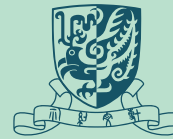


Hong Kong Institute of Asia-Pacific Studies

The Hong Kong Institute of Asia-Pacific Studies was established in September 1990 to promote multidisciplinary social science research on social, political and economic development. Research emphasis is placed on the role of Hong Kong in the Asia-Pacific region and the reciprocal effects of the development of Hong Kong and the Asia-Pacific region.

Director : Yeung Yue-man, PhD(*Chic.*), Professor of Geography
Associate Director : Lau Siu-kai, PhD(*Minn.*), Professor of Sociology

HK\$30.00
ISBN 962-441-066-6



香港亞太研究所

Educating for Change

Development of Women's/Gender Studies and Its Challenges for Hong Kong

Serena Sheng-hua Chu

Catherine So-kum Tang

Hong Kong Institute of Asia-Pacific Studies

The Chinese University of Hong Kong

Shatin, New Territories

Hong Kong

Educating for Change
Development of Women's/Gender Studies and
Its Challenges for Hong Kong

Serena Sheng-hua Chu
and
Catherine So-kum Tang

Hong Kong Institute of Asia-Pacific Studies
The Chinese University of Hong Kong
Shatin, New Territories
Hong Kong

About the authors

Serena Sheng-hua Chu, B.A. - Executive Officer of the Personnel Office of The Chinese University, former research assistant of the Gender Research Programme, Hong Kong Institute of Asia-Pacific Studies.

Catherine So-kum Tang, Ph.D. - Director of Gender Research Programme, Hong Kong Institute of Asia-Pacific Studies and Associate Professor of the Psychology Department, The Chinese University of Hong Kong.

Opinions expressed in the publications of the Hong Kong Institute of Asia-Pacific Studies are the authors'. They do not necessarily reflect those of the Institute.

© Serena Sheng-hua Chu and Catherine So-kum Tang 1997
ISBN 962-441-066-6

All rights reserved. No part of this book may be reproduced in any form without written permission from the authors.

Educating for Change

Development of Women's/Gender Studies and Its Challenges for Hong Kong

Introduction

It was estimated in 1992 that there were over fifty-seven countries with women's studies research centres or allied courses (Brown et al. 1993), and the number is still growing. Today, women's/gender studies are moving "from the margin to the mainstream" in higher education (Sheridan 1991:61). More and more people come to realize the importance of women's/gender studies because they offer a fruitful field of knowledge that allows us to educate for change towards a better society.

In Hong Kong, no study has been done to document recent development in the academic field. Not until we have a better understanding of the current situation can we formulate further strategies for long-term development. Therefore, this paper intends to explain what women's studies are, why women's studies are needed and to raise some issues over debates underlying the current development. It also provides an overview of the development of women's/gender studies in the West and in Asia, particularly in Hong Kong. A survey of women's/gender studies courses in Hong Kong's higher education is also conducted. Finally, difficulties and the future direction of the development of women's/gender studies in Hong Kong will be explored.

What are Women's Studies?

Ever since the introduction of the first course in women's studies, the question of "Why have women's studies?" has been fre-

quently asked. Many people have no idea of what women's studies are; some understand that they study women's role in society, the history of women, women's rights, status of women, etc., but do not know how these topics should be studied. Others hold negative images towards women's studies and are hostile, basing their hostility on notions of "male bashing," "militant women," etc. (Auchmuty et al. 1983:292-93; Patai and Koertge 1994:9).

As O'Barr (1994:77) notes, this question itself implies many other questions: Why should we emphasize women or any other special-interest group in academic courses? Why don't we have men's studies?, etc. O'Barr (1994:78) also points out that these questions rest on three assumptions: (1) knowledge is objective and true, whatever we study treats men and women as they ought to be treated; (2) women and men experience society and culture in similar ways so that to isolate women's experiences for analysis is to overemphasize their importance and, in turn, neglect men's; and, (3) if women and men have equal access to education, there will be no future problems to prevent women from achieving their goals and potential in society.

What are women's studies then? Women's studies are a self-conscious determination to show that both the content and form of existing knowledge are related to the unequal distribution of social power between men and women. Knowledge in traditional academic disciplines is partial, incomplete, and distorted because it has been constructed by and for the dominant group, white middle class men — trivializing and excluding women. As Adrienne Rich (1979:141) puts it, "...women need a reorganization of knowledge, of perspectives and analytical tools that can help us know our foremothers, evaluate our present historical, political, and personal situation, and take ourselves seriously as agents in the creation of a more balanced culture."

To feminist scholars, women's studies offer something exciting as they question the foundation of knowledge by refusing to accept the androcentric viewpoint and by rethinking from a woman's perspective. As Spender explains in her book, *Men's Studies Modified*:

Fundamental to feminism is the premise that women have been "left out" of codified knowledge; where men have formulated explanations in relation to themselves, they have generally either rendered women invisible or classified them as deviant.... The description and analysis of the omission of women as autonomous human beings has been one of the most significant contributions made by feminism. (1981:2)

The feminist paradigm is an alternative to the overall patriarchal paradigm which includes even the compartmentalization of knowledge into disciplines, its reliance on ostensible objectivity and its divorce from personal experience which we have inherited and which we are trying to break down. (1981:260)

Andersen (1987:224) further adds that, including women "means more than just adding women into existing knowledge or making them new objects of knowledge," it refers to the complex process of redefining knowledge by making women's experiences a primary subject of knowledge, conceptualizing women as active agents in the creation and perception of knowledge, recognizing gender as fundamental to the articulation of knowledge in Western thinking, and seeing women's and men's experiences in relation to the sex/gender system. This realization creates a space in which knowledge for, on, with, and by women could be generated (Gontarczyk-Wesola 1995:67).

Women's studies are not merely an academic exercise, but an on-going process to change the ways in which women think and behave and a part of the struggle to build a more comprehensive society. In the United States (US), the National Women's Studies Association (NWSA) was founded to promote and sustain "the educational strategy of a breakthrough in consciousness and knowledge" that would transform individuals, institutions, relationships and, ultimately, the whole of society. The Association is also guided by "a vision of a world free not only from sexism, but also from racism, class-bias, ageism, heterosexual bias — from all the ideologies and institutions that have consciously or uncon-

sciously oppressed and exploited some for the advantage of others" (cited in Boxer 1982:237).

Clearly, women's studies have a dual agenda: both educational (the study of women and gender) and political (the correction of social injustice). In sum, women's studies aim to (cited in Patai and Koertge 1994:178-80):

1. Focus on gender disparities in social power and influence by recognizing that women's status is generally unsatisfactory and in need of attention;
2. value the importance of women's perspectives and experience as subjects of study;
3. move beyond analysis into some form of development or change, whether personal, social, or political;
4. counteract male bias in scholarship by rejecting the traditional White male Eurocentric values, assumptions, and perspectives in research, and to incorporate feminist critiques into traditional research;
5. include other "isms" within the concerns of feminism by stressing the interconnectedness of the operation of sexism and racism, heterosexual bias so that it entails all lines of "difference"; and,
6. employ feminist pedagogy which recognizes and validates students' life experiences as legitimate data.

By far, students' responses to women's studies have been encouraging. Findings from women's studies class surveys indicate that students are very impressed by the insights and usefulness of women's studies. A report entitled *The Courage to Question*, a self-evaluation of the women's studies programmes in some selected US universities and colleges, reveals that students are generally positive about their experiences in women's studies (Musil 1992) and find women's studies particularly useful in the following aspects:

1. Personalized learning: In women's studies courses, students are no longer studying material that is totally outside themselves, because the "feminist pedagogy legitimates personal experience," which has often been devalued by society at large

and ignored in traditional scholarship, as "an appropriate arena of intellectual enquiry, and insists on a wedding of affect and intellect" (Culley and Portuges 1985:2). Students can illuminate knowledge of themselves through understanding the social contexts that shape their experiences. Rather than distancing themselves from the subject, they become engaged both intellectually and personally, using the intellectual to explain the personal (Musil 1992:199). When course content links with life and is relevant to students, the transformation in students is palpable and lasting (Musil 1992:200). Therefore, while students in non-women's studies classes describe what they learn, women's studies students learn to think differently of their own lives, to judge, connect and explore implications (Musil 1992:201). Women's studies give women an increased awareness of themselves, which may help to understand their personal pasts and futures. These personal issues, such as choosing a career, making decisions about social relationships and planning the future, are all relevant to us. Women's studies are not a "how-to" course, but they do bring the issues and implications of our personal decision making into sharper focus (Hunter College Women's Studies Collective 1995:15).

2. Voice and empowerment: Women's studies courses give students a voice and empower them. As Bell Hooks (1989:12) well illustrates, "...coming to voice is an act of resistance. Speaking becomes both a way to engage in active self-transformation and a rite of passage where one moves from being object to being subject. Only as subjects can we speak. As objects, we remain voiceless — our beings defined and interpreted by others." Karlekar and Lazarus (1994:5) further add that "methodologically, the voices of the observer, of the students, and of the teacher, become as important as that of the object of study" and to hear the voices, "the methodological tools of literary and autobiographical analysis, oral histories, life histories, and case studies, become vital."

The further translation of voice into action is a developmental process in which students move from "moments of recognition" to "moments of empowerment" (Musil 1992:202-3). A participa-

tory classroom environment emphasizing discussion, a course structured with student-led assignments plus good course content contribute to developing voice (Musil 1992:202). Once they gain their voice, students feel compelled, by virtue of the content of women's studies, to use that voice to improve the world. In the NWSA's case study of ten colleges with women's studies programmes, the Wellesley's report indicates that students in non-women's studies courses usually felt their courses would help them function better in the world whereas in women's studies courses, they felt the courses would help them change the world (Musil 1992:203). Students in women's studies experience a gradual progression from voice to self-empowerment to social engagement. They are empowered to seek their own path and define themselves as entities separate from roles that patriarchal societies dictate (cited in Patai and Koertge 1994:179).

3. Developing critical perspectives: The purpose of women's studies is to nurture students' critical and analytical mind and teach them how to probe, question and challenge the authority. For many students, a course in women's studies is the first time they understand that knowledge as well as gender is socially constructed. Perspectives in women's studies enable them to debunk the ideological underpinnings of knowledge that are presented as complete, universal, and neutral (Musil 1992:204). Women's studies classroom is not only a place of affirmation and validation where they can find their personal voice and strengthen their identity, it is also where their worldview is revolutionized.

4. Difference and diversity: Central to feminist theory is the assumption that women have different and complex relationships among themselves, carrying not only gender but also gender defined by their class, race, sexuality, and other markers. The goal of feminist scholarship is not to form conclusions about all women; rather, it attempts to reflect the diversity of women's lives. To do this effectively, we must talk to each other while we conceive, develop and refine our theories. The knower and the known cannot be separated (Du Bois 1983:111). As such, women's studies

students are encouraged to learn from each other, making individual and collective insights and stories part of the scholarship (Rutenber 1983:76). Recognizing the authority of experience as a source of knowledge, women's studies, unlike other courses, become "a collective autobiography of students, both male and female" (Musil 1992:208). Therefore, the teaching of women's studies offers a chance for academic innovation, which differs from teaching conventional disciplines (Evans 1983:325). This underscores the need for classes to operate on principles of mutual respect, equalitarianism, a critique of the traditional teacher/student authority relationship (cited in Patai and Koertge 1994:180).

Women's studies are a useful field because it is comprehensive and all-embracing. As Howe (1979:2) notes, women's studies are interdisciplinary and unifying, they teach skills in critical analysis, they assume a problem-solving stance, they clarify the issue of value judgement in education, and they promote socially useful ends. Various case studies show that, through women's studies, students learn to enlarge their worldview and to integrate academic learning into their personal experience. Students' self-esteem has also been raised, and students are able to interpret their experience in a larger social context, increase their identification with other women and expand their life options and goals (Andersen 1987:233).

Women's/Gender Studies: Issues and Debates

There has been an increasing popularity within the academy to use the term of "gender" to replace "women" since the late 1980s, as seen in the titles of some new journals. Although there is sometimes confusion over what is meant by gender studies and how it differs from women's studies, broadly speaking, the emphasis in gender studies is less specifically on women's experience and is more concerned with the analysis of both women's and men's experience (Richardson and Robinson 1994:12-13). Gender studies also see gender divisions as socially constructed and,

therefore, liable to change, and gender becomes an important variable along with class. The shift of the focus of analysis from "women" to "gender" implies that both women and men should be regarded as gendered subjects (Beechey 1986:1). As Zmroczek and Duchon (1991:18) observe, attitudes toward the adoption of "gender studies" vary. It may be due to the reason that many people see gender studies as less political, less threatening, or a "politically safer" option than women's studies or feminist studies; they allow the study of an abstract concept to replace the study of women and men; they depoliticize the relationship between the sexes and assume that both men and women are equally oppressed, obscuring power imbalance; they remove the focus from women, indeed because they allow women to be subsumed once more into the general; they open up a new era for men to work in (particularly, "sensitive new men" who have not found women's studies welcoming to them). While some people are attracted to the more explicitly political stance they think "women's studies" embody, others stress the greater institutional acceptance and support often accorded to "gender studies."

However, irrespective of this politics of naming, "women's studies," "feminist studies" and "gender studies" all challenge male domination of academic disciplines. They all provide methodological and theoretical tools to study the power mechanisms that influence women's social, economic, political, intellectual and cultural life. They all aim at revealing the full reality of women's lives, which has been hidden because "men were the predominant subjects and objects of knowledge" (Braidotti 1996:174). The use of gender can be seen as a strategy used precisely to gain the necessary foothold for women's studies.

