

Spring 2014
Class Time: TR 5:00-6:15
Classroom: Owens 108
Credit Hours: 3
Office Hours: Monday & Wednesday 5:00-6:00, Tuesday & Thursday 10:00-11:00, and by Appointment

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WMST450-001: Special Topics in Women's Studies: Women in Imperial China

Course Description: This course will explore the imperial history of Chinese women up to the 19th century. It focuses on women's family roles and socioeconomic activities, the origins and development of their agency, and their rights consciousness regarding property and laws. Students will also assess the impact of the institutional reorganization of Chinese society on women's lives, livelihoods, worldviews, and personal relationships. Topics include women in politics, women and education, women's gender and social roles, the chastity cult, footbinding, concubinage, etc. We will examine difference sources such as scholarly works, memoirs and biographies in popular history, artifacts and visual images, as well as women's writings, to analyze the images and records of Chinese women from both the male and female viewpoints.

Course Goals:

1. This course satisfies various core requirements for both history majors (as a 300-level course and as a course in non-Western history) and minors (as an upper-division course). For that reason, students will satisfy the following goals for student learning outcomes of the history department's B.A. degrees: the first ("Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form"), the second ("Students will demonstrate an ability to comprehend and explain major issues in historiography"), and the fourth ("Students will be able to discuss critically important developments of global history, especially issues and events significant to areas outside the United States").
2. This course meets the following student goals in the Touchstone program:
Goal One: to communicate clearly and effectively in standard English.
Goal Three: to use critical thinking, problem-solving skills, and a variety of research methods.
Goal Four: to recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.
Goal Six: to understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilizations.
Goal Seven: to examine values, attitudes, beliefs, and habits which define the nature and quality of life.
3. This course meets the following student goals related to the historical perspective component:
1.1 Read, write and speak standard English
1.2 Analyze written, spoken, and nonverbal messages from a variety of disciplines
1.3 Understand and practice rhetorical techniques and styles by writing and by giving oral presentations.
3.1 Identify sound and unsound reasoning
3.2 Analyze and use a variety of information gathering techniques
4.1 Analyze diverse world cultures, societies, languages, historical periods, and artistic expressions.
4.2 Understand cultures in their own terms and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles
4.3 Understand the nature of social and cultural conflict and methods of resolution
6.0 To understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilization.
4. This course meets the following student goals related to the global perspective component:
3.2 Analyze and use a variety of information gathering techniques
4.1 Analyze diverse world cultures, societies, languages, historical periods, and artistic expressions
4.2 Understand cultures in their own terms and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles
4.3 Understand the nature of social and cultural conflict and methods of resolution
6.1 Participate in and/or observe a variety of artistic expressions
7.1 Examine problems, issues, and choices that confront citizens of the world.
5. Students in this course are expected to achieve the following learning objectives related to the historical perspective component:
1.1.1 Read, write and speak standard English on historical topics
1.2.1 Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages.
1.3.1 Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competencies appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments.
3.1.1 Identify sound and unsound historical reasoning
3.2.1 Conduct guided and independent research on historical topics, using electronic and print resources.

- 3.2.2 Discriminate among, and competently assess, the value of a variety of information resources (e.g. print sources, visual media, internet sources, performances, exhibitions, interviews).
- 4.0.1 Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus.
- 4.0.2 Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another.
- 4.0.3 Demonstrate an understanding of how historical change occurs and what causes it.
- 4.0.4 Articulate a philosophy of history or be able to use the “tools” of historiographical study and research.
- 4.1.1 Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed.
- 4.1.2 Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”.
- 4.2.1 Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience.
- 4.3.1 Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures.
- 4.3.2 Identify the root causes of historical change or conflict and articulate methods of conflict resolution.
- 4.3.3 Demonstrate recognition of historical causes for present realities.
- 4.3.4 Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities.
- 6.0.1 Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines.
- 6.0.2 Demonstrate understanding of the relationships among various art forms within their socio-historical contexts.
- 6.0.3 Critically evaluate the connections between the arts and society.
6. Students in this course are expected to achieve the following learning objectives related to the global perspective component:
 - 1). To expose students to multiple perspectives such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world
 - 2). To study the effects of such forces on particular countries, cultures, and geographic regions
 - 3). To apply critical thinking and analytical skills
 - 4). To recognize human diversity (both past and present).

