

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2022 / 23**

Part I Course Overview

Course Title: Cultural Heritage Theories and Practices in China

Course Code: CAH5741

Course Duration: 1 semester

Credit Units: 3

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to enable students to acquire a critical understanding of the theories and practices of cultural heritage by scrutinizing the ideas of “heritages” and its formation in recent decades, by mastering its definition with reference to UNESCO and other international organizations’ literature, and by examining how the ideas of cultural heritages are interpreted and put into practice in China. Students are expected to study the institutions concerned, to read the international conventions, national and local laws and regulations of China, and to acquire knowledge specific to selected tangible and intangible items through case studies. Students will be able to expand their horizon of knowledge about the cultural heritage, not only to appreciate the rich diversity of the cultural treasures but also to identify issues for its preservation, creative transformation, as well as political, economic and social implications. They are also encouraged to develop an informed critical and creative attitude towards cultural heritage.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the concepts and ideas of heritages in various forms and understand international, national, and local institutions, laws, and regulations concerning cultural heritages.	20%	✓	✓	
2.	Critically examine how heritage documentation, preservation, and promotion work in contemporary China, including the formation and identification of world heritage sites and intangible cultural heritages.	20%	✓	✓	
3.	Demonstrate a well-informed understanding of how the past is remembered and constructed by analysing and reflecting on archaeological, historical, and ethnographic materials.	20%	✓	✓	✓
4.	Develop critical awareness of issues concerning authenticity, identity, and memory in heritage projects and their conservation and transformation.	20%	✓	✓	
5.	Reflect on community concerns and real-world challenges in safeguarding both tangible and intangible cultural heritage.	20%		✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures (Including Film Screenings)	The lectures will cover fundamental frameworks on the theoretical conception of cultural heritage, while introducing case studies from specific geographical regions of China. The lectures will combine both textual and visual materials.	✓	✓	✓	✓	✓	
In-class Activities	In-class activities and discussions will be arranged to facilitate interactions and assess students' grasp of knowledge taught in class.	✓	✓	✓	✓		
Small-Group Case Study	Students will be working in groups to design a heritage trail in their chosen locales. Through in-class presentation, they will be able to integrate and apply what they learn in class to their case analysis.	✓	✓	✓		✓	
Observation/ Interview Assignment	Students will select a research site around Hong Kong or the Greater Bay Area in consultation with the instructor. They will conduct ethnographic observations and/or interviews, and submit a report that situates the place and people under study in a historical context that reflects on the preservation and transformation of cultural heritage.		✓	✓	✓	✓	
Writing Project	Students will design and write a research paper by researching materials related to a particular heritage site, historical artefact, or traditional knowledge and skills. Students are encouraged to build off key concepts and debates learned in the course. Each student will prepare and present their final project through a one-page poster during the final week of class.	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
1. In-class discussion: Students are required to actively participate in class activities and discussions.	✓	✓	✓	✓	✓	15%	
2. Group project presentation: Students are required to work in groups to design and present a heritage trail in their chosen locales. The designed trail should represent and integrate cultural heritage in various forms.	✓	✓	✓		✓	20%	
3. Ethnographic exercise and observation report: Students are required to submit a report (about 2000 Chinese words) based on ethnographic observations and/or interviews at a research site in consultation with the instructor. Students should contextualize the place and people under study in relation to the transformations of local tangible and/or intangible heritage.		✓	✓	✓	✓	25%	
4. Final project (35%) and poster (5%): Students are required to submit a research paper (about 5000 to 6000 Chinese words) on a selected topic in relation to themes discussed in class. Each student should also demonstrate their final project on a one-page poster to the class during the final week.	✓	✓	✓	✓	✓	40%	
Examination: 0%							
						100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In-class discussion	This part will grade on students' performance in learning activities based on their participation in class activities and discussions. They are required to show their pre-class preparation by completing assigned readings before coming to class and responding to questions raised in class. They should also actively participate in class discussions.	Strong evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Adequate ability to engage in discussions, express ideas, and elaborate on comments based on familiarity with class materials 	Some evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Ability to engage in discussions, express ideas, and elaborate on comments based on familiarity with class materials 	Marginally satisfies the basic requirements of participation in classes and tutorials	Fails to meet minimum requirements of participation
2. Group project presentation	This assessment will grade on the design of the heritage trail and the fluency of oral presentation. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team	Strong evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter • Rigorous organization, 	Some evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter • Rigorous organization, 	<ul style="list-style-type: none"> • Loose organization, but acceptable identified content. • Adequate understanding of the reading and indication of grasp of the 	<ul style="list-style-type: none"> • Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	on the collection, reading, selection, integration, analysis of the resources. They should present rich content and show extensive knowledge of the subject matter and excellent grasp of the materials. They should demonstrate rigorous organization, coherent structure, balanced composition, and creative comments.	coherent structure, balanced composition <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	coherent structure, balanced composition <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	general ideas, limited or irrelevant use of reading materials <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation • Acceptable pronunciation and expression; few of mistakes in diction, but no influence on general delivery 	<ul style="list-style-type: none"> • Loose organization, without distinct primary and secondary structure • Overly soft voice, indistinct pronunciation and improper diction, seriously over time
3. Ethnographic exercise and observation report	This part will grade on students' ability to apply research methods skilfully and show a basic grasp of ethnographic research. Students should also be able to relate their field experience to what they have learnt in class about cultural heritage.	Strong evidence of: <ul style="list-style-type: none"> • Excellent ability to describe and reflect on field experience • Creative and insightful ideas • Acute observation and ability to navigate field site • Coherently structured ethnographic writing • Ability to 	Some evidence of: <ul style="list-style-type: none"> • Excellent ability to describe and reflect on field experience • Creative and insightful ideas • Acute observation and ability to navigate field site • Coherently structured ethnographic writing • Ability to 	<ul style="list-style-type: none"> • Adequate content, limited ability to integrate materials • Lack of original, in-depth insights on field experience and ethnographic materials • Some personal or critical ideas, but not clear or insightful enough • Limited 	<ul style="list-style-type: none"> • Weak ability to navigate field site and conduct field research • Insufficient content, lack of coherent organization and analysis • Lack of ability to demonstrate adequate writing skills