Another equally challenging debate evolved in the late 1970s and the 1980s; it centred around women's studies within mainstream education over whether autonomous women's studies courses as a discipline of its own should be developed or an integration of feminist perspectives and methodologies within the other disciplines to achieve ultimate transformation should be adopted. The curriculum-change projects have been variously la-

belled as "mainstreaming," "integrating women's studies into the curriculum" and "gender-balancing curriculum," but they have all been designed to bring the scholarship on women into the whole curriculum. It aims to incorporate fully the substance of women's studies into other disciplines and essentially entails full inclusion of women's studies in all teaching, scholarship and research. As De Dios (1994:46) rightly observes, this mainstreaming efforts entail "a recognition of the need to correct sexist myths and notions at every level of the educational process in different subject areas." Nevertheless, Bowles and Duelli Klein (1983:7) point out some practical difficulties in implementing integration. Since feminist scholars working within the traditional disciplines must write to the audience in their field, they have to ground themselves in the structure and ideas set up by that discipline and to be knowledgeable about it. In this case, it will not be advantageous for them to support and work in women's studies. Their participation in women's studies will not add to chances of keeping the job or being promoted.

This debate is also discussed by Lowe and Benston (1991) in terms of the contradictions involved regarding power and feminist principles. Although establishing autonomous women's studies means not having to reiterate old arguments and waste time on anti-feminist views, this may leave the male-defined theories, and methodologies untouched by feminist insights and allow some students and teachers to remain separate from feminism. While an independent programme clearly offers greater freedom, it may also "ghettoize" women's issues, absolving the traditional disciplines from the need to consider such issues at all. In fact, since their inception, women's studies have been characterized by the exclusion of male authors from course syllabi, assigned reading lists, and citations in scholarly papers to resist assimilation. Inherent in women's studies is the fear that women may end up being invisible again, buried in the existing disciplines and separated from each other in the process of integration (Bowles and Duelli Klein 1983:13). Or, to put it in another way, some feminists are actually worried that the political radicalism of feminism will be

sacrificed in order to make women's studies scholarship more acceptable to non-feminists (Lowe and Benston 1991:177-84). The thinking that integration is assimilation with the women's perspectives being lost should be reconsidered. Integration is a more complex idea and goal than assimilation; it reflects "a broad tolerance for diverse efforts to make radical transformations of educational institutions and the society at large" (Andersen 1987:228). Adherence to either extreme of the debate, as Patai and Koertge (1994:5) argue, is "not a good long-term strategy for changing the ambient culture, and it is certainly incompatible with creative intellectual inquiry." The best way to gain recognition is by engaging in an open dialogue with both male and non-feminist scholars.

Obviously, these two seemingly opposite stances simplify the debate. Many people now argue for simultaneous development of autonomous women's studies and integration within the disciplines. As Bowles and Duelli Klein (1983:2) point out, advocates of each approach have different views on how change takes place. The integrationists argue that convincing, informing and consciousness-raising are paths to transformation while the separatists argue that only in a setting where there is vibrant exchange and debate among autonomous feminist scholars who have control over their knowledge-making can the structure of knowledge be changed. In reality, other factors, such as the nature and size of the school, the resources available, are important considerations when deciding which course of action to take. Most of the authors of national reports of the European Union (EU) claim that in their institutions, women's studies pursue a "dual track policy" wherein autonomy and integration are not seen as incompatible (Bird 1996:165). In fact, some may argue that women's studies are only a strategy, not an end in itself (Robinson 1993:18).

These debates demonstrate that the task for women's studies is always double-edged. Women's studies must continue to develop autonomously; yet, they must continue to communicate with others about their development. If they fail to establish relationships with other academic disciplines, those disciplines cannot benefit from the progress and might be even more hostile to

the endeavour (O'Barr 1994:100). Women's studies need both their independent structures and courses as well as extensive integration.

Finally, the various difficulties faced by women's studies almost everywhere are worth paying attention to. Noticeably, most of the programmes develop on a shoestring budget with no full-time faculty (Aptheker 1989:5). Very few staff are hired to specifically teach women's studies, and usually they are hidden within the traditional structures of higher education. Therefore, staff carry enormous double burden from their own departments and from women's studies for both administration and teaching responsibilities (Skeggs 1995:480).

The interdisciplinary nature of women's studies also means that courses and faculty from various traditional departments are coordinated. This may easily lead to the consequences that courses cannot be taught regularly, courses may even lose if the faculty member loses or the department may have other priorities. The hiring, rewarding, and even keeping of women's studies staff remain a trouble. Moreover, research on women's studies lacks support, and is often undervalued, sometimes not even counted for tenure or promotion (Coyner 1983:52). For example, in the United Kingdom (UK), staff are rarely employed specifically to teach women's studies; they are attached to a traditional discipline in which they are expected to prove themselves and, at the same time, take part in women's studies teaching and research, which may, most probably, be ignored in assessments of their workload and abilities (Zmroczek and Duchon 1991:18). Since most women's studies rely on the efforts and goodwill of a handful of staff, if they leave or have to turn to other work, women's studies in that particular institution may well disappear. If these issues cannot be solved, women's studies will not be able to sustain a healthy long-term growth.

Development of Women's Studies in the West

The development of women's studies has been relatively recent in the history of feminism. The concept of women's studies was first introduced by Mary Ritter Beard in 1934 in her 56-page course syllabus on "A Changing Political Economy as It Affects Women," but it was never adopted (Tuttle 1987:367). Not until the end of the 1960s, when the women's liberation movement in the US raised public awareness, was there widespread recognition that women's experience and achievement had been overlooked in every academic discipline and that women were grossly underrepresented among academics.

It should be noted that academic women's studies in the US was developed out of and alongside the women's movement, which itself developed in relation to the civil rights and liberation movements in the 1960s. In quick response to the movements, many courses sprang up across the country exploring the status of women, discrimination in public and private spheres and gender bias in society. The courses were launched in a variety of contexts with academics from different backgrounds, and they were mainly in the form of "women and" in history, sociology, anthropology, literature and the like.

Within a few years, several women's studies departments had been created, offering both undergraduate and graduate degrees. The San Diego State University had the first officially established women's studies programme in 1970. When the NWSA was formed in 1977, there were already 276 programmes. Ten years later, the total number reached 500; and in the 1990 survey, 621 women's studies programmes were listed (NWSA 1990:ii). While many of the courses were incorporated into the curriculum of existing disciplines, minors and majors in women's studies were also developed. There were 235 majors and 404 minors in women's studies by the late 1980s (Poovey 1995:152). At the graduate level, the number of institutions offering women's studies expanded rapidly from 23 in 1986, to 55 in 1988, to 102 in 1990

(Musil 1992:2). The expansion of women's studies has been exponential throughout the US during the 1970s and 1980s. In the early 1990s, the women's studies curriculum was offered at over 2,000 of more than 3,000 accredited US colleges and universities (Chamberlain and Bernstein 1992).

Similarly, in the UK, the set up of women's studies was closely related to the women's movement in the 1960s and 1970s. However, the universities at first were reluctant to acknowledge the existence of women's studies, especially those prestigious and traditional ones (Tuttle 1987:367). The first MA in women's studies was offered by the University of Kent in 1980, followed by Bradford in 1982 and Sheffield Polytechnic in 1983, but there were still no undergraduate courses at that time (Duelli Klein 1983:256). In fact, the largest group of women's studies in the UK had been offered in the area of adult education throughout the 1970s and 1980s.

In Europe, according to national reports of the EU, over 600 courses in women's studies were reported in the 150 universities covered by the evaluation; nine countries in the EU offered Bachelor degree courses, 10 countries had Master level courses and nine had Ph.D. degree courses (Braidotti 1996:174). Besides these, the majority of women's studies courses was integrated in existing disciplines.

Women's studies courses were also introduced in Australian universities in the mid-1970s. By 1989, 17 universities had offered Master's courses and women's/gender studies had developed into a popular field of study (Bulbeck 1992:12).

In the West, women's studies are the intellectual and research arm of the women's movement. They aim to transform all areas of education, including curriculum, writing and teaching, and to prepare women to change society eventually.

Women's/Gender Studies in Asia: Proliferation and Indigenization

The development of women's/gender studies in the West has made a significant impact in Asian countries. In Korea, the development of women's studies has been relatively early as compared to other Asian countries. The first women's studies course was offered in 1977, and the first Master degree programme in women's studies was introduced in 1982, the same year when the Department of Women's Studies was set up at Ewha University, the world's largest women's university (Hyoung 1994:54, 58). The Master's programme was the only advanced degree programme of its kind in Asia until 1990 when two other universities introduced similar degrees. The programme has been so popular that only outstanding students can be admitted. Similarly, in Japan, women's studies were also introduced in the early 1970s (Muramatsu 1994:213).

According to the survey done by the Committee on Women's Studies in Asia, many universities in Asia offer various certificate programmes, undergraduate and postgraduate courses in women's/gender studies. In China, Henan University, Peking University and Zhengzhou University all offer Master's and undergraduate degrees relevant to women's studies (Muramatsu et al. 1995:22). In Korea, Ewha University, Hyosung Women's University and Kyemyung University all have Departments of Women's Studies which offer Master degrees in women's studies (Muramatsu et al. 1995:80).

In China, the term "women's studies" first appeared in a journal's book review of Shirai Atsushi's "Women's Studies and the History of Women's Movements" in 1982 (Wan 1988:459-60). The year 1985, coincidentally, marked the setup of the first women's studies programmes in Chinese societies — Henan Provincial Futuristic Research Society in China, Population Studies Centre at the National Taiwan University in Taiwan and the Gender Research Programme in Hong Kong (Cheung and Kwok

1995). The prospects for women's studies in Chinese societies seem promising, despite a lack of conceptual frameworks as well as theoretical and systematic studies of women's issues in the Chinese contexts. The most outstanding problem for mainland China, according to Wan (1988:463), is that Chinese women are now pressing reform through practical efforts to solve social problems concerning women and their liberation but have no sufficient theoretical knowledge to fight against ideological biases or meet new challenges, resulting in a "poverty of theory." This observation can also be applied to the situation in Taiwan and Hong Kong.

Although women's studies share basically the same belief, they vary from place to place due to different cultures, stages of development and interpretation of problems. The question of whether the Western line of development is being followed or should be followed is a frequently asked one. For many Asian countries, such as the Philippines and Taiwan, indigenization has been identified as a major concern. Women's studies are viewed as "trendy" in the academic world and also too Western, reinforced by the fact that many textbooks on women's studies are Western (De Dios 1994:47). Despite the great impact of women's studies from the West, women's studies researchers in Asia all point to the need for a non-Western reference point (Karlekar and Lazarus 1994:14). Since a strong knowledge base has to be established to gain a solid ground for a discussion of gender issues, it is important that this knowledge be relevant to its local, historical, cultural and socioeconomic contexts. As Cheung (1994:70) aptly comments, while Western perspectives and methodologies in the West could be important references to women's studies in Asia, the contents need to be indigenous. Noting this, scholars in Hong Kong have been actively producing textbooks and reference materials written by Chinese or in the context of Chinese societies. Some recent publications, such as *Women in Hong Kong* (Pearson and Leung 1995), *Gender Studies in Hong Kong, The People's Republic of China and Taiwan* (Cheung, Yip and Kwok 1995) and *Engendering Hong Kong Society* (Cheung 1997), are evidence of the local

efforts in searching for the specificity of women's situation in Hong Kong and in Chinese societies.

A study conducted on the variety of ways in which women's studies are undertaken in colleges and universities related to the United Board for Christian Higher Education in Asia (UBCHEA), an organization which actively supports the academic dimension of women's issues, provides a clear picture of the development in Asia. The survey shows that two-thirds of these institutions view women's studies as "integrating concerns of women into courses already taught in the university curriculum" (Abregana 1995:4; for Taiwan, see Chiang 1994; for Korea, see Hyoung 1994), indicating the predominance of a mainstreaming approach adopted by these institutions. One-third of the sample institutions sees women's studies as a science that "critically and systematically analyses the historical and social oppression of women with the goal of bringing about change" (Abregana 1995:5). This shows the close tie between theoretical and practical objectives of women's studies. The survey also provides an idea of the difficulties faced by women's studies and some suggestions for future direction.

Limited funds are the most common constraint on the development of women's/gender studies in Asia, followed by the lack of institutional support in providing human and material resources. The support for women's programmes comes more from external sources than from internal budget of the institutions. Although women's studies practitioners in Asia have made inroads on the patriarchal societies and male-dominated centres of learning, about two-thirds of the surveyed institutions do not have the support of an institutional unit to initiate or coordinate the academic activities concerning women's issues (Abregana 1995:7). Other obstacles include adherence to the *status quo* and the concept of male supremacy as manifested in a country's customs and traditions, lack of understanding about and appreciation for women's studies in higher education, indifference and the tendency to trivialize women's issues among administrators, faculty and staff (Abregana 1995:18). In most cases, the development of women's studies is a bottom-up process, an endeavour of part-

nership and collaborative efforts among individuals at the base of the academic structure, with little support from the academic authorities.

Fortunately, the strength of women's studies lies in the number of faculty members who are committed to improving the status of women in their communities. They voluntarily integrate women's issues in their teaching, outreach service and other activities (Abregana 1995:16). In explaining the reasons to get involved in women's studies, most of the respondents in the Philippines, Thailand, India and China agree that the involvement in women's studies allows them to form partnership with others in bringing about changes in processes and structures discriminatory to women. Respondents in Hong Kong, Japan, Korea and Indonesia tend to view that their academic involvement results in new knowledge, in alternative ways of looking at social phenomena, and popularizes a perspective that is supportive of women's concerns and welfare (Abregana 1995:9). Driving forces usually outweigh negative forces in the development of women's studies. Practitioners have to do more advocacy work on their home ground.

