

CAH5741: CULTURAL HERITAGE THEORIES AND PRACTICES IN CHINA

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Cultural Heritage Theories and Practices in China

Subject Code

CAH - Chinese and History

Course Number

5741

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to acquire a critical understanding of the theories and practices of cultural heritage by scrutinizing the ideas of "heritages" and its formation in recent decades, by mastering its definition with reference to UNESCO and other international organizations' literature, and by examining how the ideas of cultural heritages are interpreted and put into practice in China. Students are expected to study the institutions concerned, to read the international conventions, national and local laws and regulations of China, and to acquire knowledge specific to selected tangible and intangible items through case studies. Students will be able to expand their horizon of knowledge about the cultural heritage, not only to appreciate the rich diversity of the cultural treasures but also to identify issues for its preservation, creative transformation, as well as political, economic and social implications. They are also encouraged to develop an informed critical and creative attitude towards cultural heritage.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify the concepts and ideas of heritages in various forms and understand international, national, and local institutions, laws, and regulations concerning cultural heritages.	20	x	x	
2	Critically examine how heritage documentation, preservation and promotion work in contemporary China, including forming and identifying world heritage sites and intangible cultural heritages.	20	x	x	
3	Discuss how the past is remembered and constructed by analysing and reflecting on archaeological, historical, and ethnographic materials.	20	x	x	x
4	Develop critical awareness of authenticity, identity, and memory issues in heritage projects and their conservation and transformation.	20	x	x	
5	Reflect on community concerns and real-world challenges in safeguarding both tangible and intangible cultural heritage through academic writing.	20		x	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	Lectures	Students will attend formal lectures. The lectures will cover fundamental frameworks on the theoretical conception of cultural heritage, while introducing case studies from specific geographical regions of China. The lectures will combine both textual and visual materials.	1, 2, 3, 4, 5	
2	In-class Activities	Students will actively engage in in-class activities, such as small group case study to demonstrate their ability to apply theories to real objects/cases. In-class activities and discussions will be arranged to facilitate interactions and assess students' grasp of knowledge taught in class. Students will be working in groups to design a heritage trail in their chosen locales. Through in-class presentations, they will be able to integrate and apply what they learn in class to their case analysis.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	In-class discussion: Students will actively participate in class activities and discussions.	1, 2, 3, 4, 5	20	-	Yes

2	Object report: Students will select a research site in Hong Kong or artefacts from Hong Kong-based museums, galleries or collections in consultation with the instructor and deliver an ethnographic/ observation report with a length of about 2,000 Chinese words. Students will contextualize the place and people under study in relation to the transformations of local tangible and/or intangible heritage.	2, 3, 4, 5	40	-	Yes
3	The course content will be assessed through one mid-term test (40%), lasting approximately 30 minutes, and a final test (60%), with a maximum duration of one hour. Both tests will be conducted in written format.	1, 2, 3, 4, 5	40	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

In-class discussion (for students admitted in Semester A 2024/25 & thereafter)

Criterion

This part will grade on students' performance in learning activities based on their participation in class activities and discussions. They are required to show their pre-class preparation by completing assigned readings before coming to class and responding to questions raised in class. They should also actively participate in class discussions.

Excellent

(A+, A, A-) Strong evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning

- Adequate ability to engage in discussions, express ideas, and elaborate on comments based on familiarity with class materials

Good

(B+, B, B-) Some evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning ;
- Ability to engage in discussions, express ideas, and elaborate on comments based on familiarity with class materials

Fair

(C+, C, C-) Limited evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning
- Ability to engage in discussions, express ideas, and elaborate on comments based on familiarity with class materials

Marginal

(D) Marginally satisfies the basic requirements of participation in classes and tutorials

Failure

(F) Fails to meet minimum requirements of participation

Assessment Task

Object report (for students admitted in Semester A 2024/25 & thereafter)

Criterion

This part will grade on students' ability to apply research methods skilfully and show a basic grasp of ethnographic research. Students should also be able to relate their field experience to what they have learnt in class about cultural heritage.

