

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	FH1M11
Subject Title	Chinese History in Cultural Heritage 文化遺產中的中國歷史
Credit Value	3
Level	1
Pre-requisite/ Co-requisite/ Exclusion	Nil.
Objectives	<ol style="list-style-type: none"> 1. Provide appropriate identification, evaluation, interpretation, preservation, revitalization, and sustainable development of Chinese Cultural Heritage. 2. Introduce Chinese History buried in either tangible or intangible cultural heritage. 3. Help students to understand the diversity of Chinese Culture in different areas and the historical roots of it. 4. Equip students with essential knowledge and ability to understand the impact of history on the contemporary world. 5. Demonstrate the methods and practice of appreciation and protection of Chinese cultural heritage.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Identify the concepts, features and importance of cultural heritage in global perspectives. b) Enrich the knowledge and deepen the understanding about Chinese history from tangible and intangible heritage. c) Recognize the roles of Chinese cultural heritage in contemporary economic, social and political contexts. d) Understand the cultural diversity of China by comparing the major characteristics and historical roots of Chinese cultural heritage and its preservation in different areas. e) Apply the knowledge learned from the course to investigate, reflect and analyze real cases of Chinese cultural heritage, find good way for protection.

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Warming up: ‘Heritage’ and Us introduce the definition of Cultural Heritage and its connection with people living today 2. Diversity of China: space and time explain the diversity of China by introducing transition through dynasties and geographical variation in macro-regions 3. Context of “Cultural Heritage” in China how did China get involved and practice the term of “Cultural Heritage” from UNESCO 4. North China: hilly east and the plain 5. East China: coastal area and Yangtze River Plain 6. Middle China: Dongting and Poyang Lake area 7. South China: ports and their hinterland 8. West China: remote desert and exotic culture 9. Land border: ethnic groups in mountainous area 10. Maritime frontier: networks on the ocean 7 lectures above demonstrate cultural and historical diversity in different macro-regions by giving examples of tangible and intangible Cultural Heritages 11. Conclusion
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>The subject comprises lectures and interactive tutorials. The lectures will be aided by presentation of pictorial and video materials. Students will be grouped to study different areas of China and the selected cultural heritages there. In tutorial sessions, students will present their research to share their insights and demonstrate their comprehensive learning outcome.</p> <p>A possible fieldtrip to mainland China will be arranged, and students are required to complete the fieldtrip assignments after it.</p> <p>A final essay on Chinese cultural heritage will be required.</p>

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Attendance and Active Participation	10%	✓	✓	✓	✓	✓
2. Oral Presentation/ Group Project	35%	✓	✓	✓	✓	✓
3. Final Term Paper	20%	✓	✓	✓	✓	✓
4. Fieldtrip Assignment	35%	✓	✓	✓	✓	✓
Total	100 %					

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

Students' active participation in lectures, tutorial discussions and online Blackboard learning is essential in ensuring students' understanding and improving presentation skills.

Oral presentations or group projects scheduled in tutorial sessions can best assess the students' overall grasp of the knowledge and skills learnt.

The term paper should be written in English and the word count is 1,500 – 2,500, finalized in accordance with the instructor's comments and feedbacks, will best assess the students' command of the knowledge and skills learnt from the subject and their ability to present specific aspects of the subject.

Students will be arranged in groups and led by course instructor to do fieldwork in Hong Kong or Mainland China. They will visit archeological sites, museums, temples etc. related to tangible and intangible cultural heritage in order to enhance their learning experience and deepen their understanding of Chinese cultural heritage in real-world and up-to-date situations. An assignment will be given to students to explore the real situation of the site(s).

Student Study Effort Expected

Class contact:

- Lectures

26 Hrs.

- Tutorials

13 Hrs.

Other student study effort:

