

GENA2212
Debates in Human Values

Lecture: Tuesdays, 10:30am – 12:15pm
Venue: LG 204 WLS (Wen Lan Tang Bld.)
Instructor: Dr FAMING, Manynooch
Office hour: Thurs.: 10-11am (via Zoom); by appointment (F2F)
Email: nychma@cuhk.edu.hk
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Course Description

This course discusses the ongoing issues under modernity and globalized world contexts. Within these contexts people share similar ‘values’, such as education, economy, freedom, sentiment, taste, beliefs, etc. that one holds to ‘oneself’ and/or to/against ‘others’. The course also leads students to discuss how and why we have come to hold certain values. Through a socio-cultural perspective, the course introduces several fundamental themes and debates in human values. The course provides no black or white answers and/or values but to provide students with analytical skills to these debates.

Course Objectives

By the end of the course, students will be able to:

1. Develop a reflexive skill in understanding human values.
2. Critically reflect and self-reflect values in one’s own and/or a cross-cultural context.
3. Apply key theoretical concepts to analyse values in one’s own context and/or cross-culturally.

Course Requirements

1. Participations

- | | |
|-------------------------|-----|
| A. Class Participation: | 20% |
| B. Group Debates: | 40% |

2. Independent Projects:

- | | |
|------------------------|-----|
| C. One Reflexive Memo: | 20% |
| D. Final Paper: | 20% |

Course Assessments details

A. Class Participation

20%

- **Discussion:** Be open-minded, share your thoughts and questions in class, volunteer answers to others' questions, volunteer to respond to the weekly presentation's debates
- **Commenting on group's presentation**
Students are expected to contribute to commenting on the groups' debate presentation.
- **Attendance**
Attendance is mandatory. It is the university policy attendance alone carries no marks but it plays a role in the final participation marks. Turn off your mobile phones during our weekly debate presentations.

B. Group Presentation

40%

You will be assigned into a group of two members. A debate presentation will be in form of two teams discussing issues of our weekly topic. **Please submit your presentation file to me either before class or by the end of your presentation.**

C. Reflexive memo (choose ONE only)

20%

Each student will submit a reflection of 1,000 words. You will reflect on the following options:

1. Describe and reflect on how people of different places/countries celebrate the National Day. You may select up to five countries for your comparison. **(Due Week: 5 by 9pm)**.
2. One or two of the readings listed in this course (e.g., W1 to W12). (*A few samples of reflection are available on Blackboard*). Students can read and reflect the reading(s) from W7 or W12 but the due date remains unchanged. **(Due Week: 9 by 5pm)**.
3. Your debate presentation. **(Due one week after your presentation, i.e., before class of the following class meeting)**. For example, if students' debate is week 4 class, the submission time is 10am. of W5 class.

D. Final Essay (choose ONE only)

20%

(Due Friday, 29 November 2024, 5pm.)

1. Two pieces of the above reflexive memos. That is, if students have submitted 2 of the items in *section C* by the due dates, students are not required to submit the final essay as listed below.
2. A paper of 1,000 words that draws on careful reading of and conversation with class themes and texts to critically analyze and advance debates in human values.
3. Through AI or chatbot generated texts of your selected value(s), write a counter argument(s) to the AI/chatbot texts. That is, why do you agree with the AI/chatbot text? Or, if not, why not?

E. Notes on Submission of written assignments

All written assignments is not meant to give definite answers or judgments to the debates, but to demonstrate students' intellectual skills in approaching the debates. The use of AI is allowed as an assistant to your research for all your assignments. Your work will NOT be graded/marked without briefing methodology through AI/chatbots if the essay is heavily relying on the tool.

Note 1: Submit ALL written assignments (in *Word* doc format) through **VeriGuide** while a soft copy (with the signed VeriGuide receipt in *PDF* format) to **Blackboard**.

Note 2: Name your file accordingly to your chosen reflexive memo. **GENA2212 Last Name First Name** (National Day/Readings/Presentation), for example.

Note 3: Name your final essay **GENA 2212 Last name First name Final Essay**, and all your VeriGuide receipt files **2212VeriGuide Last name First name**.

The both reflections and final papers are to be ***double-spaced and in 12-point font***. Please follow the Anthropology Department citation style at http://arts.cuhk.edu.hk/~ant/en/dept_thesis_style.php. Late assignments will be penalized. If for valid reasons you need to have your assignment re-scheduled, please be sure to make a timely request.

