

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2018/19**

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**Part I Course Overview**

**Course Title:** Anthropology and World Heritage

**Course Code:** GE2114

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** A2, B2

√Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

- Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**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

(A 150-word description about the course)

This course introduces critical analysis of world heritage sites through the perspective of anthropology, an increasingly important discipline in the humanities and social sciences. Drawing on ethnography, policy analysis, and social theories, this course aims to offer an informed understanding of the existence of a global heritage-scape. It provides a detailed yet expansive look at cultural tourism, historic preservation, and the UNESCO's World Heritage Convention. In order to reflect on the underlying international politics of protecting cultural and natural diversity around the globe, this course examines the social, cultural, and ethical dimensions of heritage research and practice engaged by archaeologists, heritage professionals, museum curators, and the general public.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify major ancient civilizations and world heritage sites, and describe their historical and cultural features.		✓	✓	
2.	Illustrate the scope of anthropology and the various methods and concepts adopted in anthropological studies.		✓	✓	
3.	Demonstrate critical thinking about how history and culture is treated in heritage research and practice, and is presented in related forms of writing, exhibition, and media.		✓	✓	
4.	Conduct independent research based on analysing archaeological, historical, and ethnographic materials.			✓	✓
5.	Demonstrate oral and writing skills in presenting historical past and in expressing culturally informed opinions effectively.		✓	✓	
6.	Develop an appreciation of and reflection on the cultural traditions in students' own social contexts (e.g. Hong Kong and East Asia) and beyond		✓		✓
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**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
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		1	2	3	4	5	6	(if applicable)
1. Lectures (including film screenings)	The lectures will raise the critical issues and debates in anthropology and heritage studies. Case studies from specific geographical regions of the world will be introduced. The lectures will be combining both textual and visual materials.	✓	✓	✓				
2. Tutorials and group discussions	Tutorials will invite students to review the approaches and methods used in anthropological research and heritage practice. Students are encouraged to generate and express thoughts, while responding to the opinions of their peers. The instructor will guide the in-group discussions to emphasize mutual respect and interactive communication.	✓	✓	✓		✓	✓	
3. Group presentation	Students will work in small groups and present their project findings based on independent research.			✓	✓	✓	✓	
4. Mid-term quiz	A quiz will be given to students in order to assess their understanding of course materials and help them review key topics.	✓	✓	✓		✓		
5. Final paper	A research paper is required at the end of the semester. Students must research materials related to a particular heritage site, historical artefact, or traditional practice. Students are encouraged to build off key concepts and debates learned in the course.	✓	✓	✓	✓	✓	✓	

#### 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	6		
Continuous Assessment: 100%								
Participation in lectures, tutorials, and group discussions: Students must attend lectures and respond to questions. They are also required to actively participate in group discussion and exchange ideas in tutorials.	✓	✓	✓		✓		25 %	
One mid-term quiz to test the ability of students in describing key ideas in heritage studies and anthropological debates.	✓	✓	✓				20 %	
Group in-class oral presentation (25-30 minutes for presentation and 10-15 minutes for Q&A). Prior approval of the topic on a chosen heritage site is required.			✓	✓	✓	✓	25 %	
Final written paper. A final individual paper of 1500-2000 words to reflect on the findings and thoughts on a chosen topic. Prior approval of the topic, preferably related to course materials, is required. The paper will test students' abilities in critical thinking, discovery and creativeness, and in understanding and expressing the	✓	✓	✓	✓	✓	✓	30%	

subjects and ideas effectively through writing.								
Examination: _0% (duration: --- )								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation in lectures, tutorials, and group discussions	Ability to raise questions and join discussion, active and positive listening; ability to comment on others' opinions or debates, approach class topics critically with independent opinion and judgement.	Strong evidence of <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, ability to stimulate class discussion and comment on others' opinions.</li> <li>Sufficient pre-class preparation and approach class topics critically with independent opinion and judgement.</li> </ul>	Adequate evidence of <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, ability to initiate class discussion and comment on others' opinions.</li> <li>Sufficient pre-class preparation and approach class topics critically with independent opinion and judgement.</li> </ul>	Moderate evidence of <ul style="list-style-type: none"> <li>Active in-class participation, positive listening, ability to initiate class discussion and comment on others' opinions.</li> <li>Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	Marginally satisfies the basic requirements of class participation and performance.	Failed to meet minimum requirements of participation and performance.
2. Oral Presentation	Competency in grasping presentation materials with in-depth knowledge and understanding; rigorous organization skills, coherent structure, balanced composition; critical analysis, convincing statement and creative comment; presentation skills; fluent expression and appropriate communication, and time-management.	Strong evidence of <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Critical</li> </ul>	Adequate evidence of <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Critical analysis, convincing statement</li> </ul>	Moderate evidence of <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Critical analysis,</li> </ul>	<ul style="list-style-type: none"> <li>Loose organization, but acceptable content.</li> <li>Marginal evidence of adequate understanding of the readings and indication of certain ability to grasp general ideas, limited or</li> </ul>	<ul style="list-style-type: none"> <li>Unfamiliar with the facts of the readings and inconsistent expression which cannot convey the subject matter or relevant themes;</li> <li>Loose organization and structure;</li> </ul>

