

## HUMA 4000J (Spring 2018)

### “Who We Are in Global Hong Kong: A Quest of Self, Community, and Identity”

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IA: Xavier Tam (xtam@ust.hk)

Class Time: Thursdays 3:00-5:50PM (Rm 1033, LSK Building)

Instructor’s Office Hours: Tuesdays 2:30-4:30PM or by appointment (Rm 3350; Lifts 3 or 17-18)

#### I. Course Description

This is an **experiential learning course** that explores the various aspects of Hong Kong society and identity through discussions of academic discourses and direct community research and engagement. The ultimate goal of this course is to empower students to see through their own eyes and ears the diverse nature of Hong Kong community and identity, and the stories of unique individuals and community groups that make up this ever-evolving global city.

As defined by David Kolb in his theory on the **4 key components to experiential learning**, students need to undergo a full cycle of “concrete experience,” “reflective observation,” “abstract conceptualization,” and “active experimentation” to attain a successful learning experience. As such, this course will assist students in formulating “abstract conceptualization” by critically reading and discussing the important **academic discourses** on contemporary Hong Kong community and identity. Students will also attain “reflective observation” by keeping a **reflective journal** on their response to the discourses explored and the experiences with participating in community engagement activities arranged during the semester.

To attain “concrete experience,” the course will invite **influential figures or community leaders** as guest lecturers to provide comprehensive understanding of the themes of the course. **Visits to community organizations and a tour in a local neighborhood in Kowloon** will also be arranged to take students out of the classroom and interact first-hand with the people and community groups who contribute greatly to community advocacy or support.

Lastly, for students to attain “active experimentation,” students will design and conduct an **original, independent research project** on an issue of Hong Kong community and identity that they are concerned of. Once completed, all the student projects will be developed into a **booklet publication and/or project exhibition** to create an opportunity for students to share with the local community their insights and research findings discovered throughout this learning journey.

#### II. Course Theme & Readings:

| Date  | Topic / Activity                               | Content   |
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| Feb 1 | Course Introduction                            | <ul style="list-style-type: none"><li>• How much do you know about Hong Kong? – Hong Kong Trivia!</li><li>• Course theme introduction</li><li>• <i>Reading:</i><ul style="list-style-type: none"><li>- “Brand Hong Kong: Asia’s World City as Method?” by Stephen Yiu-wai Chu</li><li>- “<i>Heunggongyahn: On the Past, Present, and Future of Hong Kong Society</i>” by Gordon Mathews</li></ul></li></ul> |
| Feb 8 | Understanding the Grassroots Community by Foot | <ul style="list-style-type: none"><li>• Guest Speaker: Paul Chan, Co-founder and CEO, Walk in Hong Kong</li><li>• Tour: “Made in Hong Kong – Grassroots x Creativity” @ Sham Shui Po &amp; Shek Kip Mei</li></ul>   |

