

**The Hong Kong Polytechnic University**

**Subject Description Form**

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	CHC326P
<b>Subject Title</b>	China's Ethnic Relations: Past and Present 中國的民族關係：歷史與現狀
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>Many different ethnic groups have lived on the land of China and have interacted with one another in diverse forms since ancient times, making ethnic interactions a significant aspect of Chinese history.</p> <p>This course intends to help students understand the evolution of China's multiethnicity and the strategies and mechanisms adopted by the state and society to manage ethnic relations. It will cover such topics as the Chinese and Western theories on ethnicity, the state and ethnic minorities, assimilation and acculturation, the management of ethnic conflicts, and the preservation of minority cultures.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a) Understand the evolution of China's multi-ethnicity from ancient times to the present;</li> <li>b) Acquire a basic understanding of the Chinese and Western concepts and theories about ethnic relations;</li> <li>c) Analyze the causes of ethnic conflicts and the mechanisms for maintaining harmonious ethnic relations;</li> <li>d) Identify the patterns and principles that form the Chinese way of managing ethnic relations during different historical periods.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction: What is Minzu 民族</li> <li>2. Huaxia 華夏 VS Siyi “四夷” in Ancient China</li> <li>3. The Cultivators and the Horse Riders</li> <li>4. Conquest Dynasties: Yuan and Qing</li> <li>5. From Jimi 羈縻 to the Tusi System 土司制度</li> <li>6. Acculturation, Assimilation and Expansion</li> <li>7. Gaituguliu 改土歸流 and the consolidation of the Frontiers</li> </ol>

	8. Wuzugonghe 五族共和: Tibet, Xinjiang, Mongolia and Manchuria in the Republican Era 9. CCP and National Self-determination 10. Ethnic Identification and Regional Ethnic Autonomy 11. Economic Development and Cultural Preservation 12. Western Perspectives on China's Ethnic Relations 13. China's Ethnic Relations: Present and Future																																																						
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	1. The subject teacher will deliver weekly lectures that will cover the 13 major topics listed above; 2. Students will be required to complete weekly reading assignments. If the MOI is English and there are students in the class that are not able to read Chinese, then only English language materials will be assigned; if the MOI is Chinese, then both Chinese language and English language materials will be assigned; 3. Discussion and other activities will be held to enhance the students' comprehension of the course content. Students are expected to participate actively in class discussions; 4. In addition to weekly readings, assignments for students also include oral presentation, quiz, and term paper. The various assignments will help students learn how to analyse written texts and other course materials. The term paper is the most important assignment for this subject, and it will give students an opportunity to practice and enhance their abilities in identifying topics, collecting and digesting primary and secondary source materials, forming arguments, and presenting ideas in a coherent and concise manner.																																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i>	<table border="1" data-bbox="536 1245 1396 1839"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. In-class participation</td> <td>10%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>20%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>3. Quizzes</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>4. Term Paper</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="536 1899 1396 1966">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol data-bbox="587 1989 1396 2136" style="list-style-type: none"> <li>In-class Participation (10%): This will assess the students' performance in tutorials as well as in lecture sessions. Students will be reminded that they are expected to participate actively in class discussions;</li> </ol>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. In-class participation	10%	√	√	√	√			2. Oral Presentation	20%	√	√	√	√			3. Quizzes	30%	√	√	√	√			4. Term Paper	40%	√	√	√	√			Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																			
		a	b	c	d																																																		
1. In-class participation	10%	√	√	√	√																																																		
2. Oral Presentation	20%	√	√	√	√																																																		
3. Quizzes	30%	√	√	√	√																																																		
4. Term Paper	40%	√	√	√	√																																																		
Total	100 %																																																						

