

Lecture: Tuesday & Thursday 10:30 – 12:15
 Tutorials: 1) Tuesday & Thursday 12:30 – 13:15
 2) TBC

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Course Description

Hong Kong has been known as an Asia's world city, the confluence of Eastern and Western cultures. How true are these claims? What issues have been occurring to this city in rapid socio-economic transformation? This course introduces students to an understanding of Hong Kong's culture and its people from an anthropological perspective. Through close readings of ethnographies, viewing of videos, and fieldtrips, the class explores the interaction of different cultural flows in various social systems, and learns about the linkage between the past and the present, the local and the global, and the Chinese and the rest.

What you will learn:

Student taking this course will:

- gain a better appreciation of different aspects of the culture of Hong Kong;
- learn how to use anthropological perspectives to understand our society and other people;
- acquire a critical mind to examine any social issues.

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 readings. Instead of merely summarizing the readings, you should raise critical points of views, for example, what new insights you have got, what limitations you have identified, what follow-up questions have come to your mind, etc. Submit your papers on or before **11 May**.

2) Research Paper (50%):

Write a 6-7 page research paper on the topic "Cultural Meanings of Hong Kong" by conducting an in-depth interview with an informant. Fieldwork is optional. The aim of the research is to analyze how one's life history, socio-economic background, cultural upbringing, and everyday experience shape one's view of Hong Kong. Your informants' view is not necessarily static but vary spatially and temporally. Identify the context and complexity, and use the concepts discussed in the lesson for your analysis. 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. Information about the CUHK academic honesty policy is available at <http://www.cuhk.edu.hk/policy/academichonesty/>. Submit your paper on or before **11 May**.

After finishing your written assignments, please submit soft copies to both VeriGuide and the course website (Blackboard). Hard copies are not required.

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.

*If face-to-face teaching is resumed later in the course, fieldtrip will be arranged. You can choose to write a 3-4 page ethnographic paper to substitute one response paper. The ethnographic paper should include your field observations and discussion with reference to the assigned readings. Instead of merely describing your field observations or summarizing the readings, you should raise critical points of views. Submit your paper **two weeks** after the fieldtrip.

Course Schedule:

(Please note that tutorials take place after the lecture.)

