**HIS /WST 345 – Women and Gender in Chinese History**

**Professor Man-Cheong**  
Office Hrs: Weds 1:00 – 4:00 p.m.  
Office: Soc & Behav Sci Bldg, 3rd fl N-315  
Iona.Man-Cheong@stonybrook.edu

**TA: Michelle Spinelli,**  
Office Hrs: Mon 10-11 a.m. / 2 – 3 pm  
Weds 9-10 am & by appointment  
Office: Soc & Behav Sci, 3rd floor, S-322  
Michelle.Spinelli@stonybrook.edu

Suggested Pre-requisites: HIS.219/HIS.220 \ CNS 249 \ CNS 250 \ any WST course.

**Learning Objectives:**
1. To learn to question gendered and racialized stereotypes and to recognize their place in actual practices through reading the texts & explanatory lectures.
2. Them and Us: to learn how to understand another culture’s gender relationships through our own cultural beliefs and practices.
3. Then and Now: to learn how to observe change over time and to understand the conceptual framework of continuity through change.

**Course Assignments:**
1. Two short papers. (Letter grade: 15% & 20%)
2. Mid-term examination (25 points: 15%); Final examination (50 points: 25%)
3. Regular quizzes on homework reading assignments (5 points each: 10%)
4. Participation in recitation section including classroom presentation. (15%)

All grades will be posted on Blackboard's Grade Center and conform to the Bb grading scheme

**Required Texts:** available from: SB University Bookstore (Also SB Library 2 Hour or o\night Reserve)

SB: HQ1768 B72

SB: HQ1075.5 .C6M36  2011

SB: PL2699 .W8

Susan Mann and Yu-yin Cheng, eds. *Under Confucian Eyes: Writings on Gender in Chinese History* (U. California, 2001)  
SB: HQ1767 .U53 2001

**Please note the following required University stipulations**
The University Senate has authorized that the following required statements appear in all teaching syllabi on the Stony Brook Campus. This information is also located on the Provost's website:  
[http://www.stonybrook.edu/commcms/provost/policies.shtml](http://www.stonybrook.edu/commcms/provost/policies.shtml)

1. Disability Support Services:  
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to [http://www.ehs.sunysb.edu/](http://www.ehs.sunysb.edu/) and search Fire Safety and Evacuation and Disabilities.
2. Statement on Academic Integrity:

This statement is from http://naples.cc.stonybrook.edu/CAS/ajc.nsf/pages/syllabus:

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Students are continually engaged with other people's ideas: they read them in texts, hear them in lectures, discuss them in their classes, and incorporate them into their own writing. As a result, it is very important that each student give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to the Academic Judiciary. To avoid plagiarism, you must give credit whenever you use another person's idea, opinion, or theory: any facts, statistics, graphs, drawings, or any other pieces of information, that are not common knowledge; quotations of another person's actual spoken or written words; or paraphrase of another person's spoken or written words. Citing all sources and putting direct quotations in quotation marks are required. For further information on plagiarism and the policies regarding academic dishonesty go to the Academic Judiciary website at http://naples.cc.sunysb.edu/CAS/ajc.nsf.

3. The University at Stony Brook expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Faculty is required to report disruptive behavior that interrupts faculty's ability to teach, the safety of the learning environment, and/or students' ability to learn to Judicial Affairs.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>SCHEDULE OF HOMEWORK READING AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/27</td>
<td>Intro syllabus</td>
</tr>
<tr>
<td></td>
<td>1/29</td>
<td>Chinese pronunciation &amp; pinyin romanization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topographical and regional differences</td>
</tr>
<tr>
<td>Read: Bray, Technology and Gender, pp.369-380</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2/3</td>
<td>Lecture: Comparisons (Them &amp; Us, Then &amp; Now)</td>
</tr>
<tr>
<td></td>
<td>2/5</td>
<td>Lecture: Periodization – Late imperial &amp; Modern China</td>
</tr>
<tr>
<td>Read: Bray, Technology and Gender, pp.51-61 (end of top paragraph); 68-69 (house diagram); 70-83.</td>
<td>Section Assignment: Discuss Bray, p.369-380 overview (reading questions posted on Bb)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/10</td>
<td>Raise the Red Lantern, dir. Yimou Zhang, 1994 (excerpts 1-8)</td>
</tr>
<tr>
<td></td>
<td>2/12</td>
<td>Lecture: Constructing Gender</td>
</tr>
<tr>
<td>Read: Bray, Technology and Gender, “Encoding Patriarchy” p.91-122; Under Confucian Eyes, “Book of Filial Piety for Women,” p.47-67</td>
<td>Section Assignment: Discussion of RRL, scenes 1-8; The House as cultural template</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/17</td>
<td>Raise the Red Lantern, dir. Yimou Zhang, 1994 (excerpts 20-28)</td>
</tr>
<tr>
<td></td>
<td>2/19</td>
<td>Discussion of RRL, scenes 1-8; Quizzes begin</td>
</tr>
<tr>
<td>5</td>
<td>2/24</td>
<td>Short Answer Questions issued</td>
</tr>
<tr>
<td></td>
<td>2/26</td>
<td>Lecture: Femininity and Masculinity</td>
</tr>
<tr>
<td>Read: Review for Midterm</td>
<td>Section Assignment: Finish unfinished discussions and review reading material</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3/3</td>
<td>Lecture: Wives, Concubines and Maids</td>
</tr>
</tbody>
</table>
3/5  **Midterm Examination**

