

# CAH5732: GENDER PERSPECTIVE ON CHINESE LITERATURE

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## Effective Term

Semester B 2024/25

## 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 examines the historical and cultural connections between Chinese literature and gender studies. Through the selected readings of poetry, lyrics, fiction, prose, short stories drama, biographies and other literary works, from ancient times to the contemporary world, the course will focus on:

1. Portraying images of gender in Chinese literature;
2. Reflecting gender roles and status in Chinese literature;
3. Exploring gender issues in Chinese literature.

#### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
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	Students will engage in lectures and actively participate in class discussions.	1, 2, 3, 4	
2	Tutorials and presentation	Students will give an oral presentation with a well-prepared PowerPoint and list of references. 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 (e.g. Parameter for GenAI use)
1	Participation and performance	1, 2, 3, 4	20	
2	Presentation and discussion	1, 2, 3, 4, 5	30	
3	Term paper	1, 2, 3, 4, 5	50	

**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 will be graded 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-) 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-) 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-) 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)

- 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 mistakes in diction, but no influence on general delivery.

### **Failure**

(F)

- 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 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.

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## **Assessment Task**

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.

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## Assessment Task

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

### Criterion

This assessment will be graded 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-) 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.

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(B+, B) 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;
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(B-, C+, C)

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(F)

- 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 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;
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- 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	李玲：《中國現代文學的性別意識》，北京：人民文學出版社，2002。
2	洪淑苓：《古典文學與性別研究》，台北：里仁書局，1997。
3	喬以綱：《性別視角下的中國文學與文化》，北京：經濟科學出版社，2017。
4	陳順馨：《中國當代文學的敘事與性別》，北京：北京大學出版社，2007。
5	錢虹：《文學與性別研究》，上海：同濟大學出版社，2008。
6	Lu, Tonglin. Gender and Sexuality in Twentieth-century Chinese Literature and Society. Albany: State University of New York Press, 1993.

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