In terms of the courses of action to strengthen current women's studies initiatives, the surveyed institutions suggested that academic programme development, formal training in women's studies, continuing awareness programmes, mobilization and networking, acquisition of instructional materials, research and publications, institutional support and campus advocacy are important areas to note (Abregana 1995:22-23).

Various countries also identified issues, both strategic and practical issues, that require immediate attention in the academe. Strategic issues are those concerns directly associated with the goal of eliminating male supremacy and restoring equitable relations between men and women in all facets of life; for instance, raising gender consciousness and sensitivity to women's issues, incorporating the concerns of women into the curricula, adopting feminist epistemology and methodology in teaching and research as well as drafting a women's agenda in academic institutional

programmes and policies. Practical issues refer to the day-to-day concerns which are perceived to require immediate response in order to make living conditions less uncomfortable for women. They include domestic violence or sexual harassment, women's health and nutrition, or lack of child care in the workplace (Abregana 1995:10-12). While strategic issues are more dominant than practical issues across regions, the difference between strategic and practical issues is more pronounced in the East Asia and China sample than in the South and Southeast Asia sample (Abregana 1995:12).

Development of Women's/Gender Studies in Hong Kong

Unlike the West, women's studies in Hong Kong are not directly developed out of and along the women's movement and, therefore, do not have a solid feminist movement background. Instead, the motivation came from the response from the academy, women's organizations and women themselves to the changing socioeconomic realities and the increased visibility of women in politics, in economic life and in other professions. It is indeed a product of rapid social change.

Mainly because of this reason, the development of women's/gender studies in Hong Kong has not been phenomenal in the past few decades. However, there is a growing number of diverse and some loosely structured courses offered by various universities, although no degree granting programme in women's/gender is offered. In order to capture the current stage of development of gender studies in Hong Kong, a survey of these courses (1995-1996) offered by Hong Kong's seven tertiary institutions, namely, The Chinese University of Hong Kong (CUHK), University of Hong Kong (HKU), Hong Kong Baptist University (HKBU), Hong Kong University of Science and Technology (HKUST), City University of Hong Kong (HKCU), The Hong Kong Polytechnic Uni-

versity (HKPU) and Lingnan College Hong Kong (LCHK), has been conducted.

Courses are mainly scrutinized according to the course description in the Student Handbook/Calendar/Prospectus published by the universities. They are then divided into two broad categories: gender-oriented courses and gender-related courses. The former refers to courses using gender as a major analytical perspective or concept while the latter refers to courses incorporating gender as one of the components to be examined. Sole reliance on these publications to identify the gender courses now available is undoubtedly not comprehensive. Sometimes, even though there is a change in the course content, the course description may not be updated accordingly and regularly, resulting in the missing of some relevant courses. However, information contained in these publications is most easily available and accessible. In fact, for most of the courses, the appearance of indicators, such as gender, women, feminism, etc., will aptly reflect the nature/content of the courses.

Results of the survey of gender-oriented and gender-related courses are presented in Appendix I and Appendix II, respectively. Table 1 lists the number of courses offered by each university. While HKU has the largest number of gender-oriented and gender-related courses in total (40), CUHK leads all universities in terms of the number of gender-oriented courses (12). Despite being a science/technology-oriented and a relatively young university, HKUST scores well in its sensitivity to gender issues judging from the 17 gender courses available, more than that of HKBU, HKCU and LCHK. From the information available, there is at present no gender course offered by HKPU, which is also seeking opportunities to open similar courses in the near future.

Several features can be delineated from an overview of these courses:

1. Imbalanced distribution of courses: The majority of courses concentrates in the areas of Social Sciences and the Humanities. Even within these fields, some individual disciplines are nearly or absolutely gender-absent, such as Chinese Lan-

Table 1 Number of Gender-oriented and Gender-related Courses Offered by Hong Kong's Universities (1995-1996)

	CUHK	HKU	HKBU	HKCU	HKUST	LCHK	HKPU
Gender-oriented	12	8	4	2	7	1	–
Gender-related	25	32	13	13	11	2	–
Total	37	40	17	15	18	3	–

guage and Literature, Music, Geography, Business and Management, Communication and Media Studies. There are hardly any courses in Science, except a few in the "soft" science, such as Nursing.

2. **Disciplinary vs Interdisciplinary:** Most of the gender courses are discipline-based, i.e., affiliated with a particular academic discipline, such as *Psychology of Gender* with Psychology and *Gender and Society* with Sociology. Few courses are interdisciplinary in nature, except some offered by the HKUST, which structures courses according to the Divisions of Humanities and Social Science instead of the traditional disciplines. In doing so, it is able to set up courses, like *Feminism and The Social Sciences*, which provide students with a broader theoretical perspective. In CUHK, interdisciplinary courses, such as *Women's Studies*, are offered under the General Education section.
3. **Mainstreaming into traditional disciplines:** Apart from the gender-oriented courses, the large number of gender-related courses in each university indicates that gender has been recognized by many fields of study as an indispensable analytical perspective that can no longer be ignored. Gender issues are now being discussed in a wide range of academic fields, including Anthropology, Economics, Sociology, History, Psychology, Education, Literature, Cultural Studies,

Law, Philosophy, Religion, Social Work, Political Science, Fine Arts and Nursing.

4. **No systematic course organization:** It is obvious that courses are scattered in various disciplines without a unifying framework, and there is a lack of theoretical background/strengths in these courses.

As a leading institution in promoting gender studies in Hong Kong, the development of gender courses at CUHK deserves a closer look. Table 2 shows the development at CUHK from 1990 to 1996. The *Women's Studies* course offered by the General Education in 1990 was the first of its kind in Hong Kong's universities. Although it was initially limited to a total of 50 students, the student number soon expanded to over 100. According to a student evaluation of this course, students indicate that the course is both enlightening in the offering of new perspectives and useful as having practical implications. After completing the course, half of the students report a change in their thinking. Female students find out that the course has deconstructed various gender myths and increased their knowledge of themselves as women and women's roles in modern society. Male students respond by admitting that they gain a better understanding of women's status and the interdependence of gender roles (Kwok 1991:6). Starting as the one and only gender-oriented course, the number of courses has been increasing steadily, topping a total of 14 in 1996-97 academic year — a 14-fold increase within six years, not to mention the proliferation of other gender-related courses. On average, two new courses have been introduced in each new academic year since 1990. Appendix III contains some newly added gender courses at CUHK in 1996-1997. Changes can also be observed from the inclusion of gender as a component in courses which did not pay attention to gender before. For example, a course on *Issues in Literary Criticism* offered by the English Department has, since 1991, included feminism as one of the critical theories to be examined. This change was even more evident in the development of an Anthropology course, which was first named "Men and Cul-

Table 2 Gender-oriented Courses Offered by The Chinese University of Hong Kong
(From Academic Years 1990-1991 to 1996-1997)

1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
GEE 574 Women's Studies	ANT 231 Gender and Culture	ANT 2310 Gender and Culture	ANT 2310 Gender and Culture	ANT 2310 Gender and Culture	ANT 2310 Gender and Culture	ANT 2310 Gender and Culture
	GEE 245 Gender and Culture	ENG 3230 Gender and Literature	ENG 3230 Gender and Literature	ENG 3230 Gender and Literature	ENG 3230 Gender and Literature	ENG 3230 Gender and Literature
	GEE 284 Women's Studies	GEE 265U Gender and Culture	GEE 265U Gender and Culture	GEE 265U Gender and Culture	GEE 183B Women, Men and Language	GEE 183B Women, Men and Language
		GEE 2804 Women's Studies	GEE 2804 Women's Studies	GEE 2804 Women's Studies	GEE 265U Gender and Culture	GEE 265U Gender and Culture
		SOC 3363 Gender and Society	SOC 3363 Gender and Society	GEE 2853 Sexuality and Culture	GEE 2804 Women's Studies	GEE 2804 Women's Studies
				LAW 3210 Gender, Law and Politics	GEE 2853 Sexuality and Culture	GEE 2853 Sexuality and Culture
				PSY 3640 Psychology of Gender	GEN 2192 Women, Men and Culture	GEN 2192 Women, Men and Culture

Table 2 Gender-oriented Courses Offered by The Chinese University of Hong Kong
(From Academic Years 1990-1991 to 1996-1997) (Continued)

1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
				SOC 3363 Gender and Society	GES 1150 Gender Issues in Hong Kong Society	GES 1150 Gender Issues in Hong Kong Society
					LAW 3210 Gender, Law and Politics	LAW 2110 Women's Rights: International Perspective
					NUR 3510 Gender and Nursing	LAW 3210 Gender, Law and Politics
					PSY 3640 Psychology of Gender	NUR 3510 Gender and Nursing
					SOC 3363 Gender and Society	NUR 4130 Women's Health and Nursing
					ANT 5300 Directed Studies: Comparative Perspective on Gender, Culture and Power*	PSY 3640 Psychology of Gender
						SOC 3363 Gender and Society
1	3	5	5	8	12	14

Note: * Since topics of Directed Studies may vary from time to time, this course is not counted as a regular gender course.

ture" in 1989, renamed to "Humans and Culture" in 1990, and finally taking the current title of "Gender and Culture" in 1991.

At CUHK, the gender perspective was first integrated into the English and the Anthropology Departments in the early 1990s and gradually spread to other fields of study. Recently, there has been an emergence of gender courses in the Nursing Department, now offering courses on *Gender and Nursing* and *Women's Health and Nursing*. However, the Science Faculty in general remains insensitive to and untouched by gender issues.

The most prominent organization to push for the development of women's/gender studies in Hong Kong is the Gender Research Programme, the first academic institute established in Hong Kong in 1985 under the Centre for Hong Kong Studies, Institute of Social Studies at CUHK. In 1990, it became one of the strategic programmes under the Hong Kong Institute of Asia-Pacific Studies. The Programme enlists faculty members from different departments, such as Anthropology, Sociology, Japanese Studies, Management, Education, Psychology, History, Social Work, Religion, Community and Family Medicine, Nursing and Sports Science. Fanny Cheung, founder and former director of the Programme, together with other Programme members, deliberately chose to adopt "gender" rather than "women's studies" as the name so as to broaden the perspective of gender research which is not confined to women only (Cheung 1994:71). As Cheung (1996:7) adds, gender is "a social construction which determines attitudes, behaviours, social roles, relationships, and status. It is from this perspective that we could better appreciate feminist scholarship." Theoretically, it is important to understand the situation of both women and men, their roles and activities in relation to each other. Strategically, gender studies will leave more room for male participants. Seeing that it is unlikely to get resource for a formal women's or gender studies department, individual teachers have always, on their own initiative and by mutual cooperation, been integrating gender into their own coursework within existing departments. Although this Programme emphasizes its role in academic research rather than

social action, some members are active participants of women's movement in Hong Kong, forming a close tie with the praxis of women's activism which is decisive in informing and enriching feminist scholarship (Cheung 1994:74).

In 1995, HKU also established a Women's Studies Research Centre conducive to the development of women's studies in Hong Kong. The existence of these academic bodies at CUHK and HKU explains why they have more established courses than other universities.

According to the survey by UBCHEA, most respondents (7 out of 17) from Hong Kong agree that raising gender consciousness and sensitivity to women's issues requires immediate attention, followed by promoting equality of opportunities between the sexes. Recognizing the low visibility of women in the curriculum and in order to push forward existing initiatives in women's studies in Hong Kong, the offering of a degree programme in women's studies and the development of a curriculum in women's studies are deemed desirable (Abregana 1995:A-16). Most of the respondents also regard the "integration of women's issues in subjects taught, resulting in a holistic, more accurate representation of the real world" and "the encouragement of the adoption of feminist theories and methodologies" as gains in being involved in women's studies (Abregana 1995:A-20). The driving force behind recent development can be attributed to the commitment of faculty members and the urgency to address the unjust conditions and to pursue equality and fairness to improve women's lot (Abregana 1995:A-22).

The growing of courses is also a reflection of student demand and social changes. The rise of student interest is seen by the increasing proportion of undergraduate and postgraduate theses written on gender issues. In CUHK only, there were dozens of such theses produced during the early 1990s, with topics ranging from sex difference in academic choice, sex role stereotypes in cartoons to occupational difference between the sexes. Some students have spontaneously established a Women's Studies Club to call for attention to various gender issues, such as sexual harass-

ment on campus and the beauty myth. A recent survey at CUHK confirms that many students are interested in pursuing a degree programme in gender studies. There is indeed a need for a linkage of these disparate courses into a single study programme.

In view of this, the Gender Research Programme, when approaching its tenth anniversary, initiated a proposal, together with the support of the Department of Anthropology, to set up an undergraduate Minor and an M.Phil. degree in Gender Studies. This proposal has been set forth in the belief that after years of seeding, time is ripe for CUHK to become the first local tertiary institution to pioneer a Gender Studies Programme. Socially and politically, the awareness of gender as an important issue in Hong Kong is evidenced by the enactment of the Sex Discrimination Ordinance in 1995 and the establishment of the Equal Opportunities Commission in 1996. There is an urgency for the academic world to keep pace with the growing importance of gender issues.

The issue of job market for the graduates has always been a main concern. In fact, the influence of feminism on local authority, employment, the media, and publishing means that women's studies can provide entry to a range of employment opportunities. According to European experience, the setting up of the Equal Opportunities Commission has resulted in the funding of research in women's studies. Women's studies departments have also been involved in the training of equal opportunity officers or in providing the "gender dimension" in a whole range of vocational and professional training programmes carried out in higher education institutes (Bird 1996:153).

However, the prospect for future development depends on whether the difficulties can be overcome. Externally, adherence to the *status quo*, the concept of male supremacy and the lack of understanding about and appreciation for women's studies in higher education are the most formidable odds (Abregana 1995:A-25). Within the women's studies circle, the problems of inadequate human and material resources are prominent. Women's studies researchers have been caught in the dilemma, spending more time on research within their own disciplines in order to

gain recognition for their scholarship (Cheung 1994:72) and devoting their efforts to women's studies which are often reduced to mere tokenism in the academy (Dever 1993:12).

