ANTH5770: Making Places: Landscape, Culture and Society (2018-19)

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Lecture time: Tuesday 2:30-4:15pm, Room NAH 213  
Tutorial time: Tuesday 4:30-5:15pm, Room NAH 401

Course Description

In Hong Kong as elsewhere in the world, the landscape is a reflection of past interactions between people and their physical environment, which cumulatively create highly recognizable and culturally distinctive places. Such unique and geographically-defined records of particular groups and their way of life are what UNESCO calls “cultural landscapes” (Rössler 2006). Landscapes also reflect and embody intangible beliefs and if we are to understand such ‘non-material’ meanings we must embrace both Western and non-Western (e.g. Chinese) approaches to their study. For example, while at first glance Hong Kong’s cultural landscape is overwhelmingly urban and modern in character, embedded within, beyond and beneath the city lie other ‘hidden’ landscapes reflecting socio-economic practices connected to more ancient agrarian and maritime lifeways and their traditional belief systems. Our region epitomises the Anthropocene era, within which landscapes have seem wholesale transformation by humans, but also has many culturally important ‘ephemeral’ landscapes, relating to the temporary transformation of spaces, for example during religious festivals, or even the more routine transformations that occur at street eateries (dai pai dong) or street markets.

This course explores the concept ‘landscape’, its tangible and intangible dimensions, how they are physically evidenced locally and abroad, and how anthropologists, archaeologists and a myriad of other disciplines approach their study and interpretation. In particular, we will work through a series of Hong Kong-China case studies to see what landscape can tell us about the lifeways, economies, politics and beliefs of past and present communities in our region. By studying landscapes, we can also identify what communities, organisations and governments chose to keep and protect and what they let go, and why. The evidence for continuity and change provides valuable insights into the underlying socio-political and economic drivers at work through time. In terms of heritage management, therefore, if we wish to militate against the gradual loss of cultural meaning in the places we inhabit, visit and value, then landscape is the key.

Major Topics

- Concept, history, use and understanding of ‘landscape’ in Western and non-Western contexts
- Landscape as a bridge between disciplines and facilitator of new dialogues
• Anthropologies and Archaeologies of Landscape
• Legislation and Guidelines for Landscape: from World Heritage to Local Interpretations
• Contested Spaces: Landscapes as Arenas for Conflict, Resistance and Negotiation
• Managing Historic Urban Landscapes: comparing Hong Kong, Guangzhou and Macau
• Before the Metropolis: Social Landscapes and Sustainability in Pre-urban Hong Kong
• Exploring the Intangible: Ephemeral Landscapes
• Anthropocene landscapes

Learning Objectives

After completing this course students will:

• Clearly understand the origins, development and fundamental ideas underlying the concepts of ‘landscape’, ‘cultural landscape’ and ‘social landscape’ and be able to explain how they interrelate;

• Be able to identify and explain the key differences in Western and non-Western (including Chinese) understandings and valuing of landscapes, and then apply and evaluate them in terms of real-life case studies;

• Recognise the research potential of landscape as a powerful concept connecting scholars across multiple disciplines, and an ‘arena’ where conflicting views, values, and meanings are negotiated by a range of different stakeholders, for example government legislators and curators, ‘expert’ consultants, and local community groups;

• Thoroughly grasp the importance of the ‘social landscape approach’ as a means of understanding cultural landscape creation and development in terms of ongoing recursive (feedback) interactions between human agency and natural processes;

• Fully appreciate the research-management significance of the fact that cultural landscapes materially reflect human choices and value-judgements across space and through time, and can thus reveal what past and present communities, organisations and governments chose to keep and protect and what they let go, and most importantly why;

• Have a good understanding of the value of ‘landscape’, not only in terms of its critical importance to—among others—anthropologists, archaeologists and heritage managers, but also its key role in our day-to-day engagements with and understandings of the world about us as social beings.

Medium of instruction

English.
Learning Activities

Two 45-minute lectures and one 45-minute tutorial per week for one semester, plus a field trip to explore a cultural landscape in Hong Kong (fieldtrip planned for Sunday 10th March).

Grade Descriptors

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<th>Grade</th>
<th>Criteria for 1) the course and 2) for coursework</th>
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| A     | 1) Outstanding performance on all learning outcomes.  
      | 2) The work has creatively synthesized course materials and key ideas in an original way. The argument is logical and cohesive, the discussion is well-organized, and the writing is clear. Concrete evidence is presented to support statements and claims made. |
| A-    | 1) Generally outstanding performance on all (or almost all) learning outcomes.  
    | 2) The work synthesizes course materials and key ideas in an original way, but there are areas for improvement. |
| B-range | 1) 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.  
    | 2) The work demonstrates a solid grasp of course materials and key ideas. There are areas for improvement with respect to building a cohesive argument, organizing the discussion, communicating clearly, and/or identifying relevant evidence. |
| C-range | 1) Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.  
    | 2) The work shows some effort, but course materials have not been sufficiently engaged. The argument and the writing is not clear, and/or there is no evidence presented to support statements and claims made. |
| D-range | 1) Barely satisfactory performance on a number of learning outcomes.  
    | 2) The work shows little effort to engage course materials. There are major problems with clarity of argument and writing. |
| F     | 1) Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.  
    | 2) The work has failed to respond to the assignment prompt. |

Course Requirements

(1) Mid-term take-home exam (40%)
Exam paper available on Blackboard 7pm Tuesday 19th February – completed papers with VeriGuide receipts to be submitted to Dept. Office by 5pm Monday 4th March.

