

Course Title	: HONG KONG PUBLIC HISTORY
Course Code	: HST3209
No. of Credits/Term	: 3
Mode of Tuition	: Sectional
Class Contact Hours	: 3 hours per week
Category in Major Prog.	: Elective
Prerequisite(s)	: None
Co-requisite(s)	: None
Exclusion(s)	: None
Exemption Requirement(s)	: None

Brief Course Description

This course will be a comprehensive treatment of the ways in which the historian's skills and insights can be utilized in an array of public history professions beyond the academic setting. Students will conduct a service-learning project which applies their knowledge directly to the Hong Kong context.

Aims

- 1) To challenge history students to see the range of professions beyond academia for which they are prepared
- 2) To provide students with an introduction to, and basic training in, some of the many areas of public history, particularly those with local context: for example, in government bureaucracies, corporate and public archives, museums and the media
- 3) To provide opportunities for students to have hands-on introductions to some of the venues of public history in Hong Kong
- 4) To focus attention on the variety of ethical challenges facing public historians
- 5) To apply knowledge and skills to Service-Learning projects

Learning Outcomes

The students will be able to:

- (1) explain the roles history and historians play in various public settings in Hong Kong as well as in other countries;
- (2) apply written sources to fieldwork and evaluate them in relation to oral history;
- (3) critique the use and misuse of history in everyday life;
- (4) judge the ethical concerns within the discipline of history; and
- (5) demonstrate effective written and oral communication skills suitable to the practice of public history.

Indicative Content

- I. What Is "Public History"?
- II. History and the Public
- III. Oral History in the Hong Kong Context
- IV. History and Government
 - A. History and Political Legitimacy
 - B. Preserving the Past
 - C. Presenting the Past
- V. History and Hong Kong Public Policy
- VI. Marketing History: History, Heritage, and Cultural Tourism

- VII. Public History and the Hong Kong Media
- VIII. Limits and Ethics of Public History: Who “Owns” the Past?

Teaching Method

- 1) Lectures and hands-on experience in public history will be employed.
- 2) Field trips are essential to this course.
- 3) Students are required to participate in service-learning.

Measurement of Learning Outcomes

- (1) Research paper, field-trip reports, and Service-Learning reports: to evaluate students’ written and communication skills and their ability to connect written sources with fieldworks and oral history. (LOs 2, 3, 4, 5)
- (2) Intensive class discussion: to assess students’ oral communication skills, their ability to explain the roles history and historians play in various public settings, and their awareness of the ethical concerns within the discipline of history. (LOs 1, 3, 4, 5)

Assessment

100% Continuous Assessment:

Research paper: 30 %

Field-trip reports: 20 % (10 % x2)

Class discussion: 25 %

Service-Learning: 25 %

Required Readings

Selections from the following:

- Appleby, Joyce, Lynn Hunt, and Margaret Jacob, *Telling the Truth about History*. New York: Norton, 1994.
- Barber, Russell J. and Berdan, Frances F., *The Emperor’s Minor: Understanding Cultures through Primary Sources*, Tucson: The University of Arizona Press, 1998.
- Benson, Susan Porter, Brier, Stephen and Rosenweig, Ray, eds., *Presenting the Past: Essays on History and the Public*, Philadelphia: Temple University Press, 1986.
- Gardner, James B. and LaPaglia, Peter S., eds., *Public History: Essays from the Field*, Melbourne, FL: Krieger Publishing, 1999.
- Howe, Barbara and Kemp, Emory L., eds. *Public History: An Introduction*, Melbourne, FL: Krieger Publishing, 1986.
- Karamanski, Theodore, ed., *Ethics and Public History: An Anthology*, Malabar, FL: Krieger Publishing, 1990.
- Leffler, Phyllis K. and Brent, Joseph, *Public and Academic History: A Philosophy and a Paradigm*, 1990.
- _____, *Public History Readings*, Melbourne, FL: Krieger Publishing, 1992.
- Lowenthal, David, *The Past Is a Foreign Country*, Cambridge: Cambridge University Press, 1985.
- _____, *Possessed by the Past: The Heritage Crusade and the Spoils of History*, New York: Free Press, 1996.
- Neustadt, Richard E. and May, Ernest R., *Thinking in Time: The Uses of History for Decision Makers*, New York: The Free Press, 1986.
- Ritchie, Donald A., *Doing Oral History*, New York: Twayne Publishers, 1995.
- Rosenweig, Roy, and David Thelen, *The Presence of the Past: Popular Uses of History in American Life*, New York: Columbia University Press, 1998.
- The Public Historian*, University of California Press, 1978.

