

ANTH 5230 Seminars in Hong Kong Studies

Spring Term 2020
(as at February 2020)

Time : 9:30 am – 12:15 pm (Saturday)
Venue : MMW 715 / Zoom
Lecturer : NG Chi Wo E-mail: chiwo89@gmail.com

Course Description

Hong Kong is always projected as a world-class metropolis and mercantile centre. However, considerable numbers of historic Chinese village settlements as well as customs and rituals are still well retained in the territory. Such cultural legacy, whether in the form of tangible or intangible cultural heritage, is diverse and dynamic.

This course aims to explore the socio-cultural context of the Hong Kong, particularly in the New Territories, from anthropological, historical, architectural and heritage conservation perspectives. Students will learn to appreciate the distinctiveness and diversity of cultural setting of the territory through an interdisciplinary and holistic approach. Fieldtrips will be arranged to enable students to attain a more concrete idea and in-depth understanding of the topics covered in this course. Students are required to attend all the lectures and fieldtrips of this course.

Learning Outcomes:

Upon completing this course, students will be able to:

- understand the historical development and socio-cultural context of Hong Kong, in particular the New Territories;
- acquire a deeper understanding of different ethnic groups and village settlements;
- understand the relationship between vernacular Chinese architecture and its socio-cultural context;
- understand how to conduct field study in local village settlements; and
- acquire knowledge about the basic principles of cultural heritage conservation.

Medium of Instruction: Cantonese

Course Requirements:

Class participation	20%
Mid-term Paper	30%
Research Paper	50%

Class participation is a measure of students' contribution to the class. Students are required to attend all the lectures and fieldtrips, and actively participate in the classes after reading the required materials.

Mid-term Paper: Answer one of the following questions in 1,500 to 2,000 words:

1. Discuss the socio-cultural functions of lineage in contemporary village settlements in the New Territories.
2. Discuss the significance of “traditional” rituals or festivals to the local community, with specific reference to one or two cases.
3. To what extent Chinese vernacular architecture reflects the historical and socio-cultural context of the territory.

The Mid-term Essay should be submitted on **7 March 2020**

Research Paper should be of 10-15 pages about any topic covered in this course or other subjects to be agreed with the lecturer. Students should discuss the topic with the lecturer by Week 10, in order to ensure that you are doing a suitable topic and approaching your research in a productive manner. Students are required to present their research findings in Week 12. Submission date of the paper to be confirmed, usually within two weeks after the last lecture.

Format of the Paper: All the written submissions should be on A4 size paper. Text must be 1.5 spacing and in a reasonably readable font and size (Times New Roman, 12 point font size are preferable). Please observe the referencing style of Anthropology Department as below:

http://arts.cuhk.edu.hk/~ant/en/dept_thesis_style.php

Course Outline

Week 1 (11 January)

Course Introduction

Week 2 (18 January)

Socio-cultural Context of the New Territories

Readings:

Faure, David. 1986. *The Structure of Chinese Rural Society: Lineage and Village in the Eastern New Territories*, Hong Kong. Hong Kong: Oxford University Press. (Chapters 1, 2 & 10)

Hayes, James. 2006. *The Great Difference: Hong Kong's New Territories and Its People 1898-2004*. Hong Kong: Hong Kong University Press. (Chapters 1, 4 and 10)

Johnson, Elizabeth. 2000. *Recording a Rich Heritage: Research on Hong Kong's "New Territories"*. Hong Kong: Leisure and Cultural Services Department. (Chapters 1 and 2)

瀨川昌久 (河合洋尚、姜娜譯). 2013. 〈地域社會中的客家－以香港新界為例〉《客家－華南漢族的族群性及其邊界》。社會科學文獻出版社。(頁 21-54)

Week 3 (15 February)

Village Settlement: Power and Ethnic Relations

Readings:

- Constable, Nicole. 1994. *Christian Souls and Chinese Spirits: A Hakka Community in Hong Kong*. Berkeley: University of Calif. Press. (Chapter 1)
- Constable, Nicole 2006 “基督教與客家人身份” 載陳國成主編《粉嶺》，頁 101-121。香港：三聯書店(香港)有限公司。
- 招子明. 2006.“龍躍頭鄧氏：一個古老又年輕的宗族” 載陳國成主編《粉嶺》，頁 45-83。香港：三聯書店(香港)有限公司。
- 陳麗華. 2005.“香港客家研究綜述” 載劉義章主編《香港客家》，頁 1-18。桂林：廣西師範大學出版社。
- 劉鎮發. 2005.“香港客家人的源流” 載劉義章主編《香港客家》，頁 38-52。桂林：廣西師範大學出版社。

Week 4 (22 February)

Understanding Chinese Vernacular Architecture From Historical and Cultural Perspectives

Readings:

- Knapp, Ronald G. and Kai-yin Lo eds. 2005 *House, Home, Family: Living and Being Chinese*. Honolulu: University of Hawaii Press; New York : China Institute in America. (Chapters 5 and 13)
- 何培斌. 2009. 《一百間香港傳統中式建築》。香港：古物古蹟辦事處。
- 科大衛. 2003. 祠堂與廟—從宋末到明中葉宗族禮儀的演變。載《歷史人類學學刊》1(2)： 1-20。
- 龍炳頤. 2002. “香港民居” 載陸元鼎主編《中國民居建築》，頁 650-664。廣州：華南理工大學出版社。

Week 5 (29 February)

Tradition and Festivals

Readings:

- 陳志明. 2000.“華人的傳統與文化認同”。載陳志明、張小軍、張展鴻編《傳統與變遷—華南的認同和文化》，頁 1-18。北京：文津出版社。
- 蔡志祥. 2002.“節日、民間宗教和香港的地方社會”。載李光雄等《歷史與文化：香港史研究公開講座文集》，頁 67-95。香港：香港公共圖書館。
- 黎志添. 2007. 《廣東地方道教研究—道觀、道士及科儀》。香港：中文大學出版社。(第七章)
- 蔡志祥. 2014. “從喃嘸師傅到道壇經生：香港的打醮和社區關係的演變”。載蔡志祥、韋錦新編《延續與變革：香港社區建醮傳統的民族誌》，頁 93-120。香港：香港中文大學出版社。
- 梁寶山. 2014. “傳統再造：長洲太平清醮與「中環廟會」”。載蔡志祥、韋錦新編《延續與變革：香港社區建醮傳統的民族誌》，頁 315-334。香港：香港中文大學出版社。
- Choi, Chi Cheung. 1993. “Studies on Hong Kong Jiao Festivals” *Journal of the Hong Kong Branch of the Royal Asiatic Society* 30: 26-41.

Recommended reading:

Law, Joan and Barbara E. Ward. 2005. *Chinese Festivals in Hong Kong*. Hong Kong: MCCM Creations.
蕭國健. 2018. 《香港華人傳統文化》。香港：中華書局有限公司。

Week 6 (7 March) and Week 7 (14 March)

Heritage and Conservation

Readings:

Aplin, Graeme 2002 *Heritage: Identification, Conservation, and Management*. Australia: Oxford University Press. (Chapters 1, 2 & 4)

Silverman, Helaine & D. Fairchild Ruggles eds. 2007 *Cultural Heritage and Human Rights*. New York: Springer. (Chapter 1)

Website regarding Policy on Conservation of Built Heritage Consultation Paper:

<http://www.builtheritagereview.hk/en/condoc.html>

Website regarding conservation and revitalization of Hong Kong Built Heritage:

<http://www.amo.gov.hk/en/teachingkit/rom/emain.html>

Websites of the Antiquities and Monuments Office: www.amo.gov.hk and Development Bureau: www.heritage.gov.hk. on heritage policy and legislation in Hong Kong.

Week 8 (21 March)

Intangible Cultural Heritage: From an Anthropological Perspective

Readings:

Kurin, Richard. 2004. "Safeguarding Intangible Cultural Heritage in the 2003 UNESCO Convention: A Critical Appraisal" *Museum International* 56(1-2): 66-76.

Long, Colin and Labadi Sophia eds. 2010. *Heritage and Globalisation*. New York: Routledge. (Chapter 5)

UNESCO. 2003. "Convention for the Safeguarding of the Intangible Cultural Heritage" AT <http://www.unesco.org/culture/ich/doc/src/01852-EN.pdf>.

Website of Intangible Cultural Heritage Office (The First Intangible Cultural Heritage Inventory of Hong Kong / Hong Kong Intangible Cultural Heritage Database) :

http://www.lcsd.gov.hk/CE/Museum/ICHO/en_US/web/icho/home.html

Week 9 (18 April)

Fieldtrip: Ping Shan and Ha Tsuen, Yuen Long (to be confirmed)

Aim:

- To explore the power relation between an indigenous clan and colonial authority
- To understand the conflicting ethnic relations between the two Tang clan settlements in Ping Shan and Ha Tsuen
- Traditional basin meal lunch will be arranged

Readings:

Cheung, Sidney. 2000. "Martyrs, Mystery and Memory Behind a Communal Hall." *Traditional Dwellings and Settlements Review: Journal of the International Association for the Study of Traditional Environments* 11(2): 29-39.

Cheung, Sidney. 2003. *Remembering through Space: The Politics of Heritage in Hong Kong*. *International Journal of Heritage Studies* 9(1): 7-26.

Recommended reading:

Watson, Rubie S. 1985. *Inequality Among Brothers: Class and Kinship in South China*.
Cambridge: Cambridge University Press.

Week 10 (25 April)
Presentation of Research Papers

Note:

Grade descriptors are as follows for the assessment of this course:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via the plagiarism detection engine VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.