	<p>2. Oral Presentation (20%): This will assess the students' overall grasp of relevant concepts, theories, methods and skills. Specifically, it will evaluate the student's ability to collect, analyse, and present written texts and other source materials. In order to prepare the presentation, students are expected to read multiple sources related to their topics and discuss with group members;</p> <p>3. Quiz (30%): This will assess the students' comprehension of weekly reading assignments and their ability to reflect on the different topics covered in the assigned readings, lectures and tutorials;</p> <p>4. Term paper (40%): This will assess the students' ability to collect and analyse source materials and to form arguments, their writing skills as well as their creativity.</p> <p>The minimum length of the term paper is 1500-2500 words for English, and 2000-3000 words for Chinese characters. For grading, 10 out of the 40 points will be assigned to the Writing Requirement assignment, and this portion of the assessment will be entrusted to CLC/ELC colleagues. Students must obtain a D or above on the Writing Requirement assignment to pass the subject.</p>	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Tutorials	13 Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Writing	36 Hrs.
	▪ Group Presentation	12 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p>中文著作：</p> <p>范宏貴，《同根生的民族：壯泰各族淵源與文化》。民族出版社，2007。</p> <p>費孝通，《費孝通民族研究文集新編》，上、下冊。中央民族大學出版社，2006。</p> <p>黃光學、施聯朱，《中國的民族識別》，北京：民族出版社，1995。</p> <p>李華瑞，《宋夏關係史》，河北人民出版社，1998。</p> <p>林幹，《匈奴史》，內蒙古人民出版社，1979。</p> <p>林耀華，《涼山彝族的巨變》，北京：商務印書館，1995。</p>	

劉鳳雲、劉文鵬，《清朝的國家認同：「新清史」研究與爭鳴》，中國人民大學出版社，2010。

任乃強，《民國川邊游蹤之“西康札記”》，中國藏學出版社，2010。

石碩，《西藏文明東向發展史》，四川人民出版社，2016。第二版。

陶晉生，《宋遼關係史研究》，台北：聯經，1984。

王明珂，《羌在漢藏之間》，台北：聯經出版公司，2003。

汪榮祖等著，《殊方未遠：古代中國的疆域、民族與認同》，中華書局，2016。

王仲翰主編，《中國民族史》。中國社會科學出版社，2006。

徐傑舜，《雪球：漢民族的人類學分析》，上海人民出版社，1999。

徐松石，《粵江流域人民史》。香港：東南亞研究所，1967。

English Language Texts and References:

Thomas J. Barfield, *The Perilous Frontier: Nomadic Empires and China, 221 BC to AD 1757*. Blackwell publishers, 1989.

Nicola Di Cosmo, *Ancient China and Its Enemies: The Rise of Nomadic Power in East Asian History*. Cambridge University Press, 2002.

Dru Gladney, *Ethnic Identity in China: The Making of a Muslim Minority Nationality*. Harcourt Bruce & Company, 1998.

Melvyn C. Goldstein, *The Snow Lion and the Dragon: China, Tibet, and the Dalai Lama*. University of California Press, 1997.

Stevan Harrell, ed., *Ways of Being Ethnic in Southwest China*. University of Washington Press, 2001.

Stevan Harrel, *Cultural Encounters on China's Ethnic Frontiers*. University of Washington Press, 2011.

Owen Lattimore, *Inner Asian Frontiers of China*. Beacon Press, 1962.

Colin Mackerras, *China's Minorities: Integration and Modernization in the Twentieth Century*. Oxford University Press, 1994.

Peter Perdue, *China Marches West: The Qing Conquest of Central Eurasia*, Belknap Press, 2010.

Edward Rhoads, *Manchus and Han: Ethnic Relations and Political Power in Late Qing and Early Republican China, 1861-1928*. University of Washington Press, 2017.

	<p>Morris Rossabi, <i>Governing China's Multiethnic Frontiers</i>. University of Washington Press, 2004.</p> <p>Morris Rossabi, <i>China and the Uyghurs</i>. Rowman &amp; Littlefield Publishers, 2022.</p> <p>Hoyt Cleveland Tillman &amp; Stephen H. West, eds., <i>China under Jurchen Rule</i>. State University of New York Press, 1995.</p> <p>Zang Xiaowei, <i>Ethnicity in China: An Introduction</i>. Polity, 2015.</p>
--	---

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020