

## Subject Description Form

<b>Subject Code</b>	APSS1C20 / APSS1C20P											
<b>Subject Title</b>	China's Ethnic Minorities											
<b>Credit Value</b>	3											
<b>Level</b>	1											
<b>GUR Requirements Intended to Fulfil</b>	<p>This subject intends to fulfil the following requirement(s) :</p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Requirement in Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Broad Discipline Requirement (BDR)</b> Please specify Broad Discipline Area: _____</p> <p><input checked="" type="checkbox"/> <b>Cluster Area Requirement (CAR)</b> Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way:</p> <p style="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input checked="" type="checkbox"/> <b>China-Study Requirement (CSR)</b> More than 60% CSR-related content? Yes <input checked="" type="checkbox"/> or No <input type="checkbox"/> (Please check as appropriate)</p> <p><input checked="" type="checkbox"/> <b>Writing and Reading Requirements</b> <input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>											
<b>Pre-requisite and/or Exclusion(s)</b>	The following students are not allowed to take this subject : All APSS students											
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Group Presentations</td> <td></td> <td style="text-align: center;">40 %</td> </tr> <tr> <td>2. Independent Study Project of one ethnic group  <b>OR</b> one issue in state-minority relations in the PRC (15% ER + 15% EW + 30% APSS)</td> <td style="text-align: center;">60 %</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Group Presentations		40 %	2. Independent Study Project of one ethnic group  <b>OR</b> one issue in state-minority relations in the PRC (15% ER + 15% EW + 30% APSS)	60 %	
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<b>Objectives</b>	<p>The population of the People's Republic of China consists of 56 ethnic groups, or "minzu". The Han, as the majority group, bear a responsibility towards the other 55 groups that is enshrined in the Chinese legal system. In this course, students will learn about the history, and the current situation of ethnic minorities in China. In particular, the course will discuss the PRC's approach to minority development, education, traditions, religions, political organization, etc. The PRC has an overall impressive record of dealing with its ethnic minority groups, but the course will also look at some of the difficulties past and present, e.g. Muslim Fundamentalism, Tibetan Buddhism as political force, etc.</p>											

<p><b>Intended Learning Outcomes</b></p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) Outline the history of ethnic minorities in China;</li> <li>(b) Explain the PRC's ambivalent attitude towards ethnic minority groups;</li> <li>(c) Understand the context and arguments of academic and journalistic articles written about China's ethnic minorities;</li> <li>(d) Evaluate the validity of arguments about China's ethnic minorities using appropriate sources;</li> <li>(e) Assess statements about the "Chinese Nation" (self-) critically.</li> </ul> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and life-long learning</p> <ul style="list-style-type: none"> <li>1. Literacy: (a)-(e) require the reading and understanding of multiple source texts.</li> <li>2. Higher order thinking: (c) – (e) require the critical evaluation and comparison of different lines of arguments.</li> <li>3. Life-long learning: (e) requires a critical evaluation of the assumptions (HK) students have made about their own identity as Chinese.</li> </ul>
<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<ul style="list-style-type: none"> <li>1. Overview over the history and definition of the P.R.C.'s 56 ethnic groups;</li> <li>2. China's legal framework regarding ethnic minorities;</li> <li>3. Issues in minority-State relations: <ul style="list-style-type: none"> <li>a) education,</li> <li>b) traditions and religions,</li> <li>c) political organization,</li> <li>d) identities,</li> <li>e) economic development,</li> <li>f) etc.;</li> </ul> </li> <li>4. Difficulties with ethnic groups: e.g. Muslim Fundamentalism, Tibetan Buddhism as political force, cross-border groups (Miao-Hmong, Uighurs, etc.);</li> <li>5. China's treatment of ethnic groups in international comparison.</li> </ul>
<p><b>Teaching/Learning Methodology</b></p>	<p>This course will be divided into lectures and tutorials. Lectures will cover major themes in the broadest form while tutorials will concentrate on specific issues or ethnic groups. Through a combination of various teaching methods such as the screening of audio-visual materials, the discussion of newspaper clippings and academic articles, etc. an environment will be created that makes students aware of and leads them to question their preconceived notions of ethnic groups in the People's Republic of China. In addition, students are strongly encouraged to engage in discussions and participate in various activities such as virtual field trips, library research, interactive discussions, independent study projects, etc. to generate maximum learning outcomes.</p> <p>For the ER component, students will be required to choose and read ONE study of an ethnic minority group in the People's Republic of China. This</p>

