

CAH2509: HISTORY AND HERITAGE

Effective Term

Semester A 2022/23

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 enable students to acquire the historical and cultural knowledge of China through examining a variety of tangible, intangible and natural heritage and heritage sites in China. Students will be able to expand their horizon of

knowledge about our national cultural legacy, not only to appreciate the rich diversity of our national cultural treasures but also to identify issues for its preservation and creative transformation. We will introduce students to the historical contour in which various forms of cultural heritage got developed and crystalized, as well as different ways in which the past has been preserved, presented and consumed throughout history. Students are encouraged to develop an informed critical and creative attitude towards Chinese cultural heritage.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Demonstrate well-informed understanding and knowledge of Chinese cultural legacy in its various forms.		x	
2	Demonstrate mastery of knowledge and understanding, as well as critical appreciation of Chinese cultural heritage and heritage sites.		x	
3	Show understanding of the historical context and process in the formation and crystallization of Chinese cultural heritage and heritage sites.		x	
4	Develop critical awareness of the issues concerning the preservation and transformation of Chinese cultural heritage and heritage sites.			x
5	Develop a knowledgeable, critical and creative attitude towards Chinese cultural 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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Lectures will introduce the historical background, context and development of Chinese cultural heritage and the relationship between heritage and history.	1, 2, 3, 4, 5
2	Group discussion, presentations and debates	Group discussion, presentations and debates will involve students in active learning through interaction and reflection.	1, 2, 3, 4, 5

3	Video documentaries	Video documentaries will be used wherever possible, and possible fieldtrips to national World Heritage Sites in China will be recommended or organized.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	One individual paper (1,500 words minimum) relating what students observe in the field trip with conceptual issues raised in the first half of the course	1, 2, 3, 4	30	
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 this course.	1, 2, 3, 4	40	
3	Test	1, 2, 3, 4	20	
4	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.

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)

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.

Assessment Task

Test

Criterion

Grade on students' comprehension of assigned readings.

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.

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)

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.

Part III Other Information

Keyword Syllabus

Cultural China, Chinese history and heritage, Chinese cultural heritage, heritage sites, Chinese cultural legacy, heritage preservation, creative transformation, critical awareness, tangible and intangible heritage, natural heritage.

Reading List

Compulsory Readings

	Title
1	David Lowenthal, <i>The Heritage Crusade and the Spoils of History</i> , Cambridge: Cambridge University Press, 1998.
2	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.
3	Barry Sautman, “Peking Man and the Politics of Paleoanthropological Nationalism in China” , <i>The Journal of Asian Studies</i> , Vol. 60, No. 1 (Feb 2001), pp. 95-124.
4	Alexander Stille, “The Culture of the Copy and the Disappearance of China’ s Past” , in his <i>The Future of the Past</i> , New York: Farrar, Straus and Giroux, 2002, Ch. 2.
5	Kong, Shuyu, “Cultural Propaganda in the Age of Economic Reform: Popular media and the social construction of Shanxi merchants in contemporary China” , <i>The China Journal</i> , No. 63 (January 2010), pp. 79-99.
6	Joana Breidenbach and Pál Nyári, “ ‘Our Common Heritage’ : New Tourist Nations, Post- ‘Socialist’ Pedagogy, and the Globalization of Nature” , <i>Current Anthropology</i> , Vol. 48, No. 2 (April 2007), pp. 322-330.
7	Dott, Brian Russell, <i>Identity reflections: pilgrimages to Mount Tai in late imperial China</i> , Cambridge, Mass.: Harvard University Asia Center, 2004, pp. 15-52.
8	Madeline Y. Hsu, “Migration and Native Place: Qiaokan and the Imagined Community of Taishan County, Guangdong, 1893-1993” , <i>The Journal of Asian Studies</i> , Vol. 59, No. 2 (May, 2000), pp. 307-331.
9	Isabel K. F. Wong, “The Heritage of Kunqu: Preserving Music and Theater Traditions in China” , in D. Fairchild Ruggles and Helaine Silverman (eds.), <i>Intangible Heritage Embodied</i> , New York : Springer, 2009.
10	Geoffrey Gowlland, “Learning Craft Skills in China: Apprenticeship and Social Capital in an Artisan Community of Practice” , <i>Anthropology & Education Quarterly</i> , Vol. 43, No. 4 (December 2012), pp. 358-371.

Additional Readings

	Title
1	Albert M. Craig, <i>The Heritage of Chinese Civilization</i> (Boston: Prentice Hall, 2011).
2	Guo Changjian, et al eds. <i>World Heritage Sites in China</i> (Beijing: China Intercontinental Press, 2003)
3	Paul S. Ropp ed. <i>Heritage of China: Contemporary Perspectives on Chinese Civilization</i> (Berkeley: University of California Press, 1990)
4	Patricia Buckley Ebrey ed. <i>Chinese Civilization: A Sourcebook. 2nd Edition</i> (New York: The Free Press, 1993)