Student Learning Outcomes:

1. Students will be exposed to the traditions of Chinese civilization as it grows to global economic and geopolitical significance (general education goals 4 and 6; department outcome 4)
2. Students will synthesize information from a variety of sources and make critically reasoned written arguments on the basis of that information (general education goals 1 and 2; department outcomes 1 and 4).
3. Students will explain in both written and oral form how works created by the Chinese since the mid-19th century reflect the diverse cultural and historical circumstances in which they were created (general education goals 1, 2, and 4).
4. Students will critically read significant primary and secondary sources on Chinese historical questions (general education goals 1 and 2; department outcome 2).

Required Texts:

1. N. Harry Rothschild, *Wu Zhao: China's Only Woman Emperor*. Pearson & Longman, 2008. (ISBN: 978-0321394262)
2. Patricia Ebrey, *The Inner Quarters: Marriage and the Lives of Chinese Women in the Sung Period*. University of California Press, 1993. (ISBN: 978-0520081581)
3. Dorothy Ko, *Every Step a Lotus: Shoes for Bound Feet*. University of California Press, 2001. (ISBN: 978-0520232846)
4. Susan Mann and Yu-Yin Cheng eds., *Under Confucian Eyes: Writings on Gender in Chinese History*. University of California Press, 2001.
5. Readings on the Blackboard.

Key to success: There is no need to memorize the readings. Give yourself plenty of time to do (and redo) the readings. Since Chinese names and concepts are usually the most challenging parts, make a list of repetitive Chinese names or terms while doing readings. Annotation and/or note-taking before class and reviewing notes after class will help you understand the change and continuity of Chinese women's history. Also raise your study questions in your blog entries (see below) or in informal writing, then discuss with classmates. Always note the approximate page numbers on which you have the questions or find the answers; they will help to prepare your exams and form the footnotes of your essays. If you find yourself confused, do not hesitate to discuss in class or meet me during office hours.

Grading System: There are **nine** main course requirements as follows.

Attendance	10%
Discussion	5%
Weekly Blog Entries	10%
1 st Essay (Feb 15)	15%

Annotated Bibliography of the 2 nd Essay (April 1)	5%
Presentation of the 2 nd Essay (April 10, April 15)	5%
2 nd Essay (April 17)	20%
Midterm Exam (Feb 27)	15%
Final Exam (May 3)	15%

- This course will be graded on a plus/minus basis. All course components will receive a number grade, but the final grade will be a letter grade and result from a weighted average of the grades of these course components. I will only give incompletes in extraordinary circumstances. According to the Winthrop's academic regulations, the letter grades are assigned on the following basis:

