ASIA 373/HIST 373
History of Hong Kong

2018 Winter
Monday 1600–1900
Earth Sciences Building 2012

Prof. Leo K. Shin
Buchanan Tower 1223
tel. 604.822.5167
leo.shin@ubc.ca

Office hours:
M/Tu 13:30–14:30; and by appointment

Course website:
www.history.ubc.ca/faculty/lshin
/teaching/373

New Information
- Open to all interested students.

(please refresh this page to see the latest updates.)

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About the Course

This course explores the history, culture, and identities of Hong Kong from the port's pre-colonial settings in the early nineteenth century to its post-colonial contexts. Its goals are to help students develop the language and tools to understand the metamorphoses of this most unusual metropolis as well as to further their skills in historical analysis. This course encourages students to critically consider Hong Kong’s multifaceted identities as well as to take into account the local, national, and transnational (not to mention international) contexts of its spectacular transformations.

By the end of the term, students should:
- be able to identify some of the major themes, events, and historiographical debates concerning the history of Hong Kong;
- gain an understanding of the variety of sources available for the study of Hong Kong;
- become more critical consumers and producers of historical knowledge.

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Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Notes</td>
<td>20%</td>
</tr>
<tr>
<td>Newspaper Column</td>
<td>20%</td>
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<tr>
<td>Mid-term Checkup</td>
<td>5%</td>
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<tr>
<td>Research Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Take-home Examination</td>
<td>20%</td>
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<tr>
<td>Virtual Exhibition (optional)</td>
<td>(40%)</td>
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</tbody>
</table>

Students are expected to have completed the assigned readings before the weekly meetings. In general, this course follows the grading practices outlined in the Academic Calendar:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>90–100</td>
</tr>
<tr>
<td>A</td>
<td>85–89</td>
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<tr>
<td>A-</td>
<td>80–84</td>
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<tr>
<td>B+</td>
<td>76–79</td>
</tr>
<tr>
<td>B</td>
<td>72–75</td>
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<tr>
<td>Grade</td>
<td>Percent</td>
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<tr>
<td>B-</td>
<td>68–71</td>
</tr>
<tr>
<td>C+</td>
<td>64–67</td>
</tr>
<tr>
<td>C</td>
<td>60–63</td>
</tr>
<tr>
<td>C-</td>
<td>55–59</td>
</tr>
<tr>
<td>D</td>
<td>50–54</td>
</tr>
<tr>
<td>F</td>
<td>0–49</td>
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This is a challenging course. Students are not expected to have prior knowledge of the history of Hong Kong, but they are expected to make serious efforts to learn to think historically.

### Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan. 7</td>
<td>First session</td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Last day to withdraw without the &quot;W&quot; standing</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Proposal due (for virtual exhibition option)</td>
</tr>
<tr>
<td>Feb. 8</td>
<td>Last day to withdraw; Outline of newspaper column due</td>
</tr>
<tr>
<td>Feb. 11–15</td>
<td>Mid-term checkup</td>
</tr>
<tr>
<td>Feb. 18–22</td>
<td>Reading week</td>
</tr>
<tr>
<td>Mar. 1</td>
<td>Newspaper column due</td>
</tr>
<tr>
<td>Mar. 15</td>
<td>Draft of research assignment due</td>
</tr>
<tr>
<td>Mar. 29</td>
<td>Research assignment due</td>
</tr>
<tr>
<td>Apr. 1</td>
<td>Last session</td>
</tr>
<tr>
<td>Apr. 15</td>
<td>Take-home exam/virtual exhibition due</td>
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### Texts

- Other required readings are available either online or through electronic reserves (see instructions)

### Resources

General:

- Research Guide: Hong Kong (highly useful)
- History Peer Tutoring
- History Writing Centre
- Centre for Writing and Scholarly Communication
- Academic Integrity
- How to Cite
- Chicago Style (Quick Guide)
- How to Cite Asian-Language Sources
- Notes on Romanization (Library of Congress)
- Cantonese Sound System
- Cantonese-English Dictionary

Alternative perspectives on Hong Kong history:


Quick references:


