

The Hong Kong Polytechnic University

Subject Description Form*Please read the notes at the end of the table carefully before completing the form.*

Subject Code	CBS2S06
Subject Title	Service-Learning – Preserving Cultural Heritage for Ethnic Minorities in Contemporary Asia
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Exclusion: CBS2S02
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. Introduce to students the concept and practice of service-learning 2. Allow students to understand the tension between the ethnic cultural preservation and the economic difficulties caused by contemporary Asia's development; raise their awareness of minority cultural values and the danger of its extinction 3. Educate students on anthropological fieldwork and assist the community to record its oral history specifically around the Elderly, about its traditional wisdom and cultural heritage as well as its struggle to maintain ethnic human dignity in the face of abject poverty 4. Nurture students' sense of social justice, generic social responsibility and lifelong engagement 5. To cultivate a sense of empathy among the students towards ethnic minorities and the difficulties in livelihood caused by marginalization, as a result of urbanization and economic development of modern societies.
Intended Learning Outcomes (Note 1)	<p>Upon completion of this subject, students will be able to:</p> <ol style="list-style-type: none"> a. Link their service-learning activities and experiences with the academic content of the subject b. Apply the knowledge and skills they have acquired in university to collect oral history and other aspects of minority cultural practices. c. Acquire knowledge on the global efforts in cultural preservation and the importance of cultural and heritage conservation d. Demonstrate empathy and compassion for minority people and appreciation for cultural diversity e. Reflect on their role and responsibility both as professional in their future work and as a responsible citizen to protect the endangered people and cultures. A public exhibition on campus and a booklet will be realized at the last step of the course.

<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<p>The subject syllabus covers three majors areas:</p> <ol style="list-style-type: none"> 1. Concept and Practice of Service-learning <ul style="list-style-type: none"> • Principals, concepts and myths of service-learning • Benefits to students, the university and the community • Ethical issues • Basic concepts and theories of social problems, developments and justices • Social responsibilities of global citizens as intellectuals and professionals • Proper attitudes and behaviours in service delivery • Developing a service project proposal/plan • Effective team work and problem solving skills in service-learning projects • Reflection as a tool for learning 2. Discipline-Anthropological Basic Concepts, Issues and Skills <p>Basic Concepts of Ecological Anthropology</p> <ul style="list-style-type: none"> • Founding myth of ethnicity with cultural diversity in their ecology • Representation system: cultural heritages, believe, rituals and practices in relation to environment • Living in the forest: wilderness, subsistence economy of hunter-gatherers • Marginality, long-term social, cultural and environmental impact • Morphology and syntax for a fieldwork on minority language in danger • Fieldwork Methodology Emic approach: oral history as collective memory and dynamics • Qualitative and quantitative surveys <p>Concept of Cultural Heritage and Protection Efforts</p> <ul style="list-style-type: none"> • List of Cultural Heritage of Humanity established by UNESCO • Global experiences of cultural heritage protection • Protection of culture as fight against the poverty and quality of life 3. Projects-Specific Concepts, Issues and Skills <ul style="list-style-type: none"> • Ethnic mobilization and relationship between the majority Han and minorities • Health, safety and multicultural encounter, poverty and the danger of the extinction of minorities • Summary of the ethnic minority concerned of the target groups to the present • The ethnic cultural heritage project & needs for the concerned group • Ethnographic interview and fieldwork diary, images records • Moral and ethical concerns and protection of privacy right 4. Conclusion: On the Ecological Age and our responsible Citizen
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<ol style="list-style-type: none"> 1. e-Learning Module and Service-learning workshop Students are required to undertake the 12h. e-learning module and the service-learning workshop at the beginning of the subject. 2. Discipline-Specific Lectures, Tutorials, Seminars and Workshops are designed to equip students with the discipline-specific knowledge and skills required for planning and conducting the service-learning project. 3. Project-Specific Seminars, Tutorials, and Workshops are designed to:

- a) Develop students' awareness of the necessity to protect cultural diversity and to write down oral history in forms of mini-biography of individuals, rituals, songs, historical artifacts, which will be given back to the individual, his/her family and the local partners.
- b) Provide ethnological skill training for students in planning and delivering the service project. Experts from outside will be invited to contribute to some of the sessions as appropriate. Where possible, a hands-on interactive format will be used. Students are required to attend all of the discipline-specific and project-specific lectures, seminars and workshops and successfully complete all of the assignments / learning tasks prior to participation in the service-learning project.

