

THE CHINESE UNIVERSITY OF HONG KONG
Department of Cultural and Religious Studies
Term 2, 2024-25

CURE 3006 - Special Topics in Cultural Studies
- Community Making and Public Humanities

Time: Thur 10:30AM - 01:15PM
Instructor: Ms. Zhang Ti

Venue: Digital Scholarship Lab

Course Description

This course prepares students to learn from the emerging practices of community making. Through an introduction to the basic concepts, exploration of the origins, development, and implementation, students will understand the emerging intervention methods of humanities in the public domain.

Community making is closely related to sustainable development, involving the application of interdisciplinary theories. Special attention will be given to practical case studies in this course, helping students examine community making practices in the local and neighboring regions, including Japan, Mainland China, and Taiwan. Students will also have the opportunity to personally understand the lived experiences of different communities/groups, and cross-reference them with relevant theories to deepen their understanding.

In this course, students will acquire knowledge on how community making affects community cultural history, construction of collective identity, community participation, cross-sectoral collaboration, and the accumulation of social capital. This course will guide students to initially grasp the roles and collaborative dynamics among the diverse stakeholders in the community, including government departments, social welfare organizations, civic groups, and community organizations, as well as advisory frameworks.

本課程旨在讓學生學習日益普遍的社區營造，透過介紹基本概念、探討起源、發展與實踐，了解人文學科在公共領域中的新興介入方法。社區營造與可持續發展息息相關，涉及跨學科理論應用，課程着重從實際案例入手，協助學生審視本地及鄰近地區包括日本、內地與台灣的社區營造實踐，並親身了解不同社群/群體的生活經驗，與相關理論進行對讀，加深理解。

學生將從本課程獲得有關社區營造如何影響社區文化歷史、集體身份建構、社區參與、跨界別協作、社會資本積累的知識。課程將引導學生初步掌握社區內多元持份者及其運作方式，包括政府部門、社福機構、民間團體、社區組織，以及諮詢架構之間的角色與協作。

Course Syllabus

Week 1: Make a Difference in Your Community: “Community Making”

- Introducing the origins, development, and implementation of community making in Hong Kong under various contexts, including “place making” and “community making” concepts.

Week 2: Current Ecology of Community Making in Hong Kong

- Introducing the current situation and ecology of community making in Hong Kong. Learn about the impact of government restructuring regional cultural and recreational community making projects in context of the “improving governance at the district level”.

Week 3: Intervention of history, culture and art in the community

- Learn about the differences between community making and community work. Introducing key aspects of "Asset based Community Development", concerned with how to link micro-assets to the macro-environment, to achieve sustainable community-driven development.

Week 4: Symbolic Interactionism and Collective Identity

- Introducing the weaving of community relationship networks through community making, and how shared identities, values, and goals emerge through social interaction and collective action within a community.

Tutorial Case Study:

- Art Invention / Socially engaged Art in the community
- 林喜兒、霍文焯：《屋宇平民誌 ——記大坑西新邨：香港最後的「私營廉租屋」》（香港：留下書舍，2024）
- Introduces how “community newspaper” has emerged recently, and how it focuses on humanities aspects, becoming a community platform to organize cultural activities.

Week 5: Practical Scenarios of Co-creation, Social Innovation

- Introducing the concept of social innovation, in which breaking through the division of labor between professions and sectors, encouraging multi-stakeholder cross-sectoral collaboration.

Tutorial Case Study:

- Social Lab / Innovation lab run with government agencies and citizens to design services and policies for a better public life, through community participation, design thinking and co-creative experiments.
- Revitalization project, how business activates community sustainability?

Week 6*: Field Study: “Community Living Room” (CLR)

- Knowing the new pilot programme - community living room. Interact with subdivided house families to understand their views on Community Living Room and the communities they belong to.