Recommendations for Future Development

Obviously, past experiences tell us that the road ahead will be faced with many formidable problems that need to be addressed. We need content for our courses, and we need more knowledge and theory to be effective at social change. Since mainstreaming will remain a major driving force to the development of women's studies, attention needs to be given to possible changes in different academic fields.

Feminist criticism shows that the arts and humanities have constructed and reinforced definitions of social life that exclude the experiences of, deny expression to, and negate the works of the less powerful, even though the humanities claim to take the concerns of all humanity as their subject matter. Most notably, women have always been excluded from literature and arts because their work does not meet the standards of excellence (Andersen 1987:241). Similarly, the study of history focuses on the historical experience of a few (men) and limits the "characters" of historical accounts. The traditional periodization of historical accounts is organized through the experience of bourgeois men (Kelly-Gadol 1976). Feminist scholarship, therefore, seeks to bring women back as agents of historical change by rethinking the historical paradigm and generating a new framework (Andersen 1987:243). In a nutshell, feminist scholarship aims to present a full account of human experience and argues for cultural multiplicity, in which cultures are "multi-layered, composites of men's and women's experiences, and rich in complexity and conflict" (Andersen 1987:244).

For social sciences, while they claim to present social reality, the exclusion and distortion of women's experiences and perspectives have produced concepts and theories that are actually gen-

der biased, masculine, rather than universal. For instance, economic activities take place only in the public sphere, leading to the omission of housework, such as caring for the sick, elderly or young, as a measurable category of economic activity in economics. A feminist approach would develop economic analyses that identify constraints on choice and process of choosing. Likewise, political activity seems to occur only in formal public political structures. Women's participation in community politics or sexuality as a basis of organized political movements always become negligible topics of study. In fact, "the location of social science concepts within the public and masculine realm reflect the dichotomous thinking that prevails in both social science content and method" (Andersen 1987:245).

The social sciences' search to establish themselves as sciences is one of the greatest obstacles to curriculum change. The scientific method, as adopted in the social sciences, generates hierarchical methodologies in which the knower is seen as expert on the lives of others and produces research methodologies that deny the socially constructed relationships between the knower and the known. In fact, the relationship is a socially organized practice. Feminism prefers the use of interpretative methods as they are reflexive about the circumstances in which knowledge is produced and see researchers as situated in the action of their research (Andersen 1987:246-47).

The science and technology fields make the strongest claims to academic neutrality. However, feminist scholars point out how scientific studies reflect cultural values and the interwoven worlds of science, capitalism and patriarchy (Andersen 1987:248). The feminist critique of science looks at cultural dualisms associated with masculinity and femininity as they permeate scientific thought and discourse. There are mainly five types of feminist critique of science: equity studies documenting the resistance to women's participation in science; studies of the uses and abuses of science and their racist, sexist, homophobic, and class-based projects; epistemological studies; study of science as a text and revelation of the social meaning embedded in value-neutral claims; and

feminist debates about whether feminist science is possible or whether feminists look simply for a better science — undistorted by gender, race, class, and heterosexism (Andersen 1987:249). Highlighting the interrelatedness of gender and science, these critiques raise new possibilities for the way science is taught and conceived and underscore the connection between science and the sex/gender system. The hegemony of science as a way of knowing need to be replaced with a more pluralistic view (Andersen 1987:250).

The Graduate Programme in Women's Studies of the York University in Canada sets a good example for other similar courses. It aims to provide an environment in which students and scholars can pursue a new and developing branch of knowledge focused on gender, to further the integration of this knowledge at an abstract theoretical level, to create a vibrant programme culture for students and to relate the programme to changes in culture and society. Its interdisciplinary scholarship consists of five components: Women's History, Feminist Theory, Women and Culture, Research Methodology, and Public Policy (*Graduate Programme in Women's Studies, York University* 1994:2). It is important to design a women's/gender studies programme as interdisciplinary because the interdisciplinary aspect suggests new ways of being, knowing and organizing in the academy (Kennedy et al. 1993:xiv).

Modified with local content added, the course outline and content of the York University's Programme presents a blueprint for future development:

Women's History: An overview of women's history in general and Chinese women's history in particular, as well as the emergence of feminist movements. Courses include a discussion of feminist historiography and the use of archival materials.

Feminist Theory: An analysis of major feminist theories in the twentieth century in North America, Great Britain and the Continent. Consideration is also given to contemporary anti-feminist theories, such as sociobiology, in both social sciences and the humanities.

Women and Culture: An exploration of selected issues of culture in various disciplines as they reflect the status of women and currents of contemporary feminist theory. This will draw upon different approaches — historical, biographical, theoretical — and will focus on such areas as classical, Biblical, and scholastic images of women; philosophy; autobiography; language and gender; and the arts.

Feminist Methodology: Controversies about scientific method, empiricism and experimental designs are discussed. Attention is given to the uses of text analysis, archival documents, bibliographical materials, field work, survey data and the problems of women studying women cross-culturally.

Public Policy: Emphasizing the links between feminist theory and practice, the course allows students to focus on specific policy domains, such as violence against women, women and the state, equal opportunity policy, housing policy, etc., in the local context. Special attention is paid to agenda setting, strategies for social change, and implementing public policy.

A focus on developing theories as tools of our work should be emphasized. Theories must incorporate both facts and feelings in order to reveal the totality of women's experiences. We theorize in order to act: we need women-centred theories to develop strategies for change. This means the courses should address women's lives and experience in their own terms, to create theory grounded in the actual experience and language of women.

Ideally, the concept of "student-centred" education and pedagogy should remain at the heart of women's studies (Kennedy et al. 1993:xv). This style of pedagogy encourages critical thinking, classroom interaction and participatory process by tapping the students' personal experiences (De Dios 1994:44). Therefore, periodic small group sessions, assignments that require journal keeping, "reflection papers," cooperative projects, and collaborative modes of teaching with student participation are all useful activities to work towards feminist criticism of authority and the validity of women's experience.

At CUHK, efforts have been made to work towards this direction despite the slow progress. However, it is encouraging that the undergraduate minor and the M.Phil. Programmes in Gender studies are being seriously discussed and considered.

In the course of promoting gender studies, skepticism concerning its feasibility and usefulness will definitely arise. Therefore, appropriate education of other faculty members and students is needed. Other current efforts should also be continued. These include the compilation of databases and bibliographies of existing works to identify needs and gaps in knowledge in the local scene, the organization of local and international conferences to stimulate research interest and public awareness, the promotion of collaborative research activities to build up the theoretical framework for gender studies in the Chinese context, etc. To prepare for future course development, it is also time to design new syllabi, suggested readings and assignments. These are all part of the major infrastructure to the future success and growth of women's/gender studies.

Conclusion

There is great variation in human experiences, and this diversity should be central to educational studies. The ultimate aim of women's/gender studies is to build a more humanistic world. Certainly, this cannot be accomplished quickly. The initial phase of establishment will always be faced with hostility, suspicion, or indifference. Although we may sometimes feel discouraged by the magnitude of the needed changes, it is useful to remember that we are trying to reconstruct systems of knowledge that have evolved over centuries. Small changes, while obviously inadequate, do stimulate larger changes — "both in course content and in the political, intellectual, and personal transformations that this process inspires" (Andersen 1987:253). The intellectual and personal transformations consistently being witnessed among the students

will be a great encouragement. Hence, it is important to be patient and persistent.

A slow start is better than no start at all.

References

- Abregana, Betty C. (1995) *Women's Studies in UBCHEA-related Institutions in Asia: A Preliminary Report*. A Report to the United Board for Christian Higher Education in Asia.
- Andersen, Margaret L. (1987) "Changing the Curriculum in Higher Education," *Signs*, 12(2), 222-54.
- Aptheker, Bettina (1989) "How to Do Meaningful Work in Women's Studies," in Emily K. Abel and Marjorie L. Pearson (eds) *Across Cultures: The Spectrum of Women's Lives*. New York: Gordon & Breach.
- Auchmuty, Rosemary, Frances Borzello and Cheri Davis Langdell (1983) "The Image of Women's Studies," *Women's Studies International Forum*, 6(3), 291-98.
- Beechey, Veronica (1986) "Introduction," in Veronica Beechey and Elizabeth Whitelegg (eds) *Women in Britain Today*. Milton Keynes: Open University Press.
- Bird, Elizabeth (1996) "State of the Art: Women's Studies in European Higher Education," *The European Journal of Women's Studies*, 3(2), 151-65.
- Bowles, Gloria and Renate Duelli Klein (1983) "Introduction: Theories of Women's Studies and the Autonomy/Integration Debate," in Gloria Bowles and Renate Duelli Klein (eds) *Theories of Women's Studies*. London: Routledge & Kegan Paul.
- Boxer, Marilyn J. (1982) "For and About Women: The Theory and Practice of Women's Studies in the United States," in Nannerl O. Keohane, Michelle Z. Rosaldo and Barbara C. Gelpi (eds) *Feminist Theory: A Critique of Ideology*. Brighton: The Harvester Press.
- Braidotti, Rosi (1996) "Women's Studies Curricula in European Universities," *The European Journal of Women's Studies*, 3(2), 173-76.
- Brown, Loulou, Helen Collins, Pat Green, Maggie Humm and M. Landells (eds) (1993) *The International Handbook of Women's Studies (WISH)*. Hemel Hempstead: Harvester Wheatsheaf.
- Bulbeck, Chilla (1992) *Women's Studies and the Women's Movement in Australia*. Paper presented to the Gender Research Programme, Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong, Hong Kong.
- Chamberlain, Mariam K. and Alison Bernstein (1992) "Philanthropy and the Emergence of Women's Studies," *Teachers College Record*, 3, 556-68.
- Cheung, Fanny M. (1994) "Promoting Women's Development," in Committee on Women's Studies in Asia (ed.) *Changing Lives: Life Stories of Asian Pioneers in Women's Studies*. New York: The Feminist Press.
- Cheung, Fanny M. (1996) "Ten Years of Gender Research at CUHK," in Eva Hung (ed.) *Gender Studies: News and Views (Tenth Anniversary Special Edition)*. Hong Kong: Gender Research Programme, Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong.
- Cheung, Fanny M. (ed.) (1997) *Engendering Hong Kong Society*. Hong Kong: The Chinese University Press.
- Cheung, Fanny M. and Pui-lan Kwok (1995) "Introduction," in Fanny M. Cheung, Hon-ming Yip and Pui-lan Kwok (eds) *Gender Studies in Hong Kong, The People's Republic of China and Taiwan*. Hong Kong: The Chinese University Press.
- Cheung, Fanny M., Hon-ming Yip and Pui-lan Kwok (eds) (1995) *Gender Studies in Hong Kong, The People's Republic of China and Taiwan*. Hong Kong: The Chinese University Press.
- Chiang, Nora Lan-hung (1994) "A Personal Essay," in Committee on Women's Studies in Asia (ed.) *Changing Lives: Life Stories of Asian Pioneers in Women's Studies*. New York: The Feminist Press.
- Coyner, Sandra (1983) "Women's Studies as an Academic Discipline: Why and How to Do It" in Gloria Bowles and Renate Duelli Klein (eds) *Theories of Women's Studies*. London: Routledge & Kegan Paul.
- Culley, Margo and Catherine Portuges (eds) (1985) *Gendered Subjects: The Dynamics of Feminist Teaching*. London: Routledge & Kegan.
- De Dios, Aurora Javate (1994) "Triumphs and Travails: Women's Studies in the Academy," in Committee on Women's Studies in Asia (ed.) *Changing Lives: Life Stories of Asian Pioneers in Women's Studies*. New York: The Feminist Press.
- Dever, Maryanne (1993) "Symposium on 'Women's Studies and the Curriculum'," *Gender Studies: News and Views*, No. 6, 12.
- Du Bois, Barbara (1983) "Passionate Scholarship: Notes on Values, Knowing and Method in Feminist Social Science," in Gloria Bowles and Renate Duelli Klein (eds) *Theories of Women's Studies*. London: Routledge & Kegan Paul.

- Duelli Klein, Renate (1983) "A Brief Review of the Development of Women's Studies in the UK," *Women's Studies International Forum*, 6(3), 255-60.
- Evans, Mary (1983) "The Teacher's Tale: On Teaching Women's Studies," *Women's Studies International Forum*, 6(3), 325-30.
- Gontarczyk-Wesola, Ewa (1995) "Toward a Space of Our Own: Feminist Research and Teaching in the Social Sciences," *Women's Studies International Forum*, 18(1), 67-71.
- Graduate Programme in Women's Studies, York University* (1994).
- Hooks, Bell (1989) *Talking Back: Thinking Feminist, Thinking Black*. Boston: South End Press.
- Howe, Florence (1979) "Toward Women's Studies in the Eighties: Part I," *Women's Studies Newsletter*, 8(4), 2.
- Hunter College Women's Studies Collective (1995) *Women's Realities, Women's Choices: An Introduction to Women's Studies*. New York and Oxford: Oxford University Press.
- Hyoung, Cho (1994) "To Grow with Women's Studies," in Committee on Women's Studies in Asia (ed.) *Changing Lives: Life Stories of Asian Pioneers in Women's Studies*. New York: The Feminist Press.
- Karlekar, Malavika and Barbara Lazarus (1994) "Introduction," in Committee on Women's Studies in Asia (ed.) *Changing Lives: Life Stories of Asian Pioneers in Women's Studies*. New York: The Feminist Press.
- Kelly-Gadol, Joan (1976) "The Social Relations of the Sexes: Methodological Implications of Women's History," *Signs*, 1(4), 809-24.
- Kennedy, Mary, Cathy Lubelska and Val Walsh (1993) "Making Connections: Women's Studies, Women's Movements, Women's Lives," in Mary Kennedy, Cathy Lubelska and Val Walsh (eds) *Making Connections: Women's Studies, Women's Movements, Women's Lives*. London and Washington: Taylor & Francis.
- Kwok, Pui-lan (1991) "Courses on Women's Studies at CUHK," *Gender Studies: News and Views*, No. 1, 6.
- Lowe, Marian and Lowe Margaret Benston (1991) "The Uneasy Alliance of Feminism and Academia," in Sneja Gunew (ed.) *A Reader in Feminist Knowledge*. London and New York: Routledge.
- Miske, Shirley (ed.) (1993) *Questionnaire Responses from Participants in The Conference "Approaches to Women's Studies in Asia."* Chiang Mai: Office of the President, Payap University.
- Muramatsu, Yasuko (1994) "An Exploratory Journey," in Committee on Women's Studies in Asia (ed.) *Changing Lives: Life Stories of Asian Pioneers in Women's Studies*. New York: The Feminist Press.

