ANTH5770 - Making Places: Landscape, Culture and Society (2019-20)

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

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. Today, in our globalised, market-driven world, and in particular in China, the process of place-making, especially in terms of ‘places of heritage’, is fraught with issues of ‘authenticity’ and the contrasts between historic landscapes and places created by long-term human engagement, and other places created as stages for ‘heritage performances’ focused on tourism and economic development. Our region epitomises the Anthropocene era, within which landscapes have seem wholesale transformation by humans, but it also has many culturally important ‘ephemeral’ landscapes, relating for example to religious festivals, or more quotidian social contexts of street eateries (dai pai dong) or street markets.

This course explores the concepts of ‘place-making’ and ‘landscape’, their tangible and intangible dimensions, how they are physically evidenced locally and abroad, and how anthropology, heritage studies 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 places and landscapes, we can also identify the things that communities, organisations and governments chose to keep and protect, what they let go, and how and why those decisions were made. The evidence for continuity and change offers insights into the underlying socio-political and economic drivers at work through time. In terms of our notions of heritage and sense of identity, therefore, if we wish to prevent the gradual loss of cultural meaning and value in the places we inhabit, visit and cherish, then it is essential we engage with ideas of place-making and landscape.
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 ‘place-making’, ‘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 or elsewhere (fieldtrip planned for Sunday 29th 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 are 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) Participation: (10%)  
Contribution to the class by doing the reading, preparing notes, asking questions and joining in / leading discussions in online ZOOM tutorials.

(2) Mid-term take-home exam (30%)  
Exam paper available on Blackboard 7pm Tuesday 3rd March – completed papers to be submitted online via Veriguide by 5pm Friday 13th March.

(3) Fieldtrip report: (10%)  
Guidelines for the report available on Blackboard in the week prior to the fieldtrip on Sunday 29th March. Please submit completed reports online via Veriguide by 5pm Friday 3rd April.

(4) Final Paper (approximately 4500-5500 words) (50%):  
Essay questions uploaded to Blackboard 7pm Tuesday 7th April – completed papers to be submitted online via Veriguide by 5pm Friday 8th May.

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/, 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.
NB: The Routledge Companion to Landscape Studies (2nd Edition, 2019), which is the course book, is available as an e-book through the library, but all chapters listed in the syllabus have been uploaded to Blackboard for your convenience.

Lecture handouts

Each week lecture handouts will be uploaded onto Blackboard for your use.

Lecture 1 (Week 1; 7th January)

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


Lecture 2 (Week 2; 14th January)

Landscape and inter-disciplinary dialogues in humanistic research.


**Lecture 3 (Week 3; 21st January)**

**Archaeologies of Landscape**


**(NB: Weeks 4-6: Tuesday 28th January, 4th February & 11th February: No class due to extended Lunar New Year holiday)**

**Lecture 4 (Week 7; 18th February)**

**Anthropologies of Landscape**


Lecture 5 (Week 8; 25th February)

**Landscape as History versus Landscape as Heritage**


Harvey, D. 2015. Landscape and heritage: trajectories and consequences. Landscape Research 40:8, 911-924.


**Lecture 6 (Week 9; 3rd March)**

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


**Midterm Take-home Exam**

Lecture 7 (Week 10; 10th March)

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


**Guangzhou International Website http://english.gz.gov.cn/gzgoven/s5636/Visitors_See.shtml **


Lecture 8 (Week 11; 17th March)

**Designed for Life: Social and Ecological Sustainability of Traditional Farming Lifeways**


Lecture 9 (Week 12; 24th March)

**Landscapes of the Anthropocene**


**Field Trip: EITHER to Sheung Wo Hang OR a home-based alternative** (Sunday 29th March)**

** Reading Week: (Week 13: Tuesday 31st March): No class **

**Lecture 10** (Week 14; 7th April)

Ephemeral Landscapes and Intangible Cultural Heritage


**Lecture 11 (Week 15; 14th April)**

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


**Ku, A.S-m, 2012. Remaking places and fashioning an opposition discourse: struggle over the Star Ferry pier and Queen’s pier in Hong Kong. Environment and Planning D: Society and Space, 30, 5-22.**


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

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


Tutorials:

**Lecture 1** (Week 1; 7th January): No tutorials – please do the reading for the course.

**Lecture 2** (Week 2; 14th January): *General Class Discussion (based on Meinig 1979 and Howard 2019):* ‘Landscape: One materiality, many perceptions and values?’

**Lecture 3** (Week 3; 21st January): *General Class Discussion (based on Barrett 1999):* ‘Landscape archaeology: chronologies of landscape’

**(NB: Weeks 4-6: Tuesday 28th January, 4th February & 11th February: No class due to extended Lunar New Year holiday)**

**Lecture 4** (Week 7; 18th February): [Group 1] *Selected Reading (Bradley & Kearney 2019):* ‘You whitefellas pull it all apart’: Epistemic learnings in exploring landscape’.

**Lecture 5** (Week 8; 25th February): [Group 2] *Selected Reading (Harvey & Wilkinson 2019):* ‘Landscape and heritage: Emerging landscapes of heritage’.


**(Midterm Take-home Exam)**

**Lecture 7** (Week 10; 10th March): *General Class Discussion (based on HK, Macau & Guangzhou materials + Lee & Du Cros 2013):* ‘Why are the preservation levels of historic urban landscapes (HUL) of Hong Kong, Macau and Guangzhou so different, and what does this tell us about these places, their people, and past management of planning and development?’

**Lecture 8** (Week 11; 17th March): [Group 4] *Selected Reading (Tsing 2015):* ‘In the midst of disturbance: symbiosis, coordination, history, landscape’

**Lecture 9** (Week 12; 24th March): [Group 5] *Selected Reading (Byrne 2019):* ‘Reclaiming landscape: Coastal reclamations before and during the Anthropocene’.

**Field Trip: EITHER to Sheung Wo Hang OR a home-based alternative (Sunday 29th March)**

**(Reading Week: (Week 13: Tuesday 31st March): No class)**

**Lecture 10** (Week 14; 7th April): [Group 6] *Selected Reading (Boyd and Gardiner 2005)* ‘Stooking the Peanuts: Historical Agriculture and the Management of a Dying Seasonal Landscape, North-East New South Wales, Australia’.

**Lecture 11** (Week 15; 14th April): [Group 7] *Selected Reading (Ku 2012):* ‘Remaking places and fashioning an opposition discourse: struggle over the Star Ferry pier and Queen’s pier in Hong Kong’.

**Lecture 12** (Week 16; 21st April): No tutorial this week (Final Paper)