecture, primary source readings, in-class discussion.
● The Destination of Women Life: Women and Marriage.	CILO _{2,3,4}	Lecture, primary source readings, in-class discussion.
● Women Fashion and Consumption: Women in Material Culture.	CILO _{2,3,4} (etc.)	Lecture, film viewing, in-class discussion.

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Group Presentation: Students work in groups (3-4 students per group; depends on the actual class size) to explore a	10%	CILO _{1,2}

historical gender issue and are expected to investigate its origin, development and significances.		
(b) Exam (Open Book): In-class examination on lecture, reading and presentation materials.	40%	<i>CILO</i> _{1,2}
(c) Individual Paper (around 1,500 words): An individual paper on a selected topic to review and reflect the viewpoints at balanced judgments.	50%	<i>CILO</i> _{2,3,4} (<i>etc.</i>)

5. Required Text(s)

Nil

6. Recommended Readings

BGross, S. H., & Bingham, M. W. (1980). *Women in Traditional China: Ancient Times to Modern Reform*. Hudson, Wis.: G.E. McCuen Publications.

Hershatler, G. (1998). *Guide to Women's Studies in China*. Berkeley: Institute of East Asian Studies, University of California, Berkeley, Center for Chinese Studies.

Hinsch, B. (2002). *Women in Early Imperial China*. Lanham, Md.: Rowman & Littlefield Publishers.

Wolf, M., & Roxane W. (Eds.). (1975). *Women in Chinese Society*. Stanford, CA: Stanford University Press.

Yao, E. S. L. (1983). *Chinese Women: Past and Present*. Mesquite: Ide House.

Zurndorfer, H. T. (1999). *Chinese Women in the Imperial Past: New Perspectives*. Leiden: Brill.

呂美頤 (1996)：《走向中世紀：近代中國婦女生活的變遷》，廣州，廣東人民出版社。

杜芳琴 (1998)：《中國社會性別的歷史文化尋蹤》，天津，天津社會科學院出版社。

夏曉虹 (2004)：《晚清女性與近代中國》，北京，北京大學出版社。

高世瑜 (2000)：《中國古代婦女生活》，台北，商務印書館。

7. Related Web Resources

Internet Women's History Sourcebook:

<http://www.fordham.edu/halsall/women/womensbook.html>

Women in Chinese History: Bibliography:

<http://hua.umf.maine.edu/China/womtxt.html>

Ming Qing Women's Writings":

<http://digital.library.mcgill.ca/mingqing/english/index.htm>

8. Related Journals

Nan nii

《近代中國婦女史研究》

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

10. Others

Nil

6 October 2023