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|                |  | <ul style="list-style-type: none"> <li>• <i>Reading: "A Divided City?"</i> by Stephen Chiu and Tai-Lok Lui</li> </ul>   |
| <b>*Feb 10</b> | Optional Education Forum                                   | <ul style="list-style-type: none"> <li>• "Breaking Boundaries, Building Bridges – The Role of Education," Asia Society Global Education Series</li> <li>• Time: 1:45-5:00PM</li> <li>• Venue: Asia Society Hong Kong (Admiralty)</li> </ul>   |
| <b>Feb 22</b>  | Rethinking Hong Kong Education                             | <ul style="list-style-type: none"> <li>• "Thinking like a Scientist," Knowledge Without Borders Series by School of Science</li> <li>• Speaker: Prof. Tai Kai Ng, Executive Director, The Hong Kong Academy for Gifted Education</li> <li>• Time: 3:30-5:00PM (Classtime extended to 6:30PM)</li> <li>• <i>Reading:</i> <ul style="list-style-type: none"> <li>- "Education Reforms and Social Mobility: Rethinking the History of Hong Kong Education" by Bernard Hung-kay Luk, Angel Lin, Choi Po-king and Wong Ping-man</li> <li>- "The Best Students Will Learn English: Ultra-Utilitarianism and Linguistic Imperialism in Education in Post-1997 Hong Kong" by Po-king Choi</li> </ul> </li> <li>• <b><i>Due on Feb 22: One-page research proposal &amp; reflection journal on Feb 8's tour and readings</i></b></li> </ul> |
| <b>Mar 1</b>   | Polarized, Divided, or Segregated? Hong Kong Society Today | <ul style="list-style-type: none"> <li>• Mini-presentations by students in groups</li> <li>• <i>Reading:</i> <ul style="list-style-type: none"> <li>- Part 9 "What is the Real Challenge" in <i>Fixing Inequality in Hong Kong</i> by Ye Chim Richard Wong</li> <li>- "Working Poor in Hong Kong" by Kelvin Chi-Kin Cheung and Kee-Lee Chou</li> </ul> </li> </ul>  |
| <b>Mar 8</b>   | "Minorities" in Hong Kong: "Minor" by Whose Definition?    | <ul style="list-style-type: none"> <li>• Guest Speaker: Gordon Kui Wai CHICK, Community Organizer, Society for Community Organization (SoCO)</li> <li>• Venue: SoCO 269 Gallery @ Sham Shui Po</li> <li>• <i>Reading:</i> <ul style="list-style-type: none"> <li>- "A Cultural History of South Asians in Hong Kong" by John Nguyet Erni and Lisa Yuk-ming Leung</li> <li>- "Like Sons and Daughters of Hong Kong: The Return of the Young Generation" by Janet Salaff, Angela Shik and Arent Greve</li> </ul> </li> </ul>  |
| <b>Mar 15</b>  | Breaking the Gender Boundaries                             | <ul style="list-style-type: none"> <li>• Guest Speakers &amp; Panel Discussion: <ul style="list-style-type: none"> <li>- Joanne Leung, Director, Transgender Resources Center</li> <li>- Siu-fung Law, Transgender body-builder</li> <li>- Prof. Julian Groves, Division of Social Science, HKUST</li> </ul> </li> <li>• <i>Reading:</i> <ul style="list-style-type: none"> <li>- "Post-identity politics and anti-normalization: (Homo)sexual rights movement" by Day Wong</li> <li>- "Media Ideologies of Gender in Hong Kong" by Micky Lee and Anthony Fung</li> </ul> </li> <li>• <b><i>Due on March 15: Literature review section of your research project and</i></b></li> </ul>  |

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|                |  | <p><b>reflection journal on March 8's readings and guest lecture</b></p> <ul style="list-style-type: none"> <li>• <b>Due on March 20: Reflection journal on March 15's readings and panel discussion</b></li> </ul>  |
| <b>*Mar 17</b> | Refugee Simulation Run   | <ul style="list-style-type: none"> <li>• <b>Mandatory field trip</b> in lieu of March 22 class</li> <li>• "Refugee Simulation Run" @ Crossroads Foundation (Gold Coast, Tuen Mun)</li> <li>• Time: 1:30-5:00PM</li> <li>• <i>Reading:</i> Chapter 1 &amp; 2 in <i>Ghetto at the Center of the World: Chungking Mansions, Hong Kong</i> by Gordon Matthews</li> <li>• <b>Due on March 22: Reflection journal on March 17's readings and simulation experience</b></li> </ul>  |
| <b>Mar 29</b>  | Midterm Research Progress Presentation, Peer Review & Consultation | <ul style="list-style-type: none"> <li>• In-class presentations on research progress</li> <li>• Peer review, discussion, and feedback on one another's project</li> <li>• Consultation with Professor and IA</li> <li>• <b>Due on April 8: Reflection journal on midterm research progress</b></li> </ul>  |
| <b>Apr 12</b>  | Global Migrants in the City  | <ul style="list-style-type: none"> <li>• Guest Speaker and panel discussion <ul style="list-style-type: none"> <li>- Lidia Garcia, Manager, Fair Employment Agency</li> <li>- Johannie Tong, Community Relations Officer, Mission for Migrant Workers</li> <li>- Melanie Leung-Shea, Founder/Managing Director, Helpwise</li> </ul> </li> <li>• <i>Reading:</i> <ul style="list-style-type: none"> <li>- Chapter 4 and 6 in <i>Global Filipinos: Migrants' Lives in the Virtual Village</i> by Deirdre McKay</li> <li>- "Positioning 'Hong Kongers' and 'New Immigrants'" by Helen F. Siu</li> <li>- "In Hong Kong, integration of expatriate children is only skin-deep" by Zahid Mughal (SCMP)</li> </ul> </li> <li>• <b>BONUS Reflection Journal on April 12 Panel Discussion: due on April 22</b></li> </ul> |
| <b>Apr 19</b>  | "Characteristics of Hong Kongers"                                  | <ul style="list-style-type: none"> <li>• Mini-presentations by students in groups</li> <li>• <i>Reading:</i> <ul style="list-style-type: none"> <li>- "Cultural Identity and Consumption in Post-Colonial Hong Kong" by Gordon Mathews</li> <li>- "Consuming a Dream: Homes in Advertisements and Imagination in Contemporary Hong Kong" by Helen Hau-ling Cheng</li> </ul> </li> </ul>  |
| <b>Apr 26</b>  | Another Way of Business in Hong Kong                               | <ul style="list-style-type: none"> <li>• Guest Speaker: Kelvin CHEUNG, Chief Operating Officer, The Good Lab</li> <li>• Venue: The Good Lab @ Cheung Sha Wan</li> <li>• <b>Due on April 30: Research findings &amp; analyses</b></li> </ul>  |
| <b>May 3</b>   | Final Research Project Presentations & Peer Review                 | <ul style="list-style-type: none"> <li>• In-class presentations on research findings and potential conclusion</li> <li>• Peer review, discussion, and feedback on one another's project</li> </ul>   |

