ARTS2463 Course Outline

School of Humanities and Languages

ARTS2463 Nationalism, Identity and Ethnicity in China
Semester 1, 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
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<tbody>
<tr>
<td>Name</td>
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<td>Room</td>
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<td>Phone</td>
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<td>Consultation Time</td>
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<th>Lecturer</th>
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<td>Consultation Time</td>
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<tr>
<th>Tutors</th>
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<tbody>
<tr>
<td>Name</td>
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<td>Room</td>
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<td>Phone</td>
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<td>Consultation Time</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6 units of credit</th>
</tr>
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<tbody>
<tr>
<td>Course Description</td>
<td>By examining China, one of the largest multi-ethnic society in human history as a case study, this course intends to acquaint students to the concepts of ethnicity, ethno-nationalism and identity. Using historical, anthropological and political approaches and theories, it unravels issues related to these notions, as well as the friction they sometimes stimulate at local, national and international levels. It particularly addresses questions related to peoples who live in the frontiers of China, such as the Tibetans, Uyghurs and Mongolians, and appraises the interactions between the centre and the periphery, as well as between majority and minority groups through time and space. Through lectures, selected readings, empirical case studies, films, music and discussions, this course provides a unique opportunity to explore the diversity within China, ethnic/national identities, gender and ethnic hierarchies, religions, socio-political conflicts, notions of assimilation and integration, as well as nation-building.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>1. To learn about ethnic, religious, linguistic, and cultural diversities within China</td>
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<td></td>
<td>2. To provide students with a historical and theoretical understanding of nationalism, ethno-nationalism, race, ethnicity and citizenship within the context of China.</td>
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<td></td>
<td>3. To develop an appreciation on the interconnectedness between China’s ethnic diversity within and its internal and international relations and policy-making.</td>
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<td></td>
<td>4. To explore relationship between state policies and the construction of ethno-nationalisms, especially in the case of peoples such as the Tibetans, Mongolians, Uyghurs, and the Hui.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>1. Contribute meaningfully to discussions and debates on identity formations and expressions in the context of China.</td>
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</tbody>
</table>
2. Develop analytical skills to critically apply the theories learned in this course to other multi-ethnic and multi-cultural regions and states.

3. Demonstrate knowledge of the theoretical debates on ethnicity, ethno-nationalism and race.

4. Be able to use case studies through which to explore issues related to race, ethnicity, citizenship, and ethno-nationalism.

5. Construct a well-argued essay on a topic related to the course content and demonstrate skills in group work and oral communication.

Graduate Attributes

1. Effective written communication skills and the ability to apply these in intercultural contexts.


3. A capacity for critical analysis of scholarship, writing and resources on and about China’s diverse ethnic groups.

4. Find, acquire, evaluate, manage and use relevant information in a range of media.

5. A capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate.

3. Learning and Teaching Rationale

Using relevant audio-visual materials, this course is carried out in an interactive style. Lectures assist students in the critical reading of primary resources while at the same time introduce to students important discussions pertinent to the main theme of each lecture. In tutorials, students are expected to be familiar with the readings and come prepared with at least two questions raised by the assigned materials. Students are encouraged to express their points of view and engage in critical debates. Each week during week 4 – week 13, a group formed of three students will present a critique of the readings from where we further our discussion of the day.

4. Teaching Strategies

The course is delivered in the traditional (large-group) lecture (2h) and (small group) tutorial (1h) format. Students’ participation in classes is important to the success of this course. Attendance is compulsory. Students must come prepared and ready to participate, especially in tutorials. It is essential that you read all required readings and are prepared to contribute to class discussions in and outside the classroom.

A course blog for this course will be set up as a forum for sharing ideas, a way to carry forward classroom discussions, and a means to assess reading journals and class participation in conjunction with the class roll.

Lectures start in week 1. All tutorials start in week 2.
Lectures: weeks 1-12; tutorials: weeks 2-13
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research essay</td>
<td>3000 words</td>
<td>45%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
<td>4pm 1st Jun 2016</td>
</tr>
<tr>
<td>Reading journals online</td>
<td>3 x 600 words each</td>
<td>30%</td>
<td>(10% x 3)</td>
<td>1, 2, 3, 4, 5</td>
<td>(1) 4pm 24th Mar 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(2) 4pm 26 Apr 2016</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>(3) 4pm 26 May 2016</td>
</tr>
<tr>
<td>Group presentation</td>
<td>20 minutes</td>
<td>25%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
<td>In tutorial during weeks 4-13</td>
</tr>
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Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Details of Assessment Tasks:

1. Research essay: Details and guidelines for the research essay assignment will be announced on Moodle at the beginning of Week 2. You will be given a choice of 3 questions, on which you conduct your research and write the final essay. You may want to modify or develop your research questions in consultation with your lecturer. Students must submit their work electronically via Turnitin on Moodle by 4pm on the due date. You should receive an electronic receipt sent to your unsw email after each submission. Late submission will attract penalties.

2. Reading journals: Three journals of minimum 600 words each are required to post in the course blog (see above 5. Course Assessment for due dates). Reading journals are like mini essays. They demonstrate your critical engagement with the central ideas and arguments presented in one or more lectures/readings. For example, after communicating your understanding of the reading, you might provide additional historical, political and/or economic contexts of the ideas discussed. You might also provide any other examples that are relevant to the reading and demonstrate how the concepts and arguments of the reading can be applied to explain the case. Please mark the three reading journals clearly when you post them online together with your full name, such as “Jane Citizen–Reading Journal 1” and “Jane Citizen–Reading Journal 2”. Log in info will be provided in class and via Moodle.