- Muramatsu, Yasuko et al. (eds) (1995) *Search for Equality: Resources on Women in Asia*. New Delhi: Committee on Women's Studies in Asia.
- Musil, Caryn McTighe (ed.) (1992) *The Courage to Question: Women's Studies and Student Learning*. Washington, DC: Association of American Colleges and National Women's Studies Association.
- NWSA (1990) *NWSA Directory of Women's Studies Programs, Women's Centers, and Women's Research Centers*. College Park, Md: NWSA.
- O'Barr, Jean Fox (1994) *Feminism in Action: Building Institutions & Community through Women's Studies*. Chapel Hill and London: The University of North Carolina Press.
- Patai, Daphne and Noretta Koertge (1994) *Professing Feminism: Cautionary Tales from the Strange World of Women's Studies*. New York: Basic Books.
- Pearson, Veronica and Benjamin K. P. Leung (eds) (1995) *Women in Hong Kong*. New York: Oxford University Press.
- Poovey, Mary (1995) "The Differences of Women's Studies: The Example of Literary Criticism," in Domna C. Stanton and Abigail J. Stewart (eds) *Feminisms in the Academy*. Ann Arbor: The University of Michigan Press.
- Rich, Adrienne C. (1979) *On Lies, Secrets, and Silence: Selected Prose, 1966-78*. New York: W.W. Norton and Co.
- Richardson, Diane and Victoria Robinson (1994) "Theorizing Women's Studies, Gender Studies and Masculinity: The Politics of Naming," *The European Journal of Women's Studies*, 1, 11-27.
- Robinson, Victoria (1993) "Introducing Women's Studies," in Diane Richardson and Victoria Robinson (eds) *Introducing Women's Studies: Feminist Theory and Practice*. London: Macmillan.
- Rutenberg, Taly (1983) "Learning Women's Studies," in Gloria Bowles and Renate Duelli Klein (eds) *Theories of Women's Studies*. London: Routledge and Kegan Paul.
- Sheridan, Susan (1991) "From Margin to Mainstream: Situating Women's Studies," in Sneja Gunew (ed.) *A Reader in Feminist Knowledge*. London and New York: Routledge.
- Skeggs, Beverley (1995) "Women's Studies in Britain in the 1990s: Entitlement Cultures and Institutional Constraints," *Women's Studies International Forum*, 18(4), 475-85.
- Spender, Dale (1981) *Men's Studies Modified: The Impact of Feminism on the Academic Disciplines*. Oxford: Pergamon Press.
- Tuttle, Lisa (1987) *Encyclopaedia of Feminism*. London: Arrow Books.

Wan, Shanping (1988) "The Emergence of Women's Studies in China," *Women's Studies International Forum*, 11(5), 455-64.

Zmroczek, Christine and Claire Duchen (1991) "What Are Those Women Up To? Women's Studies and Feminist Research in the European Community," in Jane Aaron and Sylvia Walby (eds) *Out of the Margins: Women's Studies in the Nineties*. London, New York and Philadelphia: The Falmer Press.

Appendix I

Gender-oriented¹ Courses Offered by Hong Kong's Universities (1995-1996)

The Chinese University of Hong Kong

Department of Anthropology

ANT 2310 Gender and Culture

This course looks at the relationship between gender and culture, by comparing women in societies with different modes of production and social organization. Through analysing their sex roles, enculturation process, kinship, division of labour by sex, power and control, and social development, students will understand how culture influences the concept of gender and its related behaviour among human groups.

ANT 5300 Directed Studies: Comparative Perspectives on Gender, Culture and Power

The seminar uses historical and ethnographical materials to critically evaluate theoretical approaches on gender, culture and power. Arguing against scholarly works which emphasize either a culture of patriarchy or of resistance by women, this seminar highlights women's own complicity in the creation of mainstream regional culture. Materials on South China, Japan, and other ethnographic areas will be used to see how they have been informed by new theoretical approaches.

Department of English

ENG 3230 Gender and Literature

This course explores critically the relationship between gender and literature in specific sociocultural contexts. Some basic arguments in the feminist perspectives on literary study will be introduced and selected works by both male and female writers discussed. While topics may vary from year to year, some typical examples are: the representation of woman, gender identity and difference, literature and desire, sexuality and imagination, writing under patriarchy, etc.

General Education

GEE 265U Gender and Culture

This course looks at the relationship between gender and culture, by comparing women in societies with different modes of production and social organization. Through analysing their sex roles, enculturation process, kinship, division of labour by sex, power and control, and social development, students will understand how culture influences the concept of gender and its related behaviour among human groups.

GEE 183B Women, Men and Language

Differences in the way women and men use language have been noted and described by scholars and researchers in several disciplines, and these differences in language use can be studied from a number of perspectives: cognitive, emotional, psychological, social, and political. This course examines important themes in the debate on language, feminism and gender, drawing on work in sociolinguistics, literary studies, cultural and media studies, education and psychology.

GEE 2853 Sexuality and Culture

This course aims at an interdisciplinary approach to the study of human sexuality and culture. Three main areas will be discussed: 1. Ideas of sexuality: Chinese and Western conception of sexuality, modern theories of sexuality; 2. Sexuality and ethics: ethical issues of sexual relationships; 3. Sexuality and society: gender problems, issues relating to homosexuality, pornography and Aids.

GEE 2804 Women's Studies

This course analyses women's status in traditional and modern societies and introduces current development of feminist theory in different fields, such as psychology, sociology, history and religion.

New Asia College General Education

GEN 2192 Women, Men and Culture

This course is designed to enable students to understand the nature of gender and its relationship to culture. Issues to be explored include biological aspects of gender differences, socialization, sociolinguistics, homosexuality, politics of birth control, gender and work, gender and entrepreneurship, gendered images in the media, and sexuality and mo-

derernity. The construction of gender as cultural specific is discussed using ethnographic material and cross-cultural comparison of such societies as Japan, the United States, Hong Kong, China, as well as other industrial and non-industrial cultures.

Shaw College General Education

GES 1150 Gender Issues in Hong Kong Society

This course aims at sensitising students to the various manifestations and implications of gender issues in Hong Kong. It starts off by introducing concepts and perspectives which might be useful in understanding gender divisions and inequalities. It then proceeds to review gender relations in different spheres of local life. These include: the family, employment, education, politics and the law. The course ends with a brief discussion of the past, present and future status of women's movement in Hong Kong.

Department of Government and Public Administration, Law Programme

LAW 3210 Gender, Law and Politics

This course is an introduction to feminist scholarship on law and politics. It studies the ways in which feminist scholars are challenging the epistemological and ontological foundations of traditional legal and political science knowledge. Issues examined will include feminist jurisprudence; feminist approaches to the issue of "equality"; feminist research method and epistemology; gender relations as a question of politics and power; gender biases in traditional political science knowledge; and feminism as a social movement.

Department of Nursing

NRS 3510 Gender and Nursing

This course is intended to introduce students to the influence of gender on society and nursing in particular. Topics to be covered include gender identity and role socialization, sexism and men and women's place in society, organizations, families; and contemporary gender health issues in Hong Kong.

Department of Psychology

PSY 3640 Psychology of Gender

This course reviews historical and cultural perspectives of the psychology of gender. Various genetic, biological, and social determinants of gender differences in physical and sexual attributes, cognitive abilities, personality, and social behaviours are examined. Socialization processes by way of parenting, play, school and media will be explored with regard to gender roles and stereotypes, including masculinity, femininity, and androgyny. Consequences of gender bias will be discussed in relation to individual development, education, vocation, and mental health. New trends in gender relations, as well as gender conflicts and abuses of power, such as battering, sexual assault, and sexual harassment, will be explored.

Department of Sociology

SOC 3363 Gender and Society

This course introduces theoretical discussions and empirical findings on gender relations and sexual division of labour. It analyses from the perspective of gender various phenomena: sex role stereotype, socialization, family, social stratification, labour market participation and rewards, sexuality and reproduction, women's movement, etc.

University of Hong Kong

Department of Comparative Literature

89214 Feminine Roles and Cultural Myths

This course will examine how literary and theoretical myths can both fix and foster cultural meaning for women, and will explore new understandings of their social importance which have emerged amongst writers and artists with an unusual commitment to feminine or childhood experience. In particular, this course will focus on "threshold" works which chart or retrace a transformative passage from childhood to adulthood and which point to hidden reserves of feminine power, such as *Alice in Wonderland* or *Little Women*.

89218 Feminist Cultural Studies

This course will examine contemporary feminist thought and consider how feminist approaches to such issues as language and culture, sexuality and subjectivity, can inform our readings of modernist, postmodernist and postcolonial texts.

89312 Histories of Sexuality

It is hoped that this course, examining both how Western societies have repressed sexuality and also produced it as a subject for discourse and surveillance and for quasi-objective knowledge, will interest students doing literature and the humanities or the social sciences or psychology. It involves readings of Freud and of literary texts brought into being through Freud, and by other scientific-positivist accounts of sexuality; but it also engages questions of pornography, the representation of women, sexual differences, the inter-relationships of sexuality and colonial discourse and with the way sexuality interacts with issues of power, the construction of masculinity and fantasy.

89803 Questioning Sexual Difference

Attention in this course focuses on literary and cultural texts in terms of gender, feminism and sexuality on the assumption that "masculinity" and "femininity" are terms that need to be examined critically.

Department of Fine Arts

04215 Women and Art

This course will focus on two main issues. The first is the question of women as artists, which will include discussion of women artists and their art in the West from the Renaissance to the present day. The second main issue to be considered is that of the treatment of women as subject matter in art. Female stereotypes, such as the virgin, mother, prostitute, will be examined, as will the use of women as erotic symbols.

Department of Japanese Studies

88226 Women in Japan

This content course — taught by lectures and tutorials — focuses on the issue of gender in Japan. It will start with a brief overview of women's positions in Japan in various historical periods to provide a background

for dealing with women's roles and positions in contemporary Japanese society. The course will focus on how girls are socialized and educated, on women's role in the family, the work place, and in public life. Throughout the course the complementary roles of men and women will be examined, so that a picture of the roles and positions of men in Japan will also emerge.

Department of Politics and Public Administration

13270 Gender and Politics in the Third World

This course explores the diversity and complexity of women's role and experience in the politics of development of the "Third World" today.

Department of Sociology

16331 Gender and Society

This course will focus on the social construction of gender and the patterns of inequality that result from this process. Themes to be examined are: biology and destiny; social definitions of masculinity and femininity; sex role socialization; consequences of gender differentiation; theoretical perspectives. In addition, the contribution that social theory has to make to the question of the origins of sex inequalities will also be examined.

Hong Kong Baptist University

Department of History

HIST 3610 History of Chinese Women to 1911

This subject is principally a survey of women's lives and positions in traditional China. Apart from a general introduction to women's lives in different dynasties, special issues such as female infanticide, footbinding, education, arranged marriage and concubinage, chastity, *femme fatale*, and relationships among family members will be dealt with in detail. Moreover, theories of integrating women into the macro-history as well as factors leading to changes in women's lives and positions in traditional China will also be taught.

HIST 3630 Chinese Women and Politics in Twentieth Century China

In the past century, the lives of Chinese people in general, and that of Chinese women in particular, have undergone tremendous changes. Outdated traditions and conservative bondages broke down to redefine the status of Chinese women and brought them a new, independent life after the establishment of the Chinese Republic. This subject analyses the lives of selected prominent Chinese women in these years of turmoil and their changes and responses to the challenges posed by the historical setting and environment in which they lived. This subject, focusing on a detailed study on the changing status and roles of women, will offer an alternative path towards understanding China's political development.

Department of Sociology

SOC 2230 Sociology of Marriage and the Family

This subject is concerned with sociological approaches and theories about contemporary forms of marriage and the family. It examines different family structures and the interpersonal relationships within these. It is also concerned with the recent debates about the nature of gender socialization, dating and mate selection, parenthood, retirement and family crisis such as divorce, death and bereavement, single-parent family and family violence.

SOC 3760 Sex, Gender and Society

This subject examines the concepts of sex and gender as these are interpreted through and acted upon within the social and cross-cultural contexts of contemporary social life. Exploring first the foundations of biological and cultural beliefs about sex and gender, the subject proceeds to examine theories of gender formation, the social context of genderization, the concepts of masculine and feminine, sexual violence and harassment and the culturally variable context of sexuality. It continues with feminism and its possibilities, the relationship of sexuality and power, and with certain issues in the study of sex and gender (such as the use of sexuality in advertising, and the place of sex in the postmodern world).

City University of Hong Kong

Department of Law

LW 3123 Women and the Law

Feminist legal theory. Women and Hong Kong Society. Women and Reproduction. Assisted scientific reproduction. Women and family law. Women, the law and the work place. Women and rape.

