

CAH3548: CRITICAL APPROACHES TO CULTURAL HERITAGE

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Critical Approaches to Cultural Heritage

Subject Code

CAH - Chinese and History

Course Number

3548

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

CTL3548 Critical Approaches to Cultural Heritage

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to Develop students' theoretical and contextual knowledge of critical approaches to the study of cultural heritage; Explore the historical and socio-political dimensions of heritage discourse in different national and cultural contexts Develop students' ability to critically reflect on and assess the implications of different interpretations and narratives of cultural heritage, national history, and cultural identity

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Discuss conceptual and theoretical understanding of cultural heritage		x	x	
2	Apply critical concepts in the interpretation of tangible and intangible heritage		x	x	x
3	Identify and examine the historical, economic and socio-political aspects and uses of heritage in local and global contexts		x	x	
4	Conduct research on cultural heritage and effectively present findings and arguments in both written and oral presentations, supported by the approaches and theories discussed in the course sessions.			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	Students will participate in formal lectures to acquire fundamental knowledge of cultural heritage studies and engage in class discussions.	Lecture and class discussion to introduce historical background, concepts, critical approaches	1, 2, 3, 4	
2	Students will prepare the assigned weekly readings before the course begins and actively engage in discussions about these readings.	Weekly readings on specific topics	1, 2, 3, 4	

3	Students will deliver a group presentation discussing their findings and explaining how they will approach the selected sites, artworks, and objects.	Group presentation on weekly readings	1, 2, 3, 4	
4	Students will actively participate in course discussions and other supplementary exercises/activities.	Class discussion and supplementary exercises/activities	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation and Attendance: Students will participate in in-class discussions and critically reflect on what they have learned from the formal lectures.	1, 3	10	
2	Group Presentation: Students will deliver a group presentation on selected objects, sites, or architectural complexes by incorporating the approaches, concepts, and theories introduced in the course. This presentation will lay the foundation for the group term project that students will deliver at the end of the semester.	1, 2, 3, 4	20	
3	Book Review: Students will write a midterm report or book review, introducing a recent publication in the field of cultural heritage studies of their choice. They will summarize the content of the selected publication and discuss or critically reflect on the book's main arguments.	1, 2	30	

4	Term Project: Students will discuss and contextualize selected objects, sites, or architectural complexes in their group term papers. They will develop meaningful arguments based on the approaches, concepts, theories, and other tools taught in the course.	1, 2, 3, 4	40	
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Participation & attendance

Criterion

Performance in class discussions and in-class tasks

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of course contents and subject matter
- Excellent command of language demonstrated through written assignments and oral presentations
- Strong critical thinking and academic writing skills

Good (B+, B, B-)

- Good command of subject knowledge
- Good understanding of course contents and subject matter
- Good command of language demonstrated through written assignments and oral presentations
- Good critical thinking and academic writing skills

Fair (C+, C, C-)

- Satisfactory command of subject knowledge
- Basic understanding of course contents and subject matter
- Average language competency in the expression of ideas
- Some evidence of effort in critical thinking

Marginal (D)

- Familiarity with the subject matter
- Marginal command of course materials, with the ability to describe a few important issues
- Marginally acceptable language competency to demonstrate basic understanding of subject matter
- Minimal effort in critical thinking

Assessment Task

Group Presentation

Criterion

Subject Knowledge

Analytical content

Team work

Ability to identify main arguments and issues raised in the reading

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of course contents and subject matter
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- Strong critical thinking and academic writing skills

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- Good command of subject knowledge
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 - Minimal effort in critical thinking
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Assessment Task

Book Review

Criterion

Critical analysis of the book;

strengths and weaknesses;

use of sources;

methodology;

organization of materials and narratives;

and personal experiences related to the subject

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of the book contents and subject matter
- Excellent command of language
- Strong critical thinking and academic writing skills

Good (B+, B, B-)

- Good command of subject knowledge
- Good understanding of the book contents and subject matter
- Good command of language
- Good critical thinking and academic writing skills

Fair (C+, C, C-)

- Satisfactory command of subject knowledge
- Basic understanding of the book contents and subject matter
- Average command of language
- Some evidence of effort in critical thinking

Assessment Task

Term Project

Criterion

Team work

Evidence of original research

Ability to formulate and articulate arguments effectively

Applied knowledge

Excellent (A+, A, A-)

- Excellent command of subject knowledge
- Excellent understanding of course contents and subject matter
- Excellent command of language demonstrated through written assignments and oral presentations
- Strong critical thinking and academic writing skills

Good (B+, B, B-)

- Good command of subject knowledge
- Good understanding of course contents and subject matter
- Good command of language demonstrated through written assignments and oral presentations
- Good critical thinking and academic writing skills

Fair (C+, C, C-)

- Satisfactory command of subject knowledge
- Basic understanding of course contents and subject matter
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Part III Other Information

Keyword Syllabus

Cultural Heritage, Tangible and Intangible Heritage, Heritage Discourse, World Cultural Heritage, Cultural Memory, Heritage and Identity, Heritage Industry, Cultural Tourism

Reading List

Compulsory Readings

Title	
1	Anico, Martha and Elsa Peralta (eds.), <i>Heritage and Identity: Engagement and Demission in the Contemporary World</i> , Oxon: Routledge, 2009.
2	Hems, Alison and Marion Blockley (eds.), <i>Heritage Interpretation</i> , Oxon: Routledge, 2006.

3	Lowenthal, David, <i>The Heritage Crusade and the Spoils of History</i> , Cambridge: Cambridge University Press, 2009.
4	Samuel, Raphael, <i>Theatres of Memory: Past and Present in Contemporary Culture</i> , Vol. 1., London: Verso, 1996.
5	Smith, Laurajane and Natsuko Akagawa (eds.), <i>Intangible Heritage</i> , Oxon: Routledge, 2009.
6	Smith, Laurajane, <i>Uses of Heritage</i> , Oxon: Routledge, 2006.
7	Sørensen, Marie Louise and John Carman (eds.), <i>Heritage Studies: Methods and Approaches</i> , Oxon: Routledge, 2009.

Additional Readings

Title	
1	Nil