The university adopts a policy of zero tolerance on plagiarism. Any use of another person's words or ideas, taken directly or paraphrased, without citing the source is plagiarism. This includes taking material from the Internet without citing the website. Please consult the university's policy on academic honesty at

<http://www.cuhk.edu.hk/policy/academichonesty/>. Students are required by university policy to submit soft copies of all papers to VeriGuide. Please check the website www.cuhk.edu.hk/veriguide for information on how to submit papers through VeriGuide. Please submit a soft copy of your final paper (Word document) together with the signed VeriGuide receipt page

COURSE DESCRIPTOR

- 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.

Weekly schedule

Week 1 (Sep. 3) – Introduction:

- Nagel, Thomas. 1995. "Searle: Why are we not Computer", in *Other Minds: Critical Essays* (1969-1994), Oxford University Press, pp: 95-110.
- Lee, Dorothy (D). 1959. "Culture and the Experience of Values", in *New Knowledge in Human Values*, edited by Abraham H. Maslow. New York: Research Society for Creative Altruism, pp: 165-177.
- Mathews, G., 2020. "An Anthropologist at the Hong Kong Protests." *American anthropologist*, 122(2), pp.391–393.

Week 2 (Sep. 10) – Is Freedom Universal?

- Richards, A. 1963. Ch. 3. "Freedom, Communications, And Transport," in *The Concept of Freedom in Anthropology*, edited by Bidney, D. Berlin, Boston: De Gruyter Mouton, pp. 49-60.
- Lee, D. 1963. Ch. 4. "Freedom and Social Constraint," in *The Concept of Freedom in Anthropology*. edited by Bidney, D. Berlin, Boston: De Gruyter Mouton, pp. 61-73.
- Leach, Edmund. Ch. 5. "Law As A Condition Of Freedom," in *The Concept of Freedom in Anthropology*, edited by David Bidney, Berlin, Boston: De Gruyter Mouton, 1963, pp. 74-90.
- Fiirer-Haimendorf, C. 1963. Ch. 9. "Freedom and Conformity in Tribal, Hindu And Buddhist Societies of India And Nepal," in *The Concept of Freedom in Anthropology*. edited by Bidney, D. Berlin, Boston: De Gruyter Mouton, Berlin, Boston: De Gruyter Mouton, pp. 152-169.

Week 3 (Sep. 17) – Do people love their countries?

- Aleksander Hemon, "Door to Door," *The New Yorker*, 15 October 2001, p. 170.
- Kenzaburo Oe, "For a Lousy Battery," *The New Yorker*, 15 October 2001, p. 123.
- Anchee Min, "Footprints on the Flag," *The New Yorker*, 15 October 2001, p. 181.
- Benedict Anderson. *Imagined Communities* (1991). "Introduction," pp.1-7; "Census, Map, Museum," pp. 163-185.

Optional:

- HKFP, 31 July 2021. "Olympic celebration sees Hong Kong police make first arrest under controversial national anthem law", <https://hongkongfp.com/2021/07/31/olympic-celebration-sees-hong-kong-police-make-first-arrest-under-controversial-national-anthem-law/> (accessed 1 Sep 2021)
- HKFP, 29 July 2021."Internet backlash against Fila sportswear after Hong Kong badminton player seen drenched in sweat" reported by Rhoda Kwan, <https://hongkongfp.com/2021/07/29/internet-backlash-against-fila-sportswear-after-hong-kong-badminton-player-seen-drenched-in-sweat/> (accessed 1 Sep 2021)
- The Standard HK. 2 Sep. 22. "Pandas and Trump teach Hong Kong kids about National Security Crimes", <https://www.thestandard.com.hk/breaking-news/section/4/194237/Pandas-and-Trump-teach-Hong-Kong-kids-about-national-security-crimes%C2%A0>

Week 4 (Sep. 24) -- Do we struggle between love and prejudices?

- Silverstein, P. A. 2018. Conclusion: Postcolonial Love. In *Postcolonial France: Race, Islam, and the Future of the Republic*, Pluto Press. pp. 147–157. <https://doi.org/10.2307/j.ctvqhtfx.14>
- Gullestad, Marianne. 2004. "Blind Slaves of Our Prejudices: Debating 'culture' and 'Race' in Norway." *Ethnos*, vol. 69, no. 2, pp. 177–203, <https://doi.org/10.1080/0014184042000212858>.
- Zeldin, Theodore. 1995. "How New Forms of Love Have Been Invented," in *An Intimate History of Humanity*, pp. 72-85. London: Minerva.
- Kipnis, Laura. 2001. "Against Love: A Treatise on the Tyranny of the Two", in *The New York Times Magazine*, 14 Oct. 2001, pp. 98-102. Available at: <http://www.nytimes.com/2001/10/14/magazine/love-in-the-21st-century-against-love.html>
- HKFP. 14 July 2016. 'A correct take on love': Chinese university teaches the art of seduction' <https://www.hongkongfp.com/2016/07/14/lessons-love-chinese-university-teaches-seduction/>

Additional readings: excerpts of quotes on Love vs. Hate; "Agape – A Christian Love"; and a poem by the Reverend Martin Luther King Jr.

