ANTH 2730/UGED 2668 Preserving Cultural Heritage (2020-21)
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Lecture: Wednesday 10:30am-12:15pm
Tutorial: Wednesday 12:30-1:15pm

Course Outline
Shall we preserve the old things, and why? What is "cultural heritage"? Using examples in different parts of the world, this course aims to give students a concise and critical understanding on heritage conservation from an anthropological perspective. The course will introduce basic concepts and cultural contexts of the occurrence and development of cultural heritage conservation in the world, and discuss important issues in this field, including the economic, social and political meanings of heritage in contemporary societies, the impetus of preserving heritage, climate change and pandemic impact on heritage, the use of heritage as a social and political implement by the state, scholars, and different communities for their own interests. The course will also discuss problems and challenges in this area.
No prior knowledge on heritage preservation is required for this course.

Major contents of this course
Why are human beings interested in their past? Is heritage "invented"?
The origin and development of heritage conservation will be explored and discussed.
Debates on heritage preservation and management:
1. Who needs cultural heritage? Is heritage conservation a social elite business?
2. Who owns the cultural heritage, and who has the right to decide what should be preserved, and how to preserve it?
3. International principles and local cultures, globalization and localization: the preservation of cultural heritage in different political, economic and social contexts/ countries—should there be "universal principles and philosophy" for heritage conservation? Is there a so-called "best practice"? Who has the right to decide what is "the best practice"?
4. How climate change relates to cultural heritage?
4. The use and abuse of cultural heritage. Issues about documentary heritage, the dynamics between tangible, intangible and digital heritage.
The future of human beings' past: can heritage be preserved at all? The relationship between heritage, society and individuals during the pandemic?

Learning outcomes
After taking this course, students are expected to:
1. Understand the basic concepts, principles and approaches of managing cultural

heritage.

2. Learn to appreciate cultural heritage created by human beings, and to respect different cultures.

3. Understand the economic, social and political issues of heritage preservation and management in contemporary societies.

4. Use inter-disciplinary approaches and critical thinking in discussing heritage issues.

Learning activities
2-hour lectures and 1-hour tutorial per week for one semester.

Course assessment:
1. Participation and discussion in the tutorials (20%)
2. Mid-term report (30%)
Student should submit no more than 2 pages individual report on a study of selected cultural heritage site (Due date: 2nd November, Monday, 5pm)
3. Final paper (50%)
Student will be required to write not more than 2500 words individual paper on a study of selected topic(s) from lecture(s) (Due date: 7th December, Monday, 5pm)

Grade descriptors are as follows for the assessment of this course:

Grade	Overall course
A	Outstanding performance on all learning outcomes.
A-	Generally outstanding performance on all (or almost all) learning outcomes.
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Medium of instruction
Cantonese

Submissions & academic honesty
As required by the university, from Sept. 2008, students must submit a soft copy of their computer-generated text assignments to VeriGuide at a specified URL. The system will issue a receipt containing a declaration of honesty statement. Students should sign the receipt, print a hard copy of their assignment, and submit the hard copy and the receipt to teachers for grading. The university says that assignments without the receipt will NOT be graded.
Please check the website "Honesty in Academic Work" at:
http://www.cuhk.edu.hk/policy/academichonesty/ for more information on plagiarism

and on how to submit papers through VeriGuide

Essential readings:

UNESCO Convention Concerning the Protection of the World Cultural and Natural Heritage http://whc.unesco.org/en/conventiontext/

ICOMOS The Venice Charter and the Archaeological Heritage Charter http://www.icomos.org/en/charters-and-texts

Memory of the World: General Guidelines to Safeguard Documentary Heritage http://unesdoc.unesco.org/images/0012/001256/125637e.pdf

Smith, L. 2006 Uses of Heritage. New York and London: Routledge.

Lecture topics:

Week 1 (9th Sep.)

Introduction, what is cultural heritage? Is it inherited or invented? Heritage preservation vision and strategies

Required Readings:

Smith, L. 2006. *Uses of Heritage*. London and New York: Routledge. Chapter 1.

UNESCO Convention Concerning the Protection of the World Cultural and Natural Heritage http://whc.unesco.org/en/conventiontext/

Guest Lecture: Prof. Ng Mee Kam (11/9 Friday Seminar)

Topic: Point-Line-Plane Heritage Conservation of the Ma On Shan Iron Mine Landscape

Week 2 (16th Sep.)

Contents, application and problems of international principles and conventions on heritage preservation

Required Readings:

Australia ICOMOS. 2013 The Burra Charter. The Australia ICOMOS Charter for the Conservation of Places of Cultural Significance http://australia.icomos.org/wp-content/uploads/The-Burra-Charter-2013-Adopted-31.10.2013.pdf

The Venice Charter http://www.icomos.org/charters/venice_e.pdf

The Archaeological Heritage Charter http://www.icomos.org/charters/arch_e.pdf

Memory of the World: General Guidelines to Safeguard Documentary Heritage http://unesdoc.unesco.org/images/0012/001256/125637e.pdf

Week 3 (23rd Sep.)

