

GENA2212
Debates in Human Values

Lecture: Tuesday, 2:30pm – 4:15pm
Venue: Zoom till resume to (NAH 213)
Instructor: Dr FAMING, Manynooch;
Office hour: By Appointment
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Course Description

This course discusses the ongoing issues under modernity and globalized world context. Within these contexts people share similar ‘values’, such as education, economy, freedom, sentiment, taste, beliefs, etc. that one holds to ‘oneself’ and/or to/against ‘others’. The course also leads students to discuss how and why we have come to hold certain values. Through a socio-cultural perspective, the course introduces several fundamental themes and debates in human values. The course provides no black or white answers and/or values but to provide students with analytical skills to these debates.

Course Objectives

By the end of the course, students will be able to:

1. Develop a reflexive skill in understanding human values;
2. Critically reflect and self-reflect values in one’s own and/or a cross-cultural context;
3. Apply key theoretical concepts to analyze values in one’s own context and/or cross-culturally.

Course Requirements

1. Participations

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| A. Class Participation: | 20% |
| B. Peer review roles: | 40% |

2. Independent Projects:

- | | |
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| C. One Reflexive Memo: | 20% |
| D. Final Paper: | 20% |

Course Assessments details

A. Class Participation (Zoom and Blackboard discussion) 20%

Each week, I will randomly select students to prepare questions before class. Each selected student must prepare ONE meaningful question to ask me in class. A meaningful question is a question that can start the class discussion, for example. I will also involve the class (on a random selection) to help me respond if there are no volunteers. Students are also encouraged to contribute to our weekly blackboard discussion. This can be one or two short sentences responding to a post or comment. The more you volunteer to respond to your classmates' questions or comments, the more credits you will receive on this part.

B. Peer Reviews 40%

This assessment will be conducted through assigned roles:

1. **Zoom chatbox moderator(s)**. Each week, I will invite 1-2 students to be my 'co-host(s)' responsible to facilitate the chat box conversations. You will post key words or points or ask questions to the class or answer the classmates' questions or comments. You will also be given a role to dismiss or suggest to your classmates if viewed that her/his comment(s) irrelevant or inappropriate or rude.
2. **Zoom breakroom group discussion leader**. One student, either on the volunteer basis or assigned, is responsible to collect, summarize and report the group discussion to the class.
3. **Blackboard conversation starter**. you will be assigned to post one issue or story for a discussion. This issue or story can be drawn from our class discussion or the recommended readings or news clips or YouTube VDO or your own readings related to the class weekly topic. If you choose to use the latter materials, do give us some background or a brief description to make sure that your classmates have enough information to make responses.
4. **Blackboard posts moderator(s)**. you will monitor, respond and/or comment on both the question from the conversation starter and the contributors. You will also be responsible to dismiss or suggest to the contributors if viewed as inappropriate or rude or irrelevant, etc. I will respect the moderator's role as well as to intervene or comment if necessary.

Note on Blackboard discussion: Conversation starter must post your question before class while contributors must post before midnight of every Sunday. Past this day, contributor(s) will not be given credits and moderator(s) will not but I will read your late posts and comments.

Note on all roles: each time you take a role, you will have to familiarize yourselves with the topic, including case studies and the debates. Moderators will be given a rubric form to fill up the marks.

C. Reflexive memo 20%

Each student will submit a reflection of between 1,000-1,500 words, excluding references. You will reflect on the following options (**choose ONE only**): All due before class.

1. One or two values from the cases discussed during the class (**Due date choice: a, W6 or b, W10.**)
2. One of the readings listed in this course. (*A few samples of reflection are available on Blackboard*). (**Due date choice: a, W7 or b, W9.**)
3. Topic that you are assigned to be Blackboard or zoom moderator. (**Due one week after your role completed.**)

D. Final Essay 20%

A paper of between 1,000-1,500 words (excluding references) that draws on careful reading of and conversation with class themes and texts to critically analyze and advance debates in human values. **Due Tuesday, 8 December 2020 (6pm).**

E. Notes on Submission of written assignments

All written assignments are not meant to give definite answers or judgments to the debates, but to demonstrate students' intellectual skills in approaching the debates.

Note 1: Submit a soft copy (with the signed VeriGuide receipt) to Blackboard.

