

## The Hong Kong Polytechnic University

### Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<b>Subject Code</b>	CC2S02 / CC2S02P
<b>Subject Title</b>	Presenting Cultural Diversity: Concepts and Practices
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite/Co-requisite/Exclusion</b>	Nil
<b>Objectives</b>	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> <li>1. Introduce the concepts and practices of service-learning;</li> <li>2. Introduce the concepts of cultural diversity, cultural change and cultural preservation;</li> <li>3. Familiarize the students with the historical and anthropological methods of studying local cultures;</li> <li>4. Introduce different mechanisms for managing cultural differences that have been enforced or proposed by governments and scholars;</li> <li>5. Nurture a sense of social responsibility in students through community service in a cross-cultural setting.</li> </ol>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Demonstrate an understanding of the linkage between service-learning and the academic content of the subject;</li> <li>b. Articulate the concepts of cultural diversity, cultural change and cultural preservation;</li> <li>c. Apply the historical and anthropological methods of studying local cultures in a cross-cultural setting;</li> <li>d. Assess critically different mechanisms for managing cultural differences;</li> <li>e. Reflect on their roles and responsibilities both as a professional in their chosen discipline and as a responsible citizen;</li> <li>f. Demonstrate sensitivity and empathy for people from different cultures and a strong sense of civic responsibility.</li> </ol>

<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<p>This course will combine academic learning and community service by taking students to a multi-ethnic or cross-cultural community to study the local cultures and to serve the community.</p> <p>The syllabus covers:</p> <p><b>Concept and practice of service-learning</b></p> <ul style="list-style-type: none"> <li>• Principles, concepts and myths of service-learning</li> <li>• Benefits of service-learning to students and the community</li> <li>• Ethical issues in service-learning</li> <li>• Social responsibilities of global citizens as intellectuals and professionals</li> <li>• Proper attitudes and behaviour in service delivery</li> <li>• Reflection as a tool for learning</li> </ul> <p><b>Discipline-specific concepts, issues and skills</b></p> <ul style="list-style-type: none"> <li>• Cultural diversity, cultural change and cultural preservation</li> <li>• Different methods for managing cultural differences that have been enforced or proposed by governments and scholars</li> <li>• Diverse cultures of China or the country where the project is conducted</li> <li>• Culture and history of local area where the service is performed</li> <li>• Historical and anthropological methods of studying a local culture</li> </ul> <p><b>Project-specific concepts, issues and skills</b></p> <ul style="list-style-type: none"> <li>• Background of the project, collaborating partners and the service targets.</li> <li>• Specific technical topics and skills relevant to the project (e.g. project planning, teamwork, communication, etc.).</li> <li>• Health, safety and ethical issues related to the execution of the service project.</li> </ul>
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p><b>e-Learning module in SL</b></p> <p>The e-learning module, which is developed by the Service-Learning and Leadership Office, consists of reading, exercises and assessments that are designed to introduce students to the basic concepts and practices of service-learning. Students are required to successfully complete the module within the first four weeks of the semester in which they are taking the subject.</p> <p><b>Lectures and tutorials</b></p> <p>Before leaving for the service site, students will attend several lectures covering topics like cultural diversity, cultural change and preservation, anthropological methods of studying local cultures, managing cultural differences, the diverse cultures of China and/or the country where the project will be conducted, and policies and mechanisms for managing cultural differences.</p> <p>Tutorials and training related to reflection, service skills and project preparation will also be conducted to equip students for the assignments. Lectures are all closely related to the course theme and will prepare our students for conducting the service.</p> <p><b>Service-Learning project</b></p> <p>This 2-semester subject will consist of either a local project or an offshore project in the Chinese Mainland or overseas with at least 40 hours of service.</p>

For local projects, service will be conducted in the late afternoon of weekdays or daytime of weekends from Week 12 of the 1st semester to Week 6 of the 2nd semester. For Chinese mainland or overseas projects, the service trip will last about 7-10 days after the examination period, tentatively in mid-December or late May. During the trip, students are expected to execute their service plan in 5-7 days. When the service site is in the Mainland China, the ability to speak Putonghua is a requirement.

Students in small groups will work with children and/or youth, who are culturally different from them. Direct interaction opportunities will be provided to students to experience how to communicate with the service targets. Students will act as cultural facilitators by helping the service targets to discover the uniqueness of their culture. Students will guide the service targets to reflect on and raise their awareness of their culture. Students will also organize cultural activities in the serving community or present the local cultures to a wider community for promotion, cultural preservation and mutual understanding.

Possible service activities are:

- Organize cultural awareness camps for the local children or youth, facilitate them to discover their own culture in themes, such as eating, clothing, living, traditional festivals, etc. (e.g. food, music, dance, rituals, customs, festivals, etc.)
- Guide the service users to collect and document their cultural heritages, such as old photos, traditional attires and handicrafts, through desktop research, site visits, or interviews with elder members or community leaders
- Host cultural events or festival celebrations in the community hall to showcase the stories and materials collected, perform cultural dance and music, to promote cultural diversity and community integration
- Organize cross-cultural workshops on cultural diversity and cross-cultural communication for the children or youth in rural villages to broaden their horizons
- Develop cultural promotion materials, such as story-telling, educational leaflets, promotion videos, cultural performances and language lessons for publicity purpose.

