

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Heritage Education and Arts Management
Programme QF Level	: 5
Course Title	: Oral History and Cultural Conservation in Hong Kong and the Greater Bay Area 香港與大灣區的口述歷史及文化保育
Course Code	: SSC2340
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI (supplemented by English and Putonghua)
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills

- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course is devised to equip students, ontologically, epistemologically and methodologically, for utilizing oral history as a means of cultural conservation in the contexts of Hong Kong and the Greater Bay Area. It enables students to grasp the pros and cons as well as challenges and opportunities in the widening scopes, spaces and scales of study presented to oral historians by the closer integration of Hong Kong and the Mainland.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ recognize the nature and features of oral history
- CILO₂ apply the methods and skills of doing oral history to historico-cultural conservation
- CILO₃ analyse the pros and cons of utilizing oral history as a means of historico-cultural conservation
- CILO₄ appraise the challenges and evaluate the opportunities of engaging in oral history in Hong Kong and the Greater Bay Area

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
What is oral history? Why oral history? Whose history? - Nature and features - Different areas/foci of oral history - Developments of oral history in HK and the Greater Bay Area	<i>CILO_{1, 3}</i>	Dialogic and textual inquiries Audio/video presentations
How to conduct oral history? How to write	<i>CILO_{2, 3}</i>	Textual (and video-based) inquiries Group-based inquiries

<p>/present oral history?</p> <ul style="list-style-type: none"> - Methods and methodology - Oral history as a research method - Oral history as a vehicle of cultural conservation - Digital story-telling in /as oral history 		<p>Web-based studies</p> <p>Digital presentations</p>
<p>The pros and cons (problems/pitfalls) of using oral history as a means of cultural conservation</p>	<p><i>CILO₃</i> <i>and 4</i></p>	<p>Dialogic and textual inquiries</p> <p>Site/field-based inquiries</p> <p>Workshops/seminars</p>
<p>Undertaking oral history in HK and/or the Greater Bay Area: Challenges and opportunities</p>	<p><i>CILO₃</i> <i>and 4</i></p>	<p>Field work in HK and/or GBA (China)</p> <p>Sharing sessions</p> <p>Group projects and presentations</p> <p>Reflections and reconceptualizations</p>

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) Mini-research on oral history (individual work- in 1200words)</p> <p>Select an oral history project, examine critically its roles played in historico-cultural conservation as well as epistemological and methodological values.</p>	50%	<i>CILO_{1, 2}</i>
<p>(b) Group project:oral history and cultural conservation (oral presentations)</p> <p>Plan, implement and evaluate an oral history project as an instrument for historico-cultural conservation. The theme or area of the project should not be the same as the ones selected for the individual works</p>	15%	<i>CILO_{3,4}</i>

of the group members.		
(c) Group project: oral history and cultural conservation (written reports) Write a group report in about 1200 words on the plan, implementation and evaluation of the group project with reflections (based on the feedback and comments of the peers and lecturer) that steer towards further fine-tuning and improvement of the group project.	35%	<i>CILO</i> _{3,4}

5. Required Text(s)

Nil

6. Recommended Readings

Dunaway, D. K., Baum, W. K., & American Association for State Local History. (1996). *Oral history : an interdisciplinary anthology* (2nd ed.). Walnut Creek, Calif.: AltaMira Press.

Howarth, K. (1998). *Oral history : a handbook*. Stroud, England: Sutton Pub.

Jamissen, G., Hardy, P., Nordkvelle, Y., & Pleasants, H. (Eds.). (2017). *Digital storytelling in higher education : international perspectives*. ProQuest Ebook Central. <https://ebookcentral.proquest.com>

Kwong, L. (1979). "The Chinese maritime customs remembered : an appeal for oral history in Hong Kong" . *Journal of the Hong Kong Branch of the Royal Asiatic Society*, 19, 21-26. <http://www.jstor.org/stable/23899813>

Lanman, B. A., & Wendling, L. M. (2006). *Preparing the next generation of oral historians: an anthology of oral history education*. Lanham, Md.: Rowman & Littlefield Publishers.

