

Lingnan University 2009-2010 first semester
SOC212 Hong Kong Society

Instructors

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Recommended study year: 2

No. of credits: 3

Mode of learning: (a) Two-hour lecture and one-hour tutorial per week, OR
(b) Two-hour lecture per week, plus service-learning for a total of 30 hours or more

Category in Major Prog: BSocSc Required Elective (SocSc majors should take at least one course out of ECO209, POL214, and SOC212)

Prerequisites: None

Exclusions: None

Exemption requirements: None

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.

Aims

This course aims to equip students with the historical, socio-political and socio-cultural perspectives 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 are also equipped with the analytical tools to understand other societies and cultures.

Learning Outcomes

Upon completion of the course, successful students are expected to:

1. Understand facts and knowledge about Hong Kong society;
2. Make use of such knowledge to analyse current social issues of Hong Kong;

3. Reflect on your identities in relation to various narratives and social groups in Hong Kong;
4. Develop the ability to lead and participate in group discussions, complete written assignments that require comprehension and analysis, articulate coherent arguments, and conduct simple research.

Assessment

<u>Tutorial option</u>		<u>Service-learning option</u>	
Tutorial participation	20%	Short writing assignments	15%
Short writing assignments	25%	Individual reflective essay	25%
Group presentation	15%	Group report	10%
Group report	10%	Report-back seminar presentation	10%
Final exam	30%	Performance rating / Agency evaluation	10%
		Final exam	30%

Indicative Content

<i>Introduction</i>
1. Cliché and stereotypes about Hong Kong
<i>A longitudinal narration</i>
2. Early colonial Hong Kong & group formation
3. A free economy: myths and facts
4. Years of prosperity and social inequalities
5. Native consciousness
6. On China and Chineseness
<i>Current social issues</i>
7. Demography, migration and gender
8. Language and education
9. Housing and public space
10. Consumption and the media
<i>Conclusion</i>
11. Who are <i>Heunggongyan</i> ?

Essential readings

Faure, David (2003) *Hong Kong: A Reader in Social History*, Hong Kong: Oxford University Press

Leung, Benjamin (1996) *Perspectives on Hong Kong Society*, Hong Kong: Oxford University Press

陳冠中 (2008) 《下一個十年：香港的光榮年代？》，香港：牛津

Supplementary readings

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*, Hong Kong: HKU Centre of Asian Studies

謝均才編 (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

A more detailed reading list can be found at the end of the course syllabus. We do not expect anyone to read every item on the list in a single semester, but you are expected to read the essential items marked with * before each tutorial. (For those on the service-learning option, please read the essential items after each lecture.) Evidence that you understand the readings will lead to bonus participation points. The other items on the reading list are given as optional resources for your writing assignments, tutorial presentations, group projects, reflective essays, or simply for those who wish to learn more.

Course policy

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.

Warning against plagiarism

With regard to your coursework in particular, you are reminded: You must note the sources of quotations, data and general information in essays and other submitted works. These sources/references should appear in alphabetical order in your list of references/bibliography. According to Lingnan University and Social Sciences Faculty policy, plagiarism is "presentation of another person's work without proper acknowledgment of the source". Plagiarism (unattributed copying) will be heavily penalised and may attract a zero mark and disciplinary action.

Missed examination

Supplementary assessment will only be arranged for students with medical or other compelling reasons under exceptional circumstances. To be eligible for consideration, you must provide a formal letter and supporting evidence to your instructor(s) within 24 hours of the missed exam. Otherwise a missed exam equals to zero mark.

Late submission of coursework

The submission deadline of all coursework is 5.00pm on the due date. Late submissions are accepted within 5 working days after the due date. These submissions will be deducted one grade, for example if the submission is graded as B+, it will be recorded as B.

Late submissions beyond 5 working days of the due date will receive "F" grade (for the course work component).

Class time and venue

Two-hour lecture	Thu 13.30 - 15.20 (MB G07)
One-hour tutorial	
Mon 9.30 – 10.20 (SO103)	Tue 13.00 – 13.50 (SO223)
Mon 10.30 – 11.20 (SO103)	Tue 14.00 – 14.50 (SO223)
Mon 12.30 – 13.20 (SO103)	Fri 13.30 – 14.20 (SO101)
Service-learning option (registration)	Mon 13.30 – 14.20 (SO113)

