

# 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>	: Cultural Heritage Conservation and Management
<b>Course Code</b>	: GGP3019
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 3

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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

This course provides students with a broad and fundamental understanding of the cultural heritage conservation and management. Cultural heritage conservation and issues in contemporary society will be explored, and field trip will also be organized to enhance the understanding of cultural heritage and its local communities. Examples from tangible and intangible cultural heritage will be examined to develop students' critical thinking skills in heritage interpretation, power and identity. The course aims to develop students with a strong sense of appreciation of the cultural heritage in Hong Kong and elsewhere, as well as awareness of cultural heritage conservation for the sustainability of a place.

## 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub>: categorize cultural heritage resources in Hong Kong

CILO<sub>2</sub>: demonstrate a high level of competence in classification of cultural heritage

CILO<sub>3</sub>: analyse the cultural heritage conservation strategies and policies

CILO<sub>4</sub>: evaluate critically the effectiveness of the cultural heritage conservation policies

CILO<sub>5</sub>: critique of the importance of culture heritage management

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

Course Content	CILOs	Suggested Teaching & Learning Activities
1. What is heritage? Classification of cultural heritage: tangible and intangible cultural heritage	CILO <sub>1,2,5</sub>	Lectures, reading, video analysis and discussion
2. The conservation of tangible cultural heritage: government, local communities non-governmental organizations and private sector's role in cultural heritage conservation	CILO <sub>3,4,5</sub>	Lectures, reading, video, fieldtrip, discussion
3. Management of cultural heritage: publicity, visitor management and tourism	CILO <sub>4,5</sub>	Lectures, reading, video, fieldtrip, discussion
4. Safeguarding Hong Kong's archeological, architectural and intangible cultural heritage: opportunities and challenges	CILO <sub>1,2,3,4,5</sub>	Lectures, reading, video, fieldtrip, discussion

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) One field visit reflection report to assess the management of the selected cultural heritage (800 words)	15%	CILO <sub>2,3,4,5</sub>
(b) Group presentation: a 15 minutes presentation, using case studies to analyze different aspects and issues of cultural heritage conservation	35%	CILO <sub>3,4,5</sub>
(c) Individual research paper: Students will conduct a research paper on heritage conservation (2500 words)	50%	CILO <sub>1, 2, 3, 4, 5</sub>

#### 5. Required Text(s)

Meskell, L. (2015). *Global Heritage: A Reader* (Malden, MA: Blackwell Readers in Anthropology 12).

#### 6. Recommended Readings

Aplin, Graeme. (2002). *Heritage: Identification, Conservation, and Management*. South Melbourne, Australia: Oxford University Press.

Appadurai, Arjun. (1986). *The Social Life of Things: Commodities in Cultural Perspective*, Cambridge: Cambridge University Press.

Chan, S. C. (2001). Selling the Ancestors' Land: A Hong Kong Lineage Adapts. *Modern China*, 27(2), 262–284.

Chan, S.C., Graeme Lang and Lars Ragvald. (2005). "Temple and the Religious Economy" *Interdisciplinary Journal of Research on Religion* 4(1):1-27.

Cheung, Sidney (1999). The Meanings of a Heritage Trail in Hong Kong. *Annals of Tourism Research*, vol. 26, no. 3, pp. 570-588.

Cheung, Sidney. (2003). Remembering Through Space: The Politics of Heritage in Hong Kong. *International Journal of Heritage Studies*, vol. 9, no. 1, pp. 7-26.

Daly, P., & Winter, T. (Eds.). (2012). *Routledge Handbook of Heritage in Asia*. Milton Park, Abingdon, Oxon; New York, NY: Routledge.

Faure, David. (1984). *From Village to City: Studies in the Traditional Roots of Hong Kong Society*. Hong Kong: Hong Kong University Press.

Faure, David, (2003). *Hong Kong: A Reader in Social History*, Hong Kong: Oxford University Press.

Harrison, R. (2013). *Heritage: Critical Approaches*. Milton Park, Abingdon; New York: Routledge.

Hase, P. H. (2013). *Custom, Land and Livelihood in Rural South China: The Traditional Land Law of Hong Kong's New Territories, 1750-1950*. Hong Kong: Hong Kong University Press.

