COMMUNITY AND CULTURAL IDENTITY

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Class Meetings

Lecture   :   09:00-10:50, Friday   Rm 4503 Lift 25-26

Tutorial   :   13:30-14:20, Monday   Rm 4503 Lift 25-26

Course Description

"Community evokes in the individual the feeling that here is where I belong, these are my people, I care for them, they care for me, I am part of them. I know what they expect from me and I from them, they share my concerns. I know this place, I am on familiar ground, I am at home." (Daniel Yankelovitch, *New Rules: Searching for Self-Fulfillment in a World Turned Upside Down*, 1981)

"We miss community because we miss security, a quality crucial to a happy life, but one which the world we inhabit is ever less able to offer and ever more reluctant to promise." (Zygmunt Bauman *Community*, 2001)

"On each side of the political spectrum today we see a fear of social disintegration and a call for a revival of community." (Anthony Giddens *Beyong Left and Right*, 1994)

This course is a critical introduction to the concept of community and cultural identity from interdisciplinary perspectives. It explores community in diverse forms of collective life as a source of security, belonging and identity in an increasingly insecure world shaped by individualism, globalization, and the changing modes of communication through case studies of local and overseas multicultural communities in Hong Kong, China and other parts of the world shaped by immigration and emigration, urban renewal, religion and lifestyles, ethnicity and nationalism. Fieldtrips and community service engagement will provide students with first-hand exposure and understanding of communal experiences through practices in life contexts.

Intended Learning Outcomes

On completion of this course, students should be able to

1. Comprehend basic terms, concepts and theories from interdisciplinary perspectives about the changing concept of community shaped by various social and cultural conditions in particular historical circumstances.
2. Conduct small-scale ethnographic fieldwork for collecting research data on local communities.

3. Develop appreciation and respect of cultural diversity and social awareness through community engagement projects.
4. Relate interdisciplinary knowledge for solving real world problems.
5. Develop teamwork ability and interpersonal communication.

Course Requirements

Requirements consist of attendance at lectures and tutorials and completing the required readings; joining 1 fieldtrip and submitting a fieldtrip worksheet (by partnership of two teammates); taking a mid-term examination; join a community engagement project (in team work) and write a report on it.

Reading Materials：

A text-book for Lecture Classes:
   Gerard Delanty. *Community*. London and New York: Routledge, 2003.

Supplementary reading materials will be put on the course website
https://canvas.ust.hk/ .

Films/videos will be shown during class and tutorial sessions, and drawn on for examination questions. Students should take notes during film shows.

Fieldtrips:

Three fieldtrips will be arranged. Students are required to attend at **ONE** of them. Participants are required to complete a Worksheet for each fieldtrip.

Fieldtrip option 1:   Communal Celebrations of the Chinese Mid-Autumn Festival in Causeway Bay (September 12, Thursday)
- Mid-Autumn Festival and the Fire-dragon Parade in the Hakka community of Tai-Hang
- Government organized celebration of the Mid-Autumn Festival in Victoria Park

Fieldtrip option 2: Traditional Lineage communities in Yuanlong, New Territories (October 5, Saturday)
- The Tang Lineage in Pingshan, Yuenlong, New Territories

Fieldtrip option 3: South Asian Communities in Wanchai (October 27, Sunday)
- Dewali Celebration, the Sikh Temple New Year Festival in Wanchai, Hong Kong Island
- Dewali Celebration, the Hindu Temple New Year Festival in Wanchai, Hong Kong Island

Community engagement project

Project Title: Building Transgenerational Sense of Community--Guided Tours in Social Memory and Virtual Reality of Ngautaukok Community, East Kowloon

This action research project aims to build a more integrated sense of community among the senior original residents and the younger population of new settlers of the redeveloped public housing district of Ngautaukok. Built in the late 1960s in East Kowloon of Hong Kong, and separated into Upper Ngautaukok Estate (牛頭角上邨) and Lower Ngautaukok Estate (牛頭角下邨), its redevelopment projects started in 1998 and gradually completed in 2012. Many of the original residents were resettled in the redeveloped housing apartments, getting old and bewildered by the tremendously transformed physical and social environment. Yet a lot of residents who comprise the current population more than 210,000 are new comers of the younger generation, knowing little about the history and environment before the redevelopment.

