

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A in 2017 / 18

Part I Course Overview

Course Title: Critical Approaches to Cultural Heritage

Course Code: CAH3548

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL3548 Critical Approaches to Cultural Heritage
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to

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

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.)

Upon successful completion of this course, students should be able to:

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate conceptual and theoretical understanding of cultural heritage		√	√	
2.	Apply critical concepts in the interpretation of tangible and intangible heritage		√	√	√
3.	Identify and examine the historical, economic and socio-political aspects and uses of heritage in local and global contexts		√	√	
4.	Conduct research on cultural heritage and effectively present findings and arguments in writing and oral presentations			√	√

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

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			
Lecture and class discussion	Lecture and class discussion to introduce historical background, concepts, critical approaches	√	√	√	√			
Weekly readings	Weekly readings on specific topics	√	√	√	√			
Group presentation	Group presentation on weekly readings	√	√	√	√			
Class discussion and supplementary exercises/activities	Class discussion and supplementary exercises/activities	√	√	√	√			

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 & attendance	√		√				10%	
Group Presentation on weekly readings and written report	√	√	√	√			20%	
End-of-term test	√	√					30%	
Term Project	√	√	√	√			40%	
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 & attendance	Performance in class discussions and in-class tasks	1. Excellent command of subject knowledge	1. Good command of subject knowledge	1. Satisfactory command of subject knowledge	1. Familiarity with the subject matter	
2. Group Presentation	Subject Knowledge Analytical content Team work Ability to identify main arguments and issues raised in the reading	2. Excellent understanding of course contents and subject matter	2. Good understanding of course contents and subject matter	2. Basic understanding of course contents and subject matter	2. Marginal command of course materials, with the ability to describe a few important issues	
3. End-of-term test	Subject Knowledge Ability to articulate informed opinions on relevant issues Analytical content	3. Excellent command of language demonstrated through written assignments and oral presentations	3. Good command of language demonstrated through written assignments and oral presentations	3. Average competency in the expression of ideas	3. Marginally acceptable language competency to demonstrate basic understanding of subject matter	
4. Term Project	Team work Evidence of original research Ability to formulate and articulate arguments effectively Applied knowledge	4. Strong critical thinking and academic writing skills	4. Good critical thinking and academic writing skills	4. Some evidence of effort in critical thinking	4. Minimal effort in critical thinking	

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

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.)

(The recommended readings would be subject to regular reviews and updates as deemed appropriate.)

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, Vol. 1.</i> , 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.

2.2 Additional Readings

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

N/A