

# CAH2509: HISTORY AND HERITAGE

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## Effective Term

Semester A 2024/25

## Part I Course Overview

### Course Title

History and Heritage

### Subject Code

CAH - Chinese and History

### Course Number

2509

### 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

CTL2509 History and Heritage

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to critically engage students with the various ways in which the past has been presented, preserved, interpreted, transformed and consumed throughout history up to the present. It foremost seeks to provide students with

insights into the complementarity between the fields of history and heritage, its sources, theories, practices and main stakeholders. The focus will be on topics with both historical and heritage significance, which will be discussed through a set of common themes (i.e., presentation, preservation, interpretation, transformation and consumption of the past) and through cases from across the globe and across time. Students will be introduced as such to the historical contours in which different forms of history and heritage were developed and crystalized, and its impact on today's theories and practices of history and heritage.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)		
1	Demonstrate well-informed understanding and knowledge of the fundamental characteristics of history and heritage, and both fields complementarity.			x
2	Discuss the main types of sources, theories, practices and stakeholders of history and heritage.			x
3	Explain the role and impact of historical context and institutional processes in the formation and crystallization of historical knowledge and heritage assets.			x
4	Demonstrate a knowledgeable, critical and creative attitude towards history and heritage.			x
5	Apply critical awareness of the issues concerning the presentation, preservation, interpretation, transformation and consumption of history and heritage.		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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Individual paper	Students will demonstrate their more in-depth understanding of history and heritage, and their critical, analytical and creative skills.	1, 2, 3, 4, 5

2	Group discussion, presentations and debates	Students will engage in group discussions about the lecture content and practice what they learned by giving presentations, and improve their knowledge and critical skills by engaging with other student's presentations.	1, 2, 3, 4, 5	
3	Lectures	Students will engage in formal lectures to gain knowledge about the fields of history and heritage.	1, 2, 3, 4, 5	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	One individual paper (2,500 words maximum) relating what students observe in the field trip with conceptual issues raised in the lectures.	1, 2, 3, 4	50	
2	One group presentation and written report. Students are required to give a small-group presentation in which they apply the methodology or perspectives introduced in the lectures.	1, 2, 3, 4	40	
3	Classroom participation, attendance, attitude	1, 2, 3, 4	10	

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Individual paper

**Criterion**

As an indicator of whether the students have observed carefully and reflected critically during the field trip. Grade on contents, structure and fluency of the writing.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of Chinese cultural heritage; excellent capacity to analyse, synthesize and criticize; excellent organization; excellent presentation skills (oral and written).

**Good (B+, B, B-)**

Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of the many relationships between Chinese history and heritage; good organization; good presentation skills (oral and written)

**Fair (C+, C, C-)**

Some evidence of understanding of the subject matter; ability to develop solutions to simple problems in the material; demonstration of ability to describe and analyse simple phenomenon; adequate organization; adequate presentation skills (oral and written).

**Marginal (D)**

Sufficient familiarity with the subject matter to enable the student to progress without repeating the course; limited critical and analytic skills; poor organization; poor presentation skills (oral and written).

**Failure (F)**

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

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**Assessment Task**

Group presentation

**Criterion**

Grade on the selection of topics, collection and framing of primary and secondary source materials, creativity in presentation, and sense of professionalism in handling the UNESCO forms that students are required to complete.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of Chinese cultural heritage; excellent capacity to analyse, synthesize and criticize; excellent organization; excellent presentation skills (oral and written).

**Good (B+, B, B-)**

Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of the many relationships between Chinese history and heritage; good organization; good presentation skills (oral and written)

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**Failure (F)**

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**Assessment Task**

Classroom participation, attendance, attitude

**Criterion**

Grade on active participation in learning activities in both lectures and tutorials.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; Superior grasp of the subject matter; evidence of extensive knowledge base of Chinese cultural heritage; excellent capacity to analyse, synthesize and criticize; excellent organization; excellent presentation skills (oral and written).

**Good (B+, B, B-)**

Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of the many relationships between Chinese history and heritage; good organization; good presentation skills (oral and written)

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**Part III Other Information****Keyword Syllabus**

history, heritage, cultural heritage, heritage sites, heritage preservation, museums, archives, heritage studies, heritage science

**Reading List****Compulsory Readings**

	Title
1	D. Lowenthal, <i>The Past is A Foreign Country. Revisited</i> , Cambridge: Cambridge University Press
2	D. Lowenthal, <i>The Heritage Crusade and the Spoils of History</i> , Cambridge: Cambridge University Press, 1998.
3	P. Mauch Messenger & S. J. Bender, <i>History and Approaches to Heritage Studies</i> , Florida: University Press of Florida, 2019.
4	R. Harrison, <i>Heritage. Critical Approaches</i> , New York: Routledge, 2013.
5	B. S. Frey & L. Steiner, "World Heritage List: Does it make sense?" , <i>International Journal of Cultural Policy</i> , 17 (5), 2011, pp. 555-573.
6	J. Moody, "Heritage and History", in E. Waterton and S. Watson (eds.), <i>The Palgrave Handbook of Contemporary Heritage Research</i> , London: Palgrave Macmillan, 2015, pp. 113-129.