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| Reading<br>Week | Consultation Time | <ul style="list-style-type: none"> <li>• Consultation with Professor and IA</li> </ul> |
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### III. Intended Learning Outcomes

- To create an experiential learning opportunity for students to apply academic theories/discourses acquired in class onto developing a deeper understanding of real-life situations or scenarios.
- To expand students' horizon on the diverse nature of Hong Kong's cultural, ethnic, socio-economic or gender communities and identities.
- To introduce students to key local leaders or players on community work in Hong Kong and create meaningful dialogues with them.
- To develop students' competency in original research on a topic of their own interest on self, community, or identity of global Hong Kong.

### IV. Course Requirements:

- In-class participation – 15%
- Mini-presentations – 15%
- Reflection journal – 15%
- Original Research Project
  - Midterm presentation on research progress – 10%
  - Final presentation on research findings and potential conclusion – 10%
  - Research paper – 35%
- Bonus points for optional field trips – 5%

### V. Assessment Criteria

**1. In-class Participation:** Students are required to attend the class regularly (including the mandatory field trip and visits to organizations that take place within the official class meeting hours) and actively participate in all course activities by **completing the readings BEFORE class.**

**2. Mini-presentations:** For some of the weeks, students will be divided into groups and asked to **look for one academic article** related to the topic of the respective week and prepare a mini-presentation (15 min) on the content and main argument of the article. Students need to explain WHY the article is selected, HOW the argument of the article contributes to an authoritative/alternative perspective on the issue discussed, and WHAT they think about the article's views.

**3. Reflection Journal:** Throughout the semester, students will be asked to submit a few **journal entries** that document their thoughts and reflections on the required readings and community engagement activities arranged. The journal should serve as an effective medium that helps students keep track of their thinking process and learning progress so that they may refer back to it when they start to design and conduct their own original research.

**4. Original Research Project:** Students will take the whole semester to develop an original research project – either individually or in groups of 2 – on an issue of Hong Kong community or identity that they are interested in. A midterm and final presentation will be given to share your progress and development of the project with the whole class, while the research paper will put together all the findings, analyses, and conclusion of the project by the semester end. Students should proactively seek consultation with the professor or IA throughout the course to develop their research question, framework and methodology. Dates of submissions of research proposal, literature review, research findings and analyses are also clearly marked on the syllabus' schedule, so please reserve enough time to seek help from the professor and IA if needed.

## **VI. Reminders**

- **NO plagiarism!!!** – Violations (including using online translation device such as Google translation) will result in a ZERO on the assignment grade.
- **NO use of mobile phone** – No talking, texting, emailing, or web browsing on your mobile phone. Please put your phone on silent mode in class. If constant user is found or a message/ring tone is heard, your phone will be taken away until the class ends.
- **Respectful use of laptop and tablet** – Laptops and tablets should be used only for the purpose of accessing readings and note-taking during class. If repeated abuses of this rule are found, the WHOLE class will be banned from using laptops and tablets for the rest of the semester, so please use them wisely and respectfully.
- **Be punctual on off-campus field trips** – Please pay attention to the logistics of the off-campus field trips or meetings arranged and plan ahead by checking the transportation routes or MTR/bus schedules in order to arrive at the location on time.