Women in China: images and roles (HC228)
December, 2016

I. General Information

Instructor: Jennifer Hou Kwong
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312-718-7149

Time: Mondays and Wednesday (Nov. 28-Dec. 16, 2016): 5:45 - 9:00 PM
Loop Campus (Room: TBD)

Credit hours: 2

II. Course Description

Mao claimed "women hold up half the sky" and the official statement in China is "men and women are equal." Have Chinese women made the leap from the traditional role of "three obediences"—a woman obeys her father before marriage, obeys her husband during her marriage and obeys her son after the death of her husband—to having an equal footing with men?

While the traditional Confucian virtues for women is no longer current, China remains a patrilineal and patriarchal society. The one-child policy implemented since 1980 only served to increase the importance placed on male and the imbalance of birth rates.

Through the introduction and examination of images and roles of Chinese women in the past and present, this course will look into the evolving position of women in the Chinese society, the challenges that they still face, including the deeply rooted social factors that continue to impact women, and the effect of globalization on them today. Still images, videos, and films will be used to help students gain a better understanding of a different culture.

III. Learning Outcomes, Competencies, and Objectives

1. Outcomes:
   - learn about the traditional “virtues and values” that defined Chinese women in the past;
   - be exposed to the roles and images of women throughout Chinese history and be able to evaluate the changes;
   - understand how gender concepts/issues in China shape Chinese women’s images and roles in the past and now;
   - understand how globalization is changing women’s position now

2. Competencies:
H-1-X: Can explain how traditional and contemporary gender images have shaped women's lives
H-3-B: Can assess gender issues in China and how they have impacted Chinese women in throughout history.
H-5: Can analyze Chinese women's issues and problems from a global perspective (FX is available if appropriate to your goals/focus area.)

3. Objectives:

- be able to analyze the images of traditional and contemporary Chinese women and evaluate the impact of Confucian ideology on women and their roles in ancient China and today;
- be able to examine key factors on gender views in China and assess how they have shaped Chinese women in the past and now;
- be able to articulate the impact of globalization on women in China and evaluate the consequence from a global perspective.

IV. Learning Strategies & Resources

A variety of materials, including select readings, still images and films, will be used to help students understand the evolving roles of women in China, from ancient times to present. Since most of the students are not familiar with the social and cultural settings of China, lectures and guided discussions will utilize visual tools such as still images and videos to illustrate the changes of women’s roles and position in China. Students are encouraged to evaluate the changes and compare them with those in their own culture.


Excerpts of reading will be selected from the following books (Handouts to be posted on D2L):

_Aching for Beauty: Footbinding in China_ by Wang Ping;
_Factory Girls: From Village to City in a Changing China_ by Leslie Chang;
_Leftover Women: The Resurgence Of Gender Inequality In China_ by Leta Hong Fincher
_Age of Ambition: Chasing Fortune, Truth, and Faith in the New China_ by Evan Osnos.

Video clippings from the following films will be shown in class and students are encouraged to watch the entire films online or at DePaul University’s library. All the readings and films selected in this course are related to the issues and competences to be addressed in this class, and key topics of focus in each class will be provided.
"Raising the Red Lantern" by Zhang Yimou
"The Red Battalion" (Beijing Film Studio) and The White Haired Girl
"Women in China" (a documentary film/Demark, e-source at DePaul)
"Mulberry Child" by Susan Morgan Cooper
"Spilled Water" by May May Tchao (segments online)

V. Learning Deliverables
This course is for one competence, and students are required to write two journals (double-spaced, 2-page) after class one and two. The journal is due before the start of the following class. There will be a group presentation in class four. Groups will be divided, and presentation topics provided in class two. A final essay of 3-4 pages will be assigned to each student based on his/her respective competence at the end of class four, which is due the following Monday after the last class.

Journals should demonstrate a good understanding of the issues addressed in each respective class, and the final essay should be comprehensive, well organized and articulated. Journal and essay topics relevant to each competence selected by students will be provided in class and posted in D2L. Participation in discussion, both in classroom and online forum (D2L), are required.

VI. Assessment of Student Learning

1. Grading Criteria & Scale
Each journal and the presentation account for 10% of total grade respectively, and final essay, 15%. Class attendance and participation in discussion, both in classroom and on D2L online forum, take 55% of total grade. Fractional points/percentages for grading will be rounded to the higher grade if it is above the half point (.5)

See additional information pertaining to the grade designations at undergraduate grades. Identify when relevant Pass/Fail Grading Options.

2. Written Work will be Evaluated As Follows:

A= work is of high quality; reflects comprehensive understanding of the issues at hand, with a clear thesis that is backed up by argument. Work should demonstrate cogent and creative development and support of ideas.
B= work is of good quality; reflects clearly organized and good understanding of issues at hand; presents substantive thesis and argument. Work should demonstrate evident development and support of ideas.
C= work should meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner. Work addresses only part of the assignment or be otherwise incomplete.
D= Work is of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling. Work is superficial and/or simplistic.