Scholarly literature (see also Research Guide: Hong Kong):

[Top]
- Wang Guangwu 王廣武, ed. *Xianggang shi xin bian* [Hong Kong history: new perspectives]. 2nd ed. Hong Kong: San lian shu dian, 2017. See most-useful *bi-lingual bibliography*.
- *Dissertations and Theses Collections* (union catalog of theses completed in Hong Kong and Macau)
  - Society for Hong Kong Studies (Publications)
  - Hong Kong Journals Online (titles)
  - esp. *Journal of the Hong Kong Branch of the Royal Asiatic Society* (1961–; also available at Koerner and online)

Historical documents (see also Research Guide: Hong Kong):

- Hong Kong Government Reports Online (University of Hong Kong)
- *Hong Kong & the West until 1860* (HKU)
- Ng, Peter Y. L. *New Peace County: A Chinese Gazetteer of the Hong Kong Region*. Hong Kong: Hong Kong University Press, 1983.
- Public Records Office (fact sheet, part of the Government Records Service)
- Ou Zhijian, Peng Shumin, and Cai Sixing 奧志堅, 彭淑敏, 蔡思行. *Gai bian Xianggang li shi de 60 pian wen xian* [改變香港歷史的60篇文獻: 60 documents that transformed the history of Hong Kong (Chinese)]. Hong Kong: Zhonghua shu ju, 2011.
- Pre-1950 Hong Kong E-Books (HKU)
- Richard Charles Lee Canada-Hong Kong Library (University of Toronto)

Newspapers, periodicals, and photographs (see also Research Guide: Hong Kong):

- *List of Newspapers in Hong Kong*.
  - Quite a few of the current newspapers in Hong Kong (including *South China Morning Post*) are accessible through Factiva or similar databases through UBC.
  - Note that some Chinese-language newspapers (such as *Ming Pao Daily* [1959–]) do occasionally publish bilingual editorials.
- *Newspaper Society of Hong Kong* (in Chinese)
- *South China Morning Post* (1903–)
- Old HK Newspapers (Hong Kong Public Libraries)
  - Searchable by date (yyyy-mm-dd) and by text of 13 Chinese- and English-language newspapers:
    - 香港工商日報 (Chinese) (1926/04/01 – 1984/11/30)
    - 華僑日報 (Chinese) (1947/05/01 – 1991/12/31)
    - 香港華字日報 (Chinese) (1895/01/01 – 1940/12/31)
    - 香港華字晚報 (Chinese) (1937/01/28 – 1936/01/27)
    - 大公報 (Chinese) (1938/08/13 – 1991/12/31)
    - 天光報 (Chinese) (1933/02/07 – 1940/11/30)
    - 達運寶珍 (Chinese) (1853/08 – 1856/05)
    - 偵環日報 (Chinese) (1874/05/16 – 1886/01/30)
    - China Mail (1866/01/04 – 1961/12/29)
    - Hong Kong Daily Press (1864/01/04 – 1941/09/30)
    - Hong Kong Sunday Herald (1929/01/06 – 1950/10/29)
    - Hong Kong Telegraph (1881/06/16 – 1951/03/30)
    - Hong Kong Weekly Press (1895/01/03 – 1909/12/24)
- *History in Pictures* (Hong Kong Public Records Office)
Memos and interviews (see also Research Guide: Hong Kong):

- Blyth, Sally, and Ian Wotherspoon, eds. *Hong Kong Remembers*. Hong Kong: Oxford University Press, 1996.
- Elsie Tu Digitized Publications
- *Hong Kong Heritage Project*
- *Hong Kong Memory: Oral History*
- White, Barbara-Sue, ed. *Hong Kong: Somewhere Between Heaven and Earth*. Hong Kong: Oxford University Press, 1996.