3. Group presentation: Group presentation is coordinated by your tutor and will take place in your tutorial groups between weeks 4-13. Working in groups of 2 people, you will be required to present on and lead discussion of the assigned readings for that week. This will require each of you to present and discuss the core arguments from the week’s readings. The goals of your presentation are to (1) communicate your
interpretation of the week’s main concepts and ideas and (2) generate lively intellectual discussions among your peers and further the group’s understanding of the readings. You should focus on how best to stimulate class discussions on key themes and ideas, rather than reading a pre-prepared speech in front of the class. You may need to do additional research on the topic in order to gain a greater understanding of the issues. Additionally, you might bring your own examples of relevant textual-audio-visual materials or develop activities that would engage other students in a lively manner.

Member of the same group may not receive the same mark, depending on their performances. You mark will be based on (1) how well you have prepared and researched the topics individuals as well as collectively, and (2) how well you work as a group in generating lively intellectual discussions. You may be required to submit any written work for this assessment.

Formal Examination

This course does not have a formal examination

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are FOUR assessment tasks “Learning Activities” that are required to be submitted electronically in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Essay</td>
<td>1 June 2016</td>
</tr>
<tr>
<td>Reading Journal 1</td>
<td>24 Mar 2016</td>
</tr>
<tr>
<td>Reading Journal 2</td>
<td>26 Apr 2016</td>
</tr>
<tr>
<td>Reading Journal 3</td>
<td>26 May 2016</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:
I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.
The Late Submissions Guidelines can be found in full at:
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for "Permission to Participate in Lectures Online".
Where practical, a student's attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

**8. Class Clash**

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.
9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Week 1 29 Feb</td>
<td>Peoples in the People’s Republic of China: an introduction</td>
<td>No tutorial this week</td>
<td>All resources and relevant web links are provided on Moodle</td>
</tr>
<tr>
<td>Week 2 7 Mar</td>
<td>Nationalism and Ethno-nationalism: theories and approaches</td>
<td>Identify case studies and explore comparative theoretical frameworks such as popular nationalism, cultural nationalism, ethno-nationalism, and identity.</td>
<td></td>
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<tr>
<td>Week 3 14 Mar</td>
<td>Five nations: the development of the idea of ethnicity in modern Chinese history</td>
<td>Discuss the importance of historical events, the political and cultural processes that define and/or create a nation. This session also lays a foundation to understand the historical origins of nationalism in contemporary China.</td>
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<tr>
<td>Week 4 21 Mar</td>
<td>Ethnic policies in the Mao era</td>
<td>Use China as a case study to make comparative analysis on communist and Western theories on nationality, identity and ethnicity.</td>
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<tr>
<td>Week 5 4 Apr</td>
<td>Lessons to be Chinese: education</td>
<td>Discuss the matter of assimilation and integration through state education policies and system: How successful it has been, and why?</td>
<td></td>
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<tr>
<td>Week 6 11 Apr</td>
<td>The Tibet problem</td>
<td>Two key questions: (1) Political and territorial legitimation discourse; (2) Critique the collaboration – resistance paradigm by looking at the Tibetan political leaders who serve in the Chinese administrative system.</td>
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<tr>
<td>Week 7 18 Apr</td>
<td>China’s ‘War on Terror’ and the Uyghurs</td>
<td>Is China’s ‘war on terror’ in line with the human security theory of terrorism?</td>
<td></td>
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<tr>
<td>Week 8 25 April No Lectures</td>
<td>‘Ethnogenesis’ and the Hui</td>
<td>How an ‘ethnic minority’ can be made? (This day is a public holiday, therefore the content will be made available online)</td>
<td></td>
</tr>
<tr>
<td>Week 9 2 May</td>
<td>Ethnic minorities as represented in Chinese popular culture</td>
<td>The making of minority and majority, as well as ‘Internal Others’ in the Chinese context.</td>
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<tr>
<td>Week 10 9 May</td>
<td>Whose Taiwan?</td>
<td>Exploring ‘Taiwan problem’</td>
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<tr>
<td>Week 11 16 May</td>
<td>Socio-political relationships among ethnic groups, Chinese state and the globe</td>
<td>Explore the question of ethnic groups within the nation-state as a problem of historical and contemporary significance, as well as its impact on internal and international policy-making.</td>
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<tr>
<td>Week 12 23 May</td>
<td>‘China Dream’ and ‘One Belt One Route’</td>
<td>Are there any differences on notions of nationalism between the state and its citizens? Can you find similar or different kinds of nationalism coexist in Australia or other places? Please refer back to the lecture and tutorial contents from Week 3, especially on the relationship between imperialism and the formation of nation-states and national identity in China.</td>
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<tr>
<td>Week 13 30 May</td>
<td>No lecture this week</td>
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## 11. Course Resources

### Textbook Details

There is no textbook for this course. All compulsory and additional readings, as well as
website links are listed on Moodle.

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

https://my.unsw.edu.au/student/atoz/Complaints.html

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

http://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.
Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: 
https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.