4. Service-learning Project

The service-learning project is designed to develop students' generic competence of innovation, problem-solving, teamwork and communication, and enhance students' sense of social awareness, responsibilities and engagement. Students are required to:

- Communicate with local partners and learn from them to elaborate the project
- Entrance into the community and present themselves to recipients
- Conduct one-on-one interviews to record the elders' memories of the community where transformation has been carrying.

The first service project will take place in the villages in Inner Mongolia. The subject course on campus will give on second semester, the fieldwork will take place during summer term from 10 to 15 days.

Students are expected to bear part or all of the costs of the service-learning trip.

5. Fieldwork Diary and Reflective Reports, and Review Sessions

Students are required to write ethnographic diary and reflective reports both during and after the service-learning project to demonstrate their ability to :

- a) Link their experiences in protecting cultural heritage and making oral history with the academic focus and knowledge, anthropological concepts and fieldwork of the subject;
- b) Reflect on their service-learning experience to identify their learning gains and areas for future improvements, as well as their roles and social responsibilities.
- c) Guide students to use reflection as a tool for learning, and to assess their ability in achieving the above learning objectives; reflection and review sessions will be held both during and after the service-learning project.

Students are required to commit to no less than 40 hours of service to the concern ethnic group chosen for the specific cohort.

NOTE:

1. A sound level of Putonghua competency is preferred (Help in translation will be provided by mainland student volunteers).
2. There will be an interview of candidates and an assignment of tasks.
3. Accommodation and facilities in the rural villages are very basic and the local environment and climate may vary differently to Hong Kong.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
e-Learning Module and Project-specific seminars and workshops	10%	✓		✓	✓	✓
Project/Proposals for the service	20%	✓		✓	✓	✓
Performance in community fieldwork: interview and records, diary	40%	✓	✓	✓	✓	✓
Group Presentation and Reflective report	30%	✓		✓	✓	✓
Total	100 %					

Note on assessment methods for the intended learning outcomes:

Students will participate in a number of lectures and seminars, the first part (of five lectures) being held on campus at PolyU and the second part *in situ* in the rural villages, to discuss their readings, plan, performance and commitment to service-learning. Advice and feedbacks from partner representatives will be sought, and these may serve as supplementary information for assessment.

The students' teamwork performance and community involvement as well as their capacities in implementing activities, communication and collegiality, problems assessment and solving, and their commitments in service-learning, as well as how they fit in with the community at large, will be carefully considered on the basis of their performance assessed by supervisors from the community service partners and feedback from service recipients.

Students are required to realize three types of work: (i) records of oral histories & social survey, (ii) fieldwork diary and (iii) reflective report at different intervals throughout the service-learning project. These results will be assessed as indications of their fieldwork skills and of service-learning experiences, particularly in terms of their reflective appreciation of minority communities' living conditions and models, demonstration of empathy towards the ethnic minorities and civic commitment to social work, as well as their understanding of the dynamic relation between cultural loss and social disintegration.

Students are also suggested to apply theoretical concepts involving ethnicity, cultural diversity, collective memory and the 'Age of Ecology' in interpreting their experiences acquired during their community service-learning. This theoretical capacity may serve as a distinguished aspect for assessment.

Student Study Effort Expected	e-Learning Module and Service-learning workshop	12 Hrs
	Class contact:	
	▪ Lectures preparatory workshops, and reflective seminars	19 Hrs.
	▪ Project-Specific workshops and seminars	9 Hrs
	Other student study effort:	
	▪ Reading, self-study, planning and preparation for the service project and fieldwork	30 Hrs
	▪ Direct rendering of Community Service	40 Hrs.
	▪ Diary and reflective report, including the exhibition preparation, <i>Why are so rich ethnic cultures in so poor society?</i>	25 Hrs.
Reading List and References	Total student study effort	135 Hrs.
	<p>Essential Readings:</p> <ol style="list-style-type: none"> 1. Heberer, Th. M. E. (1989). <i>China and Its National Minorities: Autonomy or Assimilation</i>, Sharpe, Inc. 2. Harrell, S. (1995). <i>Cultural Encounters on China's Ethnic Frontiers</i>, Seattle: University of Washington Press. 3. Bucher, R. D. (2011). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities</i>, third edition, Upper Saddle River: Prentice Hall. 4. Leavy, P. (2011). <i>Oral History: Understanding Qualitative Research</i>, Oxford University Press. 5. Bernard, H. Russell (2006). <i>Research Methods in Anthropology: Qualitative and Quantitative Approaches</i>, fourth edition, Alta Mira Press. 6. 王为华(2009). 《鄂伦春原生态文化研究》黑龙江人民出版社. 7. Chao, Hing 《明报》(Dec. 2012).鄂伦春文化专辑 第 2300 期. 8. How the Last Hunters in China Became an Endangered Species, 2005, http://www.smbic.org/news_89.htm <p>Selected Readings:</p> <ol style="list-style-type: none"> 9. L. Gelek. “藏北牧民 ——人类学田野考察笔记” http://www.cwru.edu/affil/tibet/booksAndPapers/Gelek/Gelek_west.pdf 10. 林恩·休谟 (Hume, Lynne) 2010. 《人类学家在田野：参与观察中的案例分析》, 上海译文出版社 11. Lambert, J. & Myers, S. (2009). <i>The diversity training activity book: 50 activities for promoting communication and understanding at work</i>. New York: AMACOM, American Management Association. 12. Catton, Th. (1997). <i>Inhabited Wilderness: Indians, Eskimos and National Parks in Alaska</i>. University of New Mexico Press. 	

	<p>13. Smith, E.A. (1991). <i>Inujjamiut Foraging Strategies: Evolutionary Ecology of an Arctic Hunting Economy</i>. Aldine de Gruyter.</p> <p>14. Siu and Sutton (2006). <i>Empire at the Margins: Culture, Ethnicity and Frontier in Early Modern China</i>, ed. Crossley, University of California Press.</p> <p>15. Hobsbawm and Ranger (1983). <i>The Invention of Tradition</i>, University of Cambridge Press.</p> <p>16. Humphrey, C. (1996). <i>Shamans and Elders: Experience, Knowledge and Power among the Daur Mongols</i>. Oxford University Press.</p> <p>17. Huntington, R. (2003). <i>Alien Kind: Foxes and Late Imperial Chinese Narrative</i>. Harvard University Asia Centre.</p> <p>18. 台灣原住民資訊網 http://www.tipp.org.tw/</p> <p>19. 王筱雲 (2005)。以生態學觀點看外籍配偶家庭子女教養問題。網路社會學通訊 期刊第 50 期。</p> <p>20. 林璣萍 (2003)。台灣新興的弱勢學生--外籍新娘子女學校適應現況之研究。未出版之碩士論文，國立台東教育大學教育研究所。</p> <p>21. 柯淑慧 (2004)。外籍母親與本籍母親之子女學業成就之比較研究 - 以基隆市國小一年級學生為例。未出版之碩士論文，國立台北師範學院幼兒教育學系碩士班。</p> <p>22. 陳亞甄 (2005)。外籍配偶先生的婚姻觀與婚姻生活。未出版之碩士論文，慈濟大學社會工作研究所。</p> <p>23. 蔡文欽 (2006)。臺北市萬華區東南亞外籍配偶學習需求、識字教育實施現況與成效之研究。未出本之碩士論文，輔仁大學教育領導與發展研究所。</p> <p>24. 劉秀燕 (2003)。跨文化衝擊下外籍新娘家庭環境及其子女行為表現之研究。未出版之碩士論文，國立中正大學犯罪防治研究所。</p> <p>25. 鍾文悌 (2005)。外籍配偶子女學業表現與生活適應之相關研究。未出版之碩士論文，國立屏東師範學院教育行政研究所。</p> <p>26. 顏錦珠 (2002)。東南亞外籍新娘在台生活經驗與適應歷程之研究。未出版之碩士論文，國立嘉義大學家庭教育研究所</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Tentative Service-Learning Project (Fieldwork) Schedule

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12
AM (8:30 – 12:00)	Travel to the city of target groups	Site visit and introduction to issues and the preparation of the current service-learning visit	Data collection via interview with target groups	Data collection via interview with target groups	Data collection via interview with target groups	Eco and Cultural exploration in the area	Data collection via interview with target groups	Data collection via interview with target groups	Preparation of group presentations , discussion and feedback from field supervisors	Group presentations and discussion	Eco and Cultural exploration in the area	Return to Hong Kong
PM (13:00 – 17:30)			Data collection via interview with target groups	Data collection via interview with target groups	Data collection via interview with target groups		Data collection via interview with target groups	Data collection via interview with target groups		Celebration and gathering with local people		
Evening (19:00 - 21:00)		Field work final preparation	Writing field word diaries and data documentati on	Writing field word diaries and data documentati on	Writing field word diaries and data documentati on		Writing field word diaries and data documentati on	Writing field word diaries and data documentati on	Writing field word diaries and data documentati on	Writing field word diaries and data documentati on	Writing field word diaries and data documentati on	