Literary writings (see also Research Guide: Hong Kong):

- Cha: *An Asian Literary Journal*.
  - See also *Renditions*: #29–30 (Hong Kong); #47–48 (Hong Kong Nineties); #66 (Hong Kong Essays)
- Ingham, Mike, and Xu Xi, eds. *City Stage: Hong Kong Playwriting in English*. Hong Kong: Hong Kong University Press, 2005.
- Xu Xi and Mike Ingham, eds. *City Voices: Hong Kong Writing in English, 1945 to the Present*. Hong Kong: Hong Kong University Press, 2003.
- *Hong Kong Literature Database*. 香港文學資料庫. Full-text access to a wide range of literary writings in Chinese found in newspapers and other periodicals, including:
  - 大公報 (1938–41, 1946–52, 1992–)
  - 鐵馬 (1929)
  - 中國學生周報 (1952–74)
- *Hong Kong Literary*. 香港文學 (1985–; most recent issues available in the Asian Library)
  - *Hong Kong English Literature Database*.

Movies, comics, multimedia (see also Research Guide: Hong Kong):

- *Hong Kong Film Archive*.
- *100 Must-See Hong Kong Movies*.
- *List of Films set in Hong Kong*.
- *Old Master Q*.
- *Digital Resources: Hong Kong Studies* (HKU)
- *Hong Kong Memory*.
- *Multimedia Information System* (Hong Kong Public Libraries)
- *Gwulo: Old Hong Kong*.
**Requirements**

**Participation (15%)**

Students are expected to attend all sessions and participate actively in class discussion. Marks will be deducted for unexcused absences, and **students who have not attended more than half the sessions may not be allowed to submit their final exams/papers.** To participate in class discussion, please register for an account for Learning Catalytics (see also alternative instructions here).

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did all the required readings, attended every session, raised and discussed issues; fully engaged with the class.</td>
<td>Did most of the readings, came to nearly every session, raised and discussed issues most of the time; engaged with the class.</td>
<td>Did some of the readings, came to most of the sessions, remained interested but hardly ever spoke.</td>
<td>I came, I heard, but I didn't really participate in the proceedings.</td>
</tr>
</tbody>
</table>

**Reading Notes (20%)**

About 350 words. Due by noon on Mondays in anticipation of our weekly class sessions/discussion (notes are not required for Weeks 2, 7, 13; late reading notes are not accepted). Your notes (to be submitted through Turnitin) should answer the corresponding question posed under "Focus" in the "Schedule" section. Your reading responses should demonstrate your having reflected on the assigned materials and should:

- identify at least three particularly telling quotations from the weekly primary source(s) (note that, for our purpose, the Tsang text and the introduction to the assigned documents are not considered primary sources; for Week 10, you may provide quotations from any non-Tsang readings);
- provide page references to the quotations—e.g., (Faure, "Political Activism," p. 89);
- make use of the quotations to support your answer to the question posed under "Focus."

**Newspaper Column: A Week in Hong Kong (20%)**

About 1,200 words. Due by noon on **March 1** (through Turnitin: 4 points/day late; outline due by noon on **Feb. 8**). Transport yourself back in time. You are a columnist for a local English-language newspaper in Hong Kong, and your job is to write a weekly column reviewing the week's events. Your (hypothetical) columns are not intended as summaries for what happened; rather, they should provide insightful comments on some aspects of Hong Kong society for a particular week (see recent examples). You might, for instance, follow the developments of a news story and offer your readers a broader context to make sense of it; you might, on the other hand, find the advertisements in the newspapers more interesting and write about the consumer culture of the time.

For this assignment, choose a week any time before 1966 and read through at least two newspapers for that week from Old HK Newspapers (i.e., 2 newspapers x 7 days, though you may end up with fewer issues as some might be missing). To see the complete copy of a particular issue, input the date in the search box. If you can read Chinese, feel free to make use of both Chinese- and English-language newspapers. Once you have settled on a topic, whenever possible, you should also consult the South China Morning Post (1903–) for relevant articles, etc.