Tutorial Case Study:

- Introducing Common Living Room (CLR) run by a private enterprise, and how they use local culture and art as media, and respond to the emerging cultural phenomenon among the young generation in the community by planning different art and experiential activities.
- 鄒崇明、黃英琦、梁志遠、龍子維：《重構香港：從庶民空間到社區更新》（香港：印象文字，2016）
- Introducing the Community Art Developmental Project "Tin Library - Tin Shui Wai Story Gallery" of the Jockey Club Tin Shui Wai Integrated Social Service Centre, which make use of community creation to exploit community resources and promotes creative community projects, enhance community participation, renovate public spaces, and allow residents to discover the experience of co-creation, reconstructing different aspects of life experience in the local neighbourhoods.

Week 7: Social Connection and Cultural Diversity in East Asia (1)

- Review valuable experience from Japan and Taiwan, knowing the complexity of different

social structures and cultures. Introducing the concept of community imagination and regional revitalization.

Tutorial Case Study:

- Experience of Tokyo non-profit organization, using historic buildings and private spaces in community making.
- Experience of Taiwan Hualien in rural communities making, young people using culture and art as a medium to interact with different ethnic groups and communities in the district.

Week 8: Social Connection and Cultural Diversity in East Asia (2)

- Review valuable experience from Mainland China, knowing how community making is localized and developed. Exploring how the theory and practice of community self-organization is combined with governance theory.

Tutorial Case Study:

- Experience of Shanghai, creating a Xinhua 15-minute life circle where everyone can participate. Introduce how art and culture are used to connect residents within the community.
- Experience of Wuhan, community making experiment in youth rental community. Introducing local community making team's planning of public art and cultural projects such as "Community Micro-Garden" and "Community Shared Living Room" to broaden grassroots youth's imagination of community life and rebuild social capital.

Week 9: Reading Week and Midterm Paper Submission

- The mid-term paper aims to examine students' preliminary understanding of concepts or theories taught in this course. Students can select topics that inspires you and gives you a new understanding in community making and public humanities for an in-depth discussion. (Number of words: approx.1000 words)

Suggested Framework:

- What kind of community making projects have you been exposed to or participated in your daily life? What role did you play?
- Observe how different networks of people collaborate within the community? (E.g. residents' organizations, political organizations, arts and cultural groups.) What community making projects have been held?
- The impact of community policies on community creation.
- Introduce a community making case that interests you. Why?

Week 10: Field Study: "Transitional Housing" (TH)

- Knowing the new pilot programme - transitional housing. Are there rooms for community making in short-term vacant land and premises?

Tutorial Case Study

- Introducing how the concept of co-living promotes community engagement and Tong Lau culture.
- Introducing the social housing platform, which combines the roles of social workers and real estate agents to find "good owners" for subdivided housing users.

Week 11: Conclusion and Consultation Week (Attendance required)

- Summarizing the course, students are divided into groups to prepare for group presentations. Introducing research methods, formats, and topic choices that can be used for student group presentations.

Week 12 (and 13): Group Presentation

- The aim of this presentation is to examine whether students have initially grasped relevant concepts of community making and the importance of promoting collaboration among diverse

stakeholders in the community for humanistic care through practice. Students can select topic from the provided list or propose their own for the presentation:

1. Design their own community making projects in historical, cultural or artistic ways aiming to connect different groups in the community, such as community renewal, community tours, etc.
2. Design collaborative projects to meet the needs of specific groups, such as subdivided housing residents, elders living alone, aboriginal residents, etc.
3. Start with realistic-themed movies or literary works to discuss the policies and stakeholders involved in community issues, try to set up community collaboration projects for related issues.

Individual final paper (Approx. 1500 words)

- Each student is required to write a reflection paper based on the content of the group presentation, which should include the following:
 - ✓ Brief introduction to the concept of public humanities and its focus on community engagement and social impact.
 - ✓ Reflections on both peers and personal experiences participating in the community making initiatives.
 - ✓ Descriptions of interactions with community members and insights learned.
 - ✓ Discuss how public humanities can promote greater inclusion, representation, and empowerment within the community, using examples from own experiences.
 - ✓ Connections between academic coursework and practical application of humanities-based knowledge in the community setting.
 - ✓ Concluding thoughts on the transformative potential of public humanities to address community needs and promote social changes.

