ANTH1410/UGEC1835 **Culture of Hong Kong** Autumn 2026

Lecture: Monday 11:30 – 13:15, NAH115
Tutorials: T01 Monday 13:30 – 14:15, UCC110 T02 Monday 14:30 – 15:15, UCC110
T03 Monday 17:30 – 18:15, UCC111

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Course Description
Hong Kong has been known as an Asia's world city, the confluence of Eastern and Western cultures. How true are these claims? What issues have been occurring to this city in rapid socio-economic transformation? This course introduces students to an understanding of Hong Kong's culture and its people from an anthropological perspective. Through close readings of ethnographies, viewing of videos, and fieldtrips, the class explores the interaction of different cultural flows in various social systems, and learns about the linkage between the past and the present, the local and the global, and the Chinese and the rest.

What you will learn:
Student taking this course will:
- gain a better appreciation of different aspects of the culture of Hong Kong;
- learn how to use anthropological perspectives to understand our society and other people;
- acquire a critical mind to examine any social issues.

Course Requirements:

Response Papers:	50% (2 x 25%)
Research Paper:	50%

1) Response Papers (50%)
Choose two weekly topics and write two 3–4-page response papers. Response papers should discuss the topic with reference to the assigned reading(s) and/or lecture. Instead of merely summarizing the reading(s)/lecture, you should raise critical points of view, for example, what new insights you have got, what limitations you have identified, what follow-up questions have come to your mind, etc. Ideally, a central theme should be raised to link up your arguments.

In this course, fieldtrip will be arranged. You can choose to write a 3–4-page ethnographic paper to substitute one response paper. The ethnographic paper should include your field observations and discussion with reference to the assigned readings. Similar to the response paper, instead of merely describing your field observations or summarizing the readings, you should raise critical points of view.

Submit your first response paper on or before **15 Nov** and your second response paper on or before **7 Dec.**

2) Research Paper (50%):
Write a 6–7-page research paper on the topic "Cultural Meanings of Hong Kong" by conducting an in-depth interview with an interlocutor. Fieldwork is highly recommended. The aim of the research is to analyze how one's life history, socio-economic background, cultural upbringing, and everyday experience shape one's view of Hong Kong. Your interlocutor's view is not necessarily static but vary spatially and temporally. Identify the context and complexity, and use the concepts discussed in the lesson for your analysis. If you use other people's ideas or words in the paper, you should cite the sources and list the sources under "References" in the end. Information about the CUHK academic honesty policy is available at **http://www.cuhk.edu.hk/policy/academichonesty/**. Submit your paper on or before **14 Dec**.

After finishing your written assignments, please submit soft copies to both VeriGuide and Blackboard. Hard copies are not required. When you name your files, please indicate the topics that you are responding to.

The paper should be written in the following format: Double line spacing, Times New Roman, and font 12 (either Chinese or English).

Please submit your assignment on time. Marks will be deducted (i.e. one point per day) for late submission.

Course Schedule:
(Please note that tutorials take place after the lecture.)
*=required reading

1) No lesson (7 Sep.) (Inauguration Ceremony for Undergraduates)

2) Introduction (14 Sep.) *No tutorial*

3) Hong Kong Anthropology (21 Sep.)
*Evans, Grant and Maria Siumi Tam. 1997. "Introduction." In Grant Evans and Maria Siumi Tam, eds., *Hong Kong: The Anthropology of a Chinese Metropolis*, pp.1-24. Richmond, Surrey: Curzon Press.
Spradley, James. 2012. "Ethnography and Culture." In *Conformity and Conflict: Readings in Cultural Anthropology*, pp.6-12. Boston: Pearson/Allyn and Bacon (14th edition).

4) Migration (28 Sep.)
*Siu, Helen F. 2016. "Retuning a Provincialized Middle Class in Asia's Urban Postmodern: The Case of Hong Kong." In *Tracing China: A Forty-year Ethnographic Journey*, pp.430-454. Hong Kong: Hong Kong University Press.
Salaff, Janet, Siu-lun Wong, and Arent Greve. 2010. "Hong Kong's Institutional Background." In *Hong Kong Movers and Stayers: Narratives of migration,* pp.18-34. Urbana: University of Illinois Press.

5) Gender (5 Oct.)
*Tam, Siumi Maria, Anthony Fung, Lucetta Kam, and Mario Liong. 2009. "Re-gendering Hong Kong Man in Social, Physical and Discursive Space." In Fanny Cheung and Eleanor Holroyd, eds., *Mainstreaming Gender in Hong Kong Society*, pp.335-365. Hong Kong: Chinese University Press.
Kong, Travis S.K. 2011. "Memba Only: Consumer Citizenship and Cult Gay Masculinity." In *Chinese Male Homosexualities: Memba, Tongzhi and Golden Boy*, pp.73-93. New York: Routledge.

6) Fieldtrip I: Visit Service Center for Male Sex Workers in Hong Kong (5 Oct.) (Optional)
Kong, Travis S. K. 2009. "More than a Sex Machine: Accomplishing Masculinity among Chinese Male Sex Workers in the Hong Kong Sex Industry." *Deviant Behavior* 30(8):715-745.
Tsoi, David Kwok Kwan. 2023. "Ethical Intimacy: Relational Work of Male Sex Workers in Hong Kong." *Sexualities* 28(3):877-896.

