



School of Humanities and Languages

ARTS2463 Nationalism, Identity and Ethnicity in China Semester 1, 2014

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| 1. Course Staff and Contact Details | | | |
|-------------------------------------|--------------------|-------|-------------------|
| Course Convenor | | | |
| Name | Dr Ayxem Eli | Room | MB242 |
| Phone | 93859059 | Email | a.eli@unsw.edu.au |
| Consultation Time | Tuesdays 2:00-4:00 | | |
| Lecturer | | | |
| Name | Dr Ayxem Eli | Room | |
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| Consultation Time | Tuesdays 2:00-4:00 | | |
| Tutors | | | |
| Name | Dr Ayxem Eli | Room | |
| Phone | | Email | |
| Consultation Time | Tuesdays 2:00-4:00 | | |

| 2. Course Details | |
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| Units of Credit (UoC) | 6 units of credit |
| Course Description | 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. |
| Course Aims | <ol style="list-style-type: none"> 1. To learn about ethnic, religious, linguistic, and cultural diversities within China 2. To provide students with a historical and theoretical understanding of nationalism, ethno-nationalism, race, ethnicity and citizenship within the context of China. 3. To develop an appreciation on the interconnectedness between China's ethnic diversity within and its internal and international relations and policy-making. 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. |
| Student Learning Outcomes | <ol style="list-style-type: none"> 1. Contribute meaningfully to discussions and debates on identity formations and expressions in the context of China. 2. Develop analytical skills to critically apply the theories learned in this course to other multi-ethnic and multi- |

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| | | 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. |
| | 2. | An informed understanding of human experience, history, culture and society in multi-ethnic China. |
| | 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

| Assessment Task | Length | Weight | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date |
|-----------------|--------|--------|----------------------------|------------------------------|----------|
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|-------------------------|--------------------|---------------|---------------|---------------|---|
| Research essay | 3000 words | 45% | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5 | 4pm 5 th Jun 2014 |
| Reading journals online | 3 x 600 words each | 30% (10% x 3) | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5 | (1) 4pm 31 st Mar 2014 (2) 4pm 5 th Apr 2014 (3) 4pm 2 Jun 2014 |
| Group presentation | 20 minutes | 25% | 1, 2, 3, 4, 5 | 1, 2, 3, 4, 5 | In tutorial during weeks 4-13 |

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

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 the Turnitin on Moodle AND in its hard copy into the locked assignment boxes outside the School Office, Level 2, Morven Brown Building, by 4pm on the due date. A School Assignment Coversheet must be securely attached, with your details clearly marked. **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 2-3 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 discussion 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 discussion.

Member of the same group may not receive the same mark, depending on their performances. Your mark will be based on (1) how well you have prepared and researched the topics individually 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 which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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: <http://www.lc.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>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

| Week | Lecture Content | Tutorial Content | Readings |
|--------|--|--|---|
| 3 Mar | Peoples in the People's Republic of China: an introduction | No tutorial this week | All resources and relevant web links are provided on Moodle |
| 10 Mar | Nationalism and Ethno-nationalism: theories and approaches | Identify case studies and explore comparative theoretical frameworks such as popular nationalism, cultural nationalism, ethno-nationalism, and identity. | |
| 17 Mar | Five nations: the development of the idea of ethnicity in modern Chinese history | 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. | |
| 24 Mar | Ethnic policies in the Mao era | Use China as a case study to make comparative analysis on communist and Western theories on nationality, identity and ethnicity. | |
| 31 Mar | Lessons to be Chinese: education | Discuss the matter of assimilation and integration through state education policies and system: How successful it has been, and why? | |
| 7 Apr | The Tibet problem | 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. | |
| 14 Apr | China's 'War on Terror' and the Uyghurs | Is China's 'war on terror' in line with the human security theory of terrorism? | |
| 28 Apr | 'Ethnogenesis' and the Hui | How an 'ethnic minority' can be made? | |
| 5 May | Ethnic minorities as represented in Chinese popular culture | The making of minority and majority, as well as 'Internal Others' in the Chinese context. | |
| 12 May | 'Overseas Chinese Ethnic Minorities' | How, and to what extent do cultural and political activities of OCEM reflect or represent the domestic situation in China? | |
| 19 May | Socio-political relationships among ethnic groups, Chinese state and the | 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. | |

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| 26 May | 'China Dream' | 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. | |
| 2 June | No lecture this week | Outlook and review of the course | |

9. 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.

10. 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.

11. 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>

12. 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>

13. 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.