Read:  *Under Confucian Eyes*, “Biography of the Great Compassionate One,” p.31-32 (end of second paragraph), & p.34-43;  
Begin reading the detective story: *Celebrated Cases of Judge Dee*, p.5-112

**Section Assignment:** Review Midterm Questions & answers: the teachable moment

3/10  **Lecture: Women and Work – Changes in Productive work**  
Then and Now

3/12  **Lecture: Women and Work – Changes in Reproductive work**  
Them and Us


**Section Assignment:** Review short discussion questions / topics for paper

**REMEMBER TO STUDENTS:**

3/12 (week 7) Reading assignment for section recitations: discussed on -  
Friday 3/14, then Mon 3/24, Weds 3/26

3/17  **SPRING BREAK – NO CLASSES**

3/19  **5-page paper topics issued**

3/24  **Lecture: Intro to Judge Dee: overview of cases**  
*Small Happiness*, (dir. Carma Hinton, 1982- 56 mins) Begin


Read:  *Under Confucian Eyes*, “Biography of the Great Compassionate One,” p.31-32 (end of second paragraph), & p.34-43;  
Begin reading the detective story: *Celebrated Cases of Judge Dee*, p.5-112

**Section Assignment:** Think of the reading in terms of variations of reality and changes to the ideal – what do you notice about the Great Compassionate One?

3/31  **Short Answer Paper Due at beginning of class**

4/2  **Lecture: Suicide – Seizing Power and Producing Hungry Ghosts**

4/2  **Lecture: Infanticide – Early methods of gendered birth control**

Read:  Mann, *Gender & Sexuality*, ch.6, “Abandoning the Body: Female suicide and infanticide,” p.121-134;  
Read more of *Judge Dee*, p.117-185

**Section Assignment:** Discuss the documentary *Small Happiness* within the framework of “continuity and change” (Then and Now)

4/7  **Lecture: Chinese medicine, sexuality & changes in ideas of reproduction**

4/9  **Lecture: Footbinding: Male Eroticism (Them & Us) and National Humiliation (Then and Now)**

*Under Confucian Eyes*, “Drinking Wine and Reading,” p.239-252

Finish reading *Judge Dee*, p.186-223

**Section Assignment:** Discuss *Judge Dee* cases: good & bad women; homosociality & brotherhood
12  4/14  Lecture: Sexuality and Social Life
4/16  Lecture: Gender, Sexuality, and the Law (Judge Dee)
Section Assignment: Editing workshop for 5-page Paper Due in section (4/18-4/23)

13  4/21  Lecture: Concept of Reproduction
4/23  Lecture: Reproducing Class Differences
Read: Bray, *Technology & Gender* Part 3: “Meanings of Motherhood” intro. p.273-282; Ch.9, “Reproductive hierarchies,” p.335-368
*Under Confucian Eyes*, “Letter to my sons,” p.149-152
Section Assignment: The manipulation of the body; discuss primary source

14  4/28  Lecture: Gender and Sexual Diversity
4/30

15  5/5  Lecture: Woman Warrior / Romantic Love – Whose Fantasy?
5/7  Lecture: Chinese sexuality and the Western Imagination
Select one short piece from *Under Confucian Eyes* to discuss in section

16  5/12  Review for Final Exam
What are you still unclear about?
What obvious questions do you think will be on the exam?

5/15 Thu  FINAL EXAMINATION  5:30 – 8:00 p.m