Department of Applied Social Studies

SS 3901 Women and Development

Sociology of development. Development and women. Women and work in developing countries. Feminization of poverty. Women's status in selected East Asian industrializing economies.

Hong Kong University of Science and Technology

Division of Humanities

HUMA 139 Women's Literature

Thematic and aesthetic exploration of significant works in world literature written by women in different cultural and historical contexts.

HUMA 143 Gender and Culture

A critique of various Euroamerican and East Asian cultural texts in terms of gender and sexuality.

HUMA 516 Women and Religion

Explores the various roles and activities of women in religious traditions around the world, including Hindu, Buddhist (in India, Tibet, Southeast Asia, China, Japan, and North America), Judaic, and Christian.

HUMA 518 Women and Literature

Examination of the roles, identity, and social construction of women in literature and feminist theories.

Division of Social Science

SOSC 136 Gender and Culture

Examination of the cultural construction of gender; political-economy and gender equality; case study on the changing status of women in China.

SOSC 527 Gender and Development

The political-economy of gender in developing countries and the impact of Western development policy on the status of women.

SOSC 528 Feminism and the Social Sciences

Feminism has emerged as a social movement and a body of knowledge which critically challenges "classical" theories and methods of the social sciences. This course examines the impact of feminism on the social sciences and in light of recent post-modern critiques of knowledge and power.

Lingnan College Hong Kong

Department of Social Sciences

SSC 3940 Gender and Society

This course provides students with the knowledge to understand gender, gender roles, gender relations in contemporary society. Within the context of various theoretical approaches, the course will explore these issues, such as Family, Education, Media, Work and Politics. In addition, various conceptualization and analyses of changing gender roles and relations will be discussed. Further, the course will make reference to gender issues in Hong Kong. Upon completion of this course, students are expected to understand the effect of biology on human nature, the relationship of individuals to society, and the changing nature of this relationship.

Note

1. Gender-oriented courses refer to courses in which gender is a major concept throughout.

References

- 1995-96 *Calendar/Bulletin*. Hong Kong: Hong Kong Baptist University.
- Calendar 1995-96*. Hong Kong: City University of Hong Kong.
- The Chinese University of Hong Kong Student Handbook 1995-96*. Hong Kong: The Chinese University of Hong Kong.
- Degree Regulations and Course Descriptions 95-96*. Hong Kong: Publications Unit, The Registry, University of Hong Kong.
- The HKUST Academic Calendar 1995-1996*. Hong Kong: Office of Academic Programme Administration, Hong Kong University of Science and Technology.
- Lingnan College Hong Kong Calendar 1995-96*. Hong Kong: Lingnan College.

Appendix II

Gender-related Courses¹ Offered by Hong Kong's Universities (1995-1996)

The Chinese University of Hong Kong

Department of Anthropology

ANT 1310 Marriage, Family and Kinship

Based on ethnographic evidence drawn from all over the world, this course introduces the basic concepts, major theories and research methods in kinship study. Issues to be explored include: the incest taboo, patterns of marriage, the institution of the family, social changes in domestic life, descent groups, genealogy, kinship webs, affinal alliances, and the social functions of kinship organization in different societies. Contemporary challenges to kinship will also be discussed, such as the cultural implication of new technologies of human reproduction, increasing divorce rates, and family planning.

ANT 2320 Culture and Behaviour

This course introduces basic concepts, theories, methods and new developments in the anthropological study of culture and behaviour. Issues to be examined include socialization, cognition, emotion, self, personality, gender, and the relationship between individual and collective behaviour. This course will also discuss the recent development of ethnopsychology in the subdiscipline of psychological anthropology.

ANT 2401 Topics in Ethnography: Japanese Society and Culture

This course examines, in an anthropological light, Japanese social structure, cultural meanings, and individual lives; we will consider Japanese historical patterns, family and business structures, gender roles, education, religion, and popular culture.... In what sense are Japanese women "oppressed," and in what sense might that be a concept applicable to Japan?.... We will examine Japan not only of itself but in comparison to Hong Kong, the United States, and other societies, in order to understand Japan as one of the many different forms through which a contemporary society can be constructed. In this way we can consider the human "plus-

ses” and “minuses” of a society like Japan; and we can ask, What can we learn from Japan? (*extracted from the Department's course outline*).

ANT 2410 Chinese Culture and Society

This course provides an anthropological approach to China. Discussion concentrates on its major cultural and social institutions, both traditional and contemporary, such as family, marriage, kinship, lineage and clan, economic system, religion and value orientation.

ANT 3322 Topics in Anthropology: Anthropology of Ethnic Chinese Communities

The course will introduce students to the study of ethnic Chinese worldwide.... The diverse Chinese communities worldwide are ideal for comparative studies, especially on a number of anthropological/sociological themes, such as cultural continuity and transformation, cultural identities and ethnic identities, ethnic relations, social organization, and so on. Topics: Emigration, settlement and diversity. Localization and identities. Acculturation and assimilation. Social organization. Economic life. Culture and economic performance debate. Politics and belonging. Ethnic relations. Religion and community. Women: Status and identity. China and ethnic Chinese. Overview (*extracted from the Department's course outline*).

ANT 3540 Anthropology of Development

This course will examine the theories of economic development, including modernization theories, dependency, world-system, and basic needs. Topics include the green revolution, peasant resistance, incorporation of “tribals,” cultural extinction, women and development, collectives, ecological degradation, and grassroots alternatives.

Department of Economics

ECO 3470 Labour Economics

This course emphasizes both theoretical and empirical studies. Topics covered include: static and dynamic models of the demand for labour, allocation of time, the labour supply of men and women, labour unions, human capital theory, theories of personal income distribution, information and search theory, signalling and self-selection, implicit contracts and the principal-agent problem.

Faculty of Education

EDM 6204 Education and Social Stratification

This course is designed to provide a systematic explication of theories, concepts and researches on the differentiation and session functions of the modern education system. It aims to familiarize students with the different theoretical perspectives, major debates and essential problems and concerns within the field of study on schooling and social stratification. The course will also evaluate the effects of educational policies which are designated to equalize the educational as well as social opportunities of future citizens. The topics likely to be covered in the course are (1) education and class division, (2) education and gender division, (3) education and racial division, (4) policies for the equality of educational opportunities, (5) nature of education policies in democratic-capitalist state, (6) crisis of education and the politics of accountability.

Department of English

ENG 1450 The Divine and Secular in Literature

This course describes some of the controlling ideas that have shaped Western culture from its beginnings. These key ideas include: Beginnings and Ends (Creation and Apocalypse), Destructive Forces and Salvific Heroes/Heroines; Individual and Society; Permanence and Change; Linear and Circular Journeys; Reality and Appearance; Faith and Reason; Male and Female; the One and the Many; Perfectibility and Defectibility; Expressibility and Inexpressibility (Literature and the Transcendent), Chaos and Order. Students are required to demonstrate the contemporary relevance of these ideas in a Chinese cultural context. Texts will be chosen from the Classical and Medieval periods.

ENG 3130 Issues in Literary Criticism

This course will acquaint students with a number of basic concepts of theoretical positions in literary criticism by reading and analysing certain seminal texts taken from the modern age. Specific topics of investigation include: (a) language and structure; (b) meaning and interpretation; and (c) text and context. Discussion of these topics will lead to a greater understanding of the primary features, strategies and implications of the main currents in contemporary critical theory such as structuralism/semiotics, reader response, hermeneutics, psychoanalysis, feminism and socio-cultural criticism.

ENG 3180 Major Concepts in World Literature

This course invites students to cross cultures by comparing or contrasting certain themes as they are expressed in major representative works of the West and the East. Its starting point will be the Middle Ages in Europe and the T'ang Dynasty in China, leading into the twentieth century. Some attention will also be given to India and Japan. Among the themes considered will be the Transcendent and the Immanent, Fate and Free Will, Death and Rebirth, Reward and Punishment, Faith and Reason, Revolution and Reformation, Classicism and Romanticism, Capitalism and Communication, Male and Female, War and Peace.

General Education**GEE 2180 Chinese Culture and Society**

This course provides an anthropological approach to China. Discussions concentrate on its major cultural and social institutions both traditional and contemporary, such as family, marriage, kinship, lineage and clan, economic system, religion, value orientation, etc.

GEE 228K Plato's *Republic* and Other Dialogues

This course is a critical study of Plato's *Republic* as a representative text of the Greek classical world. It will discuss the central theme of justice and some of the perennial problems such as: the place of the individual in society, distribution of material and other resources, education, government, elitism, sex and family, etc., that the book raises. The course will also draw from a few other dialogues of Plato's.

GEE 258R Cultural Politics

Through the study of culture politics, the course targets at reflecting upon some of the nuclear topics in cultural studies, like the discourses on culture and value, (multi)culturalism, politics of difference, strategies and tactics, sexualities, cultural policies, etc., with reference to the formation of cultural identity. Specific focuses will be placed on the Hong Kong context (especially arts development, cultural politics, education, community resistance, etc.) in the policy era starting from the 1970s, moving through 1997-laden post-transitional phase in the 1990s.

GEE 259S Personal Growth

This course aims to provide knowledge about adjustment and personal growth to enable students to develop more effective coping skills and social behaviour. Topics include models of personality, life cycle, self-identity, love and attraction, sexual knowledge and fulfillment, marriage and family, life style and health, stress management, social skills training, assertiveness training and theories on competent personhood.

GEE 2851 Law, Morality and Society

This course will examine normative and analytical topics from moral, social, and legal perspectives. Normative topics will include the following: Should homosexuality and/or abortion be legalized? Should death penalty ever be used? Analytical topics will be: Hong Kong's legal system (with an emphasis on criminal proceedings); the concept of law, critiques of law.

GEE 2891 Philosophy of Love

This course aims at a philosophical discussion on the theories of love and sexuality in the Chinese and Western culture. Topics include: comparison of the philosophical approach to the phenomena of love and sexuality in the Chinese and Western tradition, classical Western theories of love, Christian thought on love and sexuality, traditional Chinese theories of love and sex, modern sexology and philosophy.

Department of Nursing**NRS 3530 Human Relationships and Nursing**

This course will be based on the sociology of human relationships and include sex, marriage and the family. Topics to be covered include development of sexuality from a lifespan perspective, education and health promotion in regard of reproduction and sexually transmitted disease.

Department of Primary Education**PED 3230 Sex Education in Primary School**

The purpose of this course is to assist teachers to acquire knowledge of human sexuality, explore the sex education curriculum and methodology of sex education in primary school. Topics such as definition of human sexuality, the bio-psycho-social aspects of human sexuality, theories of

psychosexual development, sex and gender, values and attitudes related to sex, interpersonal relationship, sexually transmitted diseases, prevention of child sexual abuse and self-protection of sexual abuse are discussed. In addition, implementation of sex education in primary school and school-home partnership in sex education are also investigated.

PED 4120 Education and Society in Hong Kong

This course introduces prospective teachers to salient aspects of education and its role in the development of Hong Kong. It starts from an examination of a mix of indigenous and colonial forces and the way they shape education in Hong Kong. Some of the topics covered are: language policy, curriculum policy, selection and allocation, class and sex composition of the student bodies and the teaching forces, educational governance, and the development experience of Hong Kong.

Department of Psychology

PSY 1030 Psychology of Personal Growth

This course aims to provide knowledge about adjustment and personal growth to enable students to develop more effective coping skills and social behaviours. Topics include models of personality, life cycle, self-identity, love and attraction, sexual knowledge and fulfillment, marriage and family, life style and health, stress management, social skills training, assertiveness training and theories on competent personhood.

Department of Religion

RST 4690 Religion and Society: Special Topic

A study in depth of one or more special issues that arise in the studies of Religion and Society, such as: Christian understanding of power, Christian sexual ethics and elitism in the Church.

RST 4880 Sex, Marriage and Family

The course is designed to provide students with an opportunity to deepen their understanding of the issues and feelings surrounding sex, marriage and family. It is also designed to allow students to develop skill and sensitivity in ministering to individuals and families.

Department of Sociology

SOC 3232 Kinship and Family

This course is a discussion of the structures and functional processes of both kinship and the family. It starts with the development of theoretical frameworks to be based on materials collected from studies on Chinese society as well as other societies, and is followed with the application of these frameworks in the analysis of the various phases of kinship and family operation. The discussion will be conducted from both a historical and a comparative perspective.

Department of Social Work

SWK 4510 Seminar I Family Services

The course aims to review the basic philosophy, rationale, policy, service delivery and intervention approaches related to family service. In particular, the emphases of the course are helping students to have a critical mind in analysing the current family issues; to examine different working approaches conducive to effective practice in different settings; and to develop a framework for family treatment of problems, such as family violence, child abuse, single parent families, etc.

University of Hong Kong

Department of Comparative Asian Studies

06410 Contemporary Political and Social Issues

This is an interdisciplinary course which examines several of the main problems facing Asian countries today. The emphasis is towards political and social issues, although the economic base is certainly not ignored. Subjects include population, urbanization, bureaucracy, social and political modernization, conservation, revolutionary potential, religion and the status of women.

Department of Comparative Literature

89207 Studies in American Culture

European commentators — from de Tocqueville and Lawrence to Eco and Baudrillard — have always shown a critical fascination for the enormous possibilities and contradictions of American culture and society. This course studies American literature as a response, through form and fable, to these possibilities and contradictions — from the search for an understanding of American experience in nineteenth century writers like Melville, Poe, Whitman and Dickenson; to the internationalism of modernists like James, Pound and Hemingway; through to the present moment of “global village” politics and “hyperreality,” addressed in different ways in the writing of Pynchon, Michael Herr (on Vietnam), Toni Morrison (on Black women) and the Cyberpunk fictionalists.