Week	Mon	Tue	Thu	Fri	Essay due date
1			L1 3/9		
2	T1 7/9	T1 8/9	L2 10/9	T1 11/9	
3	T2 14/9	T2 15/9	L3 17/9	T2 18/9	Essay 1 (T/SL)
4	T3 21/9	T3 22/9	L4 24/9	T3 25/9	
5	T4 28/9	T4 29/9	National Day	T4 2/10	Essay 2 (T/SL)
6			L5 8/10	T5 9/10	
7	T5 12/10	T5 13/10	L6 15/10	T6 16/10	Essay 3 (T/SL)
8	T6 19/10	T6 20/10	L7 22/10	T7 23/10	
9	Chung Yang	T7 27/10	Congregation		
10	T7 2/11		L8 5/11	T8 6/11	Essay 4 (T)
11	T8 9/11	T8 10/11	L9 12/11	T9 13/11	
12	T9 16/11	T9 17/11	L10 19/11	T10 20/11	
13	T10 23/11	T10 24/11	L11 26/11		
14					Ref Essay (SL)

NB. Group report deadline: One week after presentation

Dates for service-learning option

Service-Learning Leadership Training	19 Sept 09	9am-6pm
1st Consultation Meeting	12 to 16 Oct 09	30 minutes
Reflective Meeting	4 Nov 09	6:30-8:30pm
2nd Consultation Meeting	16 to 20 Nov	30 minutes
Reflective Essay Due	3 Dec 09	5pm
Report-back Seminar Presentation	21 Dec 09	9am-2pm
Group Report Due	21 Dec 09	5pm

Short writing assignments

All students have to submit essays 1-3 (15%, 5% each).

Word count limit for the first three essays: 500-800 words each (bibliography excluded). On the first page, please type the course code, tutorial class time, which

essay it is [essay 1, 2, 3 or 4], your tutor's name, your name, student ID, and your word count.

For your coursework, you are encouraged to use reference items on the reading list and other materials of your own choice. Please specify the sources clearly. (Notice that Wikipedia and most personal blogs are NOT trustworthy sources of reference for academic work. If you use online sources, please specify the name of author/organisation, year of publication [if known], date of access, and URL address.)

Citation format: When you refer to other people's works, put the author's surname and the year of publication in brackets within your main text. A full reference list should appear at the end of your essay.

Essay 1: A tour of Hong Kong

Due date (tutorial option): Day of T2 (14/15/18 Sep), 5pm

Due date (service-learning option): Day of L3 (17 Sep), 5pm

If you have a non-local friend who wants to visit Hong Kong for the first time, what kind of things are you going to show him/her in five days? Describe the items on your list, and explain why you would recommend a combination of these items.

Essay 2: Group formation in early colonial Hong Kong

Due date (tutorial option): Day of T4 (28 Sep/29 Sep/2 Oct), 5pm

Due date (service-learning option): 2 Oct (Fri) 5pm

Choose ONE OF the following social groups / organizations. Discuss its roles and characteristics in early colonial Hong Kong society: (A) Europeans on the Peak, (B) the Indian community, (C) the Tung Wah Hospital Committee, or (D) Heung Yee Kuk.

Some useful references (you are encouraged to look up for new sources):

Sinn, Elizabeth (2003) "The Tung Wah Hospital Committee as the Local Élite" in *Hong Kong: A Reader in Social History*, pp 211-267, Hong Kong: Oxford University Press

Lee, Ming-Kwan (2003) "The Evolution of the Heung Yee Kuk as a Political Institution" in *Hong Kong: A Reader in Social History*, pp 596-612, Hong Kong: Oxford University Press

Lethbridge, Henry J. (2003) "Caste, Class and Race in Hong Kong before the Japanese Occupation" in *Hong Kong: A Reader in Social History*, pp 517-542, Hong Kong: Oxford University Press

Essay 3: Years of rapid growth

Due date (tutorial option): 12/13/16 Oct, 5pm

Due date (service-learning option): Day of L6 (15 Oct), 5pm

Read the lyrics of *Private Eyes* (半斤八兩, 1976) by Cantonese pop singer Sam Hui. What do you notice about Hong Kong society in the 1970s - 1980s? Compare that picture with Hong Kong in 2009. What kind of differences do you notice?

Essay 4: China, Hong Kong and identities

Only students taking the tutorial option are required to submit essay 4.

Word count: 800-1200 words (bibliography excluded).

