

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2018/19**

Part I Course Overview

Course Title: Intangible Heritages and Indigenous Cultures

Course Code: CAH2536

Course Duration: 1 semester

Credit Units: 3

Level: B2

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: Nil
(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 critically examine the theories and methods used in defining, interpreting, and protecting intangible cultural heritages of indigenous communities. Key aspects of intangible heritage will be introduced through case studies on oral traditions, ritual practices and festive events, performing arts, traditional craftsmanship, food and cuisine, and digital heritage. The course will engage in current debates about the ownership and authenticity of heritage, by taking into account the negotiations of cultural memories and identities, economic resources, and political struggles at the local, national, and global level. Through analyzing archaeological and ethnographic materials, reading documents on international organizations, public policy, and legal frameworks, as well as conducting field research and oral history interview, the course will address heritage both as an academic discipline and as a professional field. Students are led to explore the concept and practice of intangible heritage from a range of global contexts, in order to work towards developing a comparative framework for understanding indigenous cultures not only in China but also around the world.

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 the concept of intangible heritage and how it works in the world today.	20%	√		
2.	Critically examine how heritage preservation projects impact and are impacted by modern society, historical contingency, and our role in shaping the future.	20%	√	√	
3.	Raise questions and challenge assumptions about ownership, authenticity, and identity in relation to indigenous cultural traditions.	20%	√	√	
4.	Analyse how the past is remembered and constructed by analysing and reflecting on archaeological, historical, and ethnographic materials.	20%	√	√	√
5.	Relate community concerns to real-world challenges to indigenous cultures through heritage work.	20%		√	√
		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	
Lectures (Including Film Screenings)	The lectures will cover fundamental frameworks on the conception of indigenous culture and heritage, while introducing case studies from specific geographical regions of the world. The lectures will be combined both textual and visual materials.	√	√	√	√		
Tutorials, Group Discussions, and Writing Assignments	Students will work in small groups to discuss class materials in tutorials. Students are also required to submit two précis on selected readings/lectures/films.	√	√	√	√		
Fieldtrip	Students will join local fieldtrip(s) organized by the instructor to visit museums, traditional villages, festive events, and historical heritages, etc.	√	√	√		√	
Mini-Ethnography	Based on ethnographic observations and interviews during the fieldtrip, students will be guided to write a short piece of reflection on indigenous culture and historical heritage in everyday practices and/or the representations through certain objects, performances, exhibit set-ups, etc.		√	√	√	√	
Final Project and Presentation	A research paper or proposal is required at the end of the semester. Students must research materials related to a particular heritage site, historical artefact, or traditional knowledge and skill. Students are encouraged to build off key concepts and debates learned in the course. Each student will prepare and present their final project through a PowerPoint presentation during the class.	√	√	√	√	√	

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	5		
Continuous Assessment: 100%							
1. Class Participation (10%) and Group Discussion (10%): Students must respond to questions in lectures. They are also required to actively participate in group discussion and exchange ideas in tutorials.	√	√	√			20%	
2. Two Précis (500 words each): Students are required to submit two précis that summarize and reflect on class materials and group discussions. Précis may focus in detail on a single piece, or address broader themes emerging from several pieces.	√	√	√	√		20%	
3. Fieldtrip and Mini-Ethnography: Students must join the organized fieldtrip and submit a piece of ethnographic writing (800 words) to describe and analyse fieldwork observations and interviews.		√		√	√	25%	
4. Final Project (25%) and Presentation (10%): Students are required to submit a research paper or a research proposal (about 2500-3000 words) on a selected topic in relation to themes discussed in class. Students should also present their final projects on PowerPoint to the class.		√	√	√	√	35%	
Examination: - (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. Class Participation and Group Discussion	This part will grade on students' performance in learning activities based on their class attendance and participation. 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 group discussions on class materials in tutorials.	Strong evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Adequate ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials 	Some evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials 	Limited evidence of: <ul style="list-style-type: none"> • Active pre-class preparation and in-class participation, positive and interactive learning • Ability to engage in group tutorials, express ideas, and elaborate on comments based on familiarity with class materials 	Marginally satisfies the basic requirements of participation in classes and tutorials	Fails to meet minimum requirements of participation
2. Précis	This assessment will grade on content, organization, and flow of writing. Students should be able to summarize, synthesize, and reflect on class materials – including readings, lecture notes, and films – in a concise and coherent manner.	Strong evidence of: <ul style="list-style-type: none"> • Ability to show a firm grasp of concepts discussed • Ability to accurately and concisely summarize materials • Critical and insightful analysis, ability to 	Some evidence of: <ul style="list-style-type: none"> • Ability to show a firm grasp of concepts discussed • Ability to accurately and concisely summarize materials • Critical and insightful analysis, ability to 	Limited evidence of: <ul style="list-style-type: none"> • Ability to show a firm grasp of concepts discussed • Ability to accurately and concisely summarize materials • Critical and insightful analysis, ability to express personal ideas, 	<ul style="list-style-type: none"> • Shows a general grasp of concepts discussed but with minor errors or misinterpretations • Ability to address selected text(s) and other materials • No clear contextualization or personal 	<ul style="list-style-type: none"> • Misunderstands concepts from lectures and selected texts • Limited familiarity with the facts of the materials • Unsystematic ideas and weak ability to express the subject matter or relevant themes • Poor grammar and