	<ul style="list-style-type: none"> ▪ Preparation, Reading, and Self-study 	18 Hrs.
	<ul style="list-style-type: none"> ▪ Assessment: Essay Writing 	36 Hrs.
	<ul style="list-style-type: none"> ▪ Assessment: Oral Presentation/ Group Project 	12 Hrs.
	<ul style="list-style-type: none"> ▪ Fieldtrip and Fieldtrip Assignment 	24 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p>Recommended Readings:</p> <p>David Lowenthal, <i>The Heritage Crusade and the Spoils of History</i>, Cambridge: Cambridge University Press, 1998.</p> <p>Further Readings:</p> <p>Benedict Anderson, <i>Imagined Communities</i>, London and New York: Verso, 1983. David Faure, <i>Emperor and Ancestor: State and Lineage in South China</i>, Stanford: Stanford University Press 2007.</p> <p>David Lowenthal, <i>The Heritage Crusade and the Spoils of History</i>, Cambridge: Cambridge University Press, 1998.</p> <p>Fredrik Barth, "Introduction", in Fredrik Barth ed. <i>Ethnic Groups and Boundaries</i>, London: George Allen & Unwin, 1969, pp. 8-38.</p> <p>G. William Skinner, "Marketing and social structure in rural China, Parts I, II, and III". <i>Journal of Asian Studies</i> 24, 1 (Nov. 1964): 3-44; 24, 2 (Feb. 1965): 195-228; 24, 3 (May 1965): 363-399.</p> <p>G. William Skinner ed., <i>The City in Late Imperial China</i>, California: Stanford University Press, 1977.</p> <p>John E. Herman, "Empire in the Southwest Early Qing Reforms to the Native Chieftain System," <i>The Journal of Asian Studies</i>, Vol. 56, No.1, Feb. 1997, pp47-74.</p> <p>Leo K. Shin, <i>The Making of the Chinese State: Ethnicity and Expansion on the Ming Borderlands</i>, New York: Cambridge University Press, 2006.</p> <p>Pamela Kyle Crossley, Helen F. Siu, Donald S. Sutton, London, <i>Empire at the Margins: Culture, Ethnicity and Frontier in Early Modern China</i>, University of California Press, 2006.</p> <p>Tami Blumenfield etc. ed. <i>Cultural Heritage Politics in China</i>, New York: Springer Science+Business Media, 2013.</p> <p>顾颉刚:《孟姜女故事研究集》三册，民俗学会丛书出版，1928年。</p> <p>劉世錦主編，《中國文化遺產事業發展報告》，北京:社會科學文獻出版社，2008.</p> <p>何耀生，《香港非物質文化遺產》，香港:明報出版社有限公司，2010.</p>	

單霽翔，《從 "文物保護" 走向 "文化遺產保護"》，天津:天津大學出版社，2008.

王明珂:《羌在漢藏之間:一個華夏邊緣的歷史人類學研究》，中華書局，2008年。

王明珂：《華夏邊緣：歷史記憶與族群認同》，北京：社會科學文獻出版社，2006年。

施堅雅著，史建雲等譯：《中國農村的市場和社會結構》，北京：中國社會科學出版社，1998年。

施堅雅主編《中華帝國晚期的城市》，北京：中華書局，2000年。

趙世瑜：《小歷史與大歷史：區域社會史的理念、方法與實踐》，北京：北京大學出版社，2017年。

趙世瑜：《在空間中理解時間：從區域社會史到歷史人類學》，北京：北京大學，2017年。

Online Resources:

UNESCO: <http://whc.unesco.org/>

聯合國教科文組織: <http://typo38.unesco.org/zh/unesco-home.html>

ICOMOS: <http://www.international.icomos.org/home.htm>

China Cultural Heritage 中國文化遺產網: <http://www.cchmi.com/>

Asian Academy for Heritage Management:
<http://www.unescobbk.org/index.php?id=837>

CHINA HERITAGE QUARTERLY:
<http://www.chinaheritagequarterly.org/index.php>

China Cultural Heritage Net 中國文物信息網:
<http://www.ccrnews.com.cn/>

ICOMOS 中國古跡遺址保護協會: <http://www.icomoschina.org.cn/>
World Heritage: <http://whc.unesco.org/en/list>

1972 Convention: <http://whc.unesco.org/archive/convention-en.pdf>

2003 Convention:
www.unesco.org/culture/laws/paris/html_eng/page1.shtml

Venice Charter:
http://www.international.icomos.org/charters/venice_e.htm

China's intangible cultural Heritage Protection
<http://vweb.cycnet.com/cms/2006/2006news/chp/introduction/index.htm>

The Intangible Cultural Heritage Internet, China
<http://www.chinaich.com.cn>

Macau Heritage Net: <http://www.macauheritage.net/>

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020