	reading will also serve as the basis for the EW component of the course, for which the students will be guided through the stages of planning their independent project, gathering information sources, using source materials, planning their paper, and writing their paper.						
<b>Assessment Method</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	e
	1. Group Presentation on an assigned topic	40%	√	√	√	√	
	2. Independent Study Project of one ethnic group, <b>OR</b> one issue in state-minority relations in the PRC <b>(15% ER + 15% EW + 30% APSS)</b>	60%	√	√	√	√	√
Total	100%						
	In both forms of assessment, students will be required to apply both the knowledge gained from the course, as well as their own reading to specific topics. For the group presentations, they will have to analyze one of the weekly topics of the second half of the course. The Independent Study project will be broader in scope and require students to employ their knowledge of and reading about the history and general background of minority-majority relations in China to the study of one ethnic minority using both academic and non-academic sources as evidence.						
<b>Student Study Effort Required</b>	Class contact:						
	▪ Lecture		42 Hrs.				
	Other student study effort:						
	▪ Self-study		42 Hrs.				
	▪ Group Work and Presentation		8 Hrs.				
	▪ Assignment		28 Hrs.				
Total student study effort			120 Hrs.				
<b>Medium of Instruction</b>	English / Putonghua						
<b>Medium of Assessment</b>	English						

**Details on the Independent Research Project,**

**the ER, and the EW component**

Students will conduct the Independent Research Project in stages, with guidance and feedback at each stage of the research and production process. The grade for the Independent Study Project will be the sum of the grades for all the parts of the process. Guidance on the individual parts contents and required structures will be provided BOTH by staff from the ELC, AND by the lecturer.

Students will have to choose ONE specific study of an ethnic minority in China (ER), and critically discuss the study using additional source materials (EW).

The Independent Study Project process:

<b>Independent Research Project</b>	<b>Percentage (Total 60%)</b>	<b>Due Date</b>
<b>1. Topic with Explanation</b>	<b>10 %</b> (= 5% ER + 5% APSS)	<b>End of Week 3</b>
<b>(ER)</b>	100 – 150 words outlining the topic and some of the details the student is planning to explore. Students should choose a topic based on the study they have chosen to read for the ER component and that is manageable, but promises sufficient depth, and demonstrate an awareness of the elements of a research report (Sample structures will be distributed to students in advance).	
<b>2. Summary of Sources</b>	<b>10 %</b> (= 5% ER + 5% APSS)	<b>End of Week 7</b>
<b>(ER)</b>	Students should list additional sources they intend to use in their report in correct bibliographical form, and include a short summary of the main ideas they wish to use from each source (Information on correct citation will be provided to students). It is expected that most of the additional sources will be news-based, and not academic.	
<b>3. Outline of Project Report</b>	<b>10%</b> (= 5% EW + 5% APSS)	<b>End of Week 10</b>
<b>(EW)</b>	3-4 page outline of the final report, in which students should state their main thesis and the supporting points they intend to make, including a list of the sources they intend to use in each part. Students should demonstrate an awareness of the structure of the final write-up and an ability to argue their opinion using sources and their own conclusions (Information will be provided in advance).	
<b>4. Research Project Write-Up</b>	<b>30 %</b> (= 5% ER + 10% EW + 15% APSS)	<b>Last Teaching Day of term</b>
<b>(ER + EW)</b>	2500-3000 word research project write-up that presents the results of the independent project and discusses some of its implications (for their specific ethnic group in the PRC AND state-minority relations in the PRC in general). The write-up needs to include comments made by the lecturer on previous submissions and has to make appropriate use of the main text chosen by the student and of additional sources.	