In addition to making references to some news articles/advertisements found in the newspapers, your column should include references to at least three of the primary sources that have been assigned and should (like all good newspaper columns) have an argument. Be mindful that you are a columnist living at your chosen time. You have no knowledge of what would happen. Imagination is encouraged, but historical sensitivity is a must. **For your final submission, be sure to include a title for your column, a one-line biography for your assumed identity, and append at least three relevant images from the newspapers.**
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>Ideas are especially clear and thoughtfully organized.</td>
<td>Ideas are generally clear and well organized.</td>
<td>Ideas lack clarity.</td>
<td>Ideas are confusing, vague, or disjointed.</td>
</tr>
<tr>
<td>Contexts</td>
<td>Historical contexts are explained with exceptional clarity.</td>
<td>Contexts generally well explained.</td>
<td>Contexts are not clearly explained.</td>
<td>Contexts are not explained.</td>
</tr>
<tr>
<td>Insight</td>
<td>Explores significant issues with probing insights.</td>
<td>Explores issues competently; main point of column is generally well explained.</td>
<td>Inadequate reflection; main point is not clearly explained.</td>
<td>Main point is not explained.</td>
</tr>
<tr>
<td>Support</td>
<td>Main point is supported with effective examples or reasons.</td>
<td>Main point is often supported with relevant examples or reasons.</td>
<td>Some relevant examples or reasons; limited use of sources.</td>
<td>Very few relevant examples or reasons are provided.</td>
</tr>
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**Mid-term Checkup (5%)**

Individual meeting (10–15 mins.) to be scheduled for the Week of February 11. Further information to be provided.

**Research Assignment (20%)**

About 1,750 words. Due by noon on March 29 (through Turnitin; 4 points/day late; draft due by noon on March 15). Create an annotated bibliography of at least 5 scholarly studies on a topic related to the history of Hong Kong.

- **Step 1: Scholarly studies**
  Identify 5 keywords based on a topic of interest (for example, “Hong Kong,” "Cultural Revolution,” “1967,” "leftist,” “riots”). Search the following catalogs/bibliographies for scholarly studies using a combination of your keywords. Identify the most authoritative books, book chapters, journal articles, or dissertations and locate them (use the Inter-library loan service to locate items not available at UBC).

  - UBC Library
  - Google Scholar
  - Bibliography of Asian Studies
  - Hong Kong Journals Online (titles)
    - esp. Journal of the Hong Kong Branch of the Royal Asiatic Society (1961–; also available at Koerner and online)
  - Dissertations and Theses Collections
  - Resources listed under "Scholarly literature"

- **Step 2: Annotated bibliography**
  Prepare a bibliography (in standard citation format) and provide a paragraph (annotation) for each of the scholarly studies on your list. Each annotation (see instructions) should be placed directly under its corresponding entry.

- **Step 3: Historical debate/discussion**
  In addition to the annotated bibliography, you should provide a discussion (in one or two paragraphs) explaining how the selected sources are related to one another and how they could shed light on a particular historical debate. For your final submission, be sure to include:

  - title of your project in the form of a research question
  - the keywords chosen
  - an annotated bibliography (see format)
  - a separate paragraph (or two) explaining how the selected readings have contributed to a particular historical debate

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title/Keywords</td>
<td>Title/Keywords are thoughtfully chosen.</td>
<td>Title/Keywords are reasonable.</td>
<td>Title/Keywords not well chosen.</td>
<td>Title/Keywords not provided.</td>
</tr>
<tr>
<td>Sources</td>
<td>Sources are exceptionally thoughtfully chosen.</td>
<td>Sources are chosen with some care.</td>
<td>Sources not well chosen.</td>
<td>Logic of selection remains unclear.</td>
</tr>
<tr>
<td>Annotations</td>
<td>Excellent</td>
<td>Good</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>------</td>
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</tr>
<tr>
<td>Relevance of sources is explained with exceptional clarity.</td>
<td>Relevance of sources is generally well explained.</td>
<td>Relevance of sources is not clearly explained.</td>
<td>Little evidence that the annotations are written with care.</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Discussion</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between sources is explained with exceptional clarity.</td>
<td>Relationship between sources is generally well explained.</td>
<td>Relationship between sources is not clearly explained.</td>
<td>Relationship between sources is not explained.</td>
<td></td>
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**Take-home Examination (20%)**

Due by noon on **Monday, April 15**. Essay topic, to be provided, will take into account the full breadth of materials covered in the course.