Note 2: Save your final paper in **Word format**, and scan your signed **VeriGuide receipt into PDF** format. The final paper and the VeriGuide receipt should be uploaded as two separate files.

Note 4: Please name your paper file(s) **GENA 2212 Last name First name (assignment title)**, and your VeriGuide receipt file **GENA2212VeriGuide Last name First name**.

The both reflections and final papers are to be *double-spaced and in 12-point font, Word Format*. **No PDF format**. Please follow the Anthropology Department citation style at http://arts.cuhk.edu.hk/~ant/en/dept_thesis_style.php. Late assignments will be penalized. If for valid reasons you need to have your assignment re-scheduled, please be sure to make a timely request.

The university adopts a policy of zero tolerance on plagiarism. Any use of another person's words or ideas, taken directly or paraphrased, without citing the source is plagiarism. This includes taking material from the Internet without citing the website. Please consult the university's policy on academic honesty at <http://www.cuhk.edu.hk/policy/academichonesty/>.

Students are required by university policy to submit soft copies of all papers to VeriGuide. Please check the website www.cuhk.edu.hk/veriguide for information on how to submit papers through VeriGuide. Please submit a soft copy of your final paper (Word document) together with the signed VeriGuide receipt page (PDF) to Blackboard.

Weekly schedule

Week 1 (Sept. 8) – Introduction:

Marvin Harris. 2016 (1989). “Was there Life without Chiefs?” in *Conformity and Conflict: Reading in cultural anthropology*, 15th edition, edited by James Spradley and David McCurdy, Boston: Allyn and Bacon, pp. 238-245.

Mathews, G., 2020. An Anthropologist at the Hong Kong Protests. *American anthropologist*, 122(2), pp.391–393.

Week 2 (Sept. 15) – Human rights: a credo or common resources?

Alain Supiot. 2003. “The labyrinth of human rights: Credo or Common Resources?” *New Left Review*, May June 2003, pp. 118-136

Abu-Lughod, L. 2013. The New Common Sense. In *Do Muslim Women Need Saving?* (pp. 54-80). Cambridge, Massachusetts; London, England: Harvard University Press.

Week 3 (Sept. 22) – Why do people love their country? Do they?

Aleksander Hemon, “Door to Door,” *The New Yorker*, 15 October 2001, p. 170.

Kenzaburo Oe, “For a Lousy Battery,” *The New Yorker*, 15 October 2001, p. 123.

Anchee Min, “Footprints on the Flag,” *The New Yorker*, 15 October 2001, p. 181.

Benedict Anderson. *Imagined Communities* (1991). “Introduction,” pp.1-7; “Census, Map, Museum,” pp. 163-185.

Week 4 (Sept. 29) – Should we talk about ‘Black Lives Matter’ or ‘All Lives Matter’?

Brook Bobb. 28 May 2020. “Do you understand now?": George Floyd is exactly who Colin Kaepernick’s been kneeling for all along, *Vogue Magazine*. <https://www.vogue.com/article/colin-kaepernick-kneeling-george-floyd>

Vargas, Joao. 2015. "Black Lives Don't Matter." Hot Spots, *Fieldsights*, June 29. <https://culanth.org/fieldsights/black-lives-dont-matter>

Jafari Sinclair Allen and Ryan Cecil Jobson “The Decolonizing Generation: (Race and) Theory in Anthropology since the Eighties” *Current Anthropology* 75(2) 2016

Week 5 (Oct. 6)– Is violence a cultural thing?

Scheper-Hughes, Nancy, and Philippe Bourgois. 2004. “Making Sense of Violence.” In Nancy Scheper-Hughes and Philippe Bourgois, eds. *Violence in War and Peace*, pp. 1-32. Malden, MA: Blackwell Pub.

Lutes, Steven, and Michael J. Sullivan. 2004. “Violence by the Book: Redefining the Legitimate Use of Force in Municipal Policing.” In Myrdene Anderson, ed. *Cultural Shaping of Violence: Victimization, Escalation, Response*, pp. 135-146. West Lafayette, Ind.: Purdue University Press.

Other readings:

Cheng, Sealing. "Pikachu's Tears: Children's Perspectives on Violence in Hong Kong." *Feminist Studies* 46, no. 1 (2020): 216-25.