3. Course Grading Scale:

A     95-100
A-    91-94
B+    88-90
B     85-87
B-    81-84
C+    77-80
C     73-76
C-    69-72
D+    65-68
D     61-64
F     60 or below

All papers must be typed, double-spaced with one inch margins, and exhibit college-level writing skills, with spelling and grammar double checked. All written assignments should be turned in by the due date, unless student has asked in advance and received permission. All materials submitted should uphold the University’s guidelines on academic integrity found in the Student Handbook. For those who want the course for Pass/Fail, notice needs to be given by Class Two.

VII. Course Schedule

Class One:

Key topic to be addressed in class:

- Course introduction (instructor, students, syllabus, and expectations)
- Overall history and development of women’s position
- Traditional doctrines on women, including “three obediences” and “four virtuous.”
- Social factors impacting Chinese women
- Images and roles of traditional women
- View select video and images related to the above topics

Homework:
Reading: “Introduction” in Holding up Half the Sky (D2L) (reading will available on D2L before the start of the first class and students will be notified via email and required to finish the reading before coming to class.)
Written assignment: 2-page journal, double space, due before the start of class two (topics related to each competence will be given in class and posted on D2L)
Class Two:

Key topic:
- Learn about the history and impact of foot-binding on women in China (practice, implication, ban, overall impact)
- Examine and evaluate traditional Chinese women and exceptions of strong women
- Compare practices and attitudes on women in China with those of other countries/cultures
- View select video and images related to topic

Homework:
Allocate groups for presentation, assign each group with select chapters from Mulberry Child for reading and provide guidelines and topics for presentation.

Reading: “A brief history of foot-binding” in Aching for Beauty
Written assignment: 2 pages, double space, due before the start of class three (topics related to each competence will be given in class and posted on D2L)

Class Three:

Key topics:
- Women’s movement at the turn of the twentieth century
- Changing roles and images—the emerging “new women”
- International influence and domestic changes
- New form of body modification in the name of beauty vs. previously addressed foot-binding (e-resource)
- Other video clipping and still images

Homework:
Select reading from Mulberry Child by group (chapters assigned in class)
Journal due: 2 pages, double-spaced

Class Four:

Key topics:
- “Women are half the sky”—women’s position after 1949
- Political ideology and tradition
- Economic necessity and governmental rules/regulations
- Group presentation on Mulberry Child addressing how women's roles are reflected in the book and what each generation, from grandmother, mother, to granddaughter, represents in their respective era and social setting and the factors constituted the changes. More details will be addressed in class.
Homework:
Reading: Section selected from *Age of Ambition: Chasing Fortune, Truth, and Faith in the New China* by Evan Osnos
*Leftover Women: The Resurgence Of Gender Inequality In China* by Leta Hong Fincher
Topics for final essay will be provided and discussed.

Class Five:

Key topic:
- Women’s changing roles and images since the economic reform of 1990s
- Key factors that influence women in various ways today
- The impact of economic development and globalization on women
- View video and images
- Review of key issues addressed in the course


VIII. Course Policies

The course syllabus will be addressed in details at the beginning of class one (will be referred to briefly in subsequent classes). On-time attendance and active participation in discussions (both in class and online forum set up in D2L) are required. Written journals are due before the start of the following class, and final essay, the following Monday after the last class. All written assignments should be submitted via D2L. Students are responsible to turn in their written assignments in a timely manner.

This course includes and adheres to the college and university policies described in the links below:
- Academic Integrity Policy
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants

IX. Other Course Resources

Students are encouraged to utilize other resources available at DePaul to get further assistance for better writing.

- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office

X. Instructor Brief Bio
Jennifer Hou Kwong (a.k.a. Jian Ping) was born and raised in China. She is the author of *Mulberry Child: A Memoir of China* (2009), which tells the story of three generations of women who managed to sustain the family through various ordeals, including the Cultural Revolution (1966-1976). The book has been developed into an award-winning feature-length documentary film, of which, Jian Ping is Associate Producer and appears as herself. Her other publications include *China in the Next 30 Years* (Vol. II, guest editor, CCPT, Beijing, 2016) and *Chinese Film Theory* (co-editor, Praeger, New York, 1989). She is a contributing writer at Xinhua News and China Daily, both official media outlets in China; a consultant for U.S.-China cultural and business dealings; and a filmmaker (currently directing a feature-length documentary film titled *The Man Behind the Bunny: Art Paul of Playboy*). She worked for four years in the film industry in Beijing and 20 years in corporate America on China related business in New York City and Chicago.

She obtained her bachelor’s degree in English from Jilin University, China and dual master’s degrees in Film and International Affairs from Ohio University. She is a member of the China Committee at Chicago Sister Cities International.