HONG KONG CULTURE

I. AIMS

(1) To examine the symbolic and cultural meanings embedded in Hong Kong society;
(2) To decipher the cultural and social processes underlying the identity formation of the Hong Kong people - locally, nationally and globally;
(3) To sensitize students to the interplay among culture, power and politics in various domains of social life from a critical perspective.

II. INTENDED LEARNING OUTCOMES

Upon completion of the course, students should be able to

• Explain the various facets of Hong Kong culture including its structure, history, spatiality, generational differences, power dynamics, and local/ national/ global connections;
• Analyze culture in terms of the values, meanings, discourses and ideologies underpinning public policies, politics, the media and everyday life;
• Formulate their own informed interpretations of Hong Kong culture.

III. CONTENT

The course, consisting of a series of lectures and seminars, is organized around 3 thematic clusters:

i) Identity Issues
ii) Space, Community and Cityscape
iii) Politics and Civil Society

● “Identity Issues” consists of two sub-themes, namely (i) Hong Kong Identity and (ii) Chinese National Identity. Hong Kong Identity focuses on the historical emergence and formation of local identity through the local/ national/ global nexus; it looks at the roles of popular culture (market), the state and civil society in shaping our local culture since the 1960s. Chinese National Identity focuses on a different facet of identity formation among the Hong Kong people, regarding the construction of “Chineseness” in different domains of social life including education, politics and the mass media from colonial times to the post-colonial era.

● “Space, Community and Cityscape” extends the discussion of culture and identity into the arena of urban space and development, exploring the issues of memory and heritage, public versus private space, globalism and localism, community and development, urban versus rural, as well as home and housing inequalities.

● “Politics and Civil Society” takes issue with the political apathy thesis from different perspectives, deciphers our political culture (or the cultural fabric of our political society) and examines the dynamics in civil society as well as the public sphere, with a view to exploring the possibility of democratic change. The discussion brings us back to the identity theme.

IV. MODES OF LEARNING/ASSESSMENT

Seminar Presentation 10%
Short Assignment 10%
Class Discussion 10% (including seminar attendance)
Essay 30%
Final Exam 40%
SOSC3130/2019Fall

- Students are required to attend the seminars; each student will do one group presentation and participate in class discussion in the seminars.
- A short assignment, on an individual basis, is due on October 7, 11:59pm. Please submit via Canvass. (see section VI for the details)
- An essay, on an individual basis, is due via Canvass on December 16, noon. Please choose from among the 8 seminar questions (Q1-Q8 only, excluding Class Discussion) and write an essay of 2,000-2,500 words in English or in Chinese. References should be included.
- Final exam will be in the form of essays.
- Class etiquette: (i) punctuality; (ii) no mobile phone, notebook or tablet PC.

V. SCHEDULE FOR LECTURES AND SEMINARS

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VI. SHORT ASSIGNMENT

Write an essay of 500-800 words, in English or in Chinese, on ONE of the following two questions with CLOSE reference to the required reading. (You are advised to focus your discussion primarily on the reading.) The purpose is to give you some preliminary training regarding the method, approach as well as language used in cultural/discourse analysis. [Due date: October 7, 11:59pm]

Question (A)
“The formation of Hong Kong identity is a process of hegemonic construction.” Discuss this statement with reference to the right of abode example.

Reading (also reading for seminar 1):

Question (B)
“The nation is a cultural and political construction.” Discuss this statement with reference to the following reading.

Reading (also reading for seminar 2):
VII. CLASS DISCUSSION, SEMINAR QUESTIONS AND READINGS

[18/09] Class Discussion
Identify specific idioms or icons that you think most represent the Hong Kong ethos at the present time and analyze their symbolic meanings. How far do these meanings reflect some larger ideological discourses? (Consider two examples, including one not directly related to the anti-extradition protests.)

Readings
[#01] 吳俊雄 (2002)
[#02] 谷淑美 (2002), 頁 359-369 {節錄}
[#03] 吕大樂 (2007)

[09/10] Seminar Q1 [Identity I] – Narrating Hong Kong
Analyze the cultural frameworks and discourses used to narrate Hong Kong and discuss how these constructions shed light on the representation of Hong Kong identity from past to present.

Basic Readings
[#22] 羅永生 (2014) {節錄}

Recommended:
[#60] Phillips and Hardy 2002, ch.1 (pp.1-17)
[#13] 許寶強 (2012，續篇)，頁 1-8

[Advice]
- Consider the conception of culture and try to relate it to your discussion.
- Reflect on the similarities and differences among different domains (e.g. popular culture, government promotion, and politics) and in different periods covered in the readings.
- Consider how identity boundaries were drawn with what implications.

Examine the ideological basis, structure and dynamics of the divergent discourses of Chinese nationalism whereby Hong Kong has been positioned (e.g. incorporated or differentiated) vis-à-vis mainland China over the years.

Basic Readings
[#20] 阮思騏 (1997)，載羅永生（編）
[#08] 李祖喬 (2011)，載彭麗君（編）
[#49] Tse (2014)

Recommended
[#40] Ku (2018) (pp. 451-456 only)

[Advice]
- Pay attention to the differences and dynamics in the discourses between different camps and in different fields; explain the development as well as the outcome.
[30/10] Seminar Q3 [Space] – Cityscape
How have the city images of Hong Kong been formed, mobilized and contested? Analyze how cultural factors interact with other factors in shaping the cityscape as well as spatial development of Hong Kong since the 1980s.