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		interpret ethnographic materials originally and link them to course materials <ul style="list-style-type: none"> • Great sense of context, ability to use various research methods and writing skill 	interpret ethnographic materials originally and link them to course materials <ul style="list-style-type: none"> • Great sense of context, ability to use various research methods and writing skill 	knowledge about the context of ethnographic practice <ul style="list-style-type: none"> • Acceptable writing skills 	
4. Final project and poster	This assessment will grade on students' ability of critical thinking through effective writing. The final project must be original, convincing, and well-presented in academic form. Students should demonstrate the ability to utilize and analyze materials critically, in order to raise insightful questions and build up arguments in an organized, structured manner in the research paper.	Strong evidence of: <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various materials • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyse materials critically • Ability to draw from sufficient and organized references to support the writing • Precise and fluent expression, appropriate grammar, spelling and citation 	. Some evidence of: <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various materials • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyse materials critically • Ability to draw from sufficient and organized references to support the writing • Precise and fluent expression, appropriate 	<ul style="list-style-type: none"> • Adequate content, limited ability to integrate materials • Loose organization and structure lacks coherence • Ability to express relevant points to the subject matter, but not clear or in-depth enough • Insufficient references • Acceptable diction and sentence fluency 	<ul style="list-style-type: none"> • Vague and insufficient content, weak ability to integrate materials • Unsystematic composition and incoherent structure • Shows limited knowledge about the subject matter, and lack of ability to express clear ideas • No critical comments other than simply summarizing the materials • Seriously insufficient or no

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<ul style="list-style-type: none"> • Creative and insightful ideas, ability to make a convincing argument, show an in-depth or extensive knowledge of the subject matter 	grammar, spelling and citation <ul style="list-style-type: none"> • Creative and insightful ideas, ability to make a convincing argument, show an in-depth or extensive knowledge of the subject matter 		reference <ul style="list-style-type: none"> • Misunderstood concepts, inaccurate diction, and inappropriate citations

Not applicable to students admitted before Semester A 2022/23

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Cultural Heritage, China studies, UNESCO, World Heritages, Intangible Cultural Heritage, Historical Relics and Sites, Museum, Material Culture, Landmarks, Artefacts and Handicrafts, Antiquities, Oral Traditions, Folklore, Performing Arts, Rituals, Festive Events, Social Practices, Landscapes, Memory, Historical Preservation, Authenticity and Identity, Cultural Resources, Food and Cuisine, Craftsmanship, Digital Heritage, Public Policy, International Organizations, Nationalism, Globalization, Cultural and Creative Industries

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	(澳)勞拉·簡·史密斯，蘇小燕、張朝枝譯：《遺產利用》。北京：科學出版社，2020。
2.	彭兆榮、路芳編：《文化遺產關鍵詞》。貴陽：貴州人民出版社，2014。
3.	苑利，顧軍（2005）：《遺產報告：世界文化遺產保護運動的理論與實踐》。北京：社會科學文獻出版社。
4.	麻國慶、朱偉：《文化人類學與非物質文化遺產》。北京：三聯書店，2018。
5.	陳倩、祖運輝、區志堅主編：《生態與文化遺產——中日及港台的經驗與研究》。香港：中華書局，2014。
6.	Zhu, Yujie and Christina Maags. 2020. <i>Heritage Politics in China: The Power of the Past</i> . London and New York. Routledge.
7.	<i>Basic Texts of the 1972 World Heritage Convention</i> , Paris: UNESCO World Heritage Centre, October 2019 edition.
8.	2003年《保護非物質文化遺產公約》基本文件》（2018年版本），巴黎：聯合國教科文組織。

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Blumenfield, Tami and Helaine Silverman, eds. 2013. <i>Cultural Heritage Politics in China</i> . New York: Springer.
2.	Lowenthal, David. 1998. <i>The Heritage Crusade and the Spoils of History</i> . Cambridge: Cambridge University Press.
3.	Maags, Christina and Marina Svensson, eds. 2018. <i>Chinese Heritage in the Making: Experiences, Negotiations and Contestations</i> . Amsterdam: Amsterdam University Press.
4.	廖迪生編：《非物質文化遺產與東亞地方社會》。香港：香港科技大學華南研究中心，2011年。
5.	Frey, Bruno S. and Lasse Steiner. 2011. "World Heritage List: Does it Make Sense?," <i>International Journal of Cultural Policy</i> , 17 (5), pp. 555–573.
6.	高寶齡、區志堅、陳財喜、伍婉婷、司徒毅敏編：《發現香港：非物質文化遺產在香港》。香港：中華書局，2019。
7.	南方科技大學社會科學高等研究院編：《遺產：多學科視角與方法》。南京：南京大學出版社，2020。
8.	徐嵩齡、張曉明、張建剛編：《文化遺產的保護與經營——中國實踐與理論進展》。北京：社會科學文獻出版社，2003。
9.	Kirshenblatt-Gimblett, Barbara. 1998. <i>Destination Culture: Tourism, Museums, and Heritage</i> . Berkeley and Los Angeles: University of California Press.
10.	UNESCO / Chinese Academy of Cultural Heritage / ICCROM (websites and documents).