Based on oral history interviews with senior residents, old photos and archival materials, this project plans to recreate the social memory about Ngautaukok before redevelopment, which is known for its vibrant communal life around street food stalls, unique local eateries, shops and schools.   On the other hand, the current physical and social environment resulted from redevelopment will be captured by filming with virtual reality technology, including local landmarks with reference to the mental maps of the younger generation. The final product of this project will comprise a set of guided tour videos of old and new Ngautaukok in simulation. With the help of head-mounted display technology, viewers of these guided tour videos will conveniently develop variant degrees of immersive experiences about the transformation of Ngautaukok. Viewing sessions of these guided tour videos with a sizable number of mounted head-sets for use will be arranged in community venues for residents of mixed generations to share their social memories and mental maps of the community before and after the redevelopment. Followed by sharing and discussion, these viewing sessions aims to cultivate a transgenerational and integrated sense of belonging for Ngautaukok community.

Students are expected to collect old photos and archival materials about Ngautoukok before and after redevelopment, conduct and record oral history interviews with residents in Ngautoukok for their social memory before redevelopment and their mental maps of the community after redevelopment. They will be required to attend training workshop and produce guided tour videos of the community's physical and social environment based on oral history, old photos and virtual reality technology.

Upon completion of this project, students are expected to be able to do the following:
1   Explain generational differences in the sense of community in relation to the transformation of physical and social environment;
2   Conduct interviews with community residents on their social memories and mental maps;
   3   Shoot and produce videos with virtual reality technology;
   4   Relate interdisciplinary knowledge for solving real world problems;
   5   develop teamwork ability and interpersonal communication.

Grading

Tutorial presentation and participation	100
1 Fieldtrip attendance and Worksheet	100
Mid-term Examination	200
Community engagement project and report	100
Total	500

Lecture Topics and Readings

1. **The Meaning of Community**
   Examining the Concept of Community

2. **The Concepts of Culture and Identity**
   Explore the concepts of culture and identity in anthropological literature.

   Reading:
   Garrick Bailey and James Peoples, "Chapter 2: Culture," *Introduction to Cultural Anthropology*.   (Belmont, CA.: West/Wadsworth), pp. 15-25.

3. **Historical and Political Discourses of Community**
   Some of the historical expression of community in Western thought and politics are discussed

   Reading:
   Gerard Delanty. Community. Chapter 1: "Community as an idea: loss and recovery."

   Benedict Anderson (1991). "Chapter 1: Introduction". *Imagined communities : reflections on the origin and spread of nationalism*. London ; New York : Verso.

4. **Sociological and Anthropological Studies of Community**
   Discuss the idea of community in classical sociology and anthropology, especially around debates on the decline of community with the coming of modernity.

   Reading:
   Gerard Delanty. *Community*. Chapter 2: "Community and society: myths of modernity" and Chapter 3: "Urban community: Locality and belonging."

5. **Classical Approaches of Community Studies: the model of Lineage community in South China**
   Traditional Lineage Communities: The Case of the Tang Lineage in New Territories, Hong Kong.

   Reading:
   Jack M. Potter.   1970.   "Land and Lineage in Traditional China." In Family and Kinship in Chinese Society, ed. Maurice Freedman. Stanford: Stanford University Press.

6. **Contemporary approaches: models of open, networked, extended, transnational, and imagined communities**
   Emigration and Communal Tradition: The Case of the Man Lineage in New Territories, Hong Kong.

   Reading:
   James L. Watson (2004). "Virtual Kinship, Real Estate, and Diaspora Formation: The Man Lineage Revisited." *The Journal of Asian Studies*, Vol. 63, No. 4 (Nov., 2004).

7. **The Nation as Imagined Community**
   The rise and spread of modern nationalism

   Reading:
   Benedict Anderson (1983). "Introduction." In *Imagined Community: The Origin of Nationalism*. London: Verso.

8. **Globalization and Communities**
   Introduce the question of cosmopolitan community beyond the nation-state in the context of globalization.