7) Religion (12 Oct.)
*Scott, Janet Lee. 1997. "Traditional Values and Modern Meanings in the Paper Offering Industry of Hong Kong." In Grant Evans and Maria Siumi Tam, eds., *Hong Kong: The Anthropology of a Chinese Metropolis*, pp.223-241. Richmond, Surrey: Curzon Press.
Wong, Wai-Ching. 2003. "Negotiating Gender Identity: Postcolonialism and Hong Kong Christian Women." In Eliza Lee, ed., *Gender and Change in Hong Kong,* pp.151-176. Vancouver: UBC Press.

8) Holiday (19 Oct.)

9) Environment and Society (26 Oct.)
*Chen, Yun-chung, and Mirana M. Szeto. 2015. "The Forgotten Road of Progressive Localism: New Preservation Movement in Hong Kong." *Inter-Asia Culture Studies* 16(3):436-53.
Cheung, Sidney C.H. 2003. "Remembering through Spaces: The Politics of Heritage in Hong Kong." *International Journal of Heritage Studies* 9(1):7-26.

10) Fieldtrip II: Urban Renewal in To Kwa Wan (31 Oct.) (Optional)
Lam-Knott, Sonia. 2022. "Contested Meanings of Urban Heritage in Hong Kong." *City & Society* 34(1):62-87.

11) Food Culture (2 Nov.)
*Chan, Selina Ching. 2010. "Food, Memories, and Identities in Hong Kong." *Identities: Global Studies in Culture and Power* 17:204-227.
Cheung, Sidney C.H. 2011. "The Politics of Wetlandscape: Fishery Heritage and Natural Conservation in Hong Kong." *International Journal of Heritage Studies* 17(1):36-45.

12) Consuming Hong Kong (9 Nov.)
*Mathews, Gordon. 2001. "Cultural Identity and Consumption in Post-Colonial Hong Kong." In Gordon Mathews and Tai-Lok Lui, eds., *Consuming Hong Kong*, pp.287-317. Hong Kong: Hong Kong University Press.
Tang, Wai-Man. 2024. "'Community Sports without Communities?': Community Sports Development in Neoliberal Hong Kong." In Tobias Zuser and Lawrence Ka-ki Ho, eds., *Sport in Hong Kong: Culture, Identity, and Policy*, pp.27-46. New York: Peter Lang.

13) Ethnic Minorities: South Asians in Hong Kong (16 Nov.)
*Erni, John Nguyet, and Lisa Yuk-ming Leung. 2014. "A Cultural History of South Asians in Hong Kong." In *Understanding South Asian Minorities in Hong Kong*, pp.17-50. Hong Kong: Hong Kong University Press.
Leung, Lisa Yuk-ming, Au-Yeung Tat-chor, and Zhang Yin Nick. 2026. "'We are Just After the Company': Tactical Resistance of (Racial Minority) Gig Workers in Hong Kong." *Inter-Asia Cultural Studies* 27(1):39-55.

14) Fieldtrip III: Visit Nepali Families in Jordan (21 Nov.)
Tam, Siumi Maria. 2010. "Dealing with Double Marginalization: Three Generations of Nepalese Women in Hong Kong." *Asian Journal of Women's Studies* 16(2):32-59.

15) Ethnic Minorities: Foreign Domestic Helpers in Hong Kong (23 Nov.)
*Constable, Nicole. 1997. "Sexuality and Discipline among Filipina Domestic Workers in Hong Kong." *American Ethnologist* 24(3): 539-558.
Sim, Amy. 2010. "Lesbianism among Indonesian Women Migrants in Hong Kong." In Yau Ching, ed., *As Normal as Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong*, pp.37-50. Hong Kong: Hong Kong University Press.

16) Conclusion: Asia's World City (30 Nov.)
*Chu, Stephen Yiu-wai. 2010. "Brand Hong Kong: Asia's World City as Method?" *Visual Anthropology* 24(1-2):46-58.
Tam, Siumi Maria, Wai man Tang, and Alan Tse. 2019. "Who Needs Intercultural Education? Making Cultural Diversity Work for Hong Kong." *Asia Pacific Journal of Contemporary Education and Communication Technology* 5(2):47 57.

17) No lesson (7 Dec.) (Replaced by fieldtrips)

Use of AI Tools
Approach #3 – Use only with explicit acknowledgement
The use of generative AI in writing should be disclosed when submitting a paper (i.e., response paper and research paper). The following guidelines pertain specifically to the writing process and do not cover the use of AI tools for data analysis or research insights.
- Generative AI and AI-assisted technologies should only be used to enhance the readability and language of the paper.
- These technologies should be employed under human supervision, with you reviewing and editing the output as necessary, since AI-generated content can contain errors, omissions, or biases. You remain responsible and accountable for the final content of your work.

Disclosure of generative AI and AI-assisted technologies in the writing process is required by including a statement before the references list at the end of the paper upon submission. For example:
- Title of new section: Declaration of generative AI and AI-assisted technologies in the writing process.
- Statement: During the preparation of this work I used [NAME TOOL / SERVICE] in order to [REASON]. After using this tool/service, I reviewed and edited the content as needed and take full responsibility for the content of the paper.

This declaration is not required for basic tools such as grammar, spelling, and reference checkers. If there is no relevant use to disclose, no statement is necessary.

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.