

ANTH 5230 Seminars in Hong Kong Studies

Spring Term 2021

(as at 31 December 2020)

Time : 9:30 am – 12:15 pm (Saturday)

Venue : WMY 507 / Zoom

Lecturer : NG Chi Wo

E-mail: chiwong@cuhk.edu.hk

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 historical and 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 **13 March 2021**

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**, to ensure that you are doing a suitable topic and approaching your research in an effective manner. Students are required to present their research findings in **Week 13**. 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 (16 January)

Course Introduction

Week 2 (23 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 and 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 (30 January)

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 (6 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 (20 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. “香港新界建醮儀式傳統 – 道壇、道士及科儀本”，載《廣東地方道教研究—道觀、道士及科儀》。香港：中文大學出版社。
- 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 (27 February)

Fieldtrip: Kam Tin Shi, Shui Tau Tsuen and Shui Mei Tsuen at Kam Tin, Yuen Long (to be confirmed)

Aim:

- To understand the village settlement of the most prominent indigenous clan in the New Territories from cultural and architectural perspectives.

Readings:

Faure, David, James Hayes and Alan Birch, eds. 1984. *From Village to City: Studies in the Traditional Roots of Hong Kong Society*. Hong Kong: Centre of Asian Studies, University of Hong Kong. (Chapter III)

Lee, Ho Yin and Lynne D. DiStefano. 2002. *A Tale of Two Villages: The Story of Changing Village Life in the New Territories*. New York: Oxford University Press.

Week 7 (6 March)

Video: *Jiao* festival of Sheung Shui Heung in 2006

Aim:

- To comprehend the cultural meanings of rituals performed in a *Jiao* festival.

Week 8 and Week 9 (13 March and 20 March)

Heritage and Conservation

Readings:

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

Shabnam Yazdani Mehr. 2019. "Analysis of 19th and 20th Century Conservation Key Theories in Relation to Contemporary Adaptive Reuse of Heritage Building". Published by MDPI in *Heritage*.

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

Website regarding conservation and revitalization of Hong Kong Built Heritage. At <http://www.amo.gov.hk/en/teachingkit/rom/emain.html>

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

Week 10 (27 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)
- Petrillo, Pier Luigi. 2019. *The Legal Protection of the Intangible Cultural Heritage: A Comparative Perspective*. Cham: Springer International Publishing.
- UNESCO. Intangible Cultural Heritage. At <https://ich.unesco.org>
- Website of Intangible Cultural Heritage Office. At http://www.lcsd.gov.hk/CE/Museum/ICHO/en_US/web/icho/home.html
- You, Ziyang. 2020. "Conflict over Local Beliefs: "Feudal Superstitions" as Intangible Cultural Heritage in Contemporary China" *Asian ethnology* Vol. 79(1): 137-159.
- 田仲一成. 2014. "二十世紀香港潮幫祭祀活動回顧—遺存的潮洲文化"。載《饒宗頤國學院院刊》，2014年4月，頁395-441。香港：中華書局。At http://jas.hkbu.edu.hk/site/YCY/upload/mw_data/file/mw_data_1923_5694be91f23b6.pdf

Week 11 (10 April)

Fieldtrip: Heritage Buildings of the Tung Wah Group of Hospitals (to be confirmed)

Aim: To comprehend the application of Chinese cultural values in a well-established historical charitable organization in Hong Kong

Readings:

- 高添強. 2006. "廟宇建立與發展"。載冼玉儀、劉潤和主編《益善行道 - 東華三院 135 周年紀念專題文集》，頁 266-299。香港：三聯書店 (香港) 有限公司。
- 劉潤和. 2006. "建置東華 - 香港第一所中醫院"。載冼玉儀、劉潤和主編《益善行道 - 東華三院 135 周年紀念專題文集》，頁 4-33。香港：三聯書店 (香港) 有限公司。
- 葉漢明. 2009. 《東華義莊與寰球慈善網絡：檔案文獻資料的印證與啟示》。香港：三聯書店 (香港) 有限公司。(頁 12-35)
- 譚金花. 2020. "落葉歸根，魂歸故里 - 海外華僑骸骨的原籍安葬 (一八五零 - 一九四九)"。載東華三院檔案及歷史文化辦公室編《落葉歸根 - 東華三院華僑原籍安葬檔案選編》，頁 482-529。香港：中華書局 (香港) 有限公司。

Week 12 (17 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.

Website of the Antiquities and Monuments Office. At https://www.amo.gov.hk/b5/trails_pingshan.php

Recommended reading:

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

Week 13 (24 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.