

Course Title: SOC 212 Hong Kong Society

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Office hours Thursdays 13:30 – 15:30 pm; Fridays 11:30 – 13:30

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Brief Course Description

This course introduces students to the history, culture, social structure and social changes in Hong Kong since 1841. While many students may have some knowledge of these aspects of our society, a comprehensive overview will provide them with the necessary facts and perspectives demanded by a liberal arts education. Current social issues will be analyzed against the backdrop of Hong Kong's history and socio-political and socio-cultural characteristics, as well as the wider regional and global context.

Aims

This course aims to equip students with the knowledge and analytical tools for understanding Hong Kong society. This aim is achieved by situating the uniqueness of Hong Kong against the backdrop of colonial societies and Chinese societies in general. By highlighting the definitive characteristics of Hong Kong society, students will be better able to understand other societies and cultures.

Learning Outcomes

Upon the completion of the course, successful students will be able to:

- recall and understand facts and knowledge about Hong Kong society
- use such facts and knowledge to discuss and analyse current social issues in Hong Kong confidently and intelligently
- handle more advance and specialized courses on Hong Kong
- articulate, develop and defend their own ideas and arguments coherently and convincingly
- develop the ability to lead and participate in discussions in English, complete written assignments that require comprehension and analysis, and to conduct simple research

Indicative Content

1. Clichés and Stereotypes of Hong Kong

- Hong Kong is a place where East meets West?
- Hong Kong is the freest economy in the world?
- Democracy in Hong Kong is a fantasy?

2. Hong Kong's History, Culture and Social Change

- Early British Colonial rule
- Post-war to early 1980s
- 1984 to 1997
- 1997 to present

3. Hong Kong's Social Structure

- Demographics
- Economy

- Politics
- Social issues

Teaching method

Weekly lectures and tutorials with service-learning option. Students are expected to come to tutorial classes fully prepared and actively participate in discussions.

Assessment

In this course you will be graded by continuous assessment only, therefore your continued participation and performance is very important.

You need to declare which of the following option you go for before the end of the add-drop period:

Tutorial option		Service-learning option	
Tutorial Participation	20%	Individual reflective essay	35%
Leading a discussion	20%	Group report	10%
Short writing assignments	30%	Short writing assignments	30%
<u>Term paper</u>	<u>30%</u>	Report-back seminar presentation	15%
Total	100%	<u>Performance Rating/Agency evaluation score</u>	<u>10%</u>
		Total	100%

Tutorial attendance and participation

Tutorial attendance is compulsory except for those taking the service-learning option. Each unexcused absence will result in one sub-grade reduction of your final grade. If you are unable to attend a tutorial, you must notify your tutor well in advance. If you are sick, present a sick note from your doctor within a week of your absence.

Tutorials demand your active participation; if you do not participate, you will not get any of the 20%. Participation means:

- Ask questions about what you do not understand
- Raise concerns where you have doubts
- Share with the class facts that you know
- Share with the class your views, thoughts, insights

All discussions are in English only. Please think of the class as an opportunity for you to practice your oral English, rather than a court where you are on trial. Speaking English is not rocket science. The more you speak, the better it will get.

Leading a discussion in tutorials

Topics 2, 3, 6, 7, 9, and 10 are to be led by students. In the first tutorial class your tutor will arrange who will lead which.

Your performance as discussion leaders takes up 20% of your grade. You need to work as a group even though you will be given individual marks for your performance.

The assessment of your performance as discussion leaders is based on:

- How well you have prepared for the topic

- How active you are in steering the discussion towards the right direction
- How well you handle and motivate class participation
- How well you communicate your ideas to the class

Short writing assignments for all students

You are required to write five short synopsis and comments throughout the course (6% each).

Topics 1 and 4 are in-class writing activities

Topics 5, 10 and 11 are to be handed in within one week of the tutorial

Students taking the service-learning option will also need to complete these five writing tasks and they have to be handed in on the same day as everybody else.

