

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: Chinese Cultural Heritage in Modern Perspective

Course Code: GE1101

Course Duration: One Semester

Credit Units: 3

Level: A1 and B1

√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 brings students to the forefront of cultural heritage in China, including Hong Kong and Macau. It adopts a multidisciplinary approach, enabling students to comprehend the course from a broad perspective. Students will learn to identify important principles and concepts of cultural heritage in world perspectives, recognize Chinese cultural heritage in contemporary economic/social/political contexts, and compare between tangible and intangible heritages for understanding their characteristics, values and cultural roots. Also they will apply the learned knowledge to probing, reflecting, judging and solving problems like preservation vs. development involved in local/mainland real-life cases of Chinese cultural heritage. The knowledge, capacity and mentality built up and enhanced through the course help students to maintain their own cultural vitality and uniqueness in the ever-changing world of globalisation. It integrates the following learning/teaching activities: Large class teaching, tutorial, oral presentation, online discussion, virtual fieldtrip and final project (usually as written final paper).

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.	Identify important principles and concepts of cultural heritage in world perspectives.		✓	✓	
2.	Recognize Chinese cultural heritage in contemporary economic, social and political contexts.		✓	✓	
3.	Compare and classify the major importance, characteristics and cultural roots of Chinese cultural heritage and its preservation, particularly as elaborated in the highlighted areas of tangible & intangible cultural heritages.		✓	✓	
4.	Apply the knowledge learned from the course to investigating, reflecting and analyzing real cases of mainland or local Chinese cultural heritage, the obstacles it is facing and the means to tackle them.		✓	✓	
		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			
1.	<p>Large Class Teaching Activities Description: The lectures introduce the theoretical knowledge, basic concepts and skills required to develop appropriate depth of understanding of real-life issues in Chinese cultural heritage. Focusing on Mainland China, Hong Kong and Macau, students can understand the role of cultural heritage in its broader social, historical, economic, cultural and political context, and reflect on the difficulties, we are facing, related to cultural heritage. During the lectures different types of multi-media teaching tools, e.g. film, photos, Websites, Google maps, object projection etc. will be used. These will serve as demonstration materials to enrich the pedagogical variety and inspire the students to reflect and guide them to self-directed learning. Interactive classroom activities: short comment and summary.</p>	✓	✓	✓				
2.	<p>Tutorials Description: In tutorials, teachers will assess students' analytical skills, oral skill and their understanding of assigned readings. Small group tutorials ensure that there will be sufficient opportunities for teacher-learners interaction and peer discussion. In small groups of several persons, students will give one presentation related to their assigned readings and/or final paper per semester. They will discuss with the instructors to choose the presentation topic. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, and analysis of the information and data. Finally they have to raise an issue for reflection and guide the classmates to participate in the discussion. Those not presenting should have studied the relevant information about the topic in advance, so that they</p>			✓	✓			

	can actively participate in the discussion. The instructors will assist the students to engage in the discussion. The instructors and the non-presenting groups will give feedback on the contents of the presentation while the presentation group will have to reflect on their own performance.							
3.	Online Discussion Description: Students need to post to the course website of their detailed final protect research plans, which are grouped into tangible and intangible cultural heritages. Students of one group must comment on the final project research plans of the other group, so that all students can exchange and brainstorm between each other online.			✓				

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: <u>100</u> %							
1. Class Participation and Performance Description: Students' participation and performance in interactive class activities such as short comment and summary in lectures and tutorials. Students will need to respond to questions asked by the instructor or the peer students in class. Students are required to complete five in class responsive writings (3 marks each)	✓	✓	✓			20%	
2. Group Presentation Description: For this in-class oral presentation, students will be divided into groups and assigned with materials by the instructor in topics more appropriate and comprehensive for learning the course. In preparing for the presentation, students have to make use of both the reference works set by the instructor and their own materials. Each group will be assessed by both the teacher and peer students. Students as presenters must show in their presentation that they have learnt how to make use of principles, theories,			✓	✓		25%	

