COMMUNITY AND CULTURAL IDENTITY

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Course Web: https://canvas.ust.hk/

Class Schedule:
- Lecture Friday 04:00PM - 05:50PM
- Tutorial Monday 06:00PM - 06:50PM

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 Beyong 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 (in team work) and write a report on it; conducting a team-work research project.

Reading Materials

A text-book for Lecture Classes:

Supplementary reading materials will be put on the course website https://canvas.ust.hk/.

Films/videos will be shown during class and tutorial sessions, and drawn on for examination questions. Students should take notes during film shows.

Course Grading

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<tbody>
<tr>
<td>Lecture Attendance</td>
<td>50</td>
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<tr>
<td>Tutorial presentation and participation</td>
<td>100</td>
</tr>
<tr>
<td>1 Fieldtrip attendance and Worksheet (2-person Teamwork)</td>
<td>100</td>
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<tr>
<td>Community engagement project and report</td>
<td>100</td>
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<tr>
<td>Research Project (2-person Teamwork)</td>
<td>Project proposal</td>
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<td></td>
<td>Project report</td>
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<td>Total</td>
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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: **Community Revitalization in Yimtintsai, Saikung**
(September 19, Saturday morning)
- Heritage preservation as a means of community revitalization
- The 2nd Yimtintsai Art Festival and heritage conservation

Fieldtrip option 2: **Communal Celebrations of the Chinese Mid-Autumn Festival in Tai-Hang, Causeway Bay** (September 30, Wednesday 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 3: **South Asian Communities in Wanchai**
(Nov. 14, Saturday afternoon and evening)
- Dewali Celebration, the Sikh Temple Festival in Wanchai, Hong Kong Island
- Dewali Celebration, the Hindu Temple Festival, Hong Kong Island
**Community Engagement Project**

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 salt pans based on the village’s history of salt industry. In the summer of 2015, the salt pan 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.

**Project 1: Docents of Heritage Guided Tours**
- Training: onsite (once) and classroom training (twice)
- Service: Serving as heritage docents at the heritage exhibition room and the salt field 3 days (9:00am – 4:30pm), in weekend or holidays

**Project 2: Docents of Village Life Guided Tours**
- Training: onsite (once) and classroom training (twice)
- Service: Serving as heritage docents at the heritage exhibition room and the salt field 3 days (9:00am – 4:30pm), in weekend or holidays

**Project 3: Docents of Art Festival Guided Tours**
- Training: onsite (once) and classroom training (three times)
- Service: Serving as heritage docents at the heritage exhibition room and the salt field 3 days (9:00am – 4:30pm), during the 2nd Yimtintsai Art Festival (Nov-Dec)

**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 grading:**
- Research topic and phenomena 10
- Research questions 15
- Data sources and data collecting methods 15
- References 10

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Total 50
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:

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:

4. Historical and Political Discourses of Community
   Some of the historical expression of community in Western thought and politics are discussed
   Reading:

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:
( B ) Community and Marginality

6. **Gentrification and Urban Redevelopment**


7. **Foreign Domestic Helpers’ Marginality**

   Reading:

8. **Rural Migrant Workers in Urban China**

   Reading:

( C ) Community Revitalization

9. **Intentional Communities**
   Community as Ideals and Instruments

   The Kibbutz Communes in Israeli
   Reading:

   The Hippies’ Communes in the USA
   Reading:

   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:
10. **Heritage and Community Revitalization**

**Reading:**

11. **Tourism and Community Revitalization**

**Reading:**

12. **Community Revitalization as Political Agenda**

**Reading:**

**Tutorial Readings for presentation and Discussion Participation**

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

**Tutorial Grading:**

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<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Presentation of reading material (Question based)</td>
<td>40</td>
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<tr>
<td>Participation in class discussion (Answering presenters’ questions)</td>
<td>40</td>
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<tr>
<td><strong>Total</strong></td>
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**Tutorial readings**

1. **Indian Migrant Communities in Hong Kong**


2. **South Asian Muslims in Hong Kong**


3. **Hong Kongers’ Diaspora and the Impacts on Home Community**


4. **Urban Renewal and Gentrification**

5. **The Ideals of Good Society in Taiwan’s Community Construction Program**

6. **China’s Urbanism in the Making**

7. **Urbanization and the Making of Urban Villages**

8. **Community and Cultural Identity—New Application**