

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: All undergraduate programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Conservation and Management of World Heritage
<b>Course Code</b>	: GEL2010
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39 (9 hours face-to-face pre-trip briefing (2 sessions) and post-trip briefing (1 session); 6 days 5 nights overseas field study)
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 2

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#### 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

Under the rapid urbanization and worldwide growth of environmental problems, the establishment of World Heritage sites has become an essential measure to safeguard the important and irreplaceable cultural and natural heritage. With regard to the Convention concerning the Protection of the World Cultural and Natural Heritage as adopted in 1972, the United Nations Educational, Scientific and Cultural Organization (UNESCO) aims to encourage countries to identify, protect, manage and preserve the heritage with outstanding cultural and natural value to humanity. This course provides students with the knowledge of the concepts and theories in conserving, monitoring and managing the UNESCO's World Heritage, especially those related to natural habitats and in-situ conservation. A compulsory one-week experiential learning field study will be organized to allow students to visit, observe and investigate the UNESCO's World Heritage sites.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub>: Demonstrate competence in knowledge on concepts, functions, selection criteria and the convention of World Heritage.
- CILO<sub>2</sub>: Understand the condition of World Heritage sites and its management.
- CILO<sub>3</sub>: Evaluate critically on the selection, management and conservation of the World Heritage sites as the status might not necessarily be renewed automatically.
- CILO<sub>4</sub>: Critique the importance and effectiveness of the World Heritage sites for cultural and nature conservation.
- CILO<sub>5</sub>: Reflect the importance of world heritage sites to achieve world sustainability.

## 3. Content, CILOs and Teaching & Learning Activities

There are three components of the course including pre- and post-trip tutorials and workshops, study tour and sharing sessions during the tour. Background information and relevant knowledge will be provided to students during the pre-trip tutorials and workshops. Daily sharing sessions will be arranged to facilitate students' reflections on the sites or activities they have visited and participated. The post-trip tutorials or workshops will be arranged allowing students to have further discussion on the value and importance of the establishment of the UNESCO World Heritage Sites and overall reflection on the course.

Course Content	CILOs	Suggested Teaching & Learning Activities
<b>A. Fundamental concepts</b> (a) History and current status of UNESCO's World Heritage (b) Functions and selection criteria of World Heritage sites (c) The Convention concerning	CILO <sub>1,2,3,4,5</sub>	<ul style="list-style-type: none"><li>• Lectures</li><li>• Pre-field study tutorials or workshops</li><li>• Discussion and presentation</li></ul>

the Protection of the World Cultural and Natural Heritage		
<p><b>B. Case studies</b></p> <p>(a) Threats of World Heritage (cases of mismanagement of world heritage sites that may cause the termination of listing by UNESCO)</p> <p>(b) Effectiveness of the management and conservation strategies</p>	CILO <sub>1,2,3,4,5</sub>	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion and presentation</li> <li>• Pro-field study tutorials or workshops</li> <li>•</li> </ul>
<p><b>C. Experiential learning at World Heritage site</b></p> <p>(a) Daily conservation work of Giant Panda</p> <p>(b) Daily maintenance and management work of the cultural heritage</p>	CILO <sub>2,3,4,5</sub>	<ul style="list-style-type: none"> <li>• Experiential learning field study (participating voluntary work in the heritage sites)</li> <li>• E-portfolio</li> <li>• Pro-field study tutorials or workshops</li> </ul>
<p><b>D. Visit the World Heritage sites</b></p> <p>(a) Observe and evaluate the conditions and effectiveness of World Heritage sites for cultural and nature conservation.</p> <p>(b) Three World Heritage Sites will be visited namely Wolong National Nature Reserve, Dujiangyan Irrigation System, and Mount Qingcheng</p>	CILO <sub>2,3,4,5</sub>	<ul style="list-style-type: none"> <li>• Experiential learning field study to world heritage sites (participating voluntary work in the heritage sites)</li> <li>• E-portfolio</li> <li>• Pro-field study tutorials or workshops</li> </ul>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO <sub>s</sub>
<p>(a) Proposal of learning (ELC) Proposal</p> <p>Students are expected to work in groups (3 – 4 students) to prepare a proposal on a selected topic for field study report. Students need to clearly address the measures that they will adopt for data collection.</p>	20%	CILO <sub>1,2,3,4</sub>

<p>(b) <b>E-portfolio</b>  Students are required to create an individual e-portfolio throughout the field study. The e-portfolio should contain the following items:</p> <p>i) Diary and itinerary of the trip</p> <ul style="list-style-type: none"> <li>- a total THREE 300-word descriptions and reflection together with photos on three world heritage sites should be included in the portfolio</li> <li>- 8-10 minutes edited video clips should be prepared to introduce the heritage sites</li> </ul> <p>ii) Reflection of learning about the field study</p> <ul style="list-style-type: none"> <li>- 1000-word overall reflection for the whole field study should be included in the e-portfolio</li> </ul>	50%	<i>CILO<sub>1,2,5</sub></i>
<p>(c) <b>Field Study Report</b></p> <p>i) Final Report and presentation</p> <p>The group is required to prepare a presentation and complete a field study report (2000 words) that involves case studies on a topic including but not limited to the UNESCO's World Heritage sites visited in the study trip.</p> <p>ii) Participation</p> <p>Students are required to participate actively in the study trip, pre and post-trip activities.</p>	30%	<i>CILO<sub>1,2,3,4,5</sub></i>

## 5. Required Text(s)

UNESCO. (2017). *Basic Texts of the 1972 World Heritage Convention, Edition October 2017*. Paris: UNESCO.

## 6. Recommended Readings

Bourdeau, L., Gravari-Barbas, M., & Robinson, M. (Eds.). (2016). *World Heritage Sites and Tourism: Global and Local Relations*. London: Routledge

Brumann, C., & Berliner, D. (Eds.). (2016). *World heritage on the ground: ethnographic perspectives* (Vol. 28). New York: Berghahn Books.

Di Giovine, M. A. (2009). *The heritage-scape: UNESCO, World Heritage and Tourism*. Plymouth, UK: Lexington Books.

Ferrucci, S. (2012). *UNESCO's World Heritage regime and its international influence*. Tredition.

Leask, A., & Fyall, A. (Eds.). (2006). *Managing world heritage sites*. New York: Routledge.

Reddan, S. (2017). *Evaluating the Success of UNESCO World Heritage Sites*. New York: Columbia University Academic Commons.

Yan, H. (2018). *World Heritage Craze in China: Universal Discourse, National Culture, and Local Memory*. New York: Berghahn Books.

#### **7. Related Web Resources**

UNESCO World Heritage Centre

<https://whc.unesco.org/>

#### **8. Related Journals**

*International Journal of Heritage Studies*

*Journal of Sustainable Tourism*

*Journal of Cultural Heritage*

*Social Anthropology*

*Journal of Travel Research*

#### **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**

Newspaper articles, magazines and other on-line videos on relevant current issues will be used wherever and whenever necessary and feasible.

*November 2023*