UGEA1333 **Multiculturalism and China** Autumn 2026

Lecture: Thursday 11:30 – 13:15, NAH213

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(Office hours: Thursday 13:30-14:15 or by appointment)
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**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 Papers (50%)
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 view, 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 **18 Nov.** and your second response paper on or before **10 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. Participant observation is highly recommended. 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 **17 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 (10 Sep.)

**Section I: Multiculturalism in the Past**

2) Multicultural China in History (17 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 (24 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) Fieldtrip I: Visit African Communities in Guangzhou (26 Sep.) (Optional)
   Zhang, Li. 2008. "Ethnic Congregation in a Globalizing City: The Case of Guangzhou, China." *Cities* 25:383-395.
   - Visit African Communities in Guangzhou and understand their everyday life, including their trading activities, religious activities, and food culture.

5) Holiday (1 Oct.)

6) Religion Pluralism (8 Oct.)
   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.

7) Cross-cultural Romance and Marriage (15 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.

8) Low-End Globalization in Hong Kong (22 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) Fieldtrip II: Visit African Communities in Hong Kong (24 Oct.) (Optional)
   Mathews, Gordon. 2011. "Place." In *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*, pp.7-56. Hong Kong: Hong Kong University Press.
   - Visit African Communities in Hong Kong and understand their everyday life, including their trading activities, leisure activities (e.g., music and dance), and food culture.

10) Education (29 Oct.)
    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.

11) Food Culture (5 Nov.)
    Farrer, James, and Anna Greenspan. 2015. "Raising Cosmopolitans: Localized Educational Strategies of International Families in Shanghai." *Global Networks* 15(2):141-160.

12) No lesson (12 Nov.) (97th Congregation)

13) Sport (19 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.

14) Environment (26 Nov.)
Hathaway, Michael. 2022. "Tibetan Entanglements with Plants, Animals, and Fungi." In *What a Mushroom Lives For: Matsutake and the Worlds they Make*, pp.150-185. Princeton, NJ: Princeton University Press.

**Section III: Multiculturalism in Future**

15) Multicultural China in Future (3 Dec.)
Pieke, Frank N. 2012. "Immigrant China." *Modern China* 38(1):40-77.

16) No lesson (10 Dec.) (Replaced by Fieldtrip)

**Use of AI Tools**

**Approach #3 – Use only with explicit acknowledgement**

The use of generative AI in writing should be disclosed when submitting a paper (i.e., response paper and research paper). The following guidelines pertain specifically to the writing process and do not cover the use of AI tools for data analysis or research insights.

- Generative AI and AI-assisted technologies should only be used to enhance the readability and language of the paper.
- These technologies should be employed under human supervision, with you reviewing and editing the output as necessary, since AI-generated content can contain errors, omissions, or biases. You remain responsible and accountable for the final content of your work.

Disclosure of generative AI and AI-assisted technologies in the writing process is required by including a statement before the references list at the end of the paper upon submission. For example:

- Title of new section: Declaration of generative AI and AI-assisted technologies in the writing process.
- Statement: During the preparation of this work, I used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, I reviewed and edited the content as needed and take full responsibility for the content of the paper.

This declaration is not required for basic tools such as grammar, spelling, and reference checkers. If there is no relevant use to disclose, no statement is necessary.

**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. |