(2) Final Paper (approximately 4500-6000 words) (60%):
Essay questions uploaded to Blackboard 7pm Tuesday 19th March – completed papers with VeriGuide receipts to be submitted to Dept. Office by 5pm Friday 19th April.

**IMPORTANT!** As stated in the Grade Descriptors, please note that when writing midterm papers and, in particular, final papers, students **must** respond to the assignment prompt **and** make use of course materials and published sources provided in the syllabus.

A total failure to do so will result in an ‘F’ Grade.

**Submissions & academic honesty**

As required by the university, 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 states that assignments without the receipt will NOT be graded.

The Chinese University of Hong Kong places very high importance on academic honesty, and adopts a policy of zero tolerance on cheating in examinations and plagiarism. Any such offence will lead to disciplinary action including possibly termination of studies at the University. Students should know how to properly use source material and how to avoid plagiarism. Students should read the detailed guidelines and examples for the acknowledgement of sources in the University’s website at [http://www.cuhk.edu.hk/policy/academichonesty/](http://www.cuhk.edu.hk/policy/academichonesty/), which also gives details of how to submit papers through Veriguide.

**Feedback for evaluation**

Emails and discussions will be used during the course to collect feedback from students.

**Lecture topics and reading materials**

**NB:** Please ensure that you read texts or websites marked thus **; and as many of the others if you have time. The course book – *The Routledge Companion to Landscape Studies (2nd Edition)* is available as an e-book through the library.

**NB:** Each week lecture handouts will be uploaded onto Blackboard

**Lecture 1 (Week 1; 8th January)**

**Concept, history, use and understanding of landscape in Western and non-Western contexts.**


**Lecture 2 (Week 2; 15th January)**

**Landscape and inter-disciplinary dialogues in humanistic research.**


**Lecture 3 (Week 3; 22nd January)**

**Anthropologies of Landscape**


Lecture 4 (Week 4; 29th January)

**Archaeologies of Landscape**


**(NB: Week 5: Tuesday 5th February: No class due to Lunar New Year)**

**Lecture 5 (Week 6; 12th February)**

**Landscape as History and Landscape as Heritage**


**Whyte, N. 2015. Senses of place, senses of time: Landscape history from a British perspective. *Landscape Research* 40:8, 925-938.**

**Lecture 6 (Week 7; 19th February)**

**Globalising Landscape Values? World Heritage Cultural Landscapes**


Lecture 7 (Week 8; 26th February)

Managing Change, Preserving Cultural Values: Historic Urban Landscapes in Hong Kong, Macau and Guangzhou


**Lecture 8** (Week 9; 5th March)

**Designed for Life: Socio-Ecological Sustainability of Traditional Agrarian Lifeways**


**Field Trip to Sheung Wo Hang** (Sunday 10th March)**

**Lecture 9** (Week 10; 12th March)

**Landscapes of the Anthropocene**


**Lecture 10 (Week 11; 19th March)

**Contested Landscapes: Arenas for the Negotiation of Identity, Power and Stakeholder Rights


**HK web-based case studies & websites:**

Designing Hong Kong [http://www.designinghongkong.com/v4/](http://www.designinghongkong.com/v4/)


**Lecture 11 (Week 12; 26th March)**

**Ephemeral Landscapes and Intangible Cultural Heritage**


** (NB: Week 13: Tuesday 2nd April: No class due to Reading Week) **

Lecture 12 (Week 14; 9th April)

Landscape, Heritage and Tourism


**Tutorials:**

**Lecture 1** (Week 1; 8th January): No tutorials – please do the reading for the course.

**Lecture 2** (Week 2; 15th January): ‘Landscape: One materiality, many perceptions and values?’

**Lecture 3** (Week 3; 22nd January): ‘We shape our landscapes and they in turn shape us: the many anthropologies of landscape’

**Lecture 4** (Week 4; 29th January): ‘Towards holistic approaches to the human past: landscape archaeology’

**(NB: Week 5: Tuesday 5th February: No class due to Lunar New Year)**

**Lecture 5** (Week 6; 12th February): ‘Exploring the important contrasts between viewing landscapes as history and landscapes as heritage’

**Lecture 6** (Week 7; 19th February): ‘What makes a cultural landscape World Heritage? ’ ‘Can notions of “universal value” really be applied globally?’

**Lecture 7** (Week 8; 26th February): ‘A (contrasting) tale of three cities: Why are the historic urban landscapes (HUL) of Hong Kong, Macau and Guangzhou so different?’

**Lecture 8** (Week 9; 5th March): ‘Designed for life: the research value and wisdom embodied in Hong Kong’s relict rice farming landscapes’

**Field Trip to Sheung Wo Hang** (Sunday 10th March)

**Lecture 9** (Week 10; 12th March): ‘Progress with liveability? The Anthropocene and its landscapes’.

**Lecture 10** (Week 11; 19th March): ‘Contested space and the power of place: politics, people and landscapes’

**Lecture 11** (Week 12; 26th April): ‘Grasping the cultural significance of ephemeral landscapes’

**(NB: Week 13: Tuesday 2nd April: No class due to Reading Week)**

**Lecture 12** (Week 14; 9th April): No tutorial this week (Final Paper)