		analysis, convincing statement and creative comment; <ul style="list-style-type: none"> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	and creative comment; <ul style="list-style-type: none"> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	convincing statement and creative comment; <ul style="list-style-type: none"> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	irrelevant use of reading materials; <ul style="list-style-type: none"> <li>• Simple and unilateral comments, without clear explanation</li> <li>• Acceptable pronunciation and expression; few mistakes in diction, with no influence on general delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Devoid of personal comment or opinion;</li> <li>• Soft voice, indistinct wording, and seriously over time.</li> </ul>
3. Mid-term quiz	Capability to complete the quiz on time and answer the quiz questions correctly, showing high ability in describing key ideas in anthropological debates, in identifying subtle academic arguments and ethnographic writings. Understand the global politics of heritage management, with proper and reasonable judgements.	Strong evidence of <ul style="list-style-type: none"> <li>• Capability to complete the quiz on time and answer the quiz questions entirely or mostly correct, showing high ability in describing key ideas in anthropological debates; in identifying subtle academic arguments and ethnographic writings. Understand the global politics of</li> </ul>	Adequate evidence of <ul style="list-style-type: none"> <li>• Capability to complete the quiz on time and answer the quiz questions correctly, showing good ability in describing key ideas in anthropological debates; in identifying subtle academic arguments and ethnographic writings. Understand the global politics of</li> </ul>	Moderate evidence of <ul style="list-style-type: none"> <li>• Capability to complete the quiz on time and answer the quiz questions correctly, showing fair ability in describing key ideas in anthropological debates; in identifying subtle academic arguments and ethnographic writings. Understand the global politics of heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Marginal Capability to complete the quiz on time and answer the quiz questions correctly, showing limited ability in describing key ideas in anthropological debates; in identifying subtle academic arguments and ethnographic writings.</li> </ul>	Vague and devoid of content, not capable of completing the quiz and answering the quiz questions correctly, unfamiliar with describing key ideas; not able to identify academic arguments and ethnographic writings. Do not have basic understanding

		heritage management, with proper and reasonable judgements.	heritage management, with proper and reasonable judgements.	management, with proper and reasonable judgements.	Hardly understand the global politics of heritage management.	of the global politics of heritage management.
<b>4. Final Paper</b>	Capacity in applying learned knowledge to independent research. Ability to identify appropriate topics of interest; to integrate various resources into well integrated work, with rich content, rigorous organization, coherent structure, systematic composition; clear ideas in expressing critical thinking and independent opinions towards real-life cases, with a good sense of understanding the social contexts regarding cultural heritage issues; ability in making convincing arguments with proper writing skills; sufficiency and organization in making references; ability to use various writing skills to make the paper convincing and fluent.	Strong evidence of <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context,</li> </ul>	Adequate evidence of <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, ability to use</li> </ul>	Moderate evidence of <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</li> <li>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, ability to use</li> </ul>	Marginal evidence of <ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Ability to express relevant points to the subject matter;</li> <li>• References are insufficient, ability to provide some reasonable personal comments, but not clear demonstration;</li> <li>• Sentence fluency and</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources;</li> <li>• Loose organization</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Copying others' materials, lack personal idea or comment;</li> <li>• Seriously short of reference;</li> <li>• Expression is not clear, and overuse of existing quotations and irrelevant</li> </ul>

		ability to use various writing skills to make the paper convincing and relate to real-life cases.	various writing skills to make the paper convincing and relate to real-life cases.	various writing skills to make the paper convincing and relate to real-life cases.	diction is acceptable.	research.
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### 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.)

Anthropology; world heritage; ancient civilizations; archaeological excavation; cultural and natural diversity; heritage management and preservation; cultural industry; tourism; UNESCO; museum; material culture; intangible heritage; ethnography; history; memory; authenticity; sustainability; place; globalization; cross-cultural studies

#### 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.	Di Giovine, Michael. 2009. <i>The Heritage-Scape: UNESCO, World Heritage, and Tourism</i> . Lanham, MD: Lexington.
2.	Harrison, Rodney. 2013. <i>Heritage: Critical Approaches</i> . New York: Routledge.
3.	Welsch, Robert and Luis A. Vivanco. 2015. <i>Asking Questions About Cultural Anthropology: A Concise Introduction</i> . Oxford: Oxford University Press.
4.	Brumann, Christoph and David Berliner. 2016. <i>World Heritage on the Ground: Ethnographic Perspectives</i> . New York: Berghahn.
5.	UNESCO World Heritage Centre website: <a href="http://whc.unesco.org">whc.unesco.org</a>

##### 2.2 Additional Readings

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

1.	Foster, Michael Dylan and Lisa Gilman, eds. 2015. <i>UNESCO on the Ground: Local Perspectives on Intangible Cultural Heritage</i> . Bloomington: Indiana University Press.
2.	UNESCO. 2016. <i>World Heritage Sites: A Complete Guide to 1,031 UNESCO World Heritage Sites</i> . Firefly Books.
3.	Blumenfield, Tami and Helaine Silverman, eds. 2013. <i>Cultural Heritage Politics in China</i> . New York: Springer.
4.	Meskill, Lynn, ed. 2015. <i>Global Heritage: A Reader</i> . Oxford: Blackwell.
5.	Underhill, Anne and Lucy Salazar. 2016. <i>Finding Solutions for Protecting and Sharing Archaeological Heritage Resources</i> . New York: Springer.
6.	Gosden, Chris. 1999. <i>Anthropology and Archaeology: A Changing Relationship</i> . London and New York: Routledge.
7.	Renfrew, Colin and Paul Bahn. 2012. <i>Archaeology: Theories, Methods and Practice</i> . London: Thames & Hudson.

Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	3, 4, 5, 6
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1, 2
PILO 3: Demonstrate critical thinking skills	3, 6
PILO 4: Interpret information and numerical data	4, 5
PILO 5: Produce structured, well-organised and fluent text	3, 5
PILO 6: Demonstrate effective oral communication skills	5
PILO 7: Demonstrate an ability to work effectively in a team	5, 6
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	1, 2, 6
PILO 9: Value ethical and socially responsible actions	1, 3, 6
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

- A. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Final written paper