Term Paper for students taking the tutorial option

A term essay of no less than 2,500 words is due on 18th Dec. This takes up 30%. Topics will be given later in the course but you are also free to devise your own topic (subject to my approval). Your paper should be typed on one side of A4 paper, double spaced and fully referenced. Papers are graded on their contents, organization, and style.

Students taking the service-learning option will write a reflective report instead of the term paper.

Service-learning reflective report for students taking the service learning option

The report (minimum 3,000 words) should follow this format:

1. Cover sheet
 - Name, student ID and course code, date of submission
2. Introduction
 - describe the nature of the service agency
 - describe the scope of your duties and responsibilities
 - describe your service client
 - describe your accountability
 - issues arising from your service that are relevant to this course
3. Your service experience
 - describe what appeals to you about this service
 - describe the questions and issues about Hong Kong society related to your service clients
 - describe the challenges and difficulties
 - describe strategies you used to overcome them
4. Analysis and Reflection (**THIS SECTION WILL BE THE MAIN FOCUS OF MARKING**)
 - Identify your service clients' situation with current social issues
 - Analyse their situation in terms of the structural characteristics of Hong Kong
 - What have you learned about your client group of which you were previously unaware?
 - In what ways has your understanding about your client group's situation been deepened as a result of your service?
 - Link these issues to contents of the course and its readings
5. Conclusion
 - Summarise the key issues (in relation to the course content) arising out of your experience

- You can add a short section about your own feelings and reflections that is less academic in tone.

Declaration of authorship:

You will be asked to sign a declaration at the beginning of term to state that all written work related to this course is your own work. Plagiarism will not be tolerated.

Required/essential reading:

Census and Statistics Department: <http://www.info.gov.hk/censtatd/eng/hkstat/index.html>

Faure, David (ed.) 2003. *Hong Kong : a reader in social history*, Hong Kong : Oxford University Press.

Lau Siu-kai et al (eds.) *Indicators of social development: Hong Kong* (various years). Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong.

Lau Siu-kai, Kuan Hsin-chi. 1998. *The ethos of the Hong Kong Chinese*, Hong Kong : Chinese University Press,.

Leung, Benjamin K.P. 1996. *Perspectives on Hong Kong Society*, Hong Kong: Oxford University Press.

The Other Hong Kong Report (various years) Hong Kong: The Chinese University Press.

謝均才 (編者) 2002. *我們的地方, 我們的時間: 香港社會新編*, 香港 : 牛津大學出版社.

Recommended/supplementary reading:

Evans, Grant and Maria Tam. 1997. *Hong Kong: The Anthropology of a Chinese Metropolis*. Surrey: Curzon Press.

Faure, David. 2003. *Colonialism and the Hong Kong Mentality*. Centre of Asian Studies, HKU.

Ho Lok Sang. 2003. *The Rise and Fall of the Hong Kong Economy: A Testimonial*, Ming Pao Press.(香港经济浮沉见证录)

Kingsley Bolton (ed.) *Hong Kong English: autonomy and creativity*. Hong Kong :Hong Kong University Press.

Lau Siu-kai, (ed.) 2002. *The First Tung Chee-hwa Administration*. Hong Kong: The Chinese University Press.

Mathews, Gordon and Lui Tai-lok (ed.s) 2001. *Consuming Hong Kong*. Hong Kong: Hong Kong University Press. (Introduction and Chapter One)

Rooney, Nuala. 2003. *At Home with Density*. Hong Kong: Hong Kong University Press.

Smart, Alan. 2006. *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong: Hong Kong University Press.

So, Alvin. 1999. *Hong Kong's Embattled Democracy: A Societal Analysis*. Baltimore: Johns Hopkins University Press.

Yeung, Y.M. and Timothy K.Y. Wong (eds.). 2003. *Fifty Years of Public Housing in Hong Kong: A Golden Jubilee Review and Appraisal* Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong.

