

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	: Issues in Heritage Conservation and its Policy 文化遺產的保育與政策
Course Code	: SSC4336
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: CMI
Course Level	: 4

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

Cultural heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including objects, customs, artistic expressions (practices) and values. Cultural heritage has a major role that serves as the nexus where the past and the future meet. It also involves discussion and contestation in the scopes of scholarly research, interpretation, aesthetics, property rights, land use and public policy. This course provides students with a broad and fundamental understanding of the cultural heritage conservation and management issues in modern society. Cultural heritage conservation theories such as sustainable development, as well as cultural policy anchored in The UNESCO cultural conventions will be covered in the lectures and field trips to enhance their knowledge of cultural heritage, including tangible cultural heritage, architecture, archeological site and intangible cultural heritage. Global, national and local cases will be examined to discuss the perennial and emergent issues in heritage conservation policies. The course aims to develop students with a strong sense of appreciation of the cultural heritage with global, national and local significance, 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:

- CILO₁ Demonstrate a high level of competence in categorizing material and non-material cultural heritage;
- CILO₂ Critically evaluate global, national and local dialogues and practices on cultural heritage conservation;
- CILO₃ Evaluate cultural heritage convention and the sustainability of heritage conservation;
- CILO₄ Appreciate aesthetics of cultural heritage manifested in various forms.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The contribution and limitation of UNESCO heritage framework: Global level: cultural heritage classification, mechanism on world heritage site designation and listing, and impact of global	CILO _{1,2,3,4}	Lectures, video, field visit, discussion

<p>economic crisis</p> <p>Regional/ national level: political considerations in national and local level government, regulation and the lack of enforcement, and competitions among heritage sites, eg. The promulgation of culture and tourism development in the GBA area, the development of boulder trackway/ heritage trail in the GBA area</p> <p>Local level: scale of infrastructure development, diverse values in the local, national and global nexus in heritage conservation/management, and implications for the cultural integration of HK and the GBA</p>		
<p>Prospects and challenges of sustainable development of heritage:</p> <p>International conflict and cooperation: human conflict, destruction, smuggling, looting and artefact auction</p> <p>Economic development: sustainable tourism, poverty reduction and entrepreneurship</p> <p>Environment: natural disasters and climate change, rural and urban development</p> <p>Cultural context: diverse values, storytelling, awareness raising, social inclusion, knowledge and skills inheritance, materials-based, values-based and people-based approaches to cultural conservation</p>	<p><i>CILO</i>_{2,3,4}</p>	<p>Lectures, video, field visit, discussion</p>
<p>Interaction of the global, national and local in field studies:</p> <p>The spread of Chinese civilization in the GBA: Han tombs in Hong Kong and Guangzhou</p> <p>Global trade network: Maritime silk road archaeological site and museum, e.g. The Guangdong Maritime Silk Road Museum (Nanhai No. 1)</p> <p>Ritual, performing art and entertainment in</p>	<p><i>CILO</i>_{1,2,3,4}</p>	<p>Lectures, video, field visit, discussion, seminars and workshops by policy-makers, practitioners and academics</p>

Chinese societies: Cantonese opera and southern tunes <i>nanyin</i> (南音) e.g. Hong Kong Intangible Cultural Heritage Centre, Sam Tung Uk Museum and The Art Museum of Cantonese Opera, Guangdong, Guangdong Museum, Shenzhen Museum, Xiqu Centre (West Kowloon Cultural District)		
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Field visit report (1500 words): To assess the management of the selected cultural heritage. Guidance will be provided to equip students in conducting ethnographic fieldwork and evaluate cultural heritage management such as accessibility, physical condition and authenticity.	30%	CILO _{1, 3, 4}
(b) Group presentation (3-4 students per group): Using case studies to analyze issues in cultural heritage conservation (eg. How is heritage transmitted? What value and knowledge does heritage communicate to the community? What is the role of commercialization?)	30%	CILO _{1, 2, 3, 4}
(c) Examination: A 2-hour examination: On concepts and theories concerning the issues in cultural heritage	40%	CILO _{1, 2, 3, 4}

5. Required Text(s)

Nil

6. Recommended Readings

Daly, P., & Winter, T. (Eds.). (2012). *Routledge Handbook of Heritage in Asia*.

