Title: Ethnohistory of China
Course Code: HST3366
No. of Credits/Term: 3
Mode of Tuition: Sectional
Class Contact Hours: 3 hours per week
Category in Major Prog.: Elective
Prerequisites: None
Co-requisites: None
Exclusion: None
Exemption Requirement(s): None

Brief Course Description:
This course will introduce students to ethnohistory, an interdisciplinary field of study that combines the theories and methods of history, social and cultural anthropology, archeology and other disciplines. It will use China as a case to show how this interdisciplinary approach can help solve some of the mysteries in Chinese history, trace the evolution of China’s various ethnic groups, and evince the importance of the aspects and portions of Chinese history and culture that have often been neglected in the narratives of empires and states.

Aims
1. To introduce ethnohistory as a Multi-disciplinary field of study;
2. To introduce the diverse perspectives about China’s ethnohistory

Indicative Content
Methodology:
What is ethnohistory?
Multi-disciplinary methods and theories (Archeology, anthropology, history, folklore, and linguistics)

General Topics:
Reconstruction of ethnic origins
The “homeland” complex
Promotion of Ethnic heroes
Sinification (objective & subjective identities)
Politicization of ethnohistory

Case Studies
From Ethnic groups to empires and back to ethnic groups: Mongols and Manchus
From empires and states to ethnic groups: Dai, Tibetans and Uygurs
From foreign residents to ethnic groups: Koreans, Jing/Vietnamese, Hui
Loss of identity: Jews, Khitans, and the Yue
Restoration of lost identity: Zhuang
Who is a Han? Sub-groups within the Han

Learning Outcomes
Students completing this courses are expected to:
1. acquire a basic knowledge of the specific terms, places, historical figures, periods, and concepts in the ethnohistory of China (the course will use China as a case for ethnohistoric study);
2. acquire an understanding of the main themes, problems, debates, methods and types of sources relating to ethnohistory;
3. demonstrate the ability to think creatively, critically, independently and analytically, about the interactions between ethnic groups in Chinese history;
4. be able to discuss comparatively the historical developments of different ethnic groups in China;
5. be able to analyze and synthesize an eclectic range of primary and secondary sources;
6. demonstrate the capacity for research using a wide range of media and effective communication skills, both orally and in writing.

Measurement of Learning Outcomes
1. Quizzes will be used to assess L.O. 1 & 4: There will be two to three quizzes. Each quiz will consist of two sections. Section one will include eight to ten short questions designed to test students’ understanding of factual knowledge and basic themes, problems, concepts, and methods of the ethnohistory of China. Section two will ask the students to write an essay discussing one of the two topics provided. This will test students’ ability to think creatively, critically, independently and analytically, about the interactions between ethnic groups in Chinese history, and to discuss comparatively the historical developments of different ethnic groups in China;
2. Students will be assigned book chapters or articles to read for each class. A list of questions will be provided for each reading assignment. All important reading assignments will be discussed in class. In addition, every week each student needs to write a one page essay (double space) analysing the readings (topics will be provided). These will assess L.O. 1, 2, 3, 4 and also part of 5 & 6;
3. Field projects will assess L.O. 2, 3, 5 & 6: This will be an oral history project which will require each student to interview a former Indochinese refugee, a recent immigrant from Mainland China, an expatriate, or a member of an ethnic or religious minority and to write a short oral history based on the interviews. The focus of the project will be on cultural adaption, assimilation and interacts. The project will help assess L.O. 2 & 3 as well as part of L.O. 5 & 6.
4. Research paper will assess L.O. 1 to 6: Each student will be required to write a research paper of ten to twelve pages (excluding endnotes and bibliography) analysing a topic related to the ethnohistory of China. They will be encouraged to use both primary and secondary sources. The instructor will provide a list of topics for the students to choose, but students will also be encouraged to propose their own topics. This will directly assess L.O. 3, 5, and 6 and indirectly assess L.O. 1, 2 and 4.

Assessment
Continuous Assessment
Three quizzes: 30%
Fieldwork project: 15%
Informal weekly writings: 15%
Research paper: 25%
Attendance and class participation: 15%

Essential Readings
2. Michael Dillon, China's Muslim Hui Community: Migration, Settlement and Sects, 1999

Supplementary Readings
1. Patricia Kay Galloway, Practicing Ethnohistory: Mining Archives, Hearing Testimony,
Constructing Narrative, 2006
5. Evelyn Rawski, “Re-envisioning the Qing”
6. Ho Pin-ti, “In Defense of Sinicization: A Rebuttal of Evelyn Rawski's "Reenvisioning the Qing"