For offshore projects, students may be required to shoulder a portion of their incurred travelling and project costs. In case outbound projects are disrupted by the pandemic or other travel alerts, the service activities may be conducted online.

#### **Review sessions, reflective journals and report**

Regular group debriefings and written reflections are required by the course to guide students to consolidate and reflect on their actual experience, link the academic content knowledge with service-learning experience in a cross-cultural setting, and apply what they have learned to serve the community. Students are also expected to reflect on their empathy for people who are culturally different from them, and their roles and responsibilities as professionals and responsible citizens.

**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	f
SL e-learning module (individual)	Pass/Fail					√	
Service plan (group)	20	√	√	√			√
Performance in service execution (individual)	40		√	√			√
Reflective journals (individual)	25	√	√			√	√
A final report (individual)	15		√	√	√		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

- The e-learning module includes assignments and learning tasks that are designed to teach students the concept and practices of service-learning, prepare them to see the linkage between service-learning and the academic content of the subject, and facilitate them to reflect on their roles and responsibilities in the society (ILO e).
- In the service preparatory stage, students are expected to work in small groups. Each group will be given some guidelines/topics based on the discussion with the community partner to develop their service plan. Students need to develop a plan to uncover the local cultures of the serving community with the service targets (ILO c), and raise their awareness about their culture and educate them about the importance of cultural diversity and preservation (ILO b). Students are required to apply the concepts they learned to their service plan (ILO a) and think from the perspective of their service targets to plan the activities (ILO f). The plan will be commented by the subject teachers and the community partners for refinement before the service delivery.
- In the service execution stage, students will be supervised and assessed. Students will act as cultural facilitators and conduct a series of activities, such as cultural awareness activities (ILO c), cross-cultural workshops, and cultural promotion to help the service targets to discover the uniqueness of their cultures (ILO c), raise their awareness to foster cultural preservation and diversity in the serving community or to a wider community (ILO b). Students are expected to have sufficient direct interaction with the service targets and other community members in small groups. They need to apply different ways of managing cultural differences to minimize miscommunication and to achieve the service goals. This allows the students to develop their social

	<p>responsibility through serving, and demonstrate their sensitivity and empathy towards people with different cultures (ILO f).</p> <ul style="list-style-type: none"> <li>• Students need to submit two reflective journals. They are required to link the subject concepts learned with their personal and service-learning experience (ILO a, b), reflect on their interactions with the service targets and their roles and responsibilities as a professional and a responsible citizen (ILO e, f).</li> <li>• Students are required to compare and analyze the similarities and dissimilarities of their own culture and the service users' culture that they observed in the service project (ILO b, c), and, based on their first-hand experience in the project, to discuss effectiveness of one mechanism of managing cultural differences that are either enforced by the government of the serving country or proposed by the scholars (ILO d).</li> </ul>	
<b>Student Study Effort Expected</b>	e-Learning Module in SL	10 Hrs.
	<b>Class contact:</b>	
	<ul style="list-style-type: none"> <li>▪ Lectures, seminars and workshops</li> </ul>	30 Hrs.
	<ul style="list-style-type: none"> <li>▪ Reflection, tutorials and discussion</li> </ul>	10 Hrs.
	<b>Other student study effort:</b>	
	<ul style="list-style-type: none"> <li>▪ Readings, self-study, and planning and preparation for the service project</li> </ul>	20-23 Hrs
	<ul style="list-style-type: none"> <li>▪ Direct rendering of service</li> </ul>	40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Reflection and review</li> </ul>	20 Hrs.
	<b>Total student study effort</b>	130-133 Hrs.
<b>Reading List and References</b>	<p>Please note that this is a tentative list, and the final list will be decided once the service site is chosen:</p> <p>Conrad Kottak, <i>Cultural Anthropology: Appreciating Cultural Diversity</i>. McGraw-Hill Education, 2012.</p> <p>Michelle LeBaron, <i>Bridging Cultural Conflicts: A New Approach for a Changing World</i>, Jossey-Bass, 2003.</p> <p>Delano-Oriaran, and Delano-Oriaran, Omobolade. <i>Culturally Engaging Service-learning with Diverse Communities</i>. Hershey PA: Information Science Reference, 2018.</p> <p>Charles Kayes, <i>The Golden Peninsula: Culture and Adaptation in Mainland Southeast Asia</i>. University of Hawaii Press, 1994.</p> <p>David Chandler, <i>A History of Cambodia</i>. Westview Press, 2008.</p> <p>D. R. SarDesai, <i>Vietnam: Past and Present</i>. 4<sup>th</sup> edition, Routledge, 2005.</p> <p>鍾文典, 《近代廣西社會研究》。南寧: 廣西人民出版社, 1990。</p> <p>Stevan Harrel, <i>Ways of Being Ethnic in Southwest China</i>. University of Washington Press, 2012.</p> <p>鄭維寬, 《廣西歷史民族地理》。桂林: 廣西師範大學出版社, 2018。</p>	

	余遠輝等，《中國瑤族文化》。桂林：廣西師範大學出版社，2013。 范宏貴、顧有識等，《壯族歷史與文化》。南寧：廣西民族出版社，1997。 H. Russell Bernard, <i>Research Methods in Anthropology</i> . AltaMira Press, 2011.
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. 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, overcrowding 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 is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment method