

## **Heritage, Herstory and Cultural Memories: A Course on Theories and Research Methods**

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### **A. Introduction**

This course examines heritage, herstory and cultural memories. Although heritage encompasses the roots of our culture and memories, women's stories and experiences are often hidden or submerged in mainstream heritage discourses and representations. This course provides students with an opportunity to examine heritage and cultural memories with a gender perspective. Students will also learn research skills and practice such skills. The course will be divided into 3 modules:

#### (i) Theory

In this module, students will attend lectures on various theories related to heritage, heritage practices with gender perspectives. They will examine how heritage and history writing in general has often skewed towards an underrepresentation of women's experiences. A gender-sensitive approach will help enhance our understanding of heritage and production of knowledge. Lectures will discuss gender biases in heritage production and intentional and unintentional negligence of women's voices and experiences. It will also examine why women are often good stewards of many local knowledges and skills and are 'un-represented' in history. The term, 'herstory', emphasizes the importance of unearthing 'women', women's stories and perspectives, from the debris of history and cultural memories.

#### (ii) Research methodology

This module will present a number of important research skills, with a special focus on ways to collect 'gendered' data and voices of women. Gender-sensitive research skills are important for collecting subaltern histories and herstories.

#### (iii) Field practices

This module allows students with the opportunity to apply what they have learned in class in field practices. They will conduct field trips to heritage / historical sites and conduct interviews with relevant informants.

### **B. Course Intended Learning Outcomes**

Upon completion of the course, students are expected to be able to:

- Understand basic theories in heritage studies
- Understand culture and heritage with a gender perspective
- Examine women's role in heritage and cultural preservation
- Identify cultures and histories relevant to women's experiences
- Apply gender-sensitive research skills in heritage research
- Develop research proposals

- Collaborate in team work

### **C. Requirements**

This course emphasizes active learning and requires students to attend lectures and participate actively in class in discussion. They are required to read the material provided by the teacher for each class and bring questions to the class. They should also provide their views and reflections on the topics of the classes.

Students will also practice research skills in class and join 2 field trips to historical / heritage sites that allow them to practice their skills.

They will develop a research proposal based on the learning and brainstorming in class and discussion amongst group mates.

### **D Assessment Methods**

Participation	20%
Group presentation	30%
Group research proposal	50%

### **Lectures and classes**

#### **1 Introduction [Sept 29]**

The class will introduce to students the scope, purposes and requirements of the course.

#### **2 Heritage Studies in China [Oct 6]**

- Silverman, Helaine & Tami Blumenfield (2013) Introduction, in Tami Blumenfield & Helaine Silverman, eds. *Cultural Heritage Politics in China*, pp. 3-22. New York: Springer.

#### **3 Heritage and Herstory [Oct 13]**

- Emma Waterton & Steve Watson (2013) Framing theory: towards a critical imagination in heritage studies. *International Journal of Heritage Studies* 19(6): 546-561.
- Reading, Anna (2015) Making feminist heritage work: Gender and heritage, in Emma Waterton and Steve Watson eds., *The Palgrave Handbook of Contemporary Heritage Research*, pp 397-413. Hampshire: Palgrave.

#### **4 Women and Intangible Heritage [Oct 20]**

- UNESCO (2001) *Activities in the Domain of Women and Intangible Heritage*. Tehran: UNESCO

#### **5 Women / History / Life Stories [Nov 3]**

- Bush, Barbara & June Purvis (2016) Connecting women's histories: the local and the global. *Women's History Review* 25(4): 493–498.
- Purkis, Harriet (2017) Making digital heritage about people's life stories. *International Journal of Heritage Studies* 23(5): 434–444.

#### **6 Qualitative Research and Ethnography: An Introduction [Nov 10]**

- Bryman, Alan (2008) *Social Research Methods*. New York: Oxford University Press. Chapter 13 & 14.

#### **7 Engendering the Field and Ethnographical Research [Nov 17]**

- Warren, Carol and Jennifer Hackney (2000) *Gender Issues in Ethnography* (2<sup>nd</sup> edition). Thousand Oaks, CA: Sage Publications. Chapter 1 & 4.

#### **8 Interview / Focus Group [Nov 24]**

- Bryman, Alan (2008) *Social Research Methods*. New York: Oxford University Press. Chapter 15 & 16.

#### **9 Life Histories [Dec 1]**

- Watson, L. and M.B. Watson-Franke (1999). *Interpreting Life Histories: An Anthropological Inquiry*. N.J.: Rutgers University Press. Chapter 1

#### **10 Data Analysis [Dec 8]**

- Bryman, Alan (2008) *Social Research Methods*. New York: Oxford University Press. Chapter 19.

#### **11 Field trip 1 [Dec 16]**

Two field trips will be conducted during the semester on two Saturday afternoons. Each trip will last around 5 hours. The field trips will provide students with opportunities to practice the skills they learn in classes. Students are required to provide sufficient reasons if they choose not to join the field trips. Marks will be deducted for absentees.

#### **12 Field trip 2 [Dec 23]**

### **13 Presentation [Jan 5]**

Students are required to make a presentation in class on the group research proposal they have developed during the semester. They should discuss the major research questions, subject matter, theories and research methods in the proposal.

### **14 Presentation [Jan 12]**