

Mr. Max Durosean
Colloquy
28th December 2024

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Hui as Han
- My Hidden Ethnicity

Though not widely known, I'm a Hui minority. As I grew up, people frequently asked me questions about my ethnicity. What do Hui people do? Are all Huis Muslims? What are some traditions of Hui? Yet I live a Han lifestyle since birth. Only my mother's mother, also a Hui, keeps the tradition of not eating pork. It is weird for a minority to know so little about her ethnic group, so I chose not to bring it up by myself most of the times. But my curiosity was aroused by these questions: How are Hui different from Han in gender expectations, social classes, and perception of education? Why do these differences occur? Rural Hui ethnic groups may hold very different expectations for females from urban Han people. Ningxia Autonomous Region is a province that is autonomized by Hui people in China. The local girls marry early and are responsible for housework in their homes (Gustafsson 519). Rural Hui people picture and expect female as a housewife figure. Though Han had also related women with chores for a long time in history, the expectation of girls getting married

I love the central idea behind the introduction stating that your lack of information kept you from engaging with this part of yourself.

This feels more like a question and less like a statement or stance.

at an early age is no longer kept. My mother and I sometimes chat about emotional status, such as falling in love. She, also a Hui living a Han-style life, always emphasize the cautiousness behind these decisions. She believes that two could get married only when both of them are able and willing to take the responsibility. Though she might include personal feelings as a mother, this indicates early marriage is no longer a virtue. This difference may be an interesting insight of how ethnic separation in the past influences values today.

Besides gender expectations, the distribution of Hui people in different social classes also intrigues me. The ancestors of Hui were Arabian merchants that came to China through the Silk Roads. This might explain why people hold the stereotype of Huis as Muslims, rich and business-minded. However, some Hui people are on the opposite of these expectations. The Yunnan Huis, for example, live in great poverty. They make a living as farmers, and one-fourth of them live in the poorest regions in Yunnan (McCarthy 133). Unlike the mass population of Han, Huis and other minorities all perform a "greatly scattered and closely concentrated settlement pattern" (McCarthy 132). For those Huis who got out of their Hui-majority hometown, they are more likely to reach an upper class. But for those who stayed, they are more likely to be in a lower class due to ethnic separation in the past. I felt shocked when

I wonder about this past separation, very interesting!

In regards to structure, you do a good job of staying on a single point in this paragraph and focusing on this idea. However, more could have been said to highlight differences in regard to this phenomenon of marrying early.

I learned about this. My mother's grandfather was a Hui from Henan province. He studied at Beijing and moved to Shanghai for work. He even became a member of the CCP. He, my grandmother, my mother and I all adapted into the Han society well. So it was like uncovering a hidden hole in your yard when I discovered the information.

The difference in culture, gender expectation, and social class distribution all resulted in the difference in education between the Hui and the Han. Despite being descendants hundreds of years after, the Hui still value Quran a lot. It is traditional for Hui parents to send their kids to Madrasa, where children read and study the Quran, at the age of six and fifteen. The time in Madrasa overlaps the time for provided education. Thus, parents prioritize Madrasa over the provided education. With the different gender expectations, rural Hui girls are less likely to enroll in schools (Christafison 521). To improve the situation, the CCP wanted to set quotas for minority groups in schools (Zhou 60). It was not put into practice due to strong opposition. Though minorities nowadays have more chances to go to school, many such as the Yunnan Huis still choose not to because they can't afford the fee. To some extent, the lack of money caused the lack of education and it reinforces gender expectations and social class distribution, creating a cycle. Education may be only one aspect of the difference between Hui and Han, but it is

the result of what Hui people have experienced throughout history.

Being a Hui, my ethnic identity has not provided me with much benefit. My family and I have blend ourselves so well that I sometimes think of myself as a Han. But this essay has given me a ~~peer~~ peek of what my "siblings" are experiencing and have experienced. The huge difference in gender expectations, social class and culture are consequences of ethnic integration and separation in the past and will continue to impact the future of Hui. After knowing all of this, I was proud, am proud, and will still be proud to say "I'm a Hui."

Works Cited. ✓

Ernstsson, Björn, and Ding Sai. "Mapping and Understanding Ethnic Disparities in Length of Schooling: The Case of the Hui Minority and the Han Majority in Ningxia Autonomous Region, China." *Social Indicators Research*, vol. 124, No. 2, 2015, pp. 517-535. JSTOR, <http://www.jstor.org/stable/24721755>.

McCarthy, Susan K. "Authenticity, Identity, and Tradition among the Hui." *Communist Multiculturalism: Ethnic Revival in Southwest China*, University of Washington Press, 2009, pp. 130-166. JSTOR, <http://www.jstor.org/stable/j.ctvwn4w3.11>.

Zhou, Minglang, and Ann Maxwell Hill. *Affirmative Action in China and the U.S.: A Dialogue on Inequality and Minority Education*, Palgrave Macmillan, 2009.

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Rubric*	A	B	C	D	F
Format (10 points)	A 100-90	B 89-80	C 79-70	D 69-60	F 59 <
Materials (15 points)	A 100-90	B 89-80	C 79-70	D 69-60	F 59 <
Structure (25 points)	A 100-90	B 89-80 89	C 79-70	D 69-60	F 59 <
Content (40 points)	A 100-90	B 89-80 85	C 79-70	D 69-60	F 59 <
English** (10 Points)	A 100-90	B 89-80	C 79-70	D 69-60	F 59 <
Total					
Comments	<p>Good job! I love the weaving of your conversations in the past as something that shaped your understanding, it felt very personal. However, I did feel that there was not enough development in the contrasting between both ethnic groups. This would have strengthened your essay overall. Also, you don't have a thesis statement. Thank you for your reflection!</p>				

*Grade ranges and criterion for each category are found in a separate rubric. Exact percentages for each category are at the discretion of the instructor.

**English category is generally graded with higher measures of leniency than other categories and indicated by shading.