Basic Reading

Recommended
[#10] 梁啟智（2013）
[#11] 梁啟智（2014）

[Advice]
• Healey’s article provides a clear exposition of the idea of city images.
• Give some thought to the divergent ideologies and discourses at work at different times.
• Other factors include political economy, geography and social factors etc.
• Consider not only the government but also other actors who have played a role.

[01/11] Seminar Q4 [Space] – Local Places
What is a place in socio-cultural terms? Analyze the processes of the making, un-making and/or re-making of places (as well as communities) with reference to some specific case studies on Hong Kong, and comment on such development.

Basic Readings
[#38] Ku (2012)
[#07] 谷淑美、徐匡慈 (2009)

Recommended
[#12] 許寶強 (2009), 頁 224-237

[Advice]
• Gieryn’s article provides a good overview on the notion of place.
• What is the role of culture in place-making? (Consider how cultural resources are used and how discourse and space shape each other in generating cultural resources etc.)
• Consider the factors contributing to the place-making/un-making/remaking processes.

"Home is a cultural construction that reinforces social inequalities." Discuss this statement with reference to the class structure, housing policies and public discourses in Hong Kong. (See advice on p.5)

Readings
[#15] 陳錦華等 (1997), 頁 141-156，169-178。
[#19] 黎婉薇 (1996)。

Recommended
[Advice]
- Analyze how “home” has been culturally constructed in society.
- Delineate the social/housing inequalities, and explain in what ways the cultural construction of “home” reinforces (or simply reflects) such inequalities.

[22/11] Seminar Q6 [Politics]: Civil Society and the Pro-democracy Movement
To what extent did the Umbrella Movement bring about political, cultural and generational change in the pro-democracy movement in Hong Kong?

Basic Readings
[#41] Ku (2019a) “In Search of …”
[#23] 羅永生 (2018)，載鄭煒、袁瑋熙（編）
[#42] Ku (2019b) “Performing Civil Disobedience”

[Advice]
- Consider whether the changes took place prior to or through the Umbrella Movement. Try to explain and analyze these changes beyond merely describing them.

[27/11] Seminar Q7 [Politics]: Art, Place-making and Social Movement
Using the Umbrella Movement as an example, discuss how and how far space, art and emotion help shape collective identity formation and contestation in social movement.

Basic Readings
[#18] 駱穎佳（將刊）

Recommended
[#16] 黃宇軒 (2018)，載鄭煒、袁瑋熙（編）

The post-handover years have seen increasing political conflicts. What are the political and cultural strategies used by the government in seeking to maintain political control and power? Consider specifically in what way hegemony might be at work in favor of maintaining and/or destabilizing political power in these conflicts.

Basic Readings
[#34] Ku (2004c) --- (Note: Focus on the parts relating more to the question.)
[#13] 許寶強 (2012，續篇)，頁 34-44;127-132; 141-160

Recommended

[Advice]
- Consider how discourses might serve to rationalize the status quo or certain action.
- Consider similarities and differences among the cases in the readings to delineate a macro picture regarding discourse and strategy. Illustrate with one or two cases from the readings to show the discourses and strategies at work and extend the discussion to another case.
VIII. REFERENCES

A. Hong Kong Culture: Introduction/Overview
1. 吳俊雄 (2002): 「尋找香港本土意識」。載吳俊雄、張志偉編: 【閱讀香港寄近文化】。香港: 牛津大學。頁 86-95。
2. 谷淑美 (2002): 【文化、身分與政治】。載張亦中編: 【我們的地方,我們的時間---香港社會新編】。香港: 牛津大學。頁 343-373。

B. Hong Kong Culture: Specific Issues
5. 呂大樂、黃偉邦 (1993): 「階級、不平等與道德秩序－從階級結構及社會流動看過渡期的香港」。載【過渡期的香港】。香港: 一國兩制研究中心、香港中文大學亞太研究所、香港浸會大學香港東西文化經濟交流中心。頁 534-549。
6. 谷淑美 (2000): 「公共領域與公民社會」。明報月刊, 1 月, 頁 67-68。
7. 谷淑美、徐匡慈 (2009): 「一場新社區運動帶來的啓迪——從『忽然』文化說起」。載馬楨偉, 吳俊雄, 呂大樂編: 【香港文化政治】。香港: 香港大學出版社。
8. 李祖義 (2011), 聖彭麗君 (編): 【邊城對話：香港·中國·邊緣·邊界】。香港: 香港中文大學出版社。頁 275-299。
11. 梁啟智 (2014): 「香港不同社區居民的新界想像」。載張少強、梁啟智、陳嘉銘 (編): 【香港 城市想像】。香港: 牛津, 頁 73-93。
18. 骨穎佳 (將刊) 「空間政治的情感轉向---以雨傘運動作例」。
22. 羅永生 (2014): 「香港本土意識的前世今生」。【思想】。2014 年 10 月。{節錄}


C. General Theoretical Resources
53. 郭恩慈 (2011)。【東亞城市空間生產----探索東京、上海、香港的城市文化】。臺北: 田園城市文化。

D. Miscellaneous Sources
• 爭取港人港權聯盟（1999）pp. 4-11, 108-114
• 梁文道 (2015/06/14): “有病的免疫系統”