

# CAH3511: HONG KONG'S CULTURE AND HERITAGE

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## Effective Term

Semester A 2024/25

## Part I Course Overview

### Course Title

Hong Kong's Culture and Heritage

### Subject Code

CAH - Chinese and History

### Course Number

3511

### Academic Unit

Chinese and History (CAH)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

CTL3511 Hong Kong's Culture and Heritage

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course offers a comprehensive introduction to the study of cultures and heritages in Hong Kong as an interdisciplinary and cross-Area field of scholarly inquiry through which complex issues of material cultures, cultural preservations, business practices, and popular cultures can be critically analysed. By drawing on literature in history, archaeology, anthropology, Hong Kong studies, museum studies, and related disciplines, we will engage several case studies of Hong Kong' s cultures and heritages to advance our understanding of contemporary global issues in urbanization, cultural diversities, multiculturalism, comparative development, governance, and digitalization.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Explain, analyse and communicate effectively the salient aspects of Hong Kong' s culture and heritage	x	x	
2	Explain the significance of a given heritage site or object in a coherent and organised manner	x	x	
3	Conduct library, archival and/ or field research on a given topic relating to Hong Kong' s culture and heritage		x	x
4	Deliver original research findings effectively in innovative formats.		x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture and teacher-facilitated discussions	Lecture and teacher-facilitated discussions to (i) explore key concepts and issue; (ii) consolidate background knowledge and conceptual framework	1, 2, 3
2	Weekly reading assignments	Weekly reading assignments on specific topics followed by class discussions	1, 2, 3, 4
3	Group presentations	Group presentations followed by class discussion	1, 2, 3, 4

4	Guest lectures and site visits	Guest lectures and site visits (where possible)	1, 2, 3	
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class Participation	1, 2, 3	10	
2	Group Project and Presentation on a research topic relevant to the themes and contents of the course. (Written Report: 3000-3500 words)	1, 2, 3, 4	50	
3	One written assignment (1000-1500 words)	1, 2, 3, 4	30	
4	One group presentation on a weekly reading	1, 2, 3, 4	10	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Participation

**Criterion**

Performance in class discussion tasks and in-class activities

**Excellent (A+, A, A-)**

1. Excellent command of general historical knowledge about South China and Hong Kong culture.
2. Excellent understanding of key issues in South China and Hong Kong culture.
3. Excellent demonstration of research skills as well as critical ability in achieving independent views.
4. Excellent linguistic competence in expressing one' s ideas clearly and effectively.

**Good (B+, B, B-)**

1. Good command of general historical knowledge about South China and Hong Kong culture.
2. Good understanding of key issues in South China and Hong Kong culture.
3. Good demonstration of research skills as well as critical ability in achieving independent views.
4. Good linguistic competence in expressing one' s ideas clearly and effectively.

**Fair (C+, C, C-)**

1. Adequate command of the course content.
2. A certain degree of understanding of key issues in South China and Hong Kong culture.
3. Fair demonstration of research skills as well as critical ability in achieving independent views.
4. Adequate linguistic competence in expressing one' s ideas clearly and effectively.

**Marginal (D)**

1. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
2. Marginal command of course materials, with the ability to describe a few important issues in South China and Hong Kong culture.
3. Marginal ability and skills in conducting research work.

4. Weakness in expressing oneself clearly and effectively.

**Failure (F)**

1. Little or no participation in class
  2. Fails to complete one or more assessment tasks
  3. Confirmed plagiarism in completing assessment tasks
  4. Little or no contribution to team work in completing assessment tasks
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**Assessment Task**

Group Project and Presentation

**Criterion**

Team work  
Subject Knowledge  
Applied Knowledge  
Research content  
Evidence of critical thinking

**Excellent (A+, A, A-)**

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**Good (B+, B, B-)**

1. Good command of general historical knowledge about South China and Hong Kong culture.
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**Marginal (D)**

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**Assessment Task**

Written assignment

### **Criterion**

Subject Knowledge

Ability to articulate informed opinions on relevant topics and issues

Research content

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4. Little or no contribution to team work in completing assessment tasks

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### **Assessment Task**

Group presentation on a weekly reading

### **Criterion**

Subject knowledge

Ability to identify main ideas and arguments

Ability to articulate informed opinions on issues raised in the reading

#### **Excellent (A+, A, A-)**

1. Excellent command of general historical knowledge about South China and Hong Kong culture.
2. Excellent understanding of key issues in South China and Hong Kong culture.
3. Excellent demonstration of research skills as well as critical ability in achieving independent views.
4. Excellent linguistic competence in expressing one's ideas clearly and effectively.

#### **Good (B+, B, B-)**

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2. Good understanding of key issues in South China and Hong Kong culture.
3. Good demonstration of research skills as well as critical ability in achieving independent views.

4. Good linguistic competence in expressing one' s ideas clearly and effectively.

#### Fair (C+, C, C-)

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3. Marginal ability and skills in conducting research work.
4. Weakness in expressing oneself clearly and effectively.

#### Failure (F)

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3. Confirmed plagiarism in completing assessment tasks
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## Part III Other Information

### Keyword Syllabus

Hong Kong history, cultural heritage, urban conservation, popular culture and heritage, urban culture, preserving tangible and intangible heritage in museums

### Reading List

#### Compulsory Readings

	Title
1	Rural architecture in Hong Kong, Hong Kong: Government Information Services Department, 1979.
2	Bard, Solomon, In Search of the Past: A Guide to the Antiquities of Hong Kong , Hong Kong: Urban Council, 1988
3	Young, Bell, Cantonese opera: performance as creative process, Cambridge: Cambridge University Press, 1989
4	Smith, Carl, A Sense of history: Studies in the Social and Urban History of Hong Kong, Hong Kong: Hong Kong Educational Publishing Co, 1995
5	Faure, David and Helen F. Siu eds. Down to Earth: The Territorial Bond in South China. Stanford: Stanford University Press, 1995.
6	Teo, Stephen, Hong Kong Cinema: the Extra Dimension, London: British Film Institute, 1997.
7	Hong Kong: Antiquities & Monuments Office, Hong Kong' s Heritage: A History of 6,000 years, HKSAR, 1997
8	Abbas, M. Ackbar. Hong Kong: Culture and the Politics of Disappearance. Minneapolis: University of Minnesota Press, 1997.
9	Owen, Norman, et. al, The Heritage of Hong Kong : its history, architecture & culture, Hong Kong : FormAsia Books, 1999.
10	Clarke, David J. Hong Kong Art: Culture and Deconlonization. London: Reaktion Books Ltd., 2001.
11	Watson, James L. and Rubies S. Watson. Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories. Hong Kong: The Chinese University Press, 2004.
12	Helen F. Siu, 'Cultural Identity and the Politics of Difference in South China' , Daedalus,122.2 (1993), pp.19-43.
13	程美寶：《地域文化與國家認同：晚清以來「廣東文化」觀的形成》（北京：三聯書店，2006）

**Additional Readings**

	Title
1	Nil