New York Times, investigation: <https://www.nytimes.com/video/world/asia/100000006602584/hong-kong-police-protest-video-investigation.html> (accessed 2 Sep 2019)

Gan, Wendy. 2017. “Puckish protesting in the Umbrella Movement,” *International Journal of Cultural Studies*, vol. 20(2) 162-176

Week 6 (Oct. 13) – Are women’s bodies dangerous?

Edgerton, Anna. And Sotirova, Ina. 2011. “Sex and the barrio: a clash of faith in Latin America.” (REPORTAGE). *World Policy Journal*, Winter, 2011, Vol.28(4), p.34-41

Carole S. Vance and Ann Barr Snitow. 1984. “Toward a Conversation about Sex in Feminism: A Modest Proposal,” *Signs*, Vol. 10, No. 1 (Autumn, 1984), pp. 126-135

Other readings:

SCMP. 5 August 2015. “Skewered on US talk show ‘Conan O’Brien’, ‘breast assault’ case makes a boob of Hong Kong”, reported by Laura Ma. <http://www.scmp.com/news/hong-kong/law-crime/article/1846744/skewered-us-talk-show-conan-obrien-breast-assault-case>

The Independent. 8 Aug. 2019. <http://theindependent.sg/hong-kong-police-in-hot-water-for-allegedly-ripping-off-female-protesters-underwear-and-exposing-her/> (accessed 20 Aug. 2019)

Fahmy, Amel, Mawaheb T El-Mouelhy and Ahmed R Ragab. 2010. "Female genital mutilation/cutting and issues of sexuality in Egypt," *Reproductive Health Matters*, Vol. 18, No. 36, Privatisation (November 2010), pp. 181-190

Week 7 (Oct. 13). Is living with the dead the foundation of our moral values?

Stefan R. Landsberger, 1996. 'Mao as the Kitchen God: Religious Aspects of the Mao Cult During the Cultural Revolution,' *China Information*, Vol. XI, Nos 2/3, pp. 196-214.

Robert Weller, "Night of the Living Dead Fish." In *Discovering Nature: Globalization and Environmental Culture in China and Taiwan* (2006), pp. 19-42.

Other readings:

Claude Lévi-Strauss, "The Living and the Dead." In *Tristes Tropiques* (1973), pp.230-246.

Sigmund Freud, "Obsessive Acts and Religious Practices." In *Reader in Comparative Religion: An Anthropological Approach* (1958), W.A. Lessa and E.Z. Vogt, eds., pp. 185-190.

EJ Insight. 24 July 2019. <http://www.ejinsight.com/20190724-graves-of-lawmaker-junius-ho-s-parents-vandalized/>

HKPF. 7 Sept 2016. <https://www.hongkongfp.com/2016/09/07/no-tears-mao-witness-recalls-death-chairman-dynastical-shift-40-years-later/>

Week 8 (Oct. 20) -- Hong Kong Core Values: Which ones are they?

"*HK Identity Debate: "Where, beneath the claims of government, is my cultural home?"*"

Mathews, Gordon. 2000. "Ch. 4: What in the world is Chinese: On the cultural identities of Hong Kong intellectuals in the shadow and wake of 1 July 1997," in *Global Culture/Individual Identity: Searching for Home in Cultural Supermarket*, London and New York: Routledge, pp. 121-165.

Other readings:

Mathews, Gordon. "The Hong Kong Protests in Anthropological Perspective: National Identity and What It Means." *Critique of Anthropology* 40, no. 2 (June 2020): 264–69. doi:[10.1177/0308275X20908303](https://doi.org/10.1177/0308275X20908303).

Week 9 (Oct. 27)– Education for Who and for What?

Levinson, B and Dorothy Holland. 1996. "Ch. 1: The Cultural Production of the Educated Person: An Introduction," in *The cultural production of the educated person: critical ethnographies of schooling and local practice*, Albany, NY: State University of New York Press. pp: 1-15.

Butler, J., 2017. "Academic Freedom and the Critical Task of the University." *Globalizations*, 14(6), pp.857–861.

