



The Beijing Center

北京中国学中心

Fall 2019 TBC 1300 Peoples of China

Credit Hours: 3.0

Class Times and Location: TBA

Instructor: Dr. Zhang Haiyang

Teaching Assistant: Dr. Nguyen Phuong Tram

E-mail: h.zhang@thebeijingcenter.org

Course Description

Modern China & its Peoples constitute a puzzling, challenging complex whole and those who engage its study often see the phenomenal trees but overlook the structural forest. This anthropological course is trying to be holistic with a strategy of focusing on the national minorities' perspective by introducing its cultural diversity in unity, including its natural ecologies and cultural legacies, history and evolution, structure and agency, interaction between the big traditions and little traditions, the paradox of modern development and the necessity of safeguarding equity of cultural continuity as a requirement for better governance.

This course is based on lectures once a week, some of them will be delivered by minority scholars from different cultural backgrounds, Manchu, Mongol, Uyghur, Tibetan, Hui, Miao, Yi, Dong etc., together with Professor Zhang Haiyang and his Vietnamese assistant Dr. Nguyen Phuong Tram.

Each lecture is to be divided into three interesting parts: a brief introduction by the instructors, an active presentation on topics assigned in advance, and an intensive discussion based on your readings and observations.

A field trip to the campus of the Minzu University of China and its ethnic museum followed by an interaction with minority graduate students over a Uyghur or Mongolian dinner is the highlight before your final examination.

Learning Outcome

The aim of this lecture is to internalize an overall mental picture about the diversity in unity of peoples and cultures in China. It will enrich your conception of China, Chinese People, ethnic minorities in China and their cultures, etc. After this course, you will be different because you will have a different outlook on China in many ways. An interesting topic somehow developing it into a persuasive paper to demonstrate your agency in cross cultural communication is the requirement.

All the assignments and discussions in AND out of the classroom are mechanisms to ensure you to have the following learning outcomes:

1. Clarifying the questions of "What is China?", "Who are the ethnic minorities?", "Who are the Hans?", "Why are ethnic minorities important for China and for knowing China?" and "How to attain better governance in light of the

- postmodern transformation?”
2. Sharpening your mind and eyes by building a holistic view on the diversity in unity of peoples and cultures in China.
 3. Establishing a new concept of China based on your readings, observations and interviews about the language, religion as well as the ethnic minority peoples in China.
 4. Gaining a deeper understanding of the cultural situations in China by your own observations of hot issues such as nationalism, terrorism, human rights, environment protection, identity in China and how to negotiate with the mainstream societies on behalf of the subalterns?
 5. Developing an ability to perceive cultural phenomena in a comparative framework and to appreciate the cultural differences by thinking historically, listening sympathetically, reading critically, behaving locally and writing and speaking persuasively.

Textbook

Susan D. Blum & L.M. Jensen (ed.), *China Off Center--Mapping the Margins of the Middle Kingdom*, 2002: University of Hawai'i Press

Course Requirements

1. Supplementary readings

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. (selections), 1983.
2. Alihan Kabalak Elena Smirnova Juergen Jost, *Game Theory in Biology and Anthropology*, Santa Fe Institute Working Paper, 2014.
3. Andrew M. Colman, *Game Theory and its Applications in the Social and Biological Sciences*, Routledge, New York, 1995.
4. Beckett, Gubahar and Gerard Postiglione, eds. *China's Assimilationist Language Policy: The Impact on Indigenous/Minority Literacy and Social Harmony*. 2011..
5. Chou, Bill and Yufan Hao, eds. *China's Policies on Its Borderlands and the International Implications*. 2010.
6. Conrad Kottak, *Cultural Anthropology: Appreciating Cultural Diversity*, McGraw-Hill Education, 2010.
7. Diamond, Norma. *Defining the Miao: Ming, Qing, and Contemporary Views in Cultural Encounters on China's Ethnic Frontiers*, ed. Stevan Harrell. Univ. of Washington Press, Seattle, 1995.
8. Filippe Foret, *Mapping Cheng De: The Qing Landscape Enterprise*, Honolulu: University of Hawaii Press, 2004
9. George Babcock Cressey, *China's Geographical Foundations: A Survey of the Land and Its Peoples*, United Book & Stationery Co., 1934
10. Michael C. Gunn, *Cultural Ecology: A Brief Overview*, Nebraska Anthropologist. Paper 149, 1980.
11. Harrel, Stevan, *Culture Encounters on China's Ethnic Frontiers*, University of Washington Press, 2000
12. Harrel, Stevan, *Ways of Being Ethnic in Southwest China*, University of Washington Press, 2002
13. Heberer, Thomas. *China and Its National Minorities: Autonomy or Assimilation (selections)*. 1989.