陳冠中, *我這一代香港人*. 香港: 牛津出版社

呂大樂, *香港四代人* 進一步出版社 (2007)

Lectures (Thursdays 11:30 – 13:30, MBG 06)

0	4 th Sept	Introduction to the course
1	11 th Sept	Hong Kong history – a brief overview <ul style="list-style-type: none"> • Early British Colonial rule • Post-war to early 1980s • 1984 to 1997 • 1997 to the present
2	18 th Sept	East meets west? <ul style="list-style-type: none"> • Language – English, Cantonese, and Putonghua in Hong Kong • Festivities – Christmas in Hong Kong • Food and Beverage – <i>Cha Chaan Teng</i>
3	25 th Sept	Freest economy in the world? <ul style="list-style-type: none"> • The discourse of economic freedom in Hong Kong • Facts about the Hong Kong economy
4	2 nd Oct	Democratic Hong Kong? <ul style="list-style-type: none"> • Democracy without sovereignty • Discourses on Hong Kong people's political apathy
5	9 th Oct	Cultural and national identity <ul style="list-style-type: none"> • <i>Heunggongyan</i> or <i>Zhongguoren</i>? • Identity – significant for whom?
6	16 th Oct	Hong Kong and China <ul style="list-style-type: none"> • Borders and mobility • Social Issues and problems
7	23 rd Oct	Social inequalities <ul style="list-style-type: none"> • Class • Ethnicity • Gender
8	30 th Oct	Education in Hong Kong <ul style="list-style-type: none"> • Origins and development of the educational system • Recent reforms • Education as cultural capital
9	6 th Nov	Hong Kong's public housing system <ul style="list-style-type: none"> • Origins and development • High density living
10	13 th Nov	Hong Kong families

		<ul style="list-style-type: none"> • Changing structure and functions • Cultural meanings of childhood
11	20 th Nov	Hong Kong's population <ul style="list-style-type: none"> • Population movement in historical perspective • Vital statistics
12	27 th Nov	Hong Kong people's way of life

Readings to accompany lectures:

- 1 There are many books on Hong Kong history, do a search yourself or look at some of the following to get a good overview of the general history of Hong Kong:

Faure, David (ed.) 2003. *Hong Kong : a reader in social history*, Hong Kong : Oxford University Press.

Faure, David. 2003. *Colonialism and the Hong Kong Mentality*. Centre of Asian Studies, HKU.

Welsh, Frank. 1993. *A History of Hong Kong*. Harper Collins.

蔡榮芳 香港人之香港史 1841-1945 香港：牛津大學出版 she

劉蜀永篇 簡明香港史 三聯出版社

- 2 'Introduction: The Anthropology of Contemporary Hong Kong', in Grant Evans and Maria Tam (eds.), *Hong Kong: The Anthropology of a Chinese Metropolis*. (pp. 1-13; you can skip the last section on 'The Study of Hong Kong culture') Surrey: Curzon Press (1997).

Bolton, Kingsley 'The sociolinguistics of Hong Kong and the space for Hong Kong English' *World Englishes*, vol. 19(3): 265-285 (Ebsco)

- 3 羅金義 及李劍明篇， *香港經濟：非經濟學讀本* 香港：牛津出版社 (English title: *The economy of Hong Kong in non-economic perspectives*) (this collection contains English as well as Chinese readings)

- 4 So, Alvin. 1999. *Hong Kong's Embattled Democracy: A Societal Analysis*. Baltimore: Johns Hopkins University Press

- 5 Gordon Mathews , *Global culture/individual identity : searching for home in*

the cultural supermarket, New York : Routledge (2000) chapter 4.

Lau Siu-kai et al (eds.) *Indicators of social development: Hong Kong 1997*. Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong. Chapters 4 and 5.

