

**Course Outline**

**Part I**

<b>Programme Title</b>	: All Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Self and Family in South China 華南中國社會的個人與家庭
<b>Course Code</b>	: GEF1031
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: Chinese; English
<b>Course Level</b>	: 1

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

Family serves as the basic unit of a society. However, what is your understanding of family? This course investigates families in South China and their various forms in the region over the last two centuries. Case studies will be taken from Hong Kong and South China to demonstrate interactions between individuals and family members and the notion of kinship in a wider social context. Descent principle, marriage practices, ancestors, construction of gender, inequalities among family members, extended family and globalization of family all play a part in people's daily life. Through exploring the relationship between self and family from late imperial China to contemporary South China, students can more fully appreciate the significance of family in both historical and comparative contexts.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO 1: describe basic terms, concepts and theories in family and kinship;
- CILO 2: broaden learning experiences on family organizations and symbolic meaning derived by rituals and practices in their kinship system as Chinese heritage;
- CILO 3: analyze similarities and differences of beliefs and behaviors of family members in society;
- CILO 4: develop awareness and research skill for collecting data to investigate features of family.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Family, descent, and kinship: family, extended family and affine b. Development of Chinese domestic groups in Hong Kong and South China: immigration and resettlement c. Family division: inheritance d. Family management: trustee	<i>CILO<sub>1</sub></i>	Lectures, tutorial discussions, documentary
a. Inheriting cultural heritage b. Marriage c. Lineage d. Ancestor	<i>CILO<sub>2</sub></i>	Lectures, tutorial discussions, documentary and fieldtrip
a. Family issues and debates b. Nameless women? c. Trans-border and globalized families d. The politics of inhabitants	<i>CILO<sub>3,4</sub></i>	Lectures, tutorial discussions, guest lectures, documentary and fieldtrips

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p><b>A. Group Presentation and Discussion</b></p> <p>Students are expected to attend lectures and tutorials, keep up with the readings and participate in discussions. Students will also form presentation groups to do a presentation based on the assigned readings.</p>	30%	CILO <sub>1, 2, 3, 4</sub>
<p><b>B. Fieldtrip Report and Kinship Diagram</b></p> <p>Students are required write an individual reflection on the fieldtrip/ workshop about family and kinship in Hong Kong; and students should also complete a kinship diagram of a family.</p>	20%	CILO <sub>1, 2, 3, 4</sub>
<p><b>C. One Research Paper</b></p> <p>Students are required to complete an ethnography on a family, their own or others, with observations and interviews on the patterns and relate these to wider social trends; or to write an archival report on family or lineage from a selected set of governmental or folk archive.</p>	50%	CILO <sub>1, 2, 3, 4</sub>
<b>Total:</b>	<b>100%</b>	

#### 5. Required Text(s)

Bailey, Garrick, James Peoples. 2012. *In Humanity: An Introduction to Cultural Anthropology*. Belmont, CA: West/Wadsworth.

Watson, James L. and Rubie S. Watson. 2004. *Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories*. Hong Kong: The Chinese University Press.

Knapp, Ronald G. and Kai-Yin Lo. 2005. *House, Home, Family: Living and Being Chinese*. Honolulu: University Of Hawaii Press.

#### 6. Recommended Readings

##### Books and Book chapters:

Chan Wing hoi. 2011. Women's Work and Women's Food in Lineage Land. In Siu, H. F. ed., *Merchants' Daughters: Women, Commerce, and Regional Culture in South China* (77-100). Hong Kong: Hong Kong University Press.

Davis, Deborah and Stevan Harrell, eds. 1993. *Chinese Families in the Post-Mao Era*. Berkeley: University of California Press.

- Faure, David. 1986. *The Structure of Chinese Rural Society: Lineage and Village in the Eastern New Territories, Hong Kong*. New York: Oxford University Press.
- Faure, David and Helen F. Siu, ed. 1995. *Down to Earth: The Territorial Bond in South China*. Stanford: Stanford University Press.
- Newendorp, Nicole. 2008. *Uneasy Reunions: Immigration, Citizenship, and Family Life in Post-1997 Hong Kong*. Stanford: Stanford University Press, 2008.
- Scott, Janet Lee. 2007. *For Gods, Ghosts and Ancestors: The Chinese Tradition of Paper Offerings*. Hong Kong: Hong Kong University Press.
- Smart, Alan. 1992. *Making Room: Squatter Clearance in Hong Kong*. Hong Kong: Centre of Asian Studies, University of Hong Kong.
- Smart, Alan. 2006. *The Shek Kip Mei Myth: Squatters, Fires and Colonial Rule in Hong Kong, 1950-1963*. Hong Kong: Hong Kong University Press.
- Szonyi, Michael. 2002. *Practicing Kinship: Lineage and Descent in Late Imperial China*. Stanford: Stanford University Press.
- Watson, Rubie S. 1985. *Inequality among Brothers: Class and Kinship in South China*. Cambridge: Cambridge University Press.
- 加里·克裡斯著，郭聖莉譯，2010，《小玩意：玩具與美國人童年世界的變遷》，上海：上海譯文出版社。
- 夏思義著，林立偉，2014，《被遺忘的六日戰爭：1899年新界鄉民與英軍之戰》，香港：中華書局。
- 譚思敏，2012，《香港新界侯族的建構：宗族組織與地方政治和民間宗教的關係》，香港：中華書局。
- 閻雲翔著，李放春、劉瑜譯，2000，《禮物的流動：一個中國村莊中的互惠原則與社會網路》，上海：上海人民出版社。
- 閻雲翔著，龔小夏譯，2006，《私人生活的變革：一個中國村莊裡的愛情、家庭和親密關係，1949-1999》，上海：上海書店出版社。
- 閻雲翔著，陸洋等譯，2012，《中國社會的個體化》，上海：上海譯文出版社。
- 武雅士著，彭澤安、鄧鐵峰譯，2014，《中國社會中的宗教與儀式》，南京：江蘇人民出版社。