89209 Re-placing Shakespeare

This course “replaces” Shakespeare not by removing his work from the agenda, but by reconsidering his place in contemporary criticism and cultural practices. The course will deal with topics like: “feminist” and “new historical” re-readings of Shakespeare’s texts; comparisons of how European, American, Japanese and Russian film directors, with their different cultural perceptions, have handled the problems of filming Shakespeare; and the way Shakespeare has been adapted and rewritten by innovative writers like Brecht and Heiner Muller.

89316 Modernity, Cinema, Philosophy

Cinema has been this century’s major cultural form. The significance of cinema for an understanding of modern culture is not simply comprehensive in terms of relations between cinema, culture and society; an understanding of cinema is integral to major theoretical debates in aesthetics, psychoanalysis, feminism and philosophy. This course addresses the significance of cinema for an understanding of modern culture through a consideration of modern crisis of representation and the image: of the cinematic imaginary and technologies of gender, and of cinema and philosophy.

89317 Hong Kong Culture

This course will examine various forms of colonization and their influences on the construction of cultural artifacts and relationships. It is designed to study various theoretical formations and recent debates on

postcolonialism, cultural imperialism and consumer culture, with specific reference to the understanding and discussion of local culture and society. The course will also bring in a series of texts by other postcolonial writers so as to examine further intersections between postcolonial theories and other areas, e.g., feminist theories.

89321 Critiques of Space

“Space” has become a focal point of discussion in many different disciplines ranging from sociology, urban studies and architecture to literature, philosophy, cinema and gender studies. The course will present — by means of films, writings, photographs and other speculative media — the spatial issues that affect our contemporary experience of the city and our understanding of the culture and politics of the globalizing world.

89802 Narrative and Cultural Identity

This course examines some of the ways in which narratives function to construct or contest various forms of cultural identity. Issues addressed include ethnicity and nationality; state formations and colonialism; gender and patriarchy; memory and alternative histories. The narratives will be fictional and non-fictional, ranging across different media (prose, drama, film, poetry).

Department of Geography and Geology

05301 Cultures of Development

This course will take a broader view of the evolution of developing countries than the course **05322 Development Studies**. There will be a bias towards more cultural aspects, and principal themes will be colonialism, and the penetration of the Western capitalist system, and the subsequent process of decolonization. Particular topics will include landscapes of conquest, millenarianism, peasant movements, famine, the status of women and minorities, and other issues of social concern in the developing countries.

Department of Japanese Studies

88222 Japanese Business: An Anthropological Introduction

This content course — taught by lectures and tutorials — focuses on various aspects of Japanese business. It is particularly concerned with the

social organization and culture of the Japanese salaryman, and deals with such varied topics as company socialization, decision-making, management procedures, gender relations, leisure activities, *sake* drinking, and so on.

Department of Law

18214 Law in East Asia

This course will be the first opportunity for students in the Faculty to learn about the legal systems of the East Asian countries. The course will be taught thematically and comparatively from among the following topics:

- An introduction to the historical foundations of the modern legal systems of Japan, South Korea and Taiwan
- Legal institutions: structure of state, courts, legal professions
- Codification of law, especially the institutions of private law
- Civil and commercial law
- Civil process and mediation
- Human rights and the legal status of women
- Framework for foreign trade and investment

These topics will be examined from a comparative perspective with reference to the law in Hong Kong. The law will be analysed in the context of its history as well as its economic, political and cultural foundations.

18215 Introduction to Chinese Law

A general overview of the present legal system and law of the PRC. The course begins with a survey of traditional Chinese law and the development of socialist theory and practice before and after 1949. It then provides an introduction to important areas of legislation enacted since 1979, including:

- Constitutional reform: courts, procuracy and lawyers
- Mediation and dispute settlement
- The criminal process
- Introduction to civil law
- Marriage law and the status of women
- Economic reform

18221 Principles of Family Law

Marriage: customary marriage and marriage under the marriage ordinance, essential and formal validity, nullity and divorce, domestic violence.

Financial provision (in outline only): periodical payments, lump sum and property settlement on divorce.

Child custody: legitimacy, guardianship.

18222 Issues in Family Law

Matrimonial property (practice and procedure): rights and obligations of husband and wife and children in common law, in equity and under statute consequent upon marriage, divorce and nullity, non-disclosure and dissipation — protective remedies, consent orders.

Parent and child: adoption, wardship, new reproductive methods and surrogacy, child abuse, care proceedings.

18311 Labour Law

The scope and sources of labour law.

The contract of employment: formation; obligations of parties, express and implied; termination and suspension of the contract and remedies for breach; restraint of trade, apprenticeship.

Statutes affecting employment terms in regard to formal requirements, wages, notice of termination; suspension, lay-off and redundancy; hours of work, rest days and holidays; children, young persons and women; the Labour Tribunal.

The employer's responsibility for the safety of his employees; negligence and breach of statutory duty; health, safety and welfare and other conditions of work in industry; enforcement; employees compensation.

The law of collective relations (in outline only).

Department of Nursing

10104 Behavioural Sciences

Methods and measurement; normality and abnormality; neuropsychological processes; sensory systems; perceptual processes; learning; cognitive subsystems in information processing; emotion and feeling; personality and behaviour: attribution, motivation; consciousness and sleep; attachment; exploration, play and growth; language; childhood and adolescent social behaviour; gender, sexuality and sexual behaviour;

adulthood; later life; intellect; demands, resources, prediction and control; threats and challenges; information, adaptive coping and support; barriers to adaption and maladaptation; happiness and sadness; helplessness, hopelessness and depression; anxiety and associated behaviour; dependency behaviours; behaviour change; demography; population structures and the distribution of disease; patterns of disease; making decisions about health; disease prevention; sociological perspectives; family; social construction and cultural diversities in health and illness; life chances and life style; socioeconomic position; gender and ethnicity; hospital organization; role relationships in hospital and other health care settings.

Department of Politics and Public Administration

13264 Problems of the Third World

This course will consider a range of concrete problems which have assumed primacy in the political, economic and social experience of Third World countries. Issues discussed will include: poverty; population; debt; colonialism; politics, democratization and gender questions; the new international economic order.

Department of Psychology

14238 Motivation and Achievement

This course is an introduction to theories and research on achievement motivation. The course will cover a variety of topics including: motivation as a personal trait; situational causes of motivation; cognition and motivation; sociocultural influences on motivation and achievement; the role of meaning in motivation; sex differences in achievement and work investment; age and achievement motivation; enhancing motivation in learning.

Department of Science

99132 Behavioural Science

The course combines elements of sociology, social policy and psychology relevant to health care: introduction to sociology; overview of sociological theory: functionalism, Marxism, interpretive sociology, positivism; review of sociological literature on childhood and family life, schooling and

other education opportunities, youth and work, inequalities in society (social class, gender, race), demography, epidemiology; review of sociological literature on health and illness behaviour, doctor-patient relationships, stigma and illness.

Department of Social Work and Social Administration

15231/15469 Social Welfare in China

The course explores the philosophies, organization, techniques and development of social welfare provision in China. The work of service organizations such as Civil Affairs Bureau, Street Offices, Unions, Federation of Women, and the Communist Youth League will be studied. Issues concerning social security, youth policy, status of women, child care, the care of elderly people, the physically and mentally handicapped and professional training will be discussed.

15225 Social Work with Families

This course will examine the concept of a "family perspective" and assist students in gaining an understanding of the major approaches to working with families. Theories on family, methods of assessment, and a range of strategies and techniques for effective intervention with the family will be considered, as will their applicability to the local context.

15334 Law for Social Workers

The course covers two areas:

- (a) "Professional Law": Social workers and lawyers, different approaches to the same problem, social workers and the courts, the role of the social worker in court; children and the law, care and supervision, compulsory measures, adoption law and procedure; the mentally ill and the handicapped; and
- (b) General Legal Studies: an outline of the legal system and the administration of law in Hong Kong; Family Law; marriage, divorce, maintenance, rights in the matrimonial home; housing: homelessness and the law, landlord and tenant (private sector and public sector), housing and public health law and practice; legal aid and legal advice schemes in Hong Kong.

15442 Human Sexuality

Cultural and personal attitudes towards sex will be examined, along with the role sex plays in human relationships. Topics covered will include sex

in human loving, the physiology of sexual reactions; contraception; sexual dysfunctions (impotence, frigidity, etc.) and their treatment; attitude de-sensitization; homosexuality; sex and violence; sexual aberrations. The aim of this course is to assist intending social workers to be sensitive to sexual issues important to their clients, and to be able to discuss them without embarrassment and with a degree of expertise.

15474 Social Work in Marital Situation

This course will examine the various issues brought up by couples as they work towards conciliation or — in their marriage. The psychodynamic, social learning and system approaches will provide the basic foundation concepts. These will be examined for their assessment and intervention and strategies, and for their contribution in work and marriage difficulties whether they arise from personal vulnerabilities, reciprocal and inter-generational concerns and clashes, communication impasses or intimacy issues.

15322/15479 Family Policy

This course will study the changing functions of the family system as the most fundamental caring unit in society. Policies affecting the family system, its relation with other social institutions, and measures necessary to strengthen its roles will be discussed.

Department of Sociology

16102 Introduction to Anthropology

This course will explore, through cross-cultural comparison, key social and cultural issues, such as marriage and the family, caste and class, ethnicity and identity, language and culture, state formation, economic values, gender and religion. This course will draw on studies of the peoples and cultures of Asia.

16211 Hong Kong Society

An appraisal of the sociological research that has been done and the further research that needs to be done on Hong Kong society, covering such topics as: demographic structures and processes, kinship, marriage and family, the sociology of economic life, the polity, social stratification, systems of knowledge and belief, the mass media.

16226 Marriage and the Family

Marriage and the family are viewed comparatively, using historical and cross-cultural data. Included are the impact of industrialization and urbanization on family life, different forms of family organization and the societal conditions under which they occur, theories of mate selection, recent changes in dating and premarital sexual involvement, parenthood and marital adjustment.

16229 Social Stratification

This course deals with the phenomenon of social inequality. It will cover topics such as theoretical explanations of this phenomenon; the methodological problems involved; different types of social stratification, including caste, class, gender and ethnicity; the consequences of stratification on life chances and life styles; and social mobility. A comparative approach will be adopted.

16237 Social Change in Southeast Asia

An introduction to the societies of Southeast Asia, and to the vast changes occurring in the region today. The course begins with an elaboration of traditional cultures, followed by an examination of specific social realities, including changing caste/class roles; economic development and underdevelopment; the role of religious ideology as a political force; the situation of women.

16258 Sociology of Sexuality

This course examines how different cultures and sub-cultures construct their own categories of sexual desire, sexual identity, eroticism and sexualities. It covers theories of sexuality, issues in the cultural construction of sexuality, practices and sexual diversity and media representations of sex.

16419 Law and Society

This course will examine the relationship between law and society. It looks at the history and development of law in different cultures, examining the form and content of "law" found in pre-industrial society, capitalist society and socialist society. Particular legal concepts such as the law of contract and the public/private distinction are placed in their socio-historic setting. Specific topics (e.g., law and domestic relations, rape in marriage, child abuse, homosexuality, artificial reproduction and restrictions on pornography) are examined insofar as they are related to the application of these concepts.

16423 Selected Issues in Criminology

Topics may vary from year to year depending on the interest of candidates and staff. Examples of topics covered are: victimology, drug abuse, policing and public order, women and crime, recent methodological developments, and recent international trends in criminology.

Hong Kong Baptist University

Department of Chinese Language/English Language

CHEN 1140 World Masterpieces

This subject thematically addresses fiction, drama, poetry, and film from several countries. Themes may include: justice and injustice; self-knowledge and self delusion; gender roles and power; cultural encounters and cultural barriers; the dialectics of existence and ideology.

Department of Communication Studies

COMS 3230 Current Topics in Applied Communication Studies

An in-depth study of a current topic of communication research and/or practice is provided. Topics are chosen and announced a semester in advance from among the following or others as approved by the Communication Studies Course Option Subcommittee: communication policy in Asia, communication policy in China, family communication, gender communication, Marxist-Leninist-Maoist criticism and communication, media effects, political communication, semiotic analysis, semantics, or telecommunications policy.

Department of English Language and Literature

ENG 2830 Western Critical Approaches to Literature

A study of various critical approaches, such as New Criticism, psychoanalysis, structuralism, feminism, reader response theory, and their application in the analysis of literature. Readings may refer to ancillary disciplines such as sociology, anthropology, linguistics, and psychology.

ENG 3990 Special Topic in Western Critical Theory

The aim of this subject is to provide a rigorous study of a specific, influential area of modern literature theory. The analytical skills of the advanced student of literature will be further sharpened by an engagement with basic questions about literary practice through a particular theoretical perspective. The content of the subject might vary from time to time, with the focus either upon a specific theory (for example, Psychoanalysis, Marxism, or Feminism) or upon a particular writer in the English language who has had a decisive influence in the development of critical theory.

Department of Religion

REL 2730 Contemporary Ethical Problems

This subject will tackle three or more clusters of ethical issues that are especially relevant to Hong Kong society. Ethical issues in birth, death, sex and love will be discussed here because of public concern lately. Some other issues will be included when deemed necessary.

R.P. 1090 Moral Themes in the New Testament

This subject is not designed to set forth a complete system of Christian moral teaching, but rather to focus on the notions that are pivotal to modern religious thought. Students will examine specific moral issues which Jesus presented to or resolved for his followers. Pertinent texts dealing with love, marriage and divorce, church and state, etc., will be discussed.

Department of Sociology

SOC 1110 Introduction to Sociology

This subject is an introduction to the study of social interaction and human relationships in society. It focuses on (a) the basic concepts and approaches and methods in Sociology; (b) the relationship between individuals and groups/organizations; (c) the analysis of major social institutions such as marriage and family, power and politics, economy and work, education, belief system, and health and health care; (d) selected issues in contemporary society such as deviance and social control, social stratification, mobility and inequalities, urbanization, modernization, social change, and population and society.