*=required reading

- 1) Introduction (26 May) *No tutorial*
- 2) Hong Kong Anthropology (28 May)
 - *Evans, Grant and Maria Siumi Tam. 1997. "Introduction." In Grant Evans and Maria Siumi Tam, eds., *Hong Kong: The Anthropology of a Chinese Metropolis*, pp.1-24. Richmond, Surrey: Curzon Press.
 - Spradley, James. 2012. "Ethnography and Culture." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.6-12. Boston: Pearson/Allyn and Bacon (14th edition).
- 3) Migration (2 Jun.)
 - *Siu, Helen F. 2008. "Positioning 'Hong Kongers' and 'New Immigrants.'" In Helen F. Siu and Agnes S. Ku, eds., *Hong Kong Mobile: Making a Global Population*, pp.117-148. Hong Kong: Hong Kong University Press.
 - Salaff, Janet, Siu-lun Wong, and Arent Greve. 2010. "Hong Kong's Institutional Background." In *Hong Kong Movers and Stayers: Narratives of migration*, pp.18-34. Urbana: University of Illinois Press.
- 4) Religion (4 Jun.)
 - *Scott, Janet Lee. 1997. "Traditional Values and Modern Meanings in the Paper Offering Industry of Hong Kong." In Grant Evans and Maria Siumi Tam, eds., *Hong Kong: The Anthropology of a Chinese Metropolis*, pp.223-241. Richmond, Surrey: Curzon Press.
 - Wong, Wai-Ching. 2003. "Negotiating Gender Identity: Postcolonialism and Hong Kong Christian Women." In Eliza Lee, ed., *Gender and Change in Hong Kong*, pp.151-176. Vancouver: UBC Press.
- 5) Gender (9 Jun.)
 - *Tam, Siumi Maria, Anthony Fung, Lucetta Kam, and Mario Liang. 2009. "Re-gendering Hong Kong Man in Social, Physical and Discursive Space." In Fanny Cheung and Eleanor Holroyd, eds., *Mainstreaming Gender in Hong Kong Society*, pp.335-365. Hong Kong: Chinese University Press.
 - Wong, Day. 2010. "Hybridization and the Emergence of 'Gay' Identities in Hong Kong and in China." *Visual Anthropology* 24(1-2):152-170.
- 6) Environment and Society (11 Jun.)
 - *Chen, Yun-chung, and Mirana M. Szeto. 2015. "The Forgotten Road of Progressive Localism: New Preservation Movement in Hong Kong." *Inter-Asia Culture Studies* 16(3):436-53.
 - Chan, Yuk Wah, and Vivian P.Y. Lee. 2017. "Postcolonial Cultural Governance: A Study of Heritage Management in Post-1997 Hong Kong." *International Journal of Heritage Studies* 23(3):275-287.
- 7) Food Culture (16 Jun.)
 - *Chan, Selina Ching. 2010. "Food, Memories, and Identities in Hong Kong." *Identities: Global Studies in Culture and Power* 17:204-227.
 - Cheung, Sidney C.H. 2011. "The Politics of Wetlandscape: Fishery Heritage and Natural Conservation in Hong Kong." *International Journal of Heritage Studies* 17(1):36-45.
- 8) Consuming Hong Kong (18 Jun.)
 - *Mathews, Gordon. 2001. "Cultural Identity and Consumption in Post-Colonial Hong Kong." In Gordon Mathews and Tai-Lok Lui, eds., *Consuming Hong Kong*, pp.287-317. Hong Kong: Hong Kong University Press.
 - O'Connor, Paul. 2016. "Skateboarding, Helmets, and Control: Observations from Skateboard Media and a Hong Kong Skatepark." *Journal of Sport and Social Issues* 40(6):477-498.

- 9) Drug Culture (23 Jun.)
 *Kong, Travis S. K., and Karen Joe Laidler. 2019. "The Paradox for Chem-Fun and Gay Men: A Neoliberal Analysis of Drugs and HIV/AIDS Policies in Hong Kong." *Journal of Psychoactive Drugs* 52(1):77-85.
 Cheung, Yuet W. 2015. "Macro Social Flaws and Intervention's Unfinished Business: A Personal Note on Young People's Drug Use in Hong Kong." *Substance Use & Misuse* 50(8-9):1044-1050.
- 10) Holiday (25 Jun.)
- 11) Ethnic Minorities: South Asians in Hong Kong (30 Jun.)
 *Erni, John Nguyet, and Lisa Yuk-ming Leung. 2014. "A Cultural History of South Asians in Hong Kong." In *Understanding South Asian Minorities in Hong Kong*, pp.17-50. Hong Kong: Hong Kong University Press.
 Tam, Siumi Maria. 2010. "Dealing with Double Marginalization: Three Generations of Nepalese Women in Hong Kong." *Asian Journal of Women's Studies* 16(2):32-59.
- 12) Ethnic Minorities: Domestic Helpers in Hong Kong (2 Jul.)
 *Constable, Nicole. 1997. "Sexuality and Discipline among Filipina Domestic Workers in Hong Kong." *American Ethnologist* 24(3): 539-558.
 Sim, Amy. 2010. "Lesbianism among Indonesian Women Migrants in Hong Kong." In Yau Ching, ed., *As Normal as Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong*, pp.37-50. Hong Kong: Hong Kong University Press.
- 13) Conclusion: Asia's World City (7 Jul.)
 *Chu, Stephen Yiu-wai. 2010. "Brand Hong Kong: Asia's World City as Method?" *Visual Anthropology* 24(1-2):46-58.
 Tam, Siumi Maria, Wai-man Tang, and Alan Tse. 2019. "Who Needs Intercultural Education? Making Cultural Diversity Work for Hong Kong." *Asia Pacific Journal of Contemporary Education and Communication Technology* 5(2):47-57.
- 14) To be determined (9 Jul.)

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.