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<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grasp</td>
<td>Writer has understood the key ideas of the topic.</td>
<td>Writer has understood much of the essence of the topic.</td>
<td>Writer has missed crucial aspects of the topic.</td>
<td>Writer has missed the important ideas of the topics</td>
</tr>
<tr>
<td>Clarity</td>
<td>Ideas are especially clear and thoughtfully organized.</td>
<td>Ideas are generally clear and well organized.</td>
<td>Ideas lack clarity.</td>
<td>Ideas are confusing, vague, or disjointed.</td>
</tr>
<tr>
<td>Insight</td>
<td>Explores significant issues with probing insights; able to think historically.</td>
<td>Explores issues competently; some understanding of historical change.</td>
<td>Inadequate reflection; limited understanding of historical change.</td>
<td>Little evidence that the topic was thought about with care.</td>
</tr>
<tr>
<td>Support</td>
<td>Arguments are richly supported with effective examples or reasons.</td>
<td>Arguments are often supported with relevant examples or reasons.</td>
<td>Some relevant examples or reasons; limited use of primary sources.</td>
<td>Very few relevant examples or reasons are provided.</td>
</tr>
</tbody>
</table>

( Adopted with modification from Roland Case and Penney Clark)

**Virtual Exhibition (40%; optional)**

**(in lieu of research assignment and take-home examination)**

About 3,750 words. Due by noon on **Monday, April 15** (4 points/day late). Students are asked to identify a set of images or videos that could be used to tell a story about the transformations or continuities of Hong Kong. Each image or video selected should be accompanied by an entry explaining its context, content, and significance. And the exhibition must be preceded by a well-referenced introductory essay setting out the context and significance of the project. Students interested in pursuing this option **must seek approval from the instructor and submit a proposal by January 28**. The final submission must include:

- title of project
- a one-paragraph abstract
- a well-referenced introductory essay (must include at least 3 assigned primary sources from 3 different weeks as well as 5 additional scholarly studies)
- images/videos, each of which to be accompanied by a short entry/discussion (be sure to identify the sources of your images/videos)
- an abbreviated annotated bibliography (see instructions, but sufficient to limit each annotation to a few sentences)

**Academic Integrity**

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your completion of various course assignments. In the process of coming into your own as an independent and responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or teaching assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others’ work as your own. To avoid unintended problems, you are strongly advised to check with the instructor before you engage a tutor or helper.
Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings which appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources or to have submitted others' work as your own, penalties may follow.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you are responsible for: meeting deadlines; attending class and engaging in class activities; and guaranteeing that the work you submit for this course has not already been submitted for credit in another course.

If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor before the deadline or before your absence.

For more information, see Academic Integrity.

Students with Disabilities and Academic Accommodation

In keeping with the University's policy of providing equal access for students with disabilities, any student requesting academic accommodations must meet with an Access and Diversity advisor (for example, accommodations might include a change in the allocation of University resources, or in teaching or evaluation procedures, designed to meet the particular needs of a student with a disability such as course materials in an alternative format, private exam spaces, the use of computers, or notetakers). The Access and Diversity advisor will provide a letter detailing the academic accommodations to be made, and assist in the case that agreement between the student and instructor cannot be reached. Accommodations should be agreed to as soon as possible, in the first week of class if not before. Retroactive accommodations are not permitted, so if this applies to you, be careful to seek assistance in this regard immediately.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising or your home Faculty's Advising Office. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Classroom Etiquette

Please use your electronic devices only for class-related activities. Food is allowed (this being an evening class), but be discreet.
ASIA 373/HIST 373: History of Hong Kong

Schedule

(Readings marked by or are accessible online; login through CWL may be required)

Week 2 (Jan. 7): Orientation: Edge of Empire

Readings:


Optional:


Focus: How to think about Hong Kong?

Week 3 (Jan. 14): Colonialism at Work

Readings:

- Documents I.c1 ("An increased Chinese community of great importance. . ."). I.c2 ("Hong Kong in 1882. . ."), II.b1 ("Questions of trust and mutual convenience. . ."), in *A Documentary History of Hong Kong: Society*, ed. David Faure (Hong Kong: Hong Kong University Press, 1997), pp. 22–29, 29–33, 61–73.

