

CAH3136: SELECTED READINGS IN CHINESE WOMEN LITERATURE

Effective Term

Semester A 2023/24

Part I Course Overview

Course Title

Selected Readings in Chinese Women Literature

Subject Code

CAH - Chinese and History

Course Number

3136

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

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course offers an overview of the historical development of Chinese women's literature from the Qin-Han periods to contemporary China. Students will explore different kinds of primary sources such as poetry, lyrics, fictions, dramas, essays, autobiographies and biographies authored by the most representative and well-known women writers. Students will also examine how women portrayed themselves in terms of gender, sexuality, social class, power, family, and material culture.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify the basic concepts of literary theory in interpreting Chinese women's literature.	40	x		
2	Recognize women's images in Chinese literary texts of different historical periods.	30	x	x	
3	Analyse critically the reading and writing on literary texts, with a strong awareness of gender issues.	30	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	Lecture	This class follows a lecture-discussion format. The instructor will provide the theoretical knowledge during the lecture to analyse the subject's contents. Students are expected to actively participate in class discussions.	1, 2, 3

2	Oral Presentation	Each student will give an oral presentation based on assigned and self-selected source materials. The audience should give responses to the presenter, raise questions and actively participate in class discussions.	1, 2, 3	
3	Term paper	Student should write a clear and logical essay with bibliography and proper citation, which is structured and organised in fluent language.	2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation	1, 2, 3	20
2	Oral presentation	1, 2, 3	35
3	Term Paper	2, 3	45

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Class participation (20%)

Criterion

This assessment will grade on attendance rate and performance in learning activities. Students are required to actively participate in discussions and express their ideas in tutorials.

Excellent (A+, A, A-)

4.3, 4.0, 3.7

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

Oral Presentation (35%)

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. Students should demonstrate 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."
-

Assessment Task

Term Paper (45%)

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-)

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 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.

Part III Other Information**Keyword Syllabus**

Theories and methodologies of studying Chinese women' s literature, feminist literature;

Women' s literature in different historical periods:

Early imperial China (Han Dynasty to Wei Jin Southern and Northern Dynasties)

Mid imperial China (Tang Dynasty to Yuan Dynasty)

Late imperial China (Ming Dynasty to Qing Dynasty).

Modern China (Early Republican Era to 1945).

Contemporary China (1945 to Present).

Well-known women writers in Chinese literature:

Ban Chao 班昭, Cai Yan 蔡琰, Yu Xuaji 魚玄機, Li Ye 李冶, Zhu Shuzhen 朱淑真, Li Qingzhao 李清照, Chen Duansheng 陳端生, Gu Taiqing 顧太清, Yun Zhu 惲珠, Shen Shanbao 沈善寶, Shan Shili 單士厘, Xiao Hong 蕭紅, Ding Ling 丁玲, Zhang Ailing 張愛玲, Xi Xi 西西, Lin Haiyin 林海音, Wang Anyi 王安憶, etc.

Reading List**Compulsory Readings**

Title	
1	鍾慧玲主編：《女性主義與中國文學》（台北：里仁書局，1997年）。
2	胡文楷：《歷代婦女著作考》（增訂本；上海：上海古籍出版社，2008年）。
3	荒林、蘇紅軍：《中國女性文學讀本》，上冊（桂林：廣西師範大學出版社，2014年）。
4	Ming Qing Women' s Writings http://digital.library.mcgill.ca/mingqing/english/index.htm

Additional Readings

Title	
1	譚正壁：《中國女性的文學生活》（揚州：江蘇廣陵古籍出版社，1998年）。
2	戴錦華、孟悅：《浮出歷史的地表：中國現代女性文學研究》（台北：時報文化出版公司，1993年）。
3	周蕾，《婦女與中國現代性：東西方之間閱讀記》（台北：麥田出版社，1995年）。
4	胡曉真：《才女徹夜未眠：近代中國女性敘事文學的興起》（台北：麥田出版社，2003年）。
5	高彥頤著、李志生譯：《閨塾師：明末清初江南的才女文化》（南京：江蘇人民出版社，2005年）。
6	曼素恩：《蘭閨寶錄：晚明至盛清時的中國婦女》（台北：左岸文化出版有限公司，2005年）。
7	張嵐：《本土視閩下的百年中國女性文學》（北京：中國社會科學出版社，2007年）。
8	閻純德：《二十世紀中國女作家研究》（北京：北京語言文化大學，2000年）。
9	方秀潔、伊維德主編：《美國哈佛大學哈佛燕京圖書館藏明清婦女著述彙刊》（桂林：廣西師範大學出版社，2009年）。