

**City University of Hong Kong
Course Syllabus**

**Department of Asian and International Studies
with effect from Semester A 2015/16**

Part I Course Overview

Course Title:	Fieldwork Studies
Course Code:	AIS5043
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims at giving students a chance to apply the theoretical and empirical knowledge they have learned from various courses to real world issues. Depending upon the field site, the issues, which the course will focus on, will range from poverty alleviation, health care, disability, refugees and displaced populations, migrants, good governance, disaster management, gender issues, discrimination against minorities, humanitarian action, children at risk, marine and terrestrial resources management, environmental protection and climate change adaptation.

Prior to departure seminars will be organised on field research methods. The context and issues to be examined will be introduced. Students are expected to be responsible participant-observers, identifying how local NGOs, community organizations, government agencies and the business sector deal with the issues under study. After completing fