

HUMA 3630 (Fall 2020)

COMMUNITY AND CULTURAL IDENTITY

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<u>Class Schedule</u>	:	Lecture	Wednesday	03:00PM - 04:50PM; Rm 4504 (Lift 25-26)
	:	Tutorial	Friday	04:30PM - 05:20PM; Rm 1033 (LSK Bldg)

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 *Beyond 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. Special attention is devoted to conditions of community marginality and revitalization. Engagement in fieldtrips and community service will provide students with first-hand exposure and understanding of lived experiences in community 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, community marginalization, and community revitalization shaped by various social and cultural conditions in particular historical circumstances.
2. Conduct small-scale ethnographic fieldwork for collecting research data on local communities in relation to community marginalization, and community revitalization.
3. Develop appreciation and respect of cultural diversity and social awareness through community engagement projects.
4. Relate interdisciplinary knowledge for solving real world problems concerning community marginalization and revitalization.

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); joining a community engagement project and write a report on it; conducting a team-work research project (by partnership of two teammates).

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.

Course Grading

Lecture Attendance	50
Tutorial presentation and participation	100
1 Fieldtrip attendance and Worksheet (2-person Teamwork)	100
Community engagement project and report	100
Research Project (2-person Teamwork)	150
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Total	500

Fieldtrips

Three fieldtrips will be arranged. Students are required to attend **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 Tai-Hang, Causeway Bay (September 20, Monday evening)

- 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: Heritage and Traditional Lineage communities in Yuanlong, New Territories (Oct. 9, Saturday morning and afternoon)

- The Tang Lineage in Pingshan, Yuanlong, New Territories
- Land property, social organization, ancestral worship

Fieldtrip Option 3: Heritage and Community Revitalization in Yimtintsai, Saikung (Oct. 30, Saturday morning and afternoon)

- Heritage development in a Catholic Hakka island community
- Art festival and community revitalization

Community Engagement Project

OPTION 1: SERVING AS HERITAGE DOCENTS IN YIMTINTSAI, SAIKUNG

Yimtintsai (鹽田梓) Village is located on a small island in Saikung, New Territories, about half-an-hour ride on ferry from Saikung Town. It is a village of Hakka people with a settlement history of about 300 years, comprising about 40 households when it was deserted by the villagers at the end of the 1990s. It was one of the earliest sites of the Catholic missionary enterprise in Hong Kong back in the 1860s, and the whole village was converted to Catholicism in 1866. St. Joseph's Chapel on the Island was listed as a second-grade heritage building by the Hong Kong government. The Chapel was renovated in 2003 and the project won the UNESCO 2005 Award of Merit for the Asia-Pacific Heritage Awards for Culture Heritage Conservation.

At the end of 2007, the South China Research Center of HKUST recruited about 50 students to undertake a heritage salvation projects in three days in collaboration with the Village Committee, recovering more than 1,000 pieces of heritage artefacts from dilapidated village houses and cataloguing them for the purpose of storage in the village. In 2011, the non-profit Salt and Light Preservation Center was established under the aegis of the Hong Kong Catholic Diocese to launch several heritage conservation projects, including remodeling the old village school house into the Heritage Exhibition Center and revitalizing the saltpans based on the village's history of salt industry. In the summer of 2015, the saltpan revitalization project won the UNESCO 2015 Awards of Distinction for the Asia-Pacific Heritage Awards for Culture Heritage Conservation. Since then, visitors to the village's heritage facilities have increased tremendously. Volunteers are needed to help run the heritage programs managed by the Salt and Light Preservation Center.

Docents Training and Service (mandatory)

- Training: onsite (once) and classroom training (twice)
- Service: Serving as heritage docents at the heritage exhibition room and the salt field for 3 days (9:30am-12:30pm, 1:30pm– 4:30pm), in weekend or holidays

Information Session (Optional)

Date: September 2 (Thur)

Time: 5:30pm

Venue: Zoom meeting Link

On-Site Training in Yimtintsai, Saikung

Date: September 4, Saturday morning

Time: 9:00am-2:30pm

Classroom training

- 1) Date: Sept 6 (Mon)/ Sept 8 (Wed)
Time: 4:00-6:30pm
Venue: City University of Hong Kong
- 2) Date: Sept 6 (Tue) / Sept 9 (Thur)
Time: 4:00-6:30pm
Venue: City University of Hong Kong

OPTION 2: SELF-CHOSEN COMMUNITY SERVICE PROJECTS WITH RECOGNIZED SOCIAL ORGANIZATIONS

- Submit a proposal with information of the social organization and nature of service
- Complete services for 24 hours (including training, may involve multiple social organizations)
- Submit a report with reflections

Research Project

2 students form a team to undertake a research project relevant to the subject matter of the course, completing a research proposal, making an appointment with me to discuss the project's feasibility, collecting data and write up a research report following academic norms in a length no less than 4,000 words.

Research proposal due date: October 17 (Saturday)

Research Proposal grading:

Research topic, phenomena and objective	10
Research questions	15
Data sources and data collecting methods	15
References	10
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Total	50

Student research teams are required to meet with me for project discussion within two weeks after submitting the proposal, either in person or through Zoom meetings.

Research Report Due Date: December 5 (Saturday)

Research Report Grading:

Research topic, phenomena and objective	10
Research questions	15
Data sources and data collecting methods	15
Literature review	30
Data	30
Analysis	20
Application of course materials	20
Citation and cited references format	10
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Total	150

Lecture Topics and Readings

(A) Community and Cultural Identity

- 1. Course Introduction --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. A Classic Example of Community and Cultural Identity: the model of Lineage community in South China

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.

4. 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."

5. 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."

(B) Community and Marginality

6. Gentrification and Urban Redevelopment

Reading: Qian Xingyu and Yin Chengzhi (2018). "From Redevelopment To Gentrification In Hong Kong: A Case Study of Kwun Tong Town Center Project." *Open house international*, 2018-09-01, Vol.43 (3), p.83-93.

7. Foreign Domestic Helpers' Marginality

Reading:

Ivan Nasution (2015) Urban Appropriation: Creativity in Marginalization." *Procedia: Social and Behavioral Sciences* 184 (2015): 4-12.

8. Rural Migrant Workers in Urban China

Reading:

Siu-woo Cheung (2020). "Festivals and Re-ethnicization of China's Miao Migrant Community." *Asian Education and Development Studies* Vol 9, Issue 1: 1-14.

(C) Community Revitalization

9. 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.

10. Heritage and Community Revitalization

Reading:

Selina Ching Chan (2018). "Heritagizing the Chaozhou Hungry Ghosts Festival in Hong Kong." In Christina Maags and Marina Svensson, eds., *Chinese Heritage in the Making: Experiences, Negotiations and Contestations*. Amsterdam: Amsterdam University Press.

11. Community Revitalization as Political Agenda

Reading:

Yun-chung Chen & Mirana M. Szeto (2015). "The forgotten road of progressive localism: New Preservation Movement in Hong Kong." *Inter-Asia Cultural Studies*, 16:3, 436-453.

Tutorial Readings for presentation and Discussion Participation

3-4 students form a tutorial team for presentation and discussion participation.

Tutorial Grading:

Attendance	20
Presentation of reading material (Question based)	40
Participation in class discussion (Answering presenters' questions)	40
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Total	100

Tutorial readings

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: Kareen N. Tonsing (2014) Acculturation and Adaptation of First- and Second-Generation South Asians in Hong Kong." *International Journal of Social Welfare* 2014: 23: 410–420.

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.

4. Urban Renewal and Gentrification

Reading: Mee Kam Ng (2018). "Sustainable community building in the face of state-led gentrification: the story of the Blue House cluster in Hong Kong." *Town planning review*, 2018-09-01, Vol.89 (5), p.495-512.

5. 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.

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: Johnathan Bach (2010). "They Come in Peasants and Leave as Citizens': Urban Village and the Making of Shenzhen." *Cultural Anthropology*, Vol. 25, Issue 3, pp. 421–458.

8. Community and Cultural Identity—New Application

Reading: Kaman Ka Man Tsang, Kin Wai Michael Siu (2016). "The 3Cs model of sustainable cultural and creative cluster_ The case of Hong Kong." *City, Culture and Society* 7 (2016) 209e219.