Heritage management and assessment approaches and practices

Required Readings:

Smith, L., 2004. *Archaeological Theory and the Politics of Cultural Heritage*. Routledge, London. Chapter 1.

Hong Kong Antiquities and Monuments Ordinance: http://www.legislation.gov.hk/blis_pdf.nsf/CurAllEngDoc/EB912599D49E1069482575EE00341660/$FILE/CAP_53_e_b5.pdf

Week 4 (30th Sep.)
Managing and interpreting archaeological remains: in situ conservation vs museumification
Required Readings:
Brattli, T. 2009. "Managing the Archaeological World Cultural Heritage: Consensus or Rhetoric?" *Norwegian Archaeological Review*, 42(1): 24-39.

Week 5 (7th Oct.)
Climate change and preserving cultural heritage
Required Reading:
Colette, Augustin eds. 2007. *Climate Change and World Heritage: Report on Predicting and Managing the Impacts of Climate Change on World Heritage and Strategy to Assist States Parties to Implement Appropriate Management Responses*. Paris: UNESCO World Heritage Centre.
Historic Environment Scotland. 2019. *A Guide to Climate Change Impacts: on Scotland Historic Environment.* Edinburgh: Historic Environment Scotland.

Week 6 (14th Oct.)
Architectural monuments and environs—functions, issues and problems in management
Required Readings:
Drury, Paul. 1996. "Conservation Techniques – the Built Environment." In Richard Harrison ed. *Manual of Heritage Management.* Oxford: Butterworth and Heinemann, pp. 196-204.
Pillai, Janet. 2013. *Cultural Mapping: A Guide to Understanding Place, Community and Continuity.* Selangor: Universiti Sains Malaysia, pp.43-91.

Week 7 (21st Oct.)
Integrating heritage and environment conservation: the construction of "cultural landscape"
Required Readings:
Taylor, Ken and Lennon, Jane. 2011. "Cultural landscapes: a bridge between culture and nature?" *International Journal of Heritage Studies* 17(6): 537-554.

Week 8 (28th Oct.)
What is intangible heritage and why it should be "preserved"? How to "preserve" it?
Required Readings:
UNESCO 2003 Convention for the Safeguarding of the Intangible Cultural Heritage
http://www.unesco.org/culture/ich/en/convention
Skounti, Ahmed. 2009. "The Authentic Illusion: Humanity's Intangible Cultural Heritage, the Moroccan Experience." In Laurajane Smith & Natsuko Akagawa eds. *Intangible Heritage.* London and New York: Routledge, pp.74-92.

**Mid-Term Report: completed reports with Veriguide receipts to be submitted to Blackboard by 5pm Monday, 2nd November.

Week 9 (4th Nov.)
The dynamics between tangible, intangible and digital heritage
Required Readings:
Howell, Ray and Chilcott, Matt. 2013. "A Sense of Place: Re-purposing and Impacting Heritage Resource Evidence through Digital Heritage and Interpretation Practice," *International Journal of Intangible Heritage*, 8:165-177.

Week 10 (11th Nov.)
Issues about documentary heritage
Required Readings:
Memory of the World: General Guidelines to Safeguard Documentary Heritage
http://unesdoc.unesco.org/images/0012/001256/125637e.pdf
Laia, Colomer. 2017. "Heritage on the Move. Cross-cultural Heritage as a Response to Globalisation, Mobilities and Multiple Migrations." *International Journal of Heritage Studies*, 23(10): 913-927.

Week 11 (18th Nov.)
Heritage "conservation", globalization, power and politics–should there be "universal principles" and "best practice"?
Required Reading:
Labadi, Sophia and Long, Colin (eds.) 2010. *Heritage and Globalisation*. New York: Routledge. Chapter 1.

Week 12 (25th Nov.)
Who needs cultural heritage? Heritage, society and individuals during the pandemic
Required Readings:
Heritage Council of NSW. 2019. *Design Guide for Heritage*.
https://www.governmentarchitect.nsw.gov.au/resources/ga/media/files/ga/design-guides/better-placed-design-guide-for-heritage-2019-01-30.pdf
American Institute for conservation. 2020. COVID-19 Pandemic.
https://www.culturalheritage.org/resources/emergencies/collections-care-amid-covid-19

**Final paper: completed papers with Veriguide receipts to be submitted to Blackboard by 5pm Monday, 7th December.

Tutorial topics
Week 1
No tutorials. Students to prepare and read readings.
Week 2
Discussion: what is cultural heritage and what is meant by preserving it.
Week 3
Discussion: major contents, strengths and weakness of international principles.
Week 4
Discussion: Managing and interpreting archaeological remains: in situ conservation vs

Museumification

Week 5

Discussion: Climate change and preserving cultural heritage

Weeks 6-7:

No classroom tutorials. Students to prepare and read readings.

Week 8

Discussion: Intangible heritage and why it should be "preserved"? How to "preserve" it?

Week 9

Discussion: The dynamics between tangible, intangible and digital heritage

Week 10

Discussion: Issues about documentary heritage

Week 11

Discussion: globalization, power and politics and heritage preservation

Week 12

Discussion: Who needs cultural heritage during the pandemic?