knowledge, and skills from the lectures and teaching materials. Also assessed are their performance in debates and interactions. Furthermore, the audience students are required to comment on the presentations. They will be scheduled to comment on specifically arranged presentation topics. The comments on the presentation by the audience students will receive replies from the presentation students and be assessed and marked by the instructor. About 35 minutes for the presentation.							
3. Online Discussions Description: Students need to post to the course website of their detailed final project research plans which serve as the base or detailed outline of the final paper. These research plans are then grouped into two categories: Tangible Cultural Heritage and Intangible Cultural Heritage. Students of one category must comment on the works of the other category, so that all students can exchange and brainstorm between each other online.		✓	✓	✓			10%
4. Final Paper Description: - Each group will modify and revise the presentation contents following the peer and teacher assessment and comments, and turn it into a group project (i.e., the final project or final paper). Or find a topic with approval from the teacher. The teacher will assess students' writing and analytical skills and the ability to use primary source materials, readings, theories, and the virtual fieldtrip outcomes. Virtual fieldtrip materials must be included as a component of the final paper. The integration of the fieldtrip materials with the final paper must be well addressed. Final Paper length: Around 2500 words.			✓	✓			45%
Examination: <u>0</u> % (duration: _____, if applicable)							

* 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. Meaningful class participation and performance	Ability to raise questions and join discussion, active and positive listening; ability to comment on other points or debate, approach class topics critically with independent opinion and judgement.	<p>Strong evidence of</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to simulate class discussion and comment on others' points. Sufficient pre-class preparation and approach class topics critically with independent opinion and judgement. 	<p>Adequate evidence of</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. Sufficient pre-class preparation and approach class topics critically with independent opinion and judgement. 	<p>Moderate evidence of</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, ability to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer reports and other materials. 	Marginally satisfies the basic requirements of the participation and performance.	Below marginal requirements of participation and performance.
2. Oral Presentation	Competency in grasp of presentation materials with in-depth knowledge or understanding; rigor of organization, coherent structure, balanced composition; critical analysis, convincing statement and creative comment; presentation skills; fluent expression and	<p>Strong evidence of</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; 	<p>Adequate evidence of</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; Critical analysis, 	<p>Moderate evidence of</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced composition; Critical analysis, 	<ul style="list-style-type: none"> Loose organization, but acceptable identified content. Marginal evidence of adequate understanding of the reading and indication of grasp of the 	<ul style="list-style-type: none"> unfamiliar with the facts of readings and inconsistent expression which cannot convey the subject matter or relevant themes; Loose organization

	appropriate communication, and time-management.	<ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	convincing statement and creative comment; <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	convincing statement and creative comment; <ul style="list-style-type: none"> • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	general ideas, limited or irrelevant use of reading materials; <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	and structure; <ul style="list-style-type: none"> • Devoid of personal comment or opinion; • Softly voice, indistinct wording, and seriously over time.
4. Online Discussions	Ability in writing with rich content, to integrate various related resources, rigorous organization, coherent structure, systematic composition; integrated ideas on subject; ability to interpret the opinions effectively, to criticize different facts and statements, to provide	Strong evidence of <ul style="list-style-type: none"> • Rich content, ability to integrate various resources based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas 	Adequate evidence of <ul style="list-style-type: none"> • Rich content, ability to integrate various resources based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, clear-cut 	Moderate evidence of <ul style="list-style-type: none"> • Rich content, ability to integrate various resources based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can keep to the point, 	<ul style="list-style-type: none"> • Scattered content, marginal ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; 	<ul style="list-style-type: none"> • Vague and devoid of content, weak to integrate limited resources ; • fragmented organization, • Unsystematic ideas which cannot express the subject

