

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester B in 2020/21

Part I Course Overview

Course Title: Hong Kong's Culture and Heritage

Course Code: CAH3511

Course Duration: One Semester

Credit Units: 3

Level: B3

Proposed Area:
(for GE courses only)

Arts and Humanities

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) CTL3511 Hong Kong's Culture and Heritage

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course is designed to provide students with a fundamental knowledge of Hong Kong's culture and heritage to enhance students' ability to appreciate and analyse cultural and heritage artefacts by adopting an interdisciplinary approach. Through studying representative cases of heritage preservation, students will be encouraged to apply theoretical knowledge and concepts in analysing the social and economic dimensions of heritage-making, as well as current practices and approaches to heritage preservation in Hong Kong.

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.	Explain, analyse and communicate effectively the salient aspects of Hong Kong's culture and heritage		√	√	
2.	Explain the significance of a given heritage site or object in a coherent and organised manner		√	√	
3.	Conduct library, archival and/ or field research on a given topic relating to Hong Kong's culture and heritage			√	√
4.	Deliver original research findings effectively in innovative formats.			√	√
		100%			

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

[#] 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 (if applicable)
		1	2	3	4	5	
Lecture and teacher-facilitated discussions	Lecture and teacher-facilitated discussions to (i) explore key concepts and issue; (ii) consolidate background knowledge and conceptual framework	√	√	√			
Weekly reading assignments	Weekly reading assignments on specific topics followed by class discussions	√	√	√	√	√	
Group presentations	Group presentations followed by class discussion	√	√	√	√	√	
Guest lectures and site visits	Guest lectures and site visits (where possible)	√	√	√			

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			
Continuous Assessment: 100%							
Participation	√	√	√			10%	
Group Project and Presentation on a research topic relevant to the themes and contents of the course.	√	√	√	√		40%	
One written assignment (group work)	√	√	√	√		15%	
One group presentation on a weekly reading	√	√	√	√		15%	
Term test (2 hours)	√	√				20%	
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	Performance in class discussion tasks and in-class activities	<p>1. Excellent command of general historical knowledge about Lingnan and Hong Kong culture.</p> <p>2. Excellent understanding of key issues in Lingnan and Hong Kong culture.</p> <p>3. Excellent demonstration of research skills as well as critical ability in achieving independent views.</p> <p>4. Excellent linguistic competence in expressing one's ideas clearly and effectively.</p>	<p>1. Good command of general historical knowledge about Lingnan and Hong Kong culture.</p> <p>2. Good understanding of key issues in Lingnan and Hong Kong culture.</p> <p>3. Good demonstration of research skills as well as critical ability in achieving independent views.</p> <p>4. Good linguistic competence in expressing one's ideas clearly and effectively.</p>	<p>1. Adequate command of the course content.</p> <p>2. A certain degree of understanding of key issues in Lingnan and Hong Kong culture.</p> <p>3. Fair demonstration of research skills as well as critical ability in achieving independent views.</p> <p>4. Adequate linguistic competence in expressing one's ideas clearly and effectively.</p>	<p>1. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</p> <p>2. Marginal command of course materials, with the ability to describe a few important issues in Lingnan and Hong Kong culture.</p> <p>3. Marginal ability and skills in conducting research work.</p> <p>4. Weakness in expressing oneself clearly and effectively.</p>	<p>Little or no participation in class</p> <p>Fails to complete one or more assessment tasks</p> <p>Confirmed plagiarism in completing assessment tasks</p> <p>Little or no contribution to team work in completing assessment tasks</p>
2. Group Project and Presentation	Team work Subject Knowledge Applied Knowledge Research content Evidence of critical thinking					
3. Written assignment (group work)	Subject Knowledge Ability to articulate informed opinions on relevant topics and issues Research content					
4. Group presentation on a weekly reading	Subject knowledge Ability to identify main ideas and arguments Ability to articulate informed opinions on issues raised in the reading					
5. Term test	Subject knowledge Analytical content Ability to articulate arguments in a coherent and persuasive manner					

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.)

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

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.	<i>Rural architecture in Hong Kong</i> , Hong Kong: Government Information Services Department, 1979.
2.	Bard, Solomon, <i>In Search of the Past: A Guide to the Antiquities of Hong Kong</i> , Hong Kong: Urban Council, 1988
3.	Young, Bell, <i>Cantonese opera: performance as creative process</i> , Cambridge: Cambridge University Press, 1989
4.	Smith, Carl, <i>A Sense of history: Studies in the Social and Urban History of Hong Kong</i> , Hong Kong: Hong Kong Educational Publishing Co, 1995
5.	Faure, David and Helen F. Siu eds. <i>Down to Earth: The Territorial Bond in South China</i> . Stanford: Stanford University Press, 1995.
6.	Teo, Stephen, <i>Hong Kong Cinema: the Extra Dimension</i> , London: British Film Institute, 1997.
7.	Hong Kong: Antiquities & Monuments Office, <i>Hong Kong's Heritage: A History of 6,000 years</i> , HKSAR, 1997
8.	Abbas, M. Ackbar. <i>Hong Kong: Culture and the Politics of Disappearance</i> . Minneapolis: University of Minnesota Press, 1997.
9.	Owen, Norman, et. al, <i>The Heritage of Hong Kong : its history, architecture & culture</i> , Hong Kong : FormAsia Books, 1999.
10.	Clarke, David J. <i>Hong Kong Art: Culture and Deconolonization</i> . London: Reaktion Books Ltd., 2001.
11.	Watson, James L. and Rubies S. Watson. <i>Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories</i> . Hong Kong: The Chinese University Press, 2004.
12.	Helen F. Siu, 'Cultural Identity and the Politics of Difference in South China', <i>Daedalus</i> , 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）

(Use of Chinese-language primary sources, e.g. films, theatrical performances, etc., will be accompanied by English translation/subtitles. The course is suitable for those who do not read Chinese.)

2.2 Additional Readings

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

N/A