- 6 Chiu, Rebecca Lai Har and Michael Ho Cheung Ho ‘Cross-border migration of Hong Kong Residents under the “one country, two system” policy’, *Urban Policy and Research*, vol. 23(3): 305-327 (Ebsco)

Smart, Alana and Josephine Smart, ‘Time-space punctuation: Hong Kong’s border regime and limits on mobility’, *Pacific Affairs: Volume 81(2)*: 175-193

- 7 Chan Wai Kwan, *The making of Hong Kong society 1841-1922*, Cambridge: Cambridge University Press (1989)

Chiu, Stephen W.K. and Tai-lok Lui, ‘Testing the Global City-Social Polarisation Thesis: Hong Kong since the 1990s’, *Urban Studies*, Vol. 41(10): 1863-1888. (Sept 2004) (Ebsco)

Chiu, Stephen W.K., Susanne Y.O. Choi and Kwok-fai Ting, ‘Getting Ahead in the Capitalist Paradise: Migration from China and Socioeconomic Attainment in Colonial Hong Kong’, *The International Migration Review*, Vol. 39(1): 203-227 (2005). (Proquest)

- 8 Sweeting, Anthony ‘Education in Hong Kong: Histories, Mysteries and Myths’, *History of Education*, Vol 26(1): 89-109 (2007)

Ho Lok-sang, Paul Morris and Yue-ping Chung (eds.) *Education Reform and the Quest for Excellence: the Hong Kong Story*. Hong Kong: Hong Kong University Press

- 9 Yeung, Y.M. and Timothy K.Y. Wong (eds.). 2003. *Fifty Years of Public Housing in Hong Kong: A Golden Jubilee Review and Appraisal* Hong Kong Institute of Asia-Pacific Studies, the Chinese University of Hong Kong.

Smart, Alan. 2006. *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong: Hong Kong University Press.

Rooney, Nuala. 2003. *At Home with Density*. Hong Kong: Hong Kong University Press.

- 10 Wong, Thomas W.P. (2003). “Parents’ Choice: A note on parental values and social class “, in: Siu-kai Lau, Ming-kwan Lee, Po-san Wan, & Siu-lung Wong

(Eds) *Indicators of Social Development: Hong Kong 2001*, pp. 183-208 (Hong Kong: Hong Kong Institute of Asia-Pacific Studies/ The Chinese University of Hong Kong).

Lee, Ming-kwan (1995). “The Family Wa” y, in: Siu-kai Lau, Ming-kwan Lee, Po-san Wan, & Siu-lung Wong (Eds) *Indicators of Social Development: Hong Kong 1993*, pp.1-20 (Hong Kong: Hong Kong Institute of Asia Pacific Affairs, the Chinese University of Hong Kong).

- 11 古學斌 “香港人口與香港人” 於 謝均才 (編者) 2002. *我們的地方, 我們的時間: 香港社會新編*, 香港: 牛津大學出版社, 第二章 39-68

Siu Yat-ming, “Population and Immigraiton: with a special account on Chinese Immigrants,” in *The Other Hong Kong Report 1996*, Nyaw Mee-kau and LI Si-ming (ed). Hong Kong: Chinese university press, pp. 523-547 (1997)

- 12 Lau Siu-kai, Kuan Hsin-chi. *The ethos of the Hong Kong Chinese* Hong Kong : Chinese University Press, 1988.

Chan Koon-Chung, “Hong Kong Visera” in *Postcolonial Studies*, Vol 10(4): 379-389 (2007).

Leo Ou-Fan Lee, “Postscript: Hong Kong – a reflective overviews” in in *Postcolonial Studies*, Vol 10(4): 499-509

陳冠中, *我這一代香港人*. 香港: 牛津出版社, pp. 3-42.