	practical and independent comments with convincing evidence or justifications; ability to respond to other statements rapidly and to the point.	which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively; <ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Ability to respond to other statements rapidly and stimulate class discussion. 	subject, distinct themes, ability to interpret the opinions effectively; <ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; Ability to respond to other statements rapidly and stimulate class discussion	clear-cut subject, distinct themes, ability to interpret the opinions effectively; <ul style="list-style-type: none"> • Ability to criticize different facts and statements, to provide practical and innovative comments with convincing demonstration; • Ability to respond to other statements rapidly and stimulate class discussion. 	<ul style="list-style-type: none"> • Ability to express relevant points to the subject matter; • Ability to use references, provide some reasonable personal comments, but no clear demonstration • Ability to respond to other comments in simple terms. 	<ul style="list-style-type: none"> • Summary of references, no personal idea and comment, or providing unreasonable comment; • Inability to respond to others, devoid of content and unclear comment.
5. Final Paper	Capacity in applying learned knowledge to real situations. Ability to identify appropriate topics of intriguing interest; to integrate various resources into well integrated work, with rich content, rigorous organization, coherent structure, systematic composition; clear ideas on expression of	Strong evidence of <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas 	Adequate evidence of <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can 	Moderate evidence of <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic composition; • Clear and integrated ideas which can 	Marginal evidence of <ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources ; • Loose organization • Unsystematic ideas which cannot express the subject matter

	<p>critical thinking and independent opinions towards real life cases, with good sense of understanding the social contexts or stakeholder interests 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.</p>	<p>which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing and relate to real life cases. 	<p>keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing and relate to real life cases. 	<p>keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing and relate to real life cases. 	<p>organization;</p> <ul style="list-style-type: none"> • Ability to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<p>or relevant themes;</p> <ul style="list-style-type: none"> • Copying Others' materials, lack personal idea or comment; • Seriously short of reference; • Expression is not clear, and over use of existing quotations and relevant 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.)

Chinese Cultural Heritage, UNESCO, Tangible Cultural Heritage, Intangible Cultural Heritage, Cultural Heritage Preservation, Role of Cultural Heritage, Preservers and the Preserved, Cultural Contexts, Cultural Identity, Social Cohesion, Sustainable Development, Archaeology, Architecture, Chinese Medicine, Popular Religions.

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.	Smith, Laurajane, <i>Uses of Heritage</i> . London; New York: Routledge, 2006.
2.	George S. Smith, Phyllis Mauch Messenger, and Hilary A. Soderland (ed.), <i>Heritage values in contemporary society</i> , Walnut Creek, Calif. : Left Coast Press, 2010.
3.	Harrison, Richard (Ed.) <i>Manual of Heritage Management</i> , Oxford: Butterworth-Heinemann Ltd. 1994, pp. 55-100.

2.2 Additional Readings

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

1.	Chu, Cecilia and Kylie Uebegang, <i>Saving Hong Kong's cultural heritage</i> . Hong Kong: Civic Exchange, 2002.
2.	Price, Nicholas Stanley et al. (eds.), <i>Historical and Philosophical Issues in the Conservation of Cultural Heritage</i> . Los Angeles: The Getty Conservation Institute, 1996.
3.	Iain Borden, <i>Contesting the Unknown City of Macau</i> . Taipei: Dialogue-Macau 1999, page 42-47.
4.	Jose Manuel Fernandes, <i>Macau, Place of an Ancient Urban Culture</i> . Taipei: Dialogue-Macau 1999, page 40-41.
5.	Ward, Barbara E. <i>Chinese festivals in Hong Kong</i> . [Hong Kong]: MCCM Creations, c2005.
6.	Burkhardt, V. R. <i>Chinese Creeds and Customs</i> , Hong Kong: Publications Division, South China Morning Post Ltd., c1982, PP. 257-301.
7.	Ma, Shu-Yun & W. Y Chan, <i>The Provision of Public Goods by a Local Entrepreneurial State: The Case of Preservation of the Nanyue Relics in China</i> . <i>The Journal of Development Studies</i> , 40 (1): 119-141. 2003.
8.	Stipe, Robert E. (ed.). <i>A Richer Heritage: Historic Preservation in the Twenty-First Century</i> . Chapel Hill, NC: The University of North Carolina Press, 2003, pp. 279-312.

- A. 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:

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

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.)

- B. 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.

Selected Assessment Task
Final Paper is selected as the collecting evidence of student achievement.