Week 5 (Oct. 1) – National Day Holiday (No Class; Reflexive memo option C. 1 due by 9pm)

Week 6 (Oct. 8) – Are women’s bodies dangerous?

Edgerton, Anna. And Sotirova, Ina. 2011. “Sex and the barrio: a clash of faith in Latin America.” (REPORTAGE). *World Policy Journal*, Winter, 2011, Vol.28(4), p.34-41

Carole S. Vance and Ann Barr Snitow. 1984. “Toward a Conversation about Sex in Feminism: A Modest Proposal,” *Signs*, Vol. 10, No. 1 (Autumn, 1984), pp. 126-135

Other readings:

SCMP. 5 August 2015. “Skewered on US talk show ‘Conan O’Brien’, ‘breast assault’ case makes a boob of Hong Kong”, reported by Laura Ma. <http://www.scmp.com/news/hong-kong/law-crime/article/1846744/skewered-us-talk-show-conan-obrien-breast-assault-case>

The Independent. 8 Aug. 2019. <http://theindependent.sg/hong-kong-police-in-hot-water-for-allegedly-ripping-off-female-protesters-underwear-and-exposing-her/> (accessed 20 Aug. 2019)

Fahmy, Amel, Mawaheb T El-Mouelhy and Ahmed R Ragab. 2010. “Female genital mutilation/cutting and issues of sexuality in Egypt,” *Reproductive Health Matters*, Vol. 18, No. 36, Privatisation (November 2010), pp. 181-190

Week 7 (Oct. 19) – Is violence a cultural thing?

Scheper-Hughes, Nancy, and Philippe Bourgois. 2004. “Making Sense of Violence.” In Nancy Scheper-Hughes and Philippe Bourgois, eds. *Violence in War and Peace*, pp. 1-32. Malden, MA: Blackwell Pub.

Lutes, Steven, and Michael J. Sullivan. 2004. “Violence by the Book: Redefining the Legitimate Use of Force in Municipal Policing.” In Myrdene Anderson, ed. *Cultural Shaping of Violence: Victimization, Escalation, Response*, pp. 135-146. West Lafayette, Ind.: Purdue University Press.

Other readings:

Cheng, Sealing. "Pikachu's Tears: Children's Perspectives on Violence in Hong Kong." *Feminist Studies* 46, no. 1 (2020): 216-25.

New York Times, investigation: <https://www.nytimes.com/video/world/asia/100000006602584/hong-kong-police-protest-video-investigation.html> (accessed 2 Sep 2019)

Gan, Wendy. 2017. “Puckish protesting in the Umbrella Movement,” *International Journal of Cultural Studies*, vol. 20(2) 162-176

Week 8 (Oct. 22) - - Education for Who and for What?

Levinson, B and Dorothy Holland. 1996. “Ch. 1: The Cultural Production of the Educated Person: An Introduction,” in *The cultural production of the educated person: critical ethnographies of schooling and local practice*, Albany, NY: State University of New York Press. pp: 1-15.

Butler, J., 2017. “Academic Freedom and the Critical Task of the University.” *Globalizations*, 14(6), pp.857–861.

Other readings:

SCMP, 20 Aug. 2015, “How my top school grades got me into top university courses: Four Hong Kong students explain the pressure to succeed”, report by Shirley Zhao. <http://www.scmp.com/news/hong-kong/education-community/articl>

EDB, “Moral-National Education Curriculum Guide (Primary 1 to Secondary 6), [http://www.edb.gov.hk/attachment/en/curriculum-development/moral-national-edu/MNE%20Guide%20\(ENG\)%20Final_remark_09102012.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/moral-national-edu/MNE%20Guide%20(ENG)%20Final_remark_09102012.pdf)

Paul Morris and Edward Vickers. 2015. “Schooling, Politics and the construction of identity in Hong Kong: the 2012 ‘Moral and National Education’ crisis in historical context,” *Comparative Education*, 51:3, 305-326. DOI: 10.1080/03050068.2015.1033169

Week 9 (Oct. 29) -- Does Work dictate our Lifestyle and adulthood?