SOC 1130 Principle of Sociology

Sociology is a social science concerned with the study of people in society. As a discipline it is concerned with how society is structured and how it operates. Students are invited to recognize not one approach to studying society, but several alternatives paradigms. These approaches treat social life in different ways and invite different sorts of questions to be asked about how social life is organized and maintained. In this subject students are expected to reflect upon their experience as members of the Hong Kong society and to explore how sociological explanations of becoming part of that society differ from lay accounts. Students are expected to become familiar with specific areas of social life such as social stratification, kinship, family and marriage and work. They are also expected to understand sociological perspectives concerned with social conformity and deviance, power and social control, and continuity and change.

SOC 1150 Hong Kong Society

This subject focuses on the social structures and processes of Hong Kong. The topics include demographic processes and changes in the population structure, state-society relationships and forms of public participation, housing and urban development, family structures and processes, economic development and organization of livelihood, social inequalities and social movements.

SOC 1610 Introduction to Social Problems in Hong Kong

This subject is an introduction to the study of current social problems and issues in Hong Kong. It focuses upon the macro-study of different social problems and issues in Hong Kong such as inequality, social deviations, ageism, domestic violence, and certain emerging issues that are of current concern. This subject also considers preventive and treatment policies.

SOC 3660 The Sociology of Social Problems

This subject deals with the major sociological perspectives in the study of social problems and analyses each of the following social problems: family problems, old age problems, mental illness, crime and delinquency, drug abuse, sexual deviation and environmental problems. Special reference is made to Hong Kong.

SOC 3850 Chinese Family and Kinship

This subject focuses on the family and wider kinship in traditional and contemporary China, emphasizing their characteristics and how these

have changed. Topics include: the nature of the kinship and the structure of the family in China, changes in the family institution from the pre-Communist period to the present, and the consequences and attendant problems of changes in the family and kinship systems.

*Department of Social Work***SOWK 3641-2 Social Work with Families**

This subject builds on the foundation of theoretical knowledge and practical skills for working with families as provided in earlier theory and skill subjects. The students will examine the development stages of families and problems they may encounter. The role of social workers in family services will be examined and family policies and services be analysed with particular reference to the local context.

City University of Hong Kong*Division of Social Studies***DS 8212 Hong Kong Society**

Population. Economy. Family. Environment. Polity. Social Issues and policies. Culture.

DS 8232 Practical Psychology for Everyday Life

Effective communication. Self awareness, mental health and life style management. Dating, love and family. Assertiveness training, negotiation skills and conflict management. Problem solving strategies. Working in groups. Interview and training skills. Communicating with the public.

*General Education***GE 2005 Hong Kong in Transition: Issues and Challenges**

Society and politics in Hong Kong. Economic restructuring in Hong Kong. Family and social change in Hong Kong. Popular culture and the mass media. Hong Kong environment in global context.

Department of Law

LW 3122 Family Law in Hong Kong

Family law in context. Family units. Consequences of marriage and cohabitation. Policing family relationships. Family breakdown. Child law. Administration of family law. Recognition and enforcement of decrees and orders of Hong Kong courts. Reforming family law.

LW 3219 Advanced Legal Theory

Marxism and law. Introduction to Chinese legal philosophy. Law and justice. Contemporary liberalism. Critical legal studies and deconstruction. Feminist legal theory.

Department of Applied Social Studies

SS 1204 Practical Psychology for Living and Working

Effective communication. Knowing ourselves. Dating, love and family. Mental health and life style management. Working in a group. Assertiveness training. Conflict management. Negotiation skills. Thinking skills. Problem solving strategies. Making decisions. Project presentation. Job seeking skills. Communicating with the public. Training skills.

SS 5120 Hong Kong Society

Population. Family. Environment. Economy. Polity. Social issues and policies. Culture.

SS 6119 Hong Kong Society in Regional Context

Theoretical perspectives. Demographic structure and change. Environmental issues. Family and gender division. Economy and its development. Social issues and policies. Culture and social change.

SS 6216 Abnormal Psychology

Introduction. Symptoms, etiology and treatment of emotional disorders and psychological factors affecting physical conditions; schizophrenia and delusion disorder; personality disorders, gender identity disorder, paraphilias, and psychoactive substance use disorder; specific disorders of childhood and adolescence.

SS 6613/T Social Work Theories and Practice III

Nature of community work practice. Differential application and practice of community work approaches. Community politics. Feminism and community work practice. Working with minority groups. Public policy analysis and community work practice. Cultural issues in community work practice.

SS 6802 Contemporary Issues in Social Welfare

Mass media. Welfare state. Feminism. Social welfare in China.

SS 6803 Contemporary Issues in Sociology

Two of the following three topics will be covered: deviance and criminology; family; work and organizations.

SS 6901/T Working with Children and Families

Family dynamics. Family crisis and dysfunction. Couple and family dynamics. Family issues. Decision making and planning for child placement. Working with children.

Hong Kong University of Science and Technology

Division of Humanities

HUMA 122 Love Lyrics: East and West

Selected readings of the best love poems in the West and the East from ancient through contemporary times, discusses various perspectives on love in relation to historical, cultural and gender differences.

HUMA 129 Marriage and Family in Cultural Perspective

Comparative study of marriage customs and family relations in different cultures. Rules of descent and their relationships to marriage and human family examined in a cultural perspective.

HUMA 525 Modern Literary Theory I & II

Historical and critical survey of major literary theories of the twentieth century: American formalism, archetypal criticism, Freudian and Lacanian psychoanalysis, Russian formalism, structuralism, semiotics, phenomenology, hermeneutics, reader-response, feminism, the Frankfurt School, deconstruction, and new historicism.

HUMA 534 Religion and Literature in Modern South Asia

Analysis of problematic patterns of religious culture (such as the tensions between male/female, sacred/secular, colonial-elites/subalterns, tradition/modernity, Hindu/Buddhist, Hindu/Christian) as these have been explored in the twentieth century literature (fiction and autobiography) by South Asian (Narayan Rao, Murthy, Naipaul, etc.) and Western (Heese, Woolf, Updike, etc.) writers.

HUMA 649 Seminar in Contemporary Chinese Literature

A critical study of development, trends, characteristics of narrative literature in Taiwan, Hong Kong, and mainland China from the late 1960s to the present from cultural, historical and gender perspectives.

*Division of Social Science***SOSC 172 Hong Kong Society**

Sociologically informed understanding of Hong Kong society. Topics include: inequality, politics, religion, gender, the family and popular culture.

SOSC 173 Social Interaction

Introduction to social psychological perspectives in sociology; topics such as obedience, deviance, friendship, gender relations and culture.

SOSC 237 Chinese Society Since the Reforms

The social and cultural dimensions of the economic reforms in China, examining gender, politics, family, rural and urban life and their roles in the reform process.

SOSC 275 Family Systems in Transition in China and Hong Kong

Origin and trends of world nuclearization of the family; cultural and symbolic as well as economic impact on kin-relatives; transformation of dyadic relations within the nuclear unit. Major studies with a focus on Chinese family systems will be reviewed.

SOSC 523 The Social Psychology of Intergroup Relations

Relations between social groups — ethnic, gendered, national, religious — and the sources of and solutions to intergroup conflicts. Employs a social psychological perspective, focusing on the fundamental process of

group identification: how the self develops an “us” or group identity in relation to “them.”

SOSC 536 Science, Technology and the Family

This seminar examines the reciprocal relationships between technology, social change and the family. Students are to critically examine some of the theoretical writings on the economy, ecology, and the changing family, the evolving nuclear family in the West in the nineteenth and Asia in the twentieth centuries.

Lingnan College Hong Kong*Department of Social Sciences***SSC 3810 Education Policy**

This course enables students to analyse contemporary issues in education and to critically examine the goals and implementation of educational policies. They are guided to: (1) understand the development of educational institutions in relation to the social, economic and political development in society; (2) formulate arguments on educational opportunities in terms of equality and equity; (3) analyse how the reproduction of sex and class roles is manifested in the process of schooling; and (4) evaluate how an educational policy accomplishes its goal in school and elaborate what kinds of organizational and individual vested interests are involved in facilitating or inhibiting its implementation.

SSC 3930 Family and Society

This course provides a comprehensive understanding of marriage and the family in contemporary societies. Following the study of family formation and life cycle processes, emphasis is given to the study of the issues in marriage and the family and the family policy.

Note

1. Gender-related courses refer to courses in which gender is one of the components to be examined.

References

- 1995-96 *Calendar/Bulletin*. Hong Kong: Hong Kong Baptist University.
- Calendar 1995-96*, Hong Kong: City University of Hong Kong.
- The Chinese University of Hong Kong Student Handbook 1995-96*. Hong Kong: The Chinese University of Hong Kong.
- Degree Regulations and Course Descriptions 95-96*. Hong Kong: Publications Unit, The Registry, University of Hong Kong.
- The HKUST Academic Calendar 1995-1996*. Hong Kong: Office of Academic Programme Administration, Hong Kong University of Science and Technology.
- Lingnan College Hong Kong Calendar 1995-96*. Hong Kong: Lingnan College.

Appendix III

New Gender Courses Offered by The Chinese University of Hong Kong (1996-1997)

Gender-oriented Courses

Department of Government and Public Administration, Law Programme

LAW 2110 Women's Rights: International Perspective

This course will cover international approaches to the promotion and protection of women's rights and the application of international legal norms in various cultures worldwide. Particular attention will be paid to problems of indigenous and refugee women, violence against women, land and inheritance rights, reproductive rights and the conflict between tradition/culture and women's rights.

Department of Nursing

NUR 4130 Women's Health and Nursing

The aim of this course is to examine the health needs of women working and living in community and to consider the implications of those needs for nursing practice. In order to meet this aim the course will address both the physical and psychological needs of women. A major focus of the course is the integration of theory and practice. This will be achieved by introducing students to screening skills specific to women's health, as well as developing the students' understanding of the significance of research findings in advancing nursing practice in this important area of health care.

Gender-related Courses

Department of Economics

ECO 3510 Family Economics

This course will provide an introduction to the economic analysis of such family behaviour as human capital investment, fertility, mortality, marriage, and divorce. It will also analyse the causes and consequences of other family issues: bequests, old-age support and social security, sex preferences (boys favoured in many developing countries), and so on. It shows how to use modern microeconomics to analyse these family issues. Real-world examples are examined and possible policy implications are discussed. Students should have knowledge of basic microeconomics and elementary calculus.

Department of English

ENG 3630 Language, Culture and Society

This course will present topics of importance in the sociolinguistic study of the relationship of language, culture, and society. The course will focus primarily on the sociology of language and the ethnography of communication but will also include an introduction to the sociolinguistic study of language variation due to region, social class, ethnicity, gender, and age. Topics will normally include: multilingualism, code-switching, diglossia, language attitudes, language maintenance and shift, the ethnography of communication, the influence of extralinguistic variables on language variation and change, and the applications of sociolinguistics to educational policy, among others. Examples will be drawn from numerous languages, cultures, and societies; emphasis will be placed on current sociolinguistic issues in the Hong Kong context.

(The course has been restructured in this academic year, and gender is included as a component to be examined.)

Department of Government and Public Administration

GPA 2150 Public Personnel Administration

Topics studied include: recruitment and selection methods; performance appraisal; the merit system; pay structure and the comparable worth debate; motivation and productivity; staff training and development;

human resources planning, collective bargaining and labour relations; the constitutional status of public sector employees; equal opportunity legislation; latest trends in personnel management.

Department of Nursing

NUR 4160 Mental Health, Mental Illness and the Myth of Madness

The aim of this course is to provide an understanding of the experiences of mental health, mental illness and madness from both an intellectual and professional angle. The content of the course will include discussions on how mental health may be defined, mental illness and madness throughout history, defining and classifying mental illness and madness, the portrayal of mental illness and madness in the Arts, women and mental illness, mental disorders: their nature, features and treatment, and prevention of mental illness.

Department of Philosophy

PHI 3360 Legal Philosophy

This course examines normative and analytical topics concerning law. Normative topics include: Should the morality of the majority be enforced by the law? Should the law allow homosexual marriage? Should abortion be legalized? Should capital punishment be part of the law? As regard analytical topics, we shall study the writings of some of the following jurists: Austin, Hart, Dworkin, Fuller, Finnis, Marx, and scholars of the Critical Legal Studies Movement.

Reference

The Chinese University of Hong Kong Student Handbook 1996-97. Hong Kong: The Chinese University of Hong Kong.

**Educating for Change
Development of Women's/Gender Studies
and Its Challenges for Hong Kong**

Abstract

While presenting an overview of the development of women's/gender studies in the West and in Asia, this paper aims to explore what women's/gender studies are, why they are needed and the current issues and debates. In particular, the paper examines the gradual growth of gender studies in Hong Kong as evidenced in a survey of the gender courses offered at various universities. Results indicate that efforts have been made to promote gender studies in the local context despite the formidable difficulties. In light of Western experience and taking into consideration the indigenous conditions, recommendations for future development of gender studies in Hong Kong are made. It is pointed out that the ultimate goal of gender studies is to educate for change — change that will lead to a more balanced society and culture.

從教育開始

女性／性別研究及其在香港的發展

朱盛華 鄧素琴

（中文摘要）

本文旨在探討女性／性別研究的源起、內容本質及價值、主要的論題與爭辯，並概述其於歐美以至亞洲地區的發展。在香港，性別研究也逐漸萌芽，本文透過調查本地大專院校的課程，綜述性別研究在香港的發展和學者在推動本土化方面的努力。參照西方經驗及本地條件，文中也對未來發展路向提出建議。性別研究的目的，乃以教育推動變革，建立一個更平衡的兩性文化及社會。