

CAH3548: CRITICAL APPROACHES TO CULTURAL HERITAGE

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Critical Approaches to Cultural Heritage

Subject Code

CAH - Chinese and History

Course Number

3548

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

CTL3548 Critical Approaches to Cultural Heritage

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to Develop students' theoretical and contextual knowledge of critical approaches to the study of cultural heritage; Explore the historical and socio-political dimensions of heritage discourse in different national and cultural contexts Develop students' ability to critically reflect on and assess the implications of different interpretations and narratives of cultural heritage, national history, and cultural identity

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate conceptual and theoretical understanding of cultural heritage	x	x	
2	Apply critical concepts in the interpretation of tangible and intangible heritage	x	x	x
3	Identify and examine the historical, economic and socio-political aspects and uses of heritage in local and global contexts	x	x	
4	Conduct research on cultural heritage and effectively present findings and arguments in writing and oral presentations		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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture and class discussion	Lecture and class discussion to introduce historical background, concepts, critical approaches	1, 2, 3, 4
2	Weekly readings	Weekly readings on specific topics	1, 2, 3, 4
3	Group presentation	Group presentation on weekly readings	1, 2, 3, 4
4	Class discussion and supplementary exercises/activities	Class discussion and supplementary exercises/activities	1, 2, 3, 4

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation & attendance	1, 3	10	
2	Group Presentation on weekly readings and written report	1, 2, 3, 4	20	
3	Midterm group short report (book review). Participants are expected to introduce a recent publication in the field of cultural heritage studies upon their selection.	1, 2	30	
4	Term Project	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Participation & attendance

Criterion

Performance in class discussions and in-class tasks

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of course contents and subject matter
- Excellent command of language demonstrated through written assignments and oral presentations
- Strong critical thinking and academic writing skills

Good (B+, B, B-)

- Good command of subject knowledge
- Good understanding of course contents and subject matter
- Good command of language demonstrated through written assignments and oral presentations
- Good critical thinking and academic writing skills

Fair (C+, C, C-)

- Satisfactory command of subject knowledge
- Basic understanding of course contents and subject matter
- Average language competency in the expression of ideas
- Some evidence of effort in critical thinking

Marginal (D)

- Familiarity with the subject matter
- Marginal command of course materials, with the ability to describe a few important issues
- Marginally acceptable language competency to demonstrate basic understanding of subject matter
- Minimal effort in critical thinking

Assessment Task

Group Presentation

Criterion

Subject Knowledge

Analytical content

Team work

Ability to identify main arguments and issues raised in the reading

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of course contents and subject matter
- Excellent command of language demonstrated through written assignments and oral presentations
- Strong critical thinking and academic writing skills

Good (B+, B, B-)

- Good command of subject knowledge
- Good understanding of course contents and subject matter
- Good command of language demonstrated through written assignments and oral presentations
- Good critical thinking and academic writing skills

Fair (C+, C, C-)

- Satisfactory command of subject knowledge
- Basic understanding of course contents and subject matter
- Average language competency in the expression of ideas
- Some evidence of effort in critical thinking

Marginal (D)

- Familiarity with the subject matter
 - Marginal command of course materials, with the ability to describe a few important issues
 - Marginally acceptable language competency to demonstrate basic understanding of subject matter
 - Minimal effort in critical thinking
-

Assessment Task

End-of-term test

Criterion

Subject Knowledge

Ability to articulate informed opinions on relevant issues

Analytical content

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of course contents and subject matter
- Excellent command of language demonstrated through written assignments and oral presentations
- Strong critical thinking and academic writing skills

Good (B+, B, B-)

- Good command of subject knowledge
- Good understanding of course contents and subject matter
- Good command of language demonstrated through written assignments and oral presentations
- Good critical thinking and academic writing skills

Fair (C+, C, C-)

- Satisfactory command of subject knowledge
- Basic understanding of course contents and subject matter
- Average language competency in the expression of ideas
- Some evidence of effort in critical thinking

Marginal (D)

- Familiarity with the subject matter
 - Marginal command of course materials, with the ability to describe a few important issues
 - Marginally acceptable language competency to demonstrate basic understanding of subject matter
 - Minimal effort in critical thinking
-

Assessment Task

Term Project

Criterion

- Team work
- Evidence of original research
- Ability to formulate and articulate arguments effectively
- Applied knowledge

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of course contents and subject matter
- Excellent command of language demonstrated through written assignments and oral presentations
- Strong critical thinking and academic writing skills

Good (B+, B, B-)

- Good command of subject knowledge
- Good understanding of course contents and subject matter
- Good command of language demonstrated through written assignments and oral presentations
- Good critical thinking and academic writing skills

Fair (C+, C, C-)

- Satisfactory command of subject knowledge
- Basic understanding of course contents and subject matter
- Average language competency in the expression of ideas
- Some evidence of effort in critical thinking

Marginal (D)

- Familiarity with the subject matter
 - Marginal command of course materials, with the ability to describe a few important issues
 - Marginally acceptable language competency to demonstrate basic understanding of subject matter
 - Minimal effort in critical thinking
-

Part III Other Information

Keyword Syllabus

Cultural Heritage, Tangible and Intangible Heritage, Heritage Discourse, World Cultural Heritage, Cultural Memory, Heritage and Identity, Heritage Industry, Cultural Tourism

Reading List

Compulsory Readings

Title	
1	Anico, Martha and Elsa Peralta (eds.), <i>Heritage and Identity: Engagement and Demission in the Contemporary World</i> , Oxon: Routledge, 2009.
2	Hems, Alison and Marion Blockley (eds.), <i>Heritage Interpretation</i> , Oxon: Routledge, 2006.
3	Lowenthal, David, <i>The Heritage Crusade and the Spoils of History</i> , Cambridge: Cambridge University Press, 2009.
4	Samuel, Raphael, <i>Theatres of Memory: Past and Present in Contemporary Culture</i> , Vol. 1., London: Verso, 1996.
5	Smith, Laurajane and Natsuko Akagawa (eds.), <i>Intangible Heritage</i> , Oxon: Routledge, 2009.
6	Smith, Laurajane, <i>Uses of Heritage</i> , Oxon: Routledge, 2006.
7	Sørensen, Marie Louise and John Carman (eds.), <i>Heritage Studies: Methods and Approaches</i> , Oxon: Routledge, 2009.

Additional Readings

Title	
1	Nil