Unger, Jonathan, *Using the Past to Serve the Present: Historiography and Politics in Contemporary China*, Armonk, N.Y.: M.E. Sharpe, 1993.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

Research Paper rubric

Traits	Excellent/ Very good	Very Good/ Good	Satisfactory	Marginally satisfactory	Unsatisfactory
Conception and articulation of argument (30%)	Paper has a clear thesis that is analytically interesting and creative, plausible, and is historically falsifiable; the analysis has impressive depth (27-30 points)	Paper meets most of the criteria listed in the column to the left, but is lacking in one or more of them—or accomplishes all of them at a slightly lower level than excellence (24-27 points)	Paper has an identifiable thesis, but it may be a bit mundane or uninteresting, and not particularly creative; the analysis is superficial (21-24 points)	Paper has an identifiable thesis, but it is not analytically interesting, plausible or historically falsifiable; there is little analysis (18-21 points)	Paper lacks any clear thesis and little to no analysis (0-18 points)
Use of supporting evidence (30%)	Paper provides ample evidence in support of its thesis, with no extraneous detail; evidence is well-connected to the thesis; documentation is clear (27-30 points)	Paper provides significant amounts of supporting evidence, well-connected to the thesis; some detail is extraneous; documentation is mostly clear (24-27 points)	Paper provides supporting evidence, but less than is needed to make the argument; there is a significant amount of extraneous detail; documentation is incomplete or unclear (21-24 points)	The details of the paper relate very thinly to a main argument; the evidence is poorly documented (18-21 points)	Paper provides little to no evidence in support of a main argument; most evidence provided is undocumented (0-18 points)
Organization and integration (30%)	All paragraphs relate to the thesis in a clear manner; individual paragraphs have a clear focus; there are clear transitions between paragraphs or ideas; the order in which the ideas are presented makes sense (27-30 points)	Nearly all paragraphs relate to the thesis in a clear manner; all or most individual paragraphs have a clear focus; there are generally clear transitions between paragraphs or ideas; the order in which the ideas are presented makes sense (24-27 points)	Most paragraphs relate to the thesis in a clear manner, most individual paragraphs have a clear focus, and the order in which the ideas are presented generally makes sense; but there are often unclear transitions between ideas (21-24 points)	Most paragraphs relate to the thesis in a clear manner, most individual paragraphs have a clear focus; it is often unclear why ideas are presented in their particular order, and there are often unclear transitions between ideas (18-21 points)	The paper is extremely disorganized to the point that the order in which ideas are presented appears virtually random (0-18 points)

Communication/ presentation (10%)	Paper displays excellent English language skills, with few mistakes, and is easily understandable (9-10 points)	Paper contains several fairly minor errors, but the writing is clear and understandable (8-9 points)	Paper contains several minor errors and/ or a few major ones; the writing is mostly clear but may be difficult to understand in places (7-8 points)	Paper contains numerous writing errors that are serious enough that the paper is very difficult to understand (6-7 points)	Paper contains an unacceptably large number of writing errors, major or minor, to the point of making it difficult or impossible to understand (0-6 points)
Total=100%	90-100 (A)	80-89.9999 (B)	70-79.9999 (C)	60-69.9999 (D)	0-59.9999 (F)

Field Trip Reports Rubric

Report	Total points = 10
This paper is well-organized, well-written, and well-balanced, and is neither too short nor too long. It accurately summarizes and explains the most important field trip findings.	10
Generally achieves the criteria for earning a 10, but may fall slightly below that standard in several of the areas or dramatically below that standard in one of them. Or it may be generally well-written but make unconvincing analyses. Or it may be too short or too long.	8
This paper is marginally satisfactory. Perhaps its main points are not entirely clear; perhaps much material is extraneous to the paper's main points; perhaps the number of writing errors is excessive. But the writing is intelligible and demonstrates at least a minimal understanding of field trip issues.	6
Fails to achieve the minimum standards for earning a 6.	0

Discussion Participation Rubric

Participation grade	25 points total
Attendance	
Present (or excused absence)	10 points
Participation (over the course of the term)	
Poor: The student did not say a single word or was often disruptive or inattentive over the course of the term.	0 point
Marginally Satisfactory: The student did not speak often, was often inattentive, and showed insufficient evidence that he/she engaged with the lecture topics and assigned readings. The quality of the student's comments strongly suggests that he/she rarely paid attention in class and did not put very much effort into preparation.	8 points
Satisfactory: The student spoke occasionally, was consistently attentive, and displayed an understanding of the basic information provided by the lectures and assigned readings. But the comments were rarely well-developed, indicating that the student did not possess a clear understanding of the lectures and the assigned readings.	12 points
Outstanding: The student participated actively, was consistently attentive, and displayed a deep interest in the course. The comments were well-developed and thoughtful, and they demonstrate a critical understanding of the lectures and assigned readings.	15 points

Service Learning Project

Components	Points (Total 25)
Insightfully analyzes and applies the knowledge and skills gained in the course to a chosen service learning project in field of public history. Demonstrates responsible and consistent effort, and strong oral and written communication skills.	22-25
Generally achieves above elements, but falls slightly below in several, or significantly below in one, of the elements.	18-21
Satisfactory, but lacking significantly in several of the required elements.	14-17
Poor, demonstrating little to no effort or understanding.	0-13