14. Haiting Zhang, *The Laws on the Ethnic Minority Autonomous Regions in China: Legal Norms and Practices*, 9 Loy. U. Chi. Int'l L. Rev. 249, 2012.
15. Jame A. Millward. *Eurasian Crossroads: A History of Xijiang*, 2007: Columbia University Press.
16. James A. Millward, Ruth W. Dannel, Mark C. Elliott, Philippe Foret ed, *New Qing Imperial History: The Making of Inner Aisan Empire at Qing Chengde*, Routledge Curzon, 2004.
17. Julian H. Steward, *Theory of Culture Exchange: The Methodology of Mutilinear Evolution*, University of Illinois Press, 1955.
18. Julian H. Steward, *The Concept and Method of Cultural Ecology, from Theory of Culture Exchange* (University of Illinois Press, 1955)
19. Kolas, Ashild. *Tourism and Tibetan Culture in Transition: A Place Called Shangrila* (selections). 2011.
20. Legerton Colin & Rawson, Jacom, *Invisible China—A Journey Through Ethnic Borderlands*, 2009: Chicago Review Press
21. Leach, Edmund. *Political Systems of Highland Burma: A Study of Kachin Social Structure*. (Selections) 1964.
22. Mackerras, Colin. *China's Ethnic Minorities and Globalisation* (selections). 2003.
23. Nicholas Tapp. *The Hmong of China: Context, Agency, and the Imaginary*, 2003: Brill Academic Publishers, INC, Boston, Leiden.
24. Oakes, Tim and Louisa Schein, eds. *Translocal China*. 2006.
25. 12. Rossabi, Morris, *Governing China's Multi-ethnic Frontiers—Studies on Ethnic Groups in China*, 2004: University of Washington Press.
26. 13. Scott, James. *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*. (selections). 2010.
27. Shin, Leo K. *The Making of the Chinese State: Ethnicity and Expansion on the Ming Borderlands* (selections). 2012.
28. Wang Lixiong and Tsering Shakya. *The Struggle for Tibet* (selections). 2010.
29. Wu Xiaohui, *From Assimilation to Autonomy: Realizing Ethnic Minority Rights in China's National Autonomous Regions*, Oxfort Journals, Volume 13, Issue 1, pp 55-90, 2014.
30. Yen Ching-Hwang. *The Chinese in Southeast Asia and Beyond: Socio-Economic and Political Dimensions*. 2008.
31. Zhao Suisheng *A Nation State By Construction: Dynamics of Modern Chinese Nationalism*. 2004.
32. Zhiyu Shi. *Autonomy, Ethnicity, and Poverty in Southwest China: The State Turned Upside Down* (Selections). 2007.

Please be aware that a disc with scanned PDF documents on China's ethnic minorities along with other supplementary readings will be reserved in the TBC library and students are required to read corresponding groups and participate in discussion on related topics in class.

2. Attendance Policy

If you are unable to attend a class or event due to health reasons or emergencies please provide related documents from the school hospital or external hospital during the subsequent class you attend, failure to do so will make you absence(s) inexcusable.

3. Grading

The grading matrix is designed as the follows:

Your score will be collected from four aspects: Participation (inside the classroom and outside the classroom), preview and interview, the Mid-Term Paper, through your interview with a local residence and the Final Paper.