<p><b>ER choices</b></p>	<p>Students will have to read <b>ONE</b> of the following studies to meet the course's ER requirements, and use it as the basis for their Independent Research Project (EW). Each of the following readings will require students to read around 100,000 words in order to complete the project. Students will be briefed on the reading and writing requirements at the beginning of the term.</p> <p>The books are all available in the Pao Yue-kong library.</p> <p>Benson, L., &amp; Svanberg, I. (1998). <i>China's last nomads: The history and culture of China's Kazaks</i>. Armonk, N.Y.: M.E. Sharpe.</p> <p>Bulag, U. E. (2010). <i>Collaborative nationalism: The politics of friendship on China's Mongolian frontier</i>. Lanham, Md.: Rowman &amp; Littlefield Publishers.</p> <p>Cable, M. A. (2006). <i>Ethnicity lived and (mis)represented: Ethnic tourism among the Dai in southwest China</i>. PhD thesis. Tulane University.</p> <p>Fried, M. H. Y. (2009). <i>Dressing up, dressing down: Ethnic identity among the Tongren Tu of Northwest China</i>. PhD Thesis. State University of New York at Buffalo.</p> <p>Gao, F. (2010). <i>Becoming a model minority: Schooling experiences of ethnic Koreans in China</i>. Lanham, Md.: Lexington Books.</p> <p>Gladney, D. C. (1998). <i>Ethnic identity in China: The making of a Muslim minority nationality</i>. Fort Worth, Tex.: Harcourt Brace College Publishers.</p> <p>Hansen, M. H. (1999). <i>Lessons in being Chinese: Minority education and ethnic identity in southwest China</i>. Seattle: University of Washington Press.</p> <p>Harrell, S. (2001). <i>Ways of being ethnic in southwest China</i>. Seattle, WA; London: University of Washington Press.</p> <p>Kaup, K. P. (2000). <i>Creating the Zhuang: Ethnic politics in China</i>. Boulder, Colo.: Lynne Rienner Publishers.</p> <p>Litzinger, R. (1994). <i>Crafting the modern ethnic: Yao representation and identity in post-Mao China</i>. PhD Thesis. University of Washington.</p> <p>Schein, L. (2000). <i>Minority rules: The Miao and the feminine in China's cultural politics</i>. Durham: Duke University Press.</p> <p>Yu, H. (2010). <i>Identity and schooling among the Naxi: Becoming Chinese with Naxi identity</i>. Lanham: Lexington Books.</p> <p>Zwenger, K. (2006). <i>Vanishing tradition: Architecture and carpentry of the Dong minority in China</i>. Bangkok: Orchid Press.</p>
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<p><b>Additional Readings</b></p>	<p>Students will be assigned <b>excerpts</b> from the following texts during the course of the term. They will be expected to locate and read additional materials as part of their Independent Study Project.</p> <p>Bilik, Naran. 2002. <i>The Ethnicity of Anthropology in China: Discursive Diversity and Linguistic Relativity</i>. <i>Critique of Anthropology</i> 22, 2: 133-148.</p> <p>Bulag, Uradyn E. 2002. <i>The Mongols at China's Edge: History and the Politics of National Unity</i>. Lanham, Oxford, et al.: Rowman and Littlefield.</p> <p>Heberer, Thomas. 2000. <i>Some Considerations on China's Minorities in the 21st Century: Conflict or Conciliation</i>. Duisburg Working Papers on East Asian Studies No. 31. Duisburg: Institut für Ostasienwissenschaften (Institute for East Asian Studies).</p> <p>Tapp, Nicholas. 2002. <i>In Defence of the Archaic: A Reconsideration of the 1950s Ethnic Classification Project in China</i>. <i>Asian Ethnicity</i> 3,1: 63-84.</p> <p>Zhou Minglang. 2001. <i>Language policy and reforms of writing systems for minority languages in China</i>. <i>Written Language and Literacy</i> 4, 1: 31-65.</p> <p>Zhou, Quanzhou and Chengzhi Wang. 2003. <i>Minority Education in China: from State's preferential policies to dislocated Tibetan schools</i>. <i>Educational Studies</i> 29, 1: 85-104.</p> <p>Information Office of the State Council of the People's Republic of China. (2009, August 12). Regional Autonomy for Ethnic Minorities in China. <i>China Daily</i>. Retrieved March 26, 2010, from <a href="http://www2.chinadaily.com.cn/ethnic/2009-08/12/content_8559271.htm">http://www2.chinadaily.com.cn/ethnic/2009-08/12/content_8559271.htm</a></p> <p>Information Office of the State Council of the People's Republic of China. (2009, September 27). China's Ethnic Policy and Common Prosperity and Development of All Ethnic Groups. <i>Government White Papers – china.org.cn</i>. Retrieved March 26, 2010, from <a href="http://www.china.org.cn/government/whitepaper/node_7078073.htm">http://www.china.org.cn/government/whitepaper/node_7078073.htm</a></p> <p>National People's Congress. (2009, August 12). Law of the People's Republic of China on Regional National Autonomy. <i>China Daily</i>. Retrieved March 26, 2010, from <a href="http://www2.chinadaily.com.cn/ethnic/2009-08/12/content_8559272.htm">http://www2.chinadaily.com.cn/ethnic/2009-08/12/content_8559272.htm</a></p> <p>今日民族. Issues 2009 / 10, 11, and 12 – Articles on the 60<sup>th</sup> anniversary of the People's Republic of China and 30 years of Opening Up policies.</p> <p>民族研究. Issue 2009 / 5 – Articles on the 60<sup>th</sup> anniversary of the People's Republic of China.</p> <p>杨侯第。2001。民族工作与人类学论集。北京：民族出版社。</p> <p>李晋有。2002。民族知识千题。北京：中央民族大学出版社。</p> <p>馬戎。2004。民族社会学：社会学的族群关系研究。北京：北京大学出版社。</p> <p>许宪隆，李吉和，王奎正合编。2007。民族文化发展与保护研究。北京：民族出版社。</p>
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