Luen, K. (2017). The hybridization and localization of the Colony and the making of Hong Kong Christian leaders: three oral history accounts. In Woods, P. (Ed.), *Shaping Christianity in Greater China: indigenous Christians in focus* (pp. 250-264). 1517 Media. <https://doi.org/10.2307/j.ctv1ddcnpj.19>

Pack, S. (2020). *Oral history reimagined: emerging research and opportunities*. IGI Global. <http://doi:10.4018/978-1-7998-3420-5>

Perks, R., & Thomson, A. (2016). *The oral history reader* (3rd ed.). London: Routledge.

- Ritchie, D. A. (2003). *Doing oral history: a practical guide* (2nd ed.). Oxford: Oxford University Press.
- Ritchie, D. A. (Ed.). (2011). *The Oxford handbook of oral history*. New York: Oxford University Press.
- Rubin, H. J., & Rubin, I. S. (2005). *Qualitative interviewing: the art of hearing data* (2nd ed.). SAGE Publications, Inc. <https://www.doi.org/10.4135/9781452226651>
- Sommer, B. W., & Quinlan, M. K. (2009). *The oral history manual* (2nd ed.). Lanham, MD: AltaMira Press.
- Thompson, P. (2017). "Changing encounters with Chinese oral history". *Oral History*, 45(2), 96-105. <http://www.jstor.org/stable/26382604>
- Wong, W. (2019). Oral history and storytelling: reflection on an alternative approach of teaching history. In Hayes, T. A., Edlmann, T., & Brown, L. (Ed.) *Storytelling: global reflections on narrative* (pp.44-52). Leiden, The Netherlands: Brill. https://doi.org/10.1163/9789004396401_008
- Wong, W. Y. C. (2020). "Shifting memories: an oral history study of the Canton Young Women's Christian Association in the 1940s". *Social Sciences and Missions*, 33(1-2), 157-189. <https://doi.org/10.1163/18748945-03301011>
- 馮志弘、陳朗 (2020) 《本地生活寫作：記憶與信仰：口述歷史·民族誌教學》，香港：學術專業圖書中心。
- 梁操雅、羅天佑 合編 (2004) 《葵青－舊貌新顏·傳承與突破》，香港：葵青區議會。
- 梁操雅、羅天佑 合編 (2017) 《香港考評文化的承與變：從強調篩選到反映能力》，香港：商務印書館香港有限公司。
- 梁操雅、丁新豹、羅天佑、羅慧燕 合編 (2011) 《教育與承傳(二)：南來諸校的口述故事》，香港：香港教育圖書公司。
- 馬嶽(主編) (2012) 《香港 80 年代民主運動口述歷史》，香港：香港城市大學出版社。
- Robertson, B.M. 著·黃煜文譯(2004). *如何做好口述歷史* 台北市: 五觀藝術管理有限公司

7. Related Web Resources

Hong Kong Museum of History: Oral History Projects:

https://www.lcsd.gov.hk/CE/Museum/History/en_US/web/mh/collections/resou

[rces/centre.html](#)

Smith, G. (2008). The making of oral history: Sections 1-2.

https://archives.history.ac.uk/makinghistory/resources/articles/oral_history.html

Oral History Society. (2019). Is your oral history legal and ethical?.

<https://www.ohs.org.uk/copyright-and-ethics/>

Shopes, L. (2002). Making sense of oral history.

<http://historymatters.gmu.edu/mse/oral/>

The Hong Kong University. (2004). Hong Kong Oral History Archives: Collective Memories. <https://sunzi1.lib.hku.hk/hkoh/>

東華三院口述歷史研究計劃

<https://www.tungwah.org.hk/heritage/records/oral-history/>

香港記憶. (2012). 「香港留聲」口述歷史檔案庫.

https://www.hkmemory.hk/collections/oral_history/

香港口述歷史資源 香港公共圖書館

<https://www.hkpl.gov.hk/tc/thematic/ohi/index.html>

香港教育大學 (2010). 教育與承傳口述歷史計劃

<https://www.eduhk.hk/iedehp/>

8. Related Journals

Journal of Asian Studies

Journal of the Hong Kong Branch of the Royal Asiatic Society

Journal of Modern Chinese History

Oral History Society

Rethinking History

The Oral History Review

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

10. Others

The Programme Team may foster collaboration and partnership with Mainland Universities to help organize visits and trips, lectures and seminars on Chinese cultures and GBA heritage and development.

May 2021