Haviland, William, Prins, Herald, McBride, Bunny. (2017). *Cultural Anthropology: The*

- Human Challenge*. Boston: Cengage Learning.
- Hayes, James (2012). *The Great Difference: Hong Kong's New Territories and Its People 1898-2004*. Hong Kong: Hong Kong University Press.
- Hobsbawm, Eric. (1992). In *The Invention of Tradition*. Cambridge: Cambridge University Press.
- Hoffman, B. T. (Ed.). (2006). *Art and Cultural Heritage: Law, Policy and Practice*. Cambridge; New York: Cambridge University Press.
- Kaminski, J., Benson, A. M., & Arnold, D. (Eds.). (2014). *Contemporary Issues in Cultural Heritage Tourism*. Abingdon, Oxon; New York: Routledge.
- Ku, A. (2010). Making Heritage in Hong Kong: A Case Study of the Central Police Station Compound. *The China Quarterly*, 202, 381-399.
- Kwong, Chi Man; and Tsoi, Yiu Lun (2014). *Eastern Fortress: A Military History of Hong Kong, 1840-1997*. Hong Kong: Hong Kong University Press.
- Lai, Celine (2015). "Archaeological Museums And Tourism In China: A Case Study Of The Sanxingdui Museum" *Museum Management and Curatorship*, vol. 30, no. 1, pp. 75-93.
- Leask, A., & Fyall, A. (Eds.). (2006). *Managing World Heritage Sites* (1st ed.). Oxford; Burlington, Mass: Butterworth-Heinemann.
- Leung, Maggie W.H. and Soyeze, D. (2009). Industrial Heritage: Valorising the Spatial, Temporal Dynamics of Another Hong Kong Story. *International Journal of Heritage Studies*, 15: 57-75.
- Liu, T. (2003). A Nameless but Active Religion: An Anthropologist's View of Local Religion in Hong Kong and Macau. *The China Quarterly*, 174, 373-394.
- Lo Shuk Ying. (2006). Monuments To Hong Kong's World War II Dead, 1945-2005. *Journal of the Royal Asiatic Society Hong Kong Branch*. Vol. 46.
- Lu, Tracey L-D. (2008). "Some Issues on the Management of Archaeological Sites in Mainland China" *Conservation and Management of Archaeological Sites*, Vol. 10 (4): 353-366.
- Lu, Tracey L-D. (2009). "Heritage Management in Post-colonial Hong Kong" *International Journal of Heritage Studies*, Vol. 15(2-3): 258-272.
- Meacham, W. (2009). *The Archaeology of Hong Kong*. Hong Kong: Hong Kong University Press.
- Pearce, Susan M. (1993). *Museums, Objects, and Collections: A Cultural Study*. Washington D.C.: Smithsonian Institution Press.
- Rajagopalan, Desai, Rajagopalan, Mrinalini, & Desai, Madhuri. (2012). *Colonial Frames, Nationalist Histories: Imperial Legacies, Architecture And Modernity* (Ashgate studies in architecture series). Farnham, Surrey ; Burlington, VT: Ashgate.
- Siu, Helen F. and Ku, Agnes S. (2008) *Hong Kong Mobile: Making a Global Population*. Hong Kong: Hong Kong University Press.
- Smith, Laurajane. (2006). *Uses of Heritage*. London; New York: Routledge.
- Smith, L., & Akagawa, N. (Eds.). (2009). *Intangible Heritage*. London; New York: Routledge.
- Starr, F. (2013). *Corporate Responsibility for Cultural Heritage: Conservation, Sustainable Development, and Corporate Reputation*. New York: Routledge.

- Timothy, D. J., & Nyaupane, G. P. (Eds.). (2009). *Cultural Heritage and Tourism in the Developing World: a Regional Perspective*. London; New York: Routledge.
- Waldron, Arthur. (1993). "Representing China: The Great Wall and Cultural Nationalism in the Twentieth Century." In *Cultural Nationalism in East Asia*, ed., Harumi Befu, pp. 36-60.  
Berkeley: Institute of East Asian Studies, University of California.
- Watson, James L. and Rubie S. Watson (2004) *Village Life in Hong Kong: Politics, Gender, and Ritual in the New Territories*. Hong Kong: The Chinese University Press.
- Watson, Rubie S. (1995). "Palaces, Museums, and Squares: Chinese National Spaces." *MuseumAnthropology* 19(2): 7-19.
- Watson, Rubie S. and James L. Watson. (1997). "From Hall of Worship to Tourist Center: An Ancestral Hall in Hong Kong's New Territory." *Cultural Survival Quarterly*, 21(1): 33-35.
- Yu Siu-wah. (2014). "Ng Wing Mui (Mui Yee) and the Revival of the Sineung (Blind Female) Singing Style in Cantonese Naamyam (Southern Tone)" *Journal of the Chinese Oral Performing Literature*. 33.2, Dec: 121 - 134.

## 7. Related Web Resources

United Nations Educational, Scientific and Cultural Organization (UNESCO)  
<http://en.unesco.org/>  
Conserve and Revitalise Hong Kong Heritage  
<http://www.heritage.gov.hk/en/>  
Government Record Service  
<http://www.info.gov.hk/pro/>

## 8. Related Journals

*Journal of Heritage Tourism*  
*Journal of Cultural Heritage*  
*International Journal of Heritage Studies*  
*International Journal of Cultural Property*  
*Journal of Cultural Heritage Management and Sustainable Development*  
*Journal of the Hong Kong Branch of the Royal Asiatic Society*

## 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/00000000016336798924548BbN5>). 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.

*Updated December 2023*