Mann, Brenda.2013. “You@Work: Jobs, Identity, and the Internet” In *Conformity and Conflict: Pearson New International Edition*, edited by Spradley, James W., and McCurdy, David W. United Kingdom: Pearson Education Limited, pp. 203-210.

Schwartz, Berry. 28 Aug. 2015. "Rethinking Work", *New York Times*, Sunday Review, Opinion.

<http://www.nytimes.com/2015/08/30/opinion/sunday/rethinking-work.html?ref=opinion>

Berger, Peter. 1964. 'Some general observations on the problem of Work' in *The Human Shape of Work*, edited by Peter Berger. New York: Macmillan. pp. 211-241.

Week 10 (Nov. 5) – Leisure: Does our free time reflect our social class?

Bourdieu, Pierre. 1987. "What makes a social class? On the Theoretical and Practical Existence of Groups," *Berkeley Journal of Sociology*, Vol. 32 (1987), pp. 1-17.

Gans, Herbert J. 1996. 'The uses of poverty: The Poor pay all' in *Mapping the Social Landscape: Reading in Sociology*, edited by Susan J. Ferguson. Mountain View: Mayfield Publishing Co. pp. 265-270.

Other readings:

Ma, Kit-wai Eric. 2001. 'The Hierarchy of Drinks: Alcohol and Social Class in Hong Kong' in *Consuming Hong Kong* edited by Gordon Mathews and Tai-lok Lui. Hong Kong: HKU Press. pp. 117-140.

Roberts, Ken. 2004. 'Leisure Inequalities, Class Divisions and Social Exclusion in Present-day Britain', *Cultural Trends*, Vol. 13, No. 50, June 2004, pp. 57-71.

Dong Jinxia. 2001. 'Cultural Changes: Mobility, Stratification and Sportswomen in the New China' in *Culture, Sport, Society*. Vol. 4, No. 3 (Autumn 2001). pp. 1-26.

AFP (Association of Foreign Press) via HKFP, 2021. "Actress hit with US\$ 46 million tax fine as China targets 'chaotic fan culture'", <https://hongkongfp.com/2021/08/27/actress-hit-with-us46-million-tax-fine-as-china-targets-chaotic-fan-culture/> (published 07: 33; 27 Aug. 2021); accessed: 1 Sep. 2021.

Week 11 (Nov. 12) – Human rights: a credo or common resources?

Alain Supiot. 2003. "The labyrinth of human rights: Credo or Common Resources?" *New Left Review*, May June 2003, pp. 118-136

Abu-Lughod, L. 2013. *The New Common Sense*. In *Do Muslim Women Need Saving?* (pp. 54-80). Cambridge, Massachusetts; London, England: Harvard University Press.

Other readings:

Rancière, Jacques. 2004. Who Is the Subject of the Rights of Man? *The South Atlantic Quarterly*, 103 (2/3):297-310.

Arendt, Hannah. 2008. "The Decline of the Nation-State and the End of the Rights of Man", in *Human Rights: An Anthropological Reader*. New York: Wiley-Blackwell.

Week 12 (Nov. 19) -- Hong Kong Core Values: Which ones are they?

Siu, Helen F. 1996. "Remade in Hong Kong: Weaving into the Chinese Cultural Tapestry", in Liu, Tao Tao and Faure, David, *Unity and Diversity: Local Cultures and Identities in China*. Hong Kong: Hong Kong University Press, pp. 177-196.

Mathews, Gordon. 2000. "HK Identity Debate: "Where, beneath the claims of government, is my cultural home?" of "Ch. 4: What in the world is Chinese: On the cultural identities of Hong Kong intellectuals in the shadow and wake of 1 July 1997," in *Global Culture/Individual Identity: Searching for Home in Cultural Supermarket*, London and New York: Routledge, pp. 121-165.

Other readings:

Mathews, Gordon. "The Hong Kong Protests in Anthropological Perspective: National Identity and What It Means." *Critique of Anthropology* 40, no. 2 (June 2020): 264–69. doi:10.1177/0308275X20908303

HKU. 'Commentary on HK Core Values'. <https://www.wellbeing.hku.hk/hong-kong-must-treasure-protect-core-values-including-one-country-two-systems/#:~:text=In%20these%2C%20the%20government%20committed,of%20law%20and%20clean%20governance>

Info.gov.hk. "Core Values and Attributes"

https://www.hketoberlin.gov.hk/download/Core_Values_and_Attributes.pdf

News.gov.hk. "HK Core values assured"

https://www.news.gov.hk/eng/2020/12/20201209/20201209_102033_149.html

Week 13 (Nov. 28) – Conclusion