   Reading:
   Gerard Delanty. *Community*. Chapter 8: "Cosmopolitan community: Between the local and the global."

9. **Heritage, Tourism and Community**
   Cultural Industry and community
   Reading:
   American Chinatown [videorecording] / Realtime Video & the Graduate School of Journalism, University of California, Berkeley ; produced and written by Todd Carrel. Berkeley, CA : University of California Extension Media Center, 1982.

   Dean McCanell, "Constructed Ethnicity: Tourism and Cultural Identity in Third World Communities." *Annals of Tourism Research*, Vol. 11, pp. 375-391, 1984.

10. **Intentional Communities--Community as Ideals and Instruments**
    The Kibbutz Communes in Israeli
      Reading:
      Inventing our life [videorecording] : the kibbutz experiment / directed, produced & written by Toby Perl Freilich. New Brunswick, U.S.A : Transaction Books, c1986.

    The Hippies' Communes in the USA
      Reading:
      Flashing on the sixties [videorecording] : a tribal document / Flashback Productions ; produced by Lisa Law and Anton Walpole ; directed by Lisa Law. Santa Monica, CA : Pyramid Film & Video, c1990.

    The People's Commune in Mao's China
      Reading:
      Wuxing People's Commune [videorecording] / direction, Boyce Richardson, Tony Ianzelo ; producer, Tom Daly ; a National Film Board of Canada production. Watertown, MA : Documentary Educational Resources, c2006.

Rebuilding Tsoi Yuen Village and the Development of Hong Kong's New Territories
   Reading:
   Moving tale [videorecording] / programme director, Grace Lee ; ATV News & Public
   Affairs production, c2011.

The "Occupied Territories" of the Umbrella Movement in Hong Kong
   Reading: videos

Tutorial Topics and readings for presentation and discussion participation

1. **Indian Migrant Communities in Hong Kong**
   Reading: Caroline Plüss (2005). "Constructing Globalized Ethnicity: Migrants from
   India in Hong Kong". International Sociology 20 (2): 201–224.

2. **South Asian Muslims in Hong Kong**
   Reading: Weiss, Anita M. (July 1991). "South Asian Muslims in Hong Kong:
   Creation of a 'Local Boy' Identity". Modern Asian Studies 25 (3): 417–53.

3. **Hong Kongers' Diaspora and the Impacts on Home Community**
   Reading: James L. Watson (2004). "Virtual Kinship, Real Estate, and Diaspora
   Formation: The Man Lineage Revisited." *The Journal of Asian Studies*, Vol. 63,
   No. 4 (Nov., 2004).

4. **The Ideals of Good Society in Taiwan's Community Construction Program**
   Reading: Chen Jui-hua (2014). "Building a new society on the base of locality:
   Transformation of social forces in Taiwan during the 1990s." *Inter-Asia
   Cultural Studies*, Vol. 15, No. 2, 291–305.

5. **Transforming Rural Communities in China and Beyond**
   Reading: Hua Qin and Courtney G. Flint, "The Impacts of Rural Labor
   Out-Migration on Community Interaction and Implications for Rural
   Community-Based Environmental Conservation in Southwest China." *Human
   Organization*, Summer 2012, 71 (2): 135-148.

6. **China's Urbanism in the Making**
   Reading: Nguyen, Thao, "Governing through Shequ/Community: The Shanghai
   Example." International Journal of China Studies; Kuala Lumpur Vol. 4, Iss. 2,
   (Aug 2013): 213-VI.

7. **Urbanization and the Making of Urban Villages**
   Reading: Yuting Liu and Shenjing He (2010). "Chinese Urban Villages as
   Marginalized Neighbourhoods under Rapid Urbanization." In Fulong Wu and
   Chris Webster, eds., *Marginalization in Urban China: Comparative
   Perspectives*, pp. 177-200. Hampshire, England: Palgrave Macmillan.

8. **Urban Renewal and Gentrification**
   Reading: Pan Tianshu (2011). "Place Attachment, Communal Memory, and the
   Moral Underpinnings of Gentrification in Postreform Shanghai." In Arthur
   Kleinman, et al., eds., *Deep China: The Moral Life of the Person*, pp. 152-176.
   Berkeley: University of California Press.