Excellent

(A+, A, A-) Strong evidence of:

- Excellent ability to describe and reflect on field experience
- Creative and insightful ideas
- Acute observation and ability to navigate field site
- Coherently structured ethnographic writing
- Ability to interpret ethnographic materials originally and link them to course materials
- Great sense of context, ability to use various research methods and writing skill

Good

(B+, B, B-) Some evidence of:

- Excellent ability to describe and reflect on field experience
- Creative and insightful ideas
- Acute observation and ability to navigate field site
- Coherently structured ethnographic writing
- Ability to interpret ethnographic materials originally and link them to course materials
- Great sense of context, ability to use various research methods and writing skill

Fair

(C+, C, C-) Limited evidence of:

- Excellent ability to describe and reflect on field experience
- Creative and insightful ideas
- Acute observation and ability to navigate field site
- Coherently structured ethnographic writing
- Ability to interpret ethnographic materials originally and link them to course materials
- Great sense of context, ability to use various research methods and writing skill

Marginal

(D)

- Adequate content, limited ability to integrate materials
- Lack of original, in-depth insights on field experience and ethnographic materials
- Some personal or critical ideas, but not clear or insightful enough
- Limited knowledge about the context of ethnographic practice
- Acceptable writing skills

Failure

(F)

- Weak ability to navigate field site and conduct field research
 - Insufficient content, lack of coherent organization and analysis
 - Lack of ability to demonstrate adequate writing skills
-

Assessment Task

Mid-term and final tests (for students admitted in Semester A 2024/25 & thereafter)

Criterion

Shows ability in integrating ideas and opinions which are relevant to the point and evidence of providing innovative ideas, criticism and analysis with convincing statement and creative comment.

Excellent

(A+, A, A-)

1. Excellent understanding of the major development of the subject matter.
2. Excellent understanding of the features of the subject matter.
3. Excellent understanding of the sequential developments of physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
4. Excellent innovative and discovery ability on topics related to the subject matter.

Good

(B+, B, B-)

1. Good understanding of the major development of the subject matter.
2. Good understanding of the features of the subject matter.
3. Good understanding of the sequential developments of physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
4. Good innovative and discovery ability on topics related to the subject matter.

Fair

(C+, C, C-)

1. A certain degree of understanding of the major development of the subject matter.
2. A certain degree of understanding of the features of the subject matter.
3. A certain degree of understanding the sequential developments of physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
4. Acceptable reflective and discovery ability on topics related to the subject matter.

Marginal

(D)

1. Marginal command of course materials, with fair understanding of the subject matter' s major development and features as well as the major physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
2. Marginal reflective and discovery ability on topics related to the subject matter.

Failure

(F)

1. Incapable command of course materials, with fair understanding of the major development of the subject matter and the major physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
2. Insufficient reflective and discovery ability on topics related to the subject matter.

Assessment Task

In-class discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This part will grade on students' performance in learning activities based on their participation in class activities and discussions. They are required to show their pre-class preparation by completing assigned readings before coming to class and responding to questions raised in class. They should also actively participate in class discussions.

Excellent

(A+, A, A-) Strong evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning
- Adequate ability to engage in discussions, express ideas, and elaborate on comments based on familiarity with class materials

Good

(B+, B) Some evidence of:

- Active pre-class preparation and in-class participation, positive and interactive learning
- Ability to engage in discussions, express ideas, and elaborate on comments based on familiarity with class materials

Marginal

(B-, C+, C) Marginally satisfies the basic requirements of participation in classes and tutorials

Failure

(F) Fails to meet minimum requirements of participation

Assessment Task

Object report (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

This part will grade on students' ability to apply research methods skilfully and show a basic grasp of ethnographic research. Students should also be able to relate their field experience to what they have learnt in class about cultural heritage.

Excellent

(A+, A, A-) Strong evidence of:

- Excellent ability to describe and reflect on field experience
- Creative and insightful ideas
- Acute observation and ability to navigate field site
- Coherently structured ethnographic writing
- Ability to interpret ethnographic materials originally and link them to course materials
- Great sense of context, ability to use various research methods and writing skill

Good

(B+, B) Some evidence of:

- Excellent ability to describe and reflect on field experience
- Creative and insightful ideas
- Acute observation and ability to navigate field site

- Coherently structured ethnographic writing
- Ability to interpret ethnographic materials originally and link them to course materials
- Great sense of context, ability to use various research methods and writing skill

Marginal

(B-, C+, C)

- Adequate content, limited ability to integrate materials
- Lack of original, in-depth insights on field experience and ethnographic materials
- Some personal or critical ideas, but not clear or insightful enough
- Limited knowledge about the context of ethnographic practice
- Acceptable writing skills

Failure

(F)

- Weak ability to navigate field site and conduct field research
- Insufficient content, lack of coherent organization and analysis
- Lack of ability to demonstrate adequate writing skills

Assessment Task

Mid-term and final tests (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Shows ability in integrating ideas and opinions which are relevant to the point and evidence of providing innovative ideas, criticism and analysis with convincing statement and creative comment.