呂大樂, *香港四代人* 進一步出版社 (2007)

Tutorials

Topics	Tues gps	Wed gps	Fri gps
1 HK in your own words	9 th Sept	10 th Sept	12 th Sept
2 Early colonial HK	16 th Sept	17 th Sept	19 th Sept
3 ‘East meets West’	23 rd Sept	24 th Sept	26 th Sept
4 The economy / the economic man	30 th Sept	8 th Oct	10 th Oct
5 HK Identity	14 th Oct	15 th Oct	17 th Oct
6 Social Welfare	28 th Oct	22 nd Oct	24 th Oct
7 Social Inequalities	4 th Nov	29 th Oct	31 st Oct
8 Higher education	11 th Nov	5 th Nov	7 th Nov
9 High density living	18 th Nov	12 th Nov	14 th Nov
10 Changing families	25 th Nov	19 th Nov	21 st Nov
11 Social Change	2 nd Dec	26 th Nov	28 th Nov

Tutorial Topics

1. **Hong Kong in your own words (in-class writing + discussion led by tutor)**

Spend around 15 minutes to write a short description of Hong Kong society **in class (6%)**; specific instructions will be given on the day. Feel free to bring in reference materials but they must be properly annotated in your writing. After handing in your work, the tutor will lead a discussion (time permitting).

2. **Early colonial Hong Kong** (reading + discussion led by students)

Read at least one of the following before coming to class.

Smith, Carl, T. 'The English -educated Chinese Elite in Nineteenth-century Hong Kong', in David Faure (ed) *Hong Kong: A reader in Social History* (pp. 268-303) Hong Kong: Oxford University Press (2003).

Fung Chi-ming, 'Labour under British Colonial Rule', in David Faure (ed) *Hong Kong: A reader in Social History* (pp. 391-425) Hong Kong: Oxford University Press (2003).

Faure, David. 'The Common People in Hong Kong History', in David Faure (ed) *Hong Kong: A reader in Social History* (pp. 483-516) Hong Kong: Oxford University Press (2003).

Discuss the following in light of the characteristics of early colonial Hong Kong society:

- What are the most striking differences of early colonial Hong Kong compared to today's Hong Kong?
- What remains relatively similar?
- What are the reasons for these differences and/or similarities?

3. **Thinking about 'east meets west'** (research + discussion led by students)

Read this before coming to class:

'Introduction: The Anthropology of Contemporary Hong Kong', in Grant Evans and Maria Tam (eds.), *Hong Kong: The Anthropology of a Chinese Metropolis*. (pp. 1-13; you can skip the last section on 'The Study of Hong Kong culture') Surrey: Curzon Press (1997).

Do some research before coming to class. Find examples of how, where and when the term "east meets west" is used to describe Hong Kong, and discuss the following:

- How accurate is this description of Hong Kong society?
- To what extent do you accept this as an accurate description of Hong Kong? Consider "east meets west" as a discourse; who or what benefits from it?
- Who or what controls it?
- Who or what is disadvantaged because of it?

4. **Hong Kong's economy and the economic man** (in-class writing)

Read any one of the following articles and bring it to class. Your tutor will give you instructions on an **in-class writing task on the day (6%)**.

Reading:

Wong, Siu-lun 'Modernization and Chinese Culture in Hong Kong' *The China Quarterly*, No. 106 (Jun., 1986), pp. 306-325 (Jstor)

Abridged Chinese version available in 羅金義 及李劍明篇, *香港經濟: 非經濟學讀本香港*: 牛津出版社 pp. 72-84

Chiu, Stephen W..K. 'Unravelling Hong Kong's exceptionalism: The politics of Laissez-faire in the industrial takeoff', in 羅金義 及李劍明篇, *香港經濟: 非經濟學讀本香港*: 牛津出版社 pp.141-178.

5. **Identity** (research + class discussion led by tutor followed by written assignment due next week)

Conduct a simple survey by asking your hall-mates, classmate, friends and/or family whether they identify themselves as

- (a) *Heunggongyan* (Hong Konger),
- (b) *Zhongguoren* (Chinese person) or
- (c) none of the above/depends.

Ask them WHY they so identify themselves, and do not settle for a one sentence answer – make them elaborate the reasoning behind their choice. Organize your findings into a simple chart/table and bring this to class for discussion. **You are to write up your analysis of your findings and submit this to your tutor within a week (6%)**.