Due date (tutorial option only): 5 Nov (L8), 5pm

Topic for local students

Can you recall moments when you identify yourself as *Heunggongyan*? Or moments when you identify yourself as *Zhongguoren*? (You may describe positive and/or negative feelings.) Can you relate your position with the historical, political and/or economic context of Hong Kong? (10%)

Alternative option for non-local students

Compare the Hong Kong society with a society you are familiar with. What are the most significant differences and similarities? Give examples. Discuss reasons behind such differences and similarities in terms of the historical, political and/or economic contexts. (10%)

Reflective essay (service-learning option only) (25%)

Word count limit: 1800-2500 words (bibliography excluded)

Due date: 3 Dec 2009 (Thu) 5.00pm

The essay should follow this format:

1. Cover sheet: Name, student ID, 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 clients
 - 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 you have faced
 - 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.

Tutorials

Tutorials T1-4 will be in the form of group discussion. At the end of the tutorial, each group will give a summary on class.

For Tutorials T5-10, a group of three students will:

- (1) Conduct simple research on a specified topic. Collect texts, newspaper clippings, pictures, movies and other materials. You may do site visits or interview people, and take pictures / notes / record videos.
- (2) Give a presentation outline to your tutor two working days before the presentation.
- (3) Give a presentation for 20 minutes (10% from your tutor and 5% from your classmates). You are expected to print a brief presentation outline (as hardcopies) for each classmate. If you show powerpoints, videos or images, you may borrow audio-visual equipment from the ITSC.
- (4) The present group will lead a group discussion for 15 minutes. Please prepare discussion questions for your classmates.
- (5) The present group will submit a group report to the tutor one week after the presentation (10%). Each group member will report to the tutor, in percentages, how much contribution each member has made in the group project.

Topic 1 Cliché and stereotypes of Hong Kong

Lecture L1: 3 Sep

Tutorial T1: 7/8/11 Sep

Preparation before T1: Bring an object (e.g. photograph, CD, packet of food) that you think illustrates a characteristic feature of Hong Kong society. Read reference item with *.

Tutorial activities:

1. Getting to know each other.
2. Discuss the objects you bring back. From these objects, what do you notice about Hong Kong society?
3. Formation of presentation groups (for T5-10).

Readings for topic 1

* Faure, David (2003) "Introduction" in *Hong Kong: A Reader in Social History*, Hong Kong: Oxford University Press

Luk, Thomas Y.T. and Rice, James P. (2002) "Before and after Suzie: Hong Kong as Imaginary in Western Film and Literature", Hong Kong: CUHK Press

DeGolyer, Michael (2007) "Identity in the Politics of Transition: The Case of Hong Kong, 'Asia's World City'" in Jan Walls, David Hayward and Emilie Y.Y. Yeh (eds.) *East-West Identities: Globalisation, Localisation & Hybridisation*, Leiden: Brill Academic Publishers

Topic 2 Early colonial Hong Kong & Group formation

Lecture L2: 10 Sep

Tutorial T2: 14/15/18 Sep

Tutorial activities

Describe the life of these people in Hong Kong in the late 19th century. (Suggested grouping: 6 people in each group)

1. A British family
2. A Chinese family (working class)
3. A Chinese family (elite)

You may send "family members" to talk about their lives in the assigned role (e.g. where do you live, what do you wear and eat, what do you do on a common day).

Readings for topic 2

Read at least one item with *.

*Smith, Carl T. (2003) "The English-educated Chinese Élite in Nineteenth-century Hong Kong" in Faure, David (eds.) *Hong Kong: A Reader in Social History*, pp 268-303, Hong Kong: Oxford University Press

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

*陳冠中 (2008) 「九十分鐘香港社會文化史」於《下一個十年：香港的光榮年代？》，1-48 頁，香港：牛津

Topic 3 Free economy: myths and facts

Lecture L3: 17 Sep

Tutorial T3: 21/22/25 Sep

Tutorial question

Discuss the meanings of "laissez-faire" and "entrepôt between east and west". Do you think the British government had implemented "benevolent" economic policies in Hong Kong during 1841 – the 1950s?

*Ngo, Tak-Wing (2003) "Industrial History and the Artifice of Laissez-Faire Colonialism" in Faure, David (eds.) *Hong Kong: A Reader in Social History*, pp 543-571, Hong Kong: Oxford University Press

Chung, Stephanie Po-Yin (2003) "Hong Kong Merchants in New China, 1900-11" in Faure, David (eds.) *Hong Kong: A Reader in Social History*, pp 335-364, Hong Kong: Oxford University Press

陳介英 (1997) 「來來去去，生生不息：香港資本主義社會的形成與特質」於高承恕、陳介玄編《香港：文明的延續與斷裂》，115-146 頁，台北：聯經

Topic 4 Years of prosperity and social mobility

Lecture L4: 24 Sep

Tutorial T3: 28 Sep/29 Sep/2 Oct

Tutorial questions

The “essential quadruple”: car, flat, husband/wife, baby (or 四仔主義) once symbolized the ideal lifestyle sought by many local university graduates in the 1970s-1980s.