		<p>express personal ideas, good sense of context</p> <ul style="list-style-type: none"> • Good grammar and spelling • Cite readings and other sources appropriately 	<p>express personal ideas, good sense of context</p> <ul style="list-style-type: none"> • Good grammar and spelling • Cite readings and other sources appropriately 	<p>good sense of context</p> <ul style="list-style-type: none"> • Good grammar and spelling • Cite readings and other sources appropriately 	<p>comments</p> <ul style="list-style-type: none"> • Few grammar or spelling mistakes • Cites readings and other sources acceptably 	<p>spelling</p> <ul style="list-style-type: none"> • Cites readings and other sources inappropriately
3. Fieldtrip and Mini-Ethnography	<p>This part will grade on students' ability to conduct the fieldwork assignment. Students should demonstrate their ability in relating fieldtrip experience to what they have learnt in class. They also need to apply research methods skillfully and show a basic understanding of ethnographic field research.</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Excellent ability to describe and reflect on fieldtrip experience • Creative and insightful ideas • Acute observation and ability to navigate fieldsite • Coherently structured ethnographic writing • Great sense of context, ability to use various research methods and writing skills 	<p>Some evidence of:</p> <ul style="list-style-type: none"> • Excellent ability to describe and reflect on fieldtrip experience • Creative and insightful ideas • Acute observation and ability to navigate fieldsite • Coherently structured ethnographic writing • Great sense of context, ability to use various research methods and writing skills 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Excellent ability to describe and reflect on fieldtrip experience • Creative and insightful ideas • Acute observation and ability to navigate fieldsite • Coherently structured ethnographic writing • Great sense of context, ability to use various research methods and writing skills 	<ul style="list-style-type: none"> • Adequate content, limited ability to integrate materials • Some personal or critical ideas, but not clear or coherent enough • Limited knowledge about the context of ethnographic practice • Acceptable research methods and writing skills 	<ul style="list-style-type: none"> • Weak ability to navigate fieldsite and conduct field research • Insufficient content, lack of in-depth analysis • Lack of ability to demonstrate adequate writing skills
4. Final Project and Presentation	<p>This assessment will grade on students' ability of critical thinking through effective writing and</p>	<p>Strong evidence of:</p> <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various 	<p>. Some evidence of:</p> <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> • Rich and informative content, ability to integrate various 	<ul style="list-style-type: none"> • Adequate content, limited ability to integrate materials 	<ul style="list-style-type: none"> • Vague and insufficient content, weak ability to integrate materials