Reading:

Gordon Mathews , *Global culture/individual identity : searching for home in the cultural supermarket*, New York : Routledge (2000) chapter 4.

Fung, Anthony, 'Postcolonial Hong Kong Identity: Hybridizing the Local and the National', *Social Identities*, Vol. 10(3), (2004) pp. 399-414. (Ebsco)

6. **Social welfare** (research + class discussion led by students)

Read the following before coming to class:

Chan, Chak-Kwan, 'Welfare Policies and the Construction of Welfare Relations in a residual welfare state: the case of Hong Kong. *Social Policy and Administration* vol. 32(3): 278-291 (1998)

Do some research on Hong Kong's welfare provision before coming to class. Get hold of statistics, reports, news reports and/or photographs. You may also come with information on other societies and compare them with the situation of Hong Kong. Bring these to class and discuss (a) which are the areas of social welfare in Hong Kong are you most satisfied with? (b) which are the worst?

7. Social Inequalities (reading + class discussion led by students)

Read any one of the following before coming to class. Discuss how the nature of social inequalities has changed in Hong Kong since the early colonial times.

Chiu, Stephen W.K. and Tai-lok Lui, 'Testing the Global City-Social Polarisation Thesis: Hong Kong since the 1990s', *Urban Studies*, Vol. 41(10): 1863-1888. (Sept 2004) (Ebsco)

Chiu, Stephen W.K., Susanne Y.O. Choi and Kwok-fai Ting, 'Getting Ahead in the Capitalist Paradise: Migration from China and Socioeconomic Attainment in Colonial Hong Kong', *The International Migration Review*, Vol. 39(1): 203-227 (2005). (Proquest)

8. Higher education today (reading + group discussion and presentation)

Split into small groups of 3-4 students each, and use 20 minutes to discuss your views on higher education in Hong Kong today. At the end of the 20 minutes, present and discuss your views with the class.

Reading:

Post, David. 'Hong Kong Higher Education, 1981-2001, Public Policy and re-emergent stratification', *Oxford Review of Education*, Vol. 29(4): 545-570 (2003) (Jstor and Ebsco)

Mok, Ka-ho. 'Varieties of Regulatory Regimes in Asia: the Liberalization of the Higher Education Market and Changing Governance in Hong Kong, Singapore and Malaysia.' *The Pacific Review*, Vol. 21(2): 147-170 (2008). (Ebsco)

9. High density living (research + class discussion led by students)

Find out some information about population density in Hong Kong and how this compares with other major cities in the world. Find out information regarding the specification of the Housing Department's calculation of public housing areas and living space allocation. Bring these information to class, and discuss how high density living shapes the culture and lifestyle of Hong Kong people.

Read:

Rooney, Nuala. *At Home with Density*. Hong Kong: Hong Kong University Press (2003).

10. Changing families (research + class discussion led by students followed by written assignment)

Bring to class a piece of recent local news that is related to changing family structure and/or family functions. Consider the following:

- How typical is this news?
- Do you think this is more common in Hong Kong than in other societies?
- Do you think this is more common in today's Hong Kong than say 50 years ago?
- What are the structural characteristics of Hong Kong society that can help us understand it?

Take notes of the discussion; **next week hand in an analysis of the piece of news that you have chosen (6%).**

11. Social Change in Hong Kong (reading, research and written assignment)

Baker's article is an update on one he wrote in 1983. Your job is to update the various Hong Kong statistics quoted in this article.

Do you agree with Baker's portrayal of Hong Kong? If you are to write a similar essay updating the changes in Hong Kong during the past ten years, what would those updates be? Prepare these at home and bring them to class, ready for group discussion. **Write this up and hand it in within a week (6%).**

Reading:

Baker, Hugh D.R. 'Social Change in Hong Kong: Hong Kong Man in search of Majority', in *The China Quarterly*, No. 136, Special Issue: Greater China. Pp. 864-877 (Dec 1993). (Jstor)