

CAH3541: ARCHAEOLOGY AND CULTURAL HERITAGE

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Archaeology and Cultural Heritage

Subject Code

CAH - Chinese and History

Course Number

3541

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

CTL3541 Archaeology and Cultural Heritage

Exclusive Courses

Nil

Part II Course Details

Abstract

The subjects of this course are archaeology and material culture. It is a study of cultural heritage in archaeological perspectives, aiming to lead students to understand and analyse the debates about and relationship between ancient and historic cultures, and associated behaviours. Such understanding will enable them to integrate the archaeological remains, historical writings, and existing heritage of any particular society.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Recite and adopt relevant methodologies in the disciplines of archaeology and cultural heritage.	20	x	x	
2	Identify the key concepts of culture and cultural exchange.	20	x	x	
3	Explain and discuss on the major archaeological contributions to the study of cultural heritage.	20	x	x	
4	Interpret tangible heritage and its modern representations.	20		x	x
5	Evaluate the historical and cultural background of Hong Kong and other societies through examples of archaeological remains.	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 engaged with the major topics and related issues at each lecture.	1, 2, 3	
2	In-class activities	Students will expand and consolidate their knowledge on topics by engaging with in-class activities (e.g. group discussion, class work, simple quiz, debate).	1, 2, 3, 4, 5	
3	Reading	Students will critically engaged with books and articles related to course topics.	1, 2, 3	

4	Group discussion and Presentation	Students will discuss, present, clarify and debate key arguments and concepts through civil interaction with others, while listening to, and development appreciating, alternative views.	3, 4, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Classroom performance Students will engage with a variety of in-class activities (e.g. short question-and-answer practices, debate), which help students to consolidate their knowledge and develop own points and ideas.	1, 2, 3, 4	20	
2	Final Report Students are required to carry out reflective writing on what they have learnt in class to consolidate and deepen their knowledge.	3, 4, 5	20	
3	Group Presentation and discussion Students are required to proactively participate in and contribute to all lectures and related classroom activities, which are specifically designed to motivate their spirit in learning and enhance their awareness in discovering new points of discussion.	1, 2, 3, 4, 5	30	
4	Quiz 1 - Mid-term Quiz 2 - Term-end Students will be tested (twice) on the topics and study material, methodologies and theories discussed in the course.	1, 2, 3, 4	30	

Continuous Assessment (%)

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Classroom Performance

Criterion

Evidence of

- 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, convincing statement and creative comment;
- superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Assessment Task

Final Report

Criterion

Evidence of

- 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 keep to the point, clear-cut subject, distinct themes, - ability to interpret the opinions effectively;
- 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 with proper diction.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Assessment Task

Group presentation and discussion

Criterion

Evidence of

- active in-class participation, positive listening, ability to simulate class discussion and comment on other points.
- sufficient pre-class preparation and familiarity with peer reports and other materials.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Assessment Task

Quizzes

Criterion

Evidence of ability in understanding the subjects, content and historical theories related. ability in understanding the exam questions and answer with the assistance of relevant examples of art works. ability in expressing ideas effectively in form of writing.

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching

Part III Other Information

Keyword Syllabus

Archaeology, anthropology, ancient civilizations, material culture, maritime archaeology, archaeological excavations, archaeological reports, archaeological sites, reconnaissance methods, conservation, artefacts, archives, museums, archaeometry, carbon fourteen dating.

Reading List

Compulsory Readings

Title	
1	Fagan, Brian M. In the beginning: an introduction to archaeology. Upper Saddle River, N.J.: Prentice Hall, c2001.
2	Grant, Jim et al. The archaeology coursebook: an introduction to study skills, topics and methods. London; New York: Routledge, 2002.
3	Kelly, Robert L. & David Hurst Thomas. Archaeology, 6th ed. Belmont, CA: Wadsworth/ Cengage Learning, c2013.
4	Renfrew, Colin and Bahn, Paul. Archaeology: Theories, Methods and Practice, 6th ed., London: Thames & Hudson, 2012.
5	Scarre, Christopher & Fagan, Brian M. Ancient Civilizations, the 3rd edition, Upper Saddle River, N.J.: Pearson Prentice Hall, c2008.

Additional Readings

Title	
1	Bard, Kathryn A. An introduction to the archaeology of Ancient Egypt. Malden, MA: Blackwell Pub., 2008.
2	Chang, Kwang-chih. The Archaeology of Ancient China, 4th ed., rev. and enl. New York: Yale University Press, c1986.
3	Grant, Michael. The visible past: Greek and Roman history from archaeology, 1960-1990. New York: Scribner's: Maxwell Macmillan International, c1990.
4	Meacham, William. The Archaeology of Hong Kong, HK: Hong Kong University Press, 2009.
5	Yang, Xiaoneng (ed.) The golden age of Chinese archaeology: celebrated discoveries from the People's Republic of China. Washington, D.C.: National Gallery of Art; Kansas City: Nelson-Atkins Museum; New Haven: Yale University Press, c1999.