Other readings:

Paul Morris and Edward Vickers. 2015. "Schooling, Politics and the construction of identity in Hong Kong: the 2012 'Moral and National Education' crisis in historical context," *Comparative Education*, 51:3, 305-326. DOI: 10.1080/03050068.2015.1033169

SCMP, 20 Aug. 2015, "How my top school grades got me into top university courses: Four Hong Kong students explain the pressure to succeed", report by Shirley Zhao. <http://www.scmp.com/news/hong-kong/education-community/article>

HKFP, "Student group slam Education Bureau for suppressing separatist talk in schools" by Chantal Yeun, 16 Aug. 2016, 7.48pm. <https://www.hongkongfp.com/2016/08/16/student-groups-slam-education-bureau-suppressing-separatist-talk-schools/>

SCMP, 28 Aug 2017, "Legislator creates way to report 'patriotic content' in Hong Kong schools, amid 'brainwashing' claims," reported by Peace Chiu. <http://www.scmp.com/news/hong-kong/education-community/article/2108659/legislator-creates-way-report-patriotic-content>

SCMP staff, 12 Aug 2017, "Brainwashing: What is it and how effective can it be?," <http://www.scmp.com/news/hong-kong/health-environment/article/2106418/brainwashing-what-it-and-how-effective-can-it-be>

EDB, "Moral-National Education Curriculum Guide (Primary 1 to Secondary 6), [http://www.edb.gov.hk/attachment/en/curriculum-development/moral-national-edu/MNE%20Guide%20\(ENG\)%20Final_remark_09102012.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/moral-national-edu/MNE%20Guide%20(ENG)%20Final_remark_09102012.pdf)

Week 10 (Nov. 3) – Does Work dictate our Lifestyle and adulthood?

- Mann, Brenda. 2013. "You@Work: Jobs, Identity, and the Internet" In *Conformity and Conflict: Pearson New International Edition*, edited by Spradley, James W., and McCurdy, David W. United Kingdom: Pearson Education Limited, pp. 203-210.
- Schwartz, Berry. 28 Aug. 2015. "Rethinking Work", *New York Times*, Sunday Review, Opinion. <http://www.nytimes.com/2015/08/30/opinion/sunday/rethinking-work.html?ref=opinion>
- Berger, Peter. 1964. 'Some general observations on the problem of Work' in *The Human Shape of Work*, edited by Peter Berger. New York: Macmillan. pp. 211-241.

Week 11 (Nov. 10) -- Leisure: Does our free time reflect our social class?

- Bourdieu, Pierre. 1987. "What makes a social class? On the Theoretical and Practical Existence of Groups," *Berkeley Journal of Sociology*, Vol. 32 (1987), pp. 1-17.
- Gans, Herbert J. 1996. 'The uses of poverty: The Poor pay all' in *Mapping the Social Landscape: Reading in Sociology*, edited by Susan J. Ferguson. Mountain View: Mayfield Publishing Co. pp. 265-270.
- Other readings:
- Ma, Kit-wai Eric. 2001. 'The Hierarchy of Drinks: Alcohol and Social Class in Hong Kong' in *Consuming Hong Kong* edited by Gordon Mathews and Tai-lok Lui. Hong Kong: HKU Press. pp. 117-140.
- Roberts, Ken. 2004. 'Leisure Inequalities, Class Divisions and Social Exclusion in Present-day Britain', *Cultural Trends*, Vol. 13, No. 50, June 2004, pp. 57-71.
- Dong Jinxia. 2001. 'Cultural Changes: Mobility, Stratification and Sportswomen in the New China' in *Culture, Sport, Society*. Vol. 4, No. 3 (Autumn 2001). pp. 1-26.

Week 12 (Nov. 17) – "Life versus Death"

- Long, Susan Orpett. 2003. "Becoming a Cucumber: Culture, Nature and the Good Death in Japan and the United States." *Journal of Japanese Studies*, Vol. 29, No. 1 (Winter, 2003), pp. 33-68.
- Flemming, Rebecca. 2006. "Suicide, Euthanasia and Medicine: Reflections Ancient and Modern." *Economy and Society*, Vol. 34, No. 2: 295-321.
- Mathews, Gordon. 2013. "Death and 'the Pursuit of a Life Worth Living' in Japan," in Hikaru Suzuki, ed., *Death and Dying in Contemporary Japan*, p. 33-48.

Week 13 (Nov. 24) – Conclusion