### The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>GEC2C47</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Historic and Cultural Conservation</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>Exclusion</td>
</tr>
<tr>
<td></td>
<td>GEC2C32 Historical and Cultural Conservation</td>
</tr>
</tbody>
</table>

### Objectives

To introduce students to the major issues of historical and cultural conservation in local and global contexts as well as their implications and significance in modern society. Upon completion of the course, students will be able to enhance their sense of artistic appreciation and strengthen their cultural and historical awareness, achieve balance between preservation and redevelopment and apply the knowledge acquired to formulate appropriate conservation measures. Strengthening English reading and writing abilities of students is another major objective to be achieved.

### Intended Learning Outcomes

(Not 1)

Upon completion of the subject, students will be able to:

a. Understand the conservation issues in the context of Chinese societies and the world as a whole;

b. Identify physical and intangible heritage and its implications;

c. Develop the abilities of cross-cultural and inter-disciplinary studies as well as critical thinking;

d. Enhance their sense of artistic appreciation and consequently strengthen their cultural and historical awareness;

e. Achieve balance between preservation and redevelopment and apply the knowledge acquired to formulate appropriate conservation measures;

f. Read their course books with greater comprehension and efficiency (ER);

g. Write a book report with academic depth and sophistication (EW) and handle written requirements more effectively in their study.

Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning.

The stated learning outcomes relate to the three essential features, namely literacy, higher order thinking, and life-long learning in the following ways:
During the course, students are required to read and write extensively and intensively. As a result, their ability to locate relevant reference sources and follow an argument or line of reasoning will be developed; such ability ultimately enables them to write effectively. Also students will be required (and guided in the process) to write a book report of at least 2,500 words, their writing ability can be reasonably improved particularly with the aid of ELC writing supportive activities. [Intended outcomes: (f) and (g)]

The course content is instrumental in teaching our students to appreciate the values of heritage and consequently strengthening their cultural and historical awareness. During the course, students are required to learn from local and global perspectives thus insuring them to understand the conservation issues in the context of Chinese societies and the world. Also the knowledge of identifying physical and intangible heritage and its implications will be taught as a way to enable students to keep track with the conservation implementations and experiences. The intended learning outcomes in such aspects are crucial to the enhancement of higher order thinking in terms of issue identification, implementation, and impact. [Intended outcomes: (a), (b), (c), (d) and (e)]

Enabling students to acquire life-long learning is also one of the major goals to be achieved in this course. Students are expected to be able to apply the knowledge acquired to formulate appropriate conservation as they have been taught how to achieve a balance between preservation and redevelopment and utilize the heritage in the interest of our society. In addition, their abilities of initiating cross-cultural and inter-disciplinary studies as well as critical thinking will be further developed. As a whole, the ways of thinking engendered by this course will be of particular significance to students in terms of strengthening their ability to adapt to novelty and an ever-changing world. [Intended outcomes: (a), (b), (c), (d) and (e)]

Subject Synopsis/Indicative Syllabus
(Note 2)

The following topics will be taught in analytical and critical manners using multiple sources expressing different viewpoints, as a way to enable students to nourish the related abilities.

1. Introduction to the principles and policies of conservation: theory and practice
2. Field study: theory, site selection and pedagogical implications
3. Conservation in action: foreign experience and its significance
4. Legacy in Hong Kong: physical and intangible
5. Heritage utilization in local society
6. Balance between conservation and redevelopment in local context
7. Retrospect and prospect

Teaching/Learning Methodology
(Note 3)

Lectures

This subject will be taught primarily using a lecture format. To support this with an aim towards both alignment and relevancy, lectures will closely follow the assigned reading. Students will be taught how to scan the reading material before attending the lecture so that they are better prepared for the lecture and to question unclear concepts within it. The questions raised due to lack of understanding or interest will be dealt during the class time. To further
motivate students to develop their interest in the course and learn as much as they can, I will make use of different teaching materials such as documentaries, music, and paintings in addition to lecturing in a conventional format.

Individual Study

Students will be expected to complete the remainder of the 56 to 86 hours required for each credit hour earned individually. Most of such effort should be devoted to reading. Since this may be an area of weakness for Hong Kong students, clear guidelines and checks will be put in place to ensure that it occurs. The emphasis in this subject on reading comprehension is designed to give the student an essential experience of empowerment in learning to study effectively.

Cultural Study Tour

Cultural study tours will be incorporated as part of the course requirements. Because of this learning component, students can go beyond the classroom and PowerPoint slides to see and experience for themselves what they have been exposed to in lectures.

Assessment Feedback

Since students can learn more effectively by getting timely feedback from the teacher, consultation will be specifically designed to identify students who are having difficulty, thus allowing the opportunity to intervene.

Learning to Learn

Strengthening student learning skills is most effective when done in the context of interesting and relevant content material. This subject will make use of a number materials from the PolyU’s Learning to Learn Project, previously funded by the UGC and developed under the aegis of the EDC, such as the Learning Review Table and the Question Guide, both to encourage students to engage in the questioning process and to transfer those skills to other classes.

<table>
<thead>
<tr>
<th>Assessment Methods in Alignment with Intended Learning Outcomes</th>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>1. Book Report Assignment</td>
<td>GEC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELC</td>
<td>40%</td>
<td></td>
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<td></td>
<td></td>
<td>10%</td>
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<td>2. Field Trip Report</td>
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<td>20%</td>
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<td>3. Quizzes</td>
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<tr>
<td></td>
<td></td>
<td>30%</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
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</tbody>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Book Report will encourage students to explore in depth the course content and apply a comparative approach to historical and cultural conservation practiced.
in other countries.

Quizzes will assess reading and understanding of the course content encouraging students to draw comparisons concerning historical and cultural conservation.

### Student Study Effort Expected

**Class contact:**

- Lecture 39 Hrs.

**Other student study effort:**

- Cultural study tours 8 Hrs.
- Reading, writing, and self-study 56 to 86 Hrs.
- ELC writing supportive activities 6 Hrs.

**Total student study effort** 109 to 139 Hrs

### Reading List and References

**List of readings for reference:**


Patricia Lim, *Discovering Hong Kong's cultural heritage: Hong Kong and Kowloon: with 19 guided walks* (New York: Oxford University Press, 2002).


**List of readings for reference and "ER" designation:**


Dallen J. Timothy, *Cultural heritage and tourism: an introduction* (Bristol;
Note: Every student should read one of the books included in the second list to meet the ER requirement; other books related to the course that are about 100,000 words or 200 pages and approved by the instructor can fulfill the ER requirement too.

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**Note 1: Intended Learning Outcomes**

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/Indicative Syllabus**

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>GEC</th>
</tr>
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</table>
| Cluster Area              | ☐ Human Nature, Relations and Development  
☐ Community, Organization and Globalisation  
☑ History, Cultures and World Views  
☐ Science, Technology and Environment |
| Medium of Instruction     | English |
| Requirements intended to fulfil | ☐ China-Study Requirement (CSR)  
☑ English Reading (ER) and English Writing (EW)  
☐ Chinese Reading (CR) and Chinese Writing (CW) |