- a) **Participation:** Your active participation in class debates or discussions and your cooperation with peers outside the classroom to complete assignments. The course includes 12 classes and 1 field trip to the Ethnic Museum on campus of Minzu University of China. If you participate in all of the 12 classes (not using cell phones or doing other homework or non-related computer work in class and instead actively listening to both teachers and other students' points is only a basic requirement), your ability to effectively participate in all classroom and non classroom activities you will get **15%** of the total score.
- b) Your **preview and interview** of each target group/culture (see the reading assignment) occupies **15%** of the total score. It is advisable that you should read literature in the sequence of overall China, North China, and South China, while always paying attention to cultural diversities represented by different groups and their agency in interactions. A presentation presented (on particular issues or minority groups) by a group/individual amongst the students taking the course will be required during the majority of the 12 classes.
- c) A 5-page+ **Mid-Term Research Paper** double spaced on a topic of your choice and interest as the outline or rather first draft of your major research paper will occupy **25%** of the total grade. Your selected research topics can be from your textbooks, reference books, lectures, and will be due at the end of the 3-week lecture period. A combination/comparison of your major with your experience in China is especially encouraged. You are required to email your basic paper draft (2+ pages) Prof. Zhang at hyz9988@163.com and cc to Dr. Nguyen Phuong Tram at phuongtran_bau@yahoo.com by the 28th of October, 2019 so that they can give you suggestions for improvement before your final paper topic is fixed. Please refer to paper formatting requirements below. (Any deviation in formatting will result in a full deduction of this portion of your grade.)
- d) At the end of the course, there will be a small **field trip** to the Ethnic Museum located on the campus of Minzu University of China. All of the students who take part in the "Peoples of China" class are required to participate in the trip actively. Your active participation earns you **5%** of the total grade.
- e) **40%** of the total grade is for a **final paper** of 8-10 pages supplementing the original draft with your experience and observations of the ethnic minorities in China. The grading of paper will be based on your writing, especially the strength of logic and evidences for your argument. *Please refer to paper formatting requirements below. (Any deviation in formatting will result in a full deduction of this portion of your grade.)*

4. Academic Honesty Statement

Please click the following link to see The Beijing Center's policy on Academic Integrity: <http://thebeijingcenter.org/academic-integrity>

Paper Formatting (For both first draft and final draft):

- Fully spell checked
- Grammar fully corrected
- Fully annotated bibliography with proper footnotes and formatting (APA format)
- In the spirit of the Chinese term “absolutely no “pinzou” all papers cannot be merely the fabrications of different scholar’s ideas but instead must be the result of original ideas inspired by in depth reading and fully digested understandings of existing research. It is fine to borrow and build upon other scholar’s works, but you must distinguish their work through annotation in a manner that lets your own ideas and perspectives come to surface more clearly and academically.
- Papers cannot be “reports” per say simply stating the current and historical situation. Through your writing you must propose possible practical actions and solutions that can be taken regarding the issues you explore in your research work.

We hope that you will enjoy the course and gain a deep and favorable impression of China’s cultural diversity during this semester’s study here in TBC.

Course Schedule

Items Date	Classes	Topics	Articles to be Read	Notes of Lecturers
Class I 2 nd Sept	Yes	General Introduction: (I) Structure	<i>1.Operation China</i>	Zhang
Class II 9 th Sept	Yes	General Introduction (II)	History and Geography Introduction – Rhoads	Zhang
Class III 16 th Sept	Yes	General Introduction (III)	<i>The Chinese & Their Neighbors in Prehistoric & Early Historic Times</i> – E.G. Pullybank <i>Languages of China</i> —S. Robert Ramsey	Zhang
Class IV 23 rd Sept	Yes	Peoples in Northeast China: A Manchu- Tungus Case	Yong, Zhou& Lindberg, Maria	
30 th Sept	No	National Day Holiday		
Class V 7 th Oct	Yes	The Mongol People	1. Barfield 2. U.E. Bulag	
Class VI 14 th Oct	Yes	The Uyghur People	1. S. F. Starr 2. Internal Colony 3. Jame A. Millward: Eurasian <i>Crossroads: A History of Xijiang</i>	
Class VII 21 st Oct	Yes	The Tibetan People	1. B. Sautman 2.Beyond Collaborator	Midterm Week

Class VIII 28 th Oct	Yes	The Hui People	Gladney: <i>Muslim Chinese</i>	*Mid-term paper due
Class IX 4 th Nov	Yes	Chinese Minority Nationalities' Musics		A guest scholar
Class X 11 th Nov	Yes	Introduction to the Minorities in South-west China	1. <i>Southwest China-Blum Challenge of Sipsong Pana</i>	
Class XI 18 th Nov	Yes	The Yi People	S. Harrel 1. <i>Ethnicity, Local Interests, and the State: Yi Communities</i> 2. <i>Ways of Being Ethnic</i> 3. <i>History of the Yi</i>	
Class XII 25 th Nov	Yes	The Miao-Yao Peoples	1. N. Diamond	*Fix Your Final Paper Topic a
Class XIII 2 nd Dec	Yes	Field Trip		
9 th Dec	Final Paper Due			