Focus: What were some of the characteristics of the early colonial society?

Week 4 (Jan. 21): Agents of Change

Readings:


Focus: What roles did Hong Kong play in the transformations of China?

Week 5 (Jan. 28): Identities in Motion

Readings:


Focus: What were some of the sources of opportunities and tensions in Hong Kong society in the 1920s and 1930s?

Week 6 (Feb. 4): Fallen City

Readings:


Focus: How did people negotiate their daily lives during the War?

Week 7 (Feb. 11): Mid-term Checkup (No class)

No class this week. Outline of newspaper column due. Students will sign up for individual meetings with the instructor.

**Mid-term break (Feb. 18–22)**

Week 8 (Feb. 25): Cold War Harbor

In-class presentation of draft newspaper column; final version due at noon on Friday, March 1

Readings:
- Tsang, Modern History of Hong Kong, pp. 145–179.
- Elsie Tu, Colonial Hong Kong in the Eyes of Elsie Tu (Hong Kong: Hong Kong University Press, 2003), 1–17, 35–56.

Focus: In what ways was Hong Kong reconfigured by the influx of immigrants?

Week 9 (Mar. 4): Roaring Sixties

Readings:
- Tsang, Modern History of Hong Kong, pp. 180–196.
- "Why We Should Boycott the Festival of Hong Kong" in A Documentary History of Hong Kong: Government and Politics, ed. Steve Tsang (Hong Kong: Hong Kong University Press, 1995), pp. 248–249, 252–253.

Focus: What contributed to the rise of political tension in Hong Kong?

Week 10 (Mar. 11): A Sense of Place

Draft research assignment due at noon on Friday, March 16

Readings:
- Tsang, Modern History of Hong Kong, pp. 197–227.

Optional:
- 100 Must-See Hong Kong Movies.
- Paul Fonoroff, "A Brief History of Hong Kong Cinema," Renditions 29 & 30 (Spring & Autumn 1988), 293–308.

Focus: What were some of the characteristics of the popular culture of Hong Kong?

Week 11 (Mar. 18): Awaiting China

Readings:
- Tsang, Modern History of Hong Kong, pp. 228–253.
- Selections from The Basic Law of the HKSAR.
Focus: What could the different aspirations for Hong Kong tell us about the territory’s multiple identities?

Week 12 (Mar. 25): Dreams Deferred

Readings:
- Tsang, Modern History of Hong Kong, pp. 254–278.
- Benny Tai Yiu-ting, "Hong Kong Isn’t What It Was, Nor What It’s Supposed to Be," New York Times, 18 November 2018.

Focus: What have been the sources of anxiety in the post-colonial era?

Week 13 (Apr. 1): Reorientation: Global in the Local

Readings to be determined.
ASIA 373/HIST 373: History of Hong Kong

Turnitin

Instructions

To facilitate communication, students are asked to submit their assignments electronically. Please follow the steps below:

2. Select "Get Started" and follow the instructions to create a user profile.
3. Log in.
4. Select "enroll in a class" and provide the following information:
   - class/section ID: 20004217
   - enrollment password: asia373
5. Select "18W-ASIA 373" from the list.
6. Select "submit" (next to the appropriate assignment):
   - Choose "file upload" (preferred) or "cut & paste" (please delete your name and any identification information from the original document before uploading);
   - Provide the required information;
   - Upload your file or copy and paste your document (including endnotes and bibliography, if applicable);
   - Select "submit" and wait for confirmation.

(If you are using Turnitin for the first time and want to get a sense of how the service works, you may submit a draft version of your assignment under "trial submission.")

Further Information

- Students are encouraged to familiarize themselves with the Turnitin service as soon as possible.
- Students are responsible for the safekeeping of their own work and may be asked to submit hardcopies to the instructor.
- Students who are unable to access Turnitin may submit their assignments to the instructor as e-mail attachments (which will then be forwarded to Turnitin). Please contact the instructor in advance.