Learning outcomes

Upon successful completion of this course, students should be able to:

1. Equip with a multifaceted understanding of community development and civic engagement from a public humanities perspective.
2. Contextualize community making practices within broader sociocultural, historical, and policy landscapes.
3. Critically analyze the complex ecologies of community making.
4. Distinguish community making from traditional approaches, and apply asset-based, participatory frameworks to foster sustainable, community-driven development.
5. Leverage theoretical perspectives to explain the relational dynamics and meaning-making processes shaping community life.
6. Conduct comparative analyses of community making practices across East Asian regions, extrapolating transferable insights for localized application.

Assessment methods

Assessment method	Weighting (%)
Participation	15%
Midterm Paper	20%
Presentation	30%
Final Paper	35%

Required readings

Week 1:

Bourdieu, P. (2011). The forms of capital.(1986). *Cultural theory: An anthology*, 1(81-93), 949.

Florence, C., Stephanie K. (2024). *The Community Makers' Guide*. Social Ventures Hong Kong.

Week 2:

Thomas, D. N. (1983). *The Making of Community Work*. George Allen and Unwin.

Week 3:

Anderson, B. (2020). Imagined communities: Reflections on the origin and spread of nationalism. In *The new social theory reader* (pp. 282-288). Routledge.

Week 4:

Katz, E., Blumler, J. G., & Gurevitch, M. (1973). Uses and gratifications research. *The public opinion quarterly*, 37(4), 509-523.

林喜兒、霍文焯：《屋宇平民誌 ——記大坑西新邨：香港最後的「私營廉租屋」》（香港：留下書舍，2024）

Week 5:

Rachel Y. (2018). *Social Lab*. Make A Difference Institute Limited.
https://issuu.com/mad.asia/docs/mad_source_book_op_20181120

Week 6:

Hall, S. (1990). Cultural identity and diaspora. In J. Rutherford (Ed.), *Identity: Community, culture, difference* (pp. 222–237). Lawrence & Wishart.

鄒崇明、黃英琦、梁志遠、龍子維：《重構香港：從庶民空間到社區更新》（香港：印象文字，2016）

Week 7:

Harvey, D. (2008). *The Right to the City*. New Left Review, 53, 23-40.

Week 8:

Foucault, M. (1991). Governmentality. In G. Burchell, C. Gordon, & P. Miller (Eds.), *The Foucault effect: Studies in governmentality* (pp. 87–104). Harvester Wheatsheaf.

Week 10:

Putnam, R. D. (2000). Bowling alone: The collapse and revival of American community (Ch.1). *Simon & Schuster*.

木下齊（林詠純譯）：《社造幻想：為什麼地方創生會失敗？》（台北：行人文化實驗室，2023）

Recommended reading list/references

Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. *Journal of public administration research and theory*, 18(4), 543-571.

Botsman, R., & Rogers, R. (2010). *What's mine is yours: The rise of collaborative consumption*. Harper Business.

Granovetter, M. (1985). *Economic action and social structure: The problem of embeddedness*. *American Journal of Sociology*, 91(3):481-510.

Hall, S. (1997). The work of representation. In S. Hall (Ed.), *Representation: Cultural representations and signifying practices* (pp. 13–74). Sage.

Meltzer, G. (2005). *Sustainable community: Learning from the cohousing model*. Trafford Publishing.

Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community* (Ch.21). *Simon & Schuster*.

西村幸夫（廖怡鈞譯）：《東京大學最終演講：我與都市共學的這條路》（台灣：遠流出版社，2020）

曾旭正：《台灣的社區營造：新社會、新文化、新人》（台北：遠足出版社，2013）

黃洪：《評論--社區與社區工作：一個社會工作者的角度》，社區社會工作：中外視野中的文流（266-275 頁）（北京：中國社會科學出版社，2006）

[https://web.swk.cuhk.edu.hk/~hwong/pubfile/book/2006 Community and Community Work Social Workers Perspective.pdf](https://web.swk.cuhk.edu.hk/~hwong/pubfile/book/2006%20Community%20and%20Community%20Work%20Social%20Workers%20Perspective.pdf)

Grade Descriptor

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.