	<p>oral communication. The final project must be original, convincing, and well-presented in academic form. Students should demonstrate the ability to utilize and analyze materials critically, in order to raise insightful questions (especially in the research proposal) and build up arguments in an organized, structured manner (especially in the research paper).</p>	<p>materials</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyze materials critically • Ability to draw from sufficient and organized references to support the writing • Precise and fluent expression, appropriate grammar, spelling and citation • Creative and insightful ideas, ability to make a convincing argument, show an in-depth or extensive knowledge of the subject matter 	<p>materials</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyze materials critically • Ability to draw from sufficient and organized references to support the writing • Precise and fluent expression, appropriate grammar, spelling and citation • Creative and insightful ideas, ability to make a convincing argument, show an in-depth or extensive knowledge of the subject matter 	<p>materials</p> <ul style="list-style-type: none"> • Rigorous organization, coherent structure, and systematic composition • Ability to interpret and analyze materials critically • Ability to draw from sufficient and organized references to support the writing • Precise and fluent expression, appropriate grammar, spelling and citation • Creative and insightful ideas, ability to make a convincing argument, show an in-depth or extensive knowledge of the subject matter 	<ul style="list-style-type: none"> • Loose organization and structure lacks coherence • Ability to express relevant points to the subject matter, but not clear or in-depth enough • Insufficient references • Acceptable diction and sentence fluency 	<ul style="list-style-type: none"> • Unsystematic composition and incoherent structure • Shows limited knowledge about the subject matter, and lack of ability to express clear ideas • No critical comments other than simply summarizing the materials • Seriously insufficient or no reference • Misunderstood concepts, inaccurate diction, and inappropriate citations
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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.)

Intangible Cultural Heritage, Indigenous Peoples and Communities, Oral Traditions, Folklore, Performing Arts, Rituals, Festive Events, Social Practices, Memory, Historical Preservation, Indigenous Knowledge, Authenticity and Identity, Cultural Resources, Food and Cuisine, Craftsmanship, Digital Heritage, Public Policy, International Organizations, Nationalism, Globalization, Cultural Industries, Artefacts and Handicrafts, Antiquities, Museum, Intellectual Property, Modernity, Remembrance and Forgetting

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.)

Chapters selected from the following books:

1.	Smith, Laurajane. 2006. <i>Uses of Heritage</i> . London and New York: Routledge.
2.	Lowenthal, David. 1998. <i>The Heritage Crusade and the Spoils of History</i> . Cambridge: Cambridge University Press.
3.	Blumenfield, Tami and Helaine Silverman, eds. 2013. <i>Cultural Heritage Politics in China</i> . New York: Springer.
4.	Stefano, Michelle L. and Peter Davis, eds. 2017. <i>The Routledge Companion to Intangible Cultural Heritage</i> . London and New York: Routledge.
5.	De la Cadena, Marisol and Orin Starn, eds. 2007. <i>Indigenous Experience Today</i> . Oxford: Berg.
6.	Ruggles, D. Fairchild and Helaine Silverman. 2009. <i>Intangible Heritage Embodied</i> . New York: Springer.

2.2 Additional Readings

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

1.	Hobsbawm, Eric and Terence Ranger, eds. 1983. <i>The Invention of Tradition</i> . Cambridge: Cambridge University Press.
2.	Kirshenblatt-Gimblett, Barbara. 1998. <i>Destination Culture: Tourism, Museums, and Heritage</i> . Berkeley and Los Angeles: University of California Press.
3.	Foster, Michael Dylan and Lisa Gilman, eds. 2015. <i>UNESCO on the Ground: Local Perspectives on Intangible Cultural Heritage</i> . Bloomington: Indiana University Press.
4.	Brown, Michael. 2004. <i>Who Owns Native Culture?</i> Cambridge: Harvard University Press.
5.	Handler, Richard and Eric Gable. 1997. <i>The New History in an Old Museum: Creating the Past at Colonial Williamsburg</i> . Durham, NC: Duke University Press.
6.	Cameron, Fiona and Sarah Kenderdine, eds. 2007. <i>Theorizing Digital Cultural Heritage: A Critical Discourse</i> . Cambridge and London: MIT Press.
7.	Smith, Laurajane and Natsuko Akagawa, eds. 2009. <i>Intangible Heritage</i> . London and New York: Routledge.
8.	Hevia, James Louis. 2001. "World Heritage, National Culture, and the Restoration of Chengde." <i>Positions: East Asia Cultures Critique</i> 9(1): 219-43.
9.	Arizpe, Lourdes and Cristina Amescua, eds. 2013. <i>Anthropological Perspectives on Intangible Cultural Heritage</i> . New York: Springer.
10.	UNESCO / World Bank / World Intellectual Property Organization (websites and documents).