A (93~)	Excellent, achievement of distinction
A- (90-92), B+ (87-89), B (83-86)	Good, achievement above that required for graduation
B- (80-82), C+ (77-79), C (73-76)	Fair, minimum achievement required for graduation
C- (70-72), D+ (67-69), D (63-66)	Poor, achievement at a level below that required for graduation; must be balanced by good or excellent work in other courses
D- (60-62)	
F (0-59)	Failure, unsatisfactory achievement
- Attendance Policy:** You are expected to attend lectures regularly. Attendance is mandatory and regularly graded. Each student is permitted two unexcused absences without penalty; every unexcused absence more than that will result in points being subtracted from your grade. Arriving 15 minutes late or leaving 15 minutes early will be considered as half-absence. Sleeping, texting, or reading other materials during class time will be considered as absence. Students with **7 and more than 7 absences will receive "F" for course grade**. For an excuse to be valid, the student must submit **written verification from a physician, advisor, or administrator** to explain the reason of the absence, or it probably will not be accepted. Excuses will also be accepted for deaths in the family, but must be supported by such evidence as **an obituary or a funeral program containing the student's surname**. The student must understand that I may or may not accept any excuse for a missed class.
- Discussion:** Please participate in discussions by reading and taking notes of the assigned readings before class. Please raise questions and make critical arguments about the readings in class preparation and respond to other students' arguments in class. Your participation is graded. The quality of our discussion and classes depends on you and your classmates—reasoning logically, evaluating and using information sources, appreciating diverse cultural viewpoints and beliefs, and sharing with each other your opinions, observations, and questions. You can also show me your notes **at least three times in the semester**, which will be counted into and guarantee your basic discussion grade.
- Weekly Blog Entries:** You must write a **300-500 word blog on the Blackboard** ten times in the semester. Based on the coming week's readings, you can write a review, analyze some visual images, pick up one or two topics to express your opinions, raise and answer your questions, or compare the topics/readings with other women's histories you know. The deadline of each blog entry is **12:00 pm of each Monday**. Then you must go to the Blackboard to **read all others' entries and discuss them in classes**.
- Essays, Annotated Bibliography, and Presentation:** You must submit two assignments. In addition, you must submit an annotated bibliography of the 2nd essay and present your 2nd essay. The first essay is an 8-page essay on the readings. (The topic and detailed guideline of the first essay will be provided in a separate handout.) And the second is a 12-15 page research essay. You must provide in essays with evidence (particularly examples in primary materials), your interpretation and critical analysis of both primary and secondary sources, and your original thought rather than listing of isolated facts or sentences. Both essays and the annotated bibliography must be typed, double-spaced, proofread, numbered, well cited, and submitted electronically to Turnitin by the deadlines. No late submission will be accepted without prior approval of special circumstance. If you have an illness or an extreme emergency that will force you to miss a deadline, please email me — at least one day before the deadline — a written explanation and a firm deadline by which you will be able to complete the assignment; you must also submit written verification from a physician, advisor, or administrator as soon as possible for rescheduling the deadline.
- One Midterm Exam and One Final Exam:** Both exams will be **essay exams**. Both exams will cover *all* lectures and readings. One week before each exam, students will receive study guides containing keywords for essay questions to help students' preparation for them. The exams emphasize your ability to think, analyze and express ideas. Therefore, keywords will guide you onto the right track. The tip for your success: Drop memorizing the details of historical events, but focus on building connections among the keywords to explain the cause and effect, in order to explore themes and concepts developed through a certain historical period or in a broader geographical context. Bring **BLUEBOOKS** to the classroom (**without your names on them**) for the exams. I will immediately exchange them with prepared ones for your use. **There is no makeup exam afterwards**. If you have a serious illness or an extreme emergency that will force you to miss the midterm

exam, **please email me—at least one day before the exam—a written explanation** and discuss with me a firm date on which you will be able to take the makeup exam; you must submit **written verification from a physician, advisor, or administrator** for as soon as possible for rescheduling the makeup exam. Regarding the final exam, make your travel plans around the exam schedule, and not the other way around.

Notes:

1. **Students with Disabilities:** Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.
2. **Student Code of Conduct—Academic Integrity:** All academic work (including both tests and short essays) produced by you is the result of your own efforts and the explicit acknowledgement of other people's contribution. **Any student recycles old writing assignments (part or whole) will receive zero for the assignment. Any student caught cheating in exam will receive zero for the exam.** Another and the most common and overlooked form of cheating is plagiarism. **Plagiarism is taking someone else's words or ideas and passing them off as your own without giving proper credit to the source of your information.** As such, it is intellectual theft and is considered one of the most serious forms of academic dishonesty. **No proper citations of both primary and secondary sources in writing assignments will be considered plagiarism and receive Zero for the assignments.** Serious violations of academic integrity by students result in both academic sanctions (e.g., failing the course) and disciplinary sanctions (e.g., suspension or dismissal). To avoid plagiarism, please check the sections of "Using Sources and Avoiding Plagiarism" and "Borrowed Definition" in your *Prentice Hall Reference Guide*. The university-wide policy on plagiarism is found in the *Student Conduct Code*, as listed in the current *Student Handbook* <<http://www2.winthrop.edu/studentaffairs/handbook/studenthandbook/pdf>> under Section V, "Student Academic Misconduct". In the most severe cases, an act of plagiarism can lead to suspension or expulsion from the university. For more information, please consult academic regulations and the following website: <http://www2.winthrop.edu/dacus/researchguides/plagiarismrg.htm>. In addition, we will use **Turnitin**, a plagiarism detection device, to promote originality of your writings.
3. **Classroom Manners and Communication:** To improve our learning environment and be considerate to all students in class, there is no toleration of any disruptive behavior in classroom. **Computers, cell phones, pagers, iPods, I-Pads, and other electronic devices must be turned off (not just silenced) and put away during class. No food is allowed in classroom. Personal conversations should be restrained. Any disruptive behavior listed above will cause the student to be considered as absence.** If the student has any emergency and need to keep the cell phone on, please inform me before the class begins. I will leave my cell phone on (on vibration mode) only for campus emergency purposes in order to be notified. When you email me, **use your Winthrop email account and make it formal, clearly telling me your name and which class (day and time) you are in.** I do not give grades in emails.
4. **Syllabus Change Policy:** I will do my best to adhere to the syllabus, but circumstances (such as the class's own experiences, world events, weather conditions, or health conditions) may require changes in syllabus. Any changes and modification of the classroom policies, events, or items on this syllabus will be announced during class. All students are responsible for knowing these changes, regardless of attendance.
5. **Office Hours:** Please attend my office hours. The office hours are Monday & Wednesday 5:00-6:00, Tuesday & Thursday 10:00-11:00, and by Appointment.