Excellent

(A+, A, A-)

1. Excellent understanding of the major development of the subject matter.
2. Excellent understanding of the features of the subject matter.
3. Excellent understanding of the sequential developments of physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
4. Excellent innovative and discovery ability on topics related to the subject matter.

Good

(B+, B)

1. Good understanding of the major development of the subject matter.
2. Good understanding of the features of the subject matter.
3. Good understanding of the sequential developments of physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
4. Good innovative and discovery ability on topics related to the subject matter.

Marginal

(B-, C+, C)

1. A certain degree of understanding of the major development of the subject matter.
2. A certain degree of understanding of the features of the subject matter.
3. A certain degree of understanding of the sequential developments of physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
4. Acceptable reflective and discovery ability on topics related to the subject matter.

Failure

(F)

1. Incapable command of course materials, with fair understanding of the sequential developments of physical cultural sites, urban spaces, art and artefacts, and the built environments in China.
2. Insufficient reflective and discovery ability on topics related to the subject matter.

Additional Information for AR

Not applicable to students admitted before Semester A 2022/23

Part III Other Information

Keyword Syllabus

Cultural Heritage, China studies, UNESCO, World Heritages, Intangible Cultural Heritage, Historical Relics and Sites Museum, Material Culture, Landmarks, Artefacts and Handicrafts, Antiquities, Oral Traditions, Folklore, Performing Arts, Rituals, Festive Events, Social Practices, Landscapes, Memory, Historical Preservation, Authenticity and Identity, Cultural Resources, Food and Cuisine, Craftsmanship, Digital Heritage, Public Policy, International Organizations, Nationalism, Globalization, Cultural and Creative Industries

Reading List

Compulsory Readings

Title	
1	(澳) 勞拉·簡·史密斯, 蘇小燕、張朝枝譯:《遺產利用》。北京:科學出版社,2020。
2	彭兆榮、路芳編:《文化遺產關鍵詞》。貴陽:貴州人民出版社,2014。
3	苑利,顧軍(2005):《遺產報告:世界文化遺產保護運動的理論與實踐》。北京:社會科學文獻出版社。
4	麻國慶、朱偉:《文化人類學與非物質文化遺產》。北京:三聯書店,2018。
5	陳倩、祖運輝、區志堅主編:《生態與文化遺產——中日及港台的經驗與研究》。香港:中華書局,2014。
6	Zhu, Yujie and Christina Maags. 2020. Heritage Politics in China: The Power of the Past. London and New York. Routledge.
7	Basic Texts of the 1972 World Heritage Convention Paris: UNESCO World Heritage Centre, October 2019 edition.
8	2003年《保護非物質文化遺產公約》基本文件(2018年版本),巴黎:聯合國教科文組織。

Additional Readings

Title	
1	Blumenfield, Tami and Helaine Silverman, eds. 2013. Cultural Heritage Politics in China. New York: Springer.
2	Lowenthal, David. 1998. The Heritage Crusade and the Spoils of History. Cambridge: Cambridge University Press.
3	Maags, Christina and Marina Svensson, eds. 2018. Chinese Heritage in the Making: Experiences, Negotiations and Contestations. Amsterdam: Amsterdam University Press.
4	廖迪生編:《非物質文化遺產與東亞地方社會》。香港:香港科技大學華南研究中心,2011年。
5	Frey, Bruno S. and Lasse Steiner. 2011. "World Heritage List: Does it Make Sense?", International Journal of Cultural Policy, 17 (5), pp. 555-573.
6	高寶齡、區志堅、陳財喜、伍婉婷、司徒毅敏編:《發現香港:非物質文化遺產在香港》。香港:中華書局,2019。
7	南方科技大學社會科學高等研究院編:《遺產:多學科視角與方法》。南京:南京大學出版社,2020。
8	徐嵩齡、張曉明、張建剛編:《文化遺產的保護與經營——中國實踐與理論進展》。北京:社會科學文獻出版社,2003。
9	Kirshenblatt-Gimblett, Barbara. 1998. Destination Culture: Tourism, Museums, and Heritage. Berkeley and Los Angeles: University of California Press.
10	UNESCO / Chinese Academy of Cultural Heritage / ICCROM (websites and documents).