#### Classical Readings:

- Ahern, E.M. 1977. The Power and Pollution of Chinese Women. In *Studies in Chinese Society*, pp. 269-290. Arthur P. Wolf, ed., Stanford: Stanford University Press.
- Baker, Hugh D. R. 1968. *A Chinese Lineage Village: Sheung Shui*. Stanford: Stanford University Press.
- Cohen, Myron L. 1970. Developmental Process in the Chinese Domestic Group. In *Family and Kinship in Chinese Society*. Stanford: Stanford University Press.
- Freedman, Maurice. 1965. *Lineage Organization in Southeastern China*. London: Athlone Press.
- Freedman, Maurice. 1979. The Family in China, Past and Present. In *The Study of*

*Chinese Society: Essays by Maurice Freedman*, G. William Skinner, ed., pp. 240-254.  
Stanford: Stanford University Press.

Jordan, David K. 1972. *Gods, Ghosts, and Ancestors: The Folk Religion of a Taiwanese Village*. Berkeley: University of California Press.

Potter, Jack M. 1968. *Capitalism and the Chinese Peasant: Social and Economic Change in a Hong Kong Village*. Berkeley: University of California Press.

Watson, James L. 1975. *Emigration and the Chinese Lineage: The Mans in Hong Kong and London*. Berkeley: University of California Press.

Wolf, Arthur P., ed., 1974. *Religion and Ritual in Chinese Society*. Stanford: Stanford University Press.

## 7. Related Journals

Ahern, E.M. 1976. Segmentation in Chinese Lineage: A View from Written Genealogies. *American Ethnologist* 3, no.1:1-16.

Cohen, Myron L. 1992. Family Management and Family Division in Contemporary Rural China. *China Quarterly*, 130: 357-377.

Faure, David. 1989. The Lineage as a Cultural Invention: The Case of the Pearl River Delta. *Modern China*, 15(1): 4-36.

Huang, Shu-min. 1992. Re-examining the Extended Family in Chinese Peasant Society: Findings from a Fujian Village. *Australian Journal of Chinese Affairs*, 27: 25-38.

Pasternak, Burton. 1969. The Role of the Frontier in Chinese Lineage Development. *Journal of Asian Studies*, 28: 551-561.

Siu, Helen. 1990. Where Were the Women? Rethinking Marriage Resistance and Regional Culture in South China. *Late Imperial China*, 11(2): 32-62.

Stauch, Judith. 1983. Community and Kinship in Southeastern China: The View from the Multilineage Village of Hong Kong. *Journal of Asian Studies*, 43(1): 21-50.

Watson, James L. 1982. Chinese Kinship Reconsidered: Anthropological Perspectives on Historical Research. *China Quarterly*, 92 p. 589-622.

Watson, James L. 2004. Presidential Address: Virtual Kinship, Real Estate, and Diaspora Formation—The Man Lineage Revisited. *Journal of Asian Studies*, 63 (4):893–910.

Wolf, Arthur P. 1966. Childhood Association, Sexual Attraction, and the Incest Taboo: A Chinese Case. *American Anthropologist*, 68:883-898.

Wolf, Margery. 1972. Uterine Families and the Women's Community. In *Women and the Family in Rural Taiwan*, pp. 32-41, Stanford: Stanford University Press.

Wolf, Margery. 1990. The Women Who Didn't Become a Shaman. *American Ethnologist*, 17(3): 419-430.

## 8. Related Web Resources and Government Documents

The Census and Statistics Department, HKSAR

<http://www.censtatd.gov.hk/>

Old Newspaper (Hong Kong Public Libraries Multimedia Information System)

[http://hkclweb.hkpl.gov.hk/hkclr2/internet/cht/html/frm-bas\\_srch.html](http://hkclweb.hkpl.gov.hk/hkclr2/internet/cht/html/frm-bas_srch.html)

Government Record Office

<http://www.grs.gov.hk/ws/tc/home.htm>

## **9. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **10. Multimedia**

Woodhead, Leslie. 1991. *Inside China: Living with the Revolution*. Chicago: Films Incorporated.

Zhou, Huashan. 2001. *Tisese: A Documentary on Three Mosuo Women*. Hong Kong: Ying Yi Zhi.

## **11. Others**

Nil

*Updated December 2023*