Milton Park, Abingdon, Oxon; New York, NY: Routledge.

Douet, James. (2016). *Industrial Heritage Retooled: The TICCIH guide to Industrial Heritage Conservation*. New York: Routledge.

Forsyth, Michael (Eds.). (2007). *Understanding Historic Building Conservation*. Oxford, UK; Malden, MA: Blackwell.

Hall, C. M., & McArthur, S. (Eds.). (1996). *Heritage Management in Australia and New*

- Zealand: the Human Dimension* (2d ed.). Melbourne: Oxford 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.
- Howard, P. (2003). *Heritage: Management, Interpretation, Identity*. London; New York: Cotinuum.
- Kaminski, J., Benson, A. M., & Arnold, D. (Eds.). (2014). *Contemporary Issues in Cultural Heritage Tourism*. Abingdon, Oxon; New York: Routledge.
- King, F. Thomas. (2013). *Cultural Resource: Laws and Practice*. Plymouth: AltaMira Press.
- Leask, A., & Fyall, A. (Eds.). (2006). *Managing World Heritage Sites* (1st ed.). Oxford; Burlington, Mass: Butterworth-Heinemann.
- Longstreth, Richard & Boyle, Susan. (2008). *Cultural Landscapes: Balancing Nature a Heritage in Preservation Practice*. Minneapolis: University of Minnesota Press.
- Messenger, M. Phyllis & Smith, S. George. (2005). *Cultural Heritage Management*. University Press of Florida.
- McKercher, B., & du Cros, H. (2002). *Cultural Tourism: the Partnership between Tourism and Cultural Heritage Management*. New York: Haworth Hospitality Press.
- Nahoum Cohen. (1999). *Urban Conservation*. Cambridge : MIT Press.
- Orbasli, Aylin. (2008). *Architectural Conservation: Principles and Practice*. Oxford; Malden, MA: Blackwell Pub..
- 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.
- Stipe, Robert E. A Richer. (2003). *Heritage: Historic Preservation in the Twenty-first Century*. Chapel Hill: University of North Carolina Press.
- The ICOMOS International Specialized Committee on Cultural Tourism. (1994). *Cultural Tourism: Tourism at World Heritage Cultural Sites: the Sites Manager's Hand Book*. Paris: ICOMOS.
- Timothy, D. J., & Nyaupane, G. P. (Eds.). (2009). *Cultural Heritage and Tourism in the Developing World: a Regional Perspective*. London: Routledge.
- Timothy, D. J. (2011). *Cultural Heritage and Tourism: an Introduction*. Bristol; Buffalo: Channel View Publications.
- Vinas, M. Salvador. (2005). *Contemporary Theory of Conservation*. Oxford: Elsevier Butterworth-Heinemann.
- 王文章 (2006). *非物質文化遺產概論*。北京：文化藝術出版社。

張展鴻、鄒興華合編 (2013). *傳統飲食與非物質文化遺產保護*。香港：香港文化博物館。

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/>

粵港澳大灣區文化和旅遊發展規劃

<https://www.bayarea.gov.hk/filemanager/sc/share/pdf/mainland-policies-measures-20201230.pdf>

粵港澳大灣區 - 政策範疇：文化藝術、創意產業及知識產權

<https://www.bayarea.gov.hk/tc/opportunities/cultural.html>

廣東省文化和旅遊廳：文旅融合開創廣東文化和旅遊強省建設新局

https://www.mct.gov.cn/whzx/qgwhxxlb/gd/201903/t20190311_837650.htm

8. Related Journals

Heritage & Society

International Journal of Cultural Property

International Journal of Heritage Studies

Journal of Cultural Heritage

Journal of Cultural Heritage Management and Sustainable Development

Journal of Heritage Tourism

中國非物質文化遺產

文化遺產

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

Nil

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