

Lecture: Thursday 11:30 – 13:15, UCC-C1

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(Office hours: Thursday 13:30-14:15 or by appointment)

Course Description

This course introduces students to an understanding of the changes of the ethnic landscape in China from the past to the present. Through close readings of ethnographies, viewing of videos, and fieldtrips, this class examines various topics in multiculturalism in China, including ethnic relations, global economy, religion pluralism, and cross-cultural romance and marriage, in the context of globalization. This course also compares multiculturalism in different Chinese societies and discusses the possible futures of PRC. Over the past decade, China has been committed to advance the UN's 2030 Sustainable Development Agenda (17 Sustainable Development Goals, SDGs). This course also discusses to what extent the development in China meets these goals, particularly in the area of sustainable economic growth, social equality, and cultural inclusiveness.

What you will learn:

Student taking this course will:

- acquire basic anthropological knowledge in multiculturalism, globalization, and ethnicity and develop the ability to comprehend and apply related knowledge;
- gain a better appreciation of Chinese cultural heritage and other cultural traditions;
- recognize that Chinese culture involves multicultural components;
- acquire a critical mind to examine any social issues; and
- recognize the importance of sustainable development from the social and cultural perspectives.

Course Requirements:

Response Papers:	50% (2 x 25%)
Research Paper:	50%

1) Response Paper (25%)

Choose two weekly topics and write two 3-4 page response papers. Response papers should discuss the topic with reference to the assigned reading(s) and/or lecture. Instead of merely summarizing the reading(s)/lecture, you should raise critical points of views, for example, what new insights you have got, what limitations you have identified, what follow-up questions have come to your mind, etc. Ideally, a central theme should be raised to link up your arguments. Submit your first response paper on or before **17 Nov** and your second response paper on or before **9 Dec**.

2) Research Paper (50%):

Choose a migration topic in Chinese society, interview the migrants, collect data on their migration experiences, and write a 6-7 page paper to analyze their experiences. The data can be collected through participant observation, interviews with informants, and archive research. After collecting the data, use the ideas learned in this course to analyze the issue. If you use other people's ideas or words in the paper, you should cite the sources and list the sources under "References" in the end. Otherwise, you are committing plagiarism. Information about the CUHK academic honesty policy is available at <http://www.cuhk.edu.hk/policy/academichonesty/>. Submit your paper on or before **16 Dec**.

After finishing your written assignments, please submit soft copies to both VeriGuide and the course website (Blackboard). Hard copies are not required. When you name your files, please indicate the topics that you are responding to.

The paper should be written in the following format: Double line spacing, Times New Roman, and font 12 (either Chinese or English).

Please submit your assignment on time. Marks will be deducted (i.e. one point per day) for late submission.

Course Schedule:

- 1) Introduction (9 Sep.)

Section I: Multiculturalism in the Past

- 2) Multicultural China in History (16 Sep.)

Abramson, Marc Samuel. 2003. "Deep Eyes and High Noses: Physiognomy and the Depiction of Barbarians in Tang China." In Nicola di Cosmo and Don J. Wyatt, eds. *Political Frontiers, Ethnic Boundaries, and Human Geographies in Chinese History*, pp.119-159. New York: Routledge.

Section II: Multiculturalism at Present

- 3) Low-End Globalization in Guangzhou (23 Sep.)

Mathews, Gordon. 2017. "Low-End Globalization." In *The World in Guangzhou: Africans and Other Foreigners in South China's Global Marketplace*, pp.81-114. Hong Kong: Hong Kong University Press.

- 4) Religion Pluralism (30 Sep.)

Mathews, Gordon. 2017. "Religion in a Foreign World." In *The World in Guangzhou: Africans and Other Foreigners in South China's Global Marketplace*, pp.165-194. Hong Kong: Hong Kong University Press.

- 5) Cross-cultural Romance and Marriage (7 Oct.)

Mathews, Gordon. 2017. "Romance, Love, Marriage, and Families: A Chinese Barack Obama?" In *The World in Guangzhou: Africans and Other Foreigners in South China's Global Marketplace*, pp.195-220. Hong Kong: Hong Kong University Press.

- 6) Holiday (14 Oct.)

- 7) Low-End Globalization in Hong Kong (21 Oct.)

Mathews, Gordon. 2011. "People." In *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, pp.57-104. Hong Kong: Hong Kong University Press.

- 8) Fieldtrip: Visit Chungking Mansions (23 or 30 Oct.)

Mathews, Gordon. 2011. "Laws." In *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, pp.151-194. Hong Kong: Hong Kong University Press.

- 9) Education (28 Oct.)

Farrer, James, and Anna Greenspan. 2015. "Raising Cosmopolitans: Localized Educational Strategies of International Families in Shanghai." *Global Networks* 15(2):141-160.

- 10) Holiday (4 Nov.)

- 11) Food Culture (11 Nov.)

Farrer, James. 2015. "Shanghai's Western Restaurants as Culinary Contact Zones in a Transnational Culinary Field." In James Farrer, ed., *The Globalization of Asian Cuisines: Transnational Networks and Culinary Contact Zones*, pp.104-124. New York: Palgrave Macmillan.

- 12) Sport (18 Nov.)

Brownell, Susan. 2008. "Europe and the People without Sport History, or What Hosting the Olympic Games Means to China." In *Beijing's Games: What the Olympics Mean to China*, pp.19-47. Lanham, Md.: Rowman & Littlefield.

Section III: Multiculturalism in Future

- 13) Multicultural China in Future (25 Nov.)

Pieke, Frank N. 2012. "Immigrant China." *Modern China* 38(1):40-77.

- 14) No lesson (2 Dec.) (Replaced by fieldtrip)

Grade descriptors are as follows for the assessment of this course:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.