1. Why did the “essential quadruple” become a popular goal in the 1970s-80s? Identify the social changes taking place during that time.
2. Compare with university students in 2009. Would you embrace the “essential quadruple” as your target lifestyle now, why?

Readings

- * Leung, Benjamin K.P. (1996) "Attitudes towards Social Mobility and Social Inequality" and "Instrumentalism and the Hong Kong Dream" in *Perspectives on Hong Kong Society*, p.55-60, Hong Kong: Oxford University Press [even better if you read the whole chapter "Culture and Society", p.49-74]
- 陳冠中 (2008) 「不確定的年代」於《下一個十年：香港的光榮年代？》，49-74 頁，香港：牛津
- 劉維新 (1997) 「不平等的機會之島」[Island of unequal opportunities] 於高承恕、陳介玄編《香港：文明的延續與斷裂》，147-192 頁，台北：聯經

Topic 5 A Tale of two Piers (on native consciousness)

Lecture L5: 8 Oct

Tutorial T5: 12/13/9 Oct

Present group: Conduct simple research on the Star Ferry disturbances in 1966, and the Queen's Pier incident in 2007. Summarize what happened and the major causes behind the protests.

Question: Do you think the protesters considered Hong Kong as "borrowed place, borrowed time" or "our place, our time"?

*Lee, Leo Ou-Fan (2007) "Postscript: Hong Kong – a Reflective Overview" in *Postcolonial Studies*, 10(4): 499-509

呂大樂 (1997) 「香港故事：『香港意識』的歷史發展」於高承恕、陳介玄編《香港：文明的延續與斷裂》，1-16 頁，台北：聯經

Harrison, Brian (1969) Book Review on Hong Kong: Borrowed Place, Borrowed Time [By Richard Hughes], *Pacific Affairs* 42(3), p381

Jones, Carol A.G. and Jon Vagg (2008) "The 1966 Star Ferry" in *Criminal Justice in Hong Kong*, UK: Abingdon

ATV Television Ltd. (2007) *Hong Kong's Heritage* [videorecording], Hong Kong: ATV News & Public Affairs production [in library multimedia section]

Topic 6 On China and Chineseness

Lecture L6: 15 Oct

Tutorial T6: 19/20/16 Oct

Present group: Search for information about Hong Kong citizens who live in mainland China after 1997. Describe their lifestyles, identities, potential opportunities, and

difficulties experienced. Analyze their situations in terms of social change and cultural differences.

(Question for local students) Would you like to live and work in mainland China after graduating?

(Question for non-local students) Describe your impression of Chinese people from the PRC, Hong Kong, and other places (such as Singapore / Canada / the US). Do you think there is something called “Chineseness”?

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

Fung, Anthony (2004) "Postcolonial Hong Kong Identity: Hybridizing the Local and the National?" *Social Identities*, 10(3) pp399-414 [Ebsco]

Wang Gungwu (1999) "Chineseness: The Dilemmas of Place and Practice" in Gary Hamilton (eds.) *Cosmopolitan Capitalists: Hong Kong and the Chinese Diaspora at the end of the Twentieth Century*, Seattle: University of Washington Press

李歐梵 (2002) "香港文化的邊緣性初探", *尋回香港文化*, 169-181 頁, 香港: 牛津大學出版社 [Lee, Leo Ou-Fan (2002) "Exploring the Marginality of Hong Kong culture" in *In search of Hong Kong Culture*, Oxford University Press]

陳冠中 (2005) 「移動的邊界」於《我這一代香港人》, 26-33 頁, 香港: 牛津出版社

Online radio “HK folks who moved north” 港燦北上, <http://www.openradiohk.com/prog.php?id=72>

Topic 7 Demography and migration

Lecture L7: 22 Oct

Tutorial T7: 2 Nov / 27 Oct / 23 Oct

Present group: Search for background information on migration in Hong Kong.

Interview somebody who immigrated to Hong Kong in the following periods: (1)1950-62; (2) 1967-80; (3) after 1984. Illustrate the life of different generations of immigrants to Hong Kong. What kind of opportunities and problems did each generation face?

Question: Do you think early and late migrants should enjoy equal opportunities, why?