Schedule of Lectures and Readings:

Dates	Topics & Tasks	Notes & Readings (finished by the date on the left)
Jan 14	Introduction	
Jan 16	Overview: Imperial China and Chinese Women	Read: <i>The Position of Woman</i> , pp. 39-42, 121-124, 144-146, 174-177, 186-192 Pan Chao, pp. 82-99
Jan 21	China's Only Woman Emperor	Read: <i>Wu Zhao</i> , pp. 1-64
Jan 23	China's Only Woman Emperor	Read: <i>Wu Zhao</i> , pp. 65-136
Jan 28	China's Only Woman Emperor	Read: <i>Wu Zhao</i> , pp. 137-214
Jan 30	Two Biographies	Read: <i>Under Confucian Eyes</i> , pp. 17-46
Feb 4	Women and the Gender Ethics	Read: <i>The Inner Quarters</i> , pp. 1-60
Feb 6	Upper-Class Women and Neo-Confucianism	Read: <i>The Inner Quarters</i> , pp. 61-130
Feb 11	<i>The Book of Filial Piety for Women</i>	Read: <i>Under Confucian Eyes</i> , pp. 47-69

Feb 13	Womanly Work and Family Relationships	Read: <i>The Inner Quarters</i> , pp. 131-187
Feb 15	1st Essay Due at the end of the Day	
Feb 18	Widows and Concubines	Read: <i>The Inner Quarters</i> , pp. 188-234 Bring and Discuss: Topic of the 2nd Essay
Feb 20	Images of Chinese Women	Read: <i>The Inner Quarters</i> , pp. 235-260
Feb 25	Review Session	
Feb 27	In-Class Midterm Exam	Bring Bluebook and Pen Only.
Feb 28-March 10	Make an appointment for a 30 minute meeting to discuss the sources and outline of the 2nd essay	
March 4	Courtesans	Read: <i>Dangerous Women</i> , pp. 25-46 (Blackboard) <i>Stories to Caution the World</i> , pp. 534-546 (Blackboard)
March 6	Virtues vs. Vices	Read: <i>Dangerous Women</i> , pp. 47-64 <i>Under Confucian Eyes</i> , pp. 103-132
March 11	Women's Writings	Read: <i>Under Confucian Eyes</i> , pp. 169-194
March 13	Women through Men's Eyes	Read: <i>Under Confucian Eyes</i> , pp. 197-229
March 25	Women's Self-Image	Read: <i>Under Confucian Eyes</i> , pp. 239-250 <i>Pan Chao</i> , pp. 82-99
March 27	NO Class (individual meeting with the instructor, Feb 28-March 10)	
April 1	Annotated Bibliography due at 12:00 pm	
April 1	Footbinding	Read: <i>Every Step a Lotus</i> , pp. 9-76
April 3	Footbinding	Read: <i>Every Step a Lotus</i> , pp. 77-147
April 8	Footbinding	Read: "The Body as Attire", pp. 8-27 (Blackboard)
April 10	Student Presentations of the 2 nd Essay	
April 15	Student Presentations of the 2 nd Essay	
April 17	2nd Essay Due at the end of the day	
April 22	The Chastity Cult	Read: <i>Male Anxiety and Female Chastity</i> , pp. 39-69 (Blackboard)
April 24	Review Session	
May 3	Final Exam at 11:30 am, Owens 108	Bring Bluebook and Pen Only.