* Chiu, Rebecca Lai Har and Michael Ho Cheung Ho (2005) "Cross-border migration of Hong Kong Residents under the One country, two system policy", *Urban Policy and Research*, 23(3):305-327

Ku, Agnes S. (2004) Immigration Policies, Discourses, and the Politics of Local Belonging in Hong Kong (1950-1980), *Modern China* 30(3), pp326-360

古學斌 (2002) 「香港人口與香港人」於謝均才〔編〕《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，39-68 頁

Topic 8 Language and education

Lecture L8: 5 Nov

Tutorial T8: 9/10/6 Nov

Present group: Reflect upon your education experience in Hong Kong. Describe the best and worst features of the education system here. You may use your first-hand experience, excerpts from old textbooks, statistics and/or other materials to illustrate your arguments. (Non-local students: Compare the Hong Kong education system with what you experienced in your home country; comment on the differences.)

Question: Compared with early colonial times, do you think learning English is still an important factor of social stratification in Hong Kong nowadays?

* Choi, Po King (2003) "'The Best Students will learn English': ultra-utilitarianism and linguistic imperialism in post-1997 Hong Kong", *Journal of Education Policy* 18(6): 673-694

Luk, Bernard Hung-Kay (2003) "Chinese culture in the Hong Kong curriculum: Heritage and colonialism" In Stimpson, Morris, Fung & Carr (eds.) *Curriculum, learning and assessment: The Hong Kong experience*, pp5-28. Hong Kong: Open University of Hong Kong Press.

Bolten, Kingsley (2002) *Hong Kong English: Autonomy and Creativity*, HKU Press

Topic 9 Housing and public space

Lecture L9: 12 Nov

Tutorial T9: 16/17/13 Nov

Present group: Choose one local community in Hong Kong (e.g. a housing estate, a building, a few streets, a village). Do site visit(s) and interview at least 2-3 locals. Describe the history, resources, special features and social problems of that community. (You are encouraged to show multi-media materials in your presentation.)

Question: What are the desirable / undesirable features of a community?

Read at least one of the items with *.

- * 陳冠中 (2008) 「街道、城市和我的五個錯誤想法」於《下一個十年：香港的光榮年代？》，119-128 頁，香港：牛津
- * Rooney, Nuala (2003) *At Home with Density*. Hong Kong: Hong Kong 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.
- Smart, Alan (2006). *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong: Hong Kong University Press.

Topic 10 Consumption

Lecture L10: 19 Nov

Tutorial T10: 23/24/20 Nov

Present group: Interview 15 people in Hong Kong (of different age, class and gender).

Ask your interviewees to list the top three objects that s/he desires to buy, why s/he wants to buy them, and their prices. Ask them to comment on their pattern of shopping. If possible, ask your interviewees what is the range of his/her income.

Who desire what, and why? Do you notice any common pattern? What are the values behind consumption in Hong Kong? Try to summarize your findings using tables and charts, and explain your conclusions.

Question: Reflect upon your own pattern of consumption. What kind of factors may trigger your desire to buy things? For how long are you satisfied with the objects you bought, are some of your desires artificially created?

Read at least one of the followings:

- 李歐梵 (2002) 「商場如住房 / 著了魔」, 《尋回香港文化》, 143-150 頁, 香港：牛津大學出版社 [Lee, Leo Oufan (2002) "Charmed by Malls" in *In search of Hong Kong Culture*, pp143-150, Oxford University Press]
- Tse, David K., Russell W. Belk and Nan Zhou (1989) "Becoming a Consumer Society: A Longitudinal and Cross-cultural content analysis of print ads from Hong Kong, the People's Republic of China, and Taiwan", *The Journal of Consumer Research* 15(4) pp.457-472.
- Wong, Cindy Hing-Yuk and McDonogh, Gary W. (2001) "The Mediated Metropolis: Anthropological Issues in Cities and Mass Communication", *American*

Anthropologist, 103(1): 96-111

Topic 11 Who are *Heunggongyan*?

Lecture L11: 26 Nov

*Lee, Leo Ou-Fan (2007) "Postscript: Hong Kong – a Reflective Overview" in *Postcolonial Studies*, 10(4): 499-509

Faure, David (2003) "In Britain's Footstep: The Colonial Heritage" in *Hong Kong: A Reader in Social History*, pp658-678, Hong Kong: Oxford University Press

陳冠中 (2005) 「我這一代香港人：成就與失誤」於《我這一代香港人》，1-25 頁，香港：牛津出版社

陳冠中 (2008) 「香港的兩種精神：搞掂與工夫」於《下一個十年：香港的光榮年代？》，89-94 頁，香港：牛津

呂大樂 (2007) 《香港四代人》，香港：進一步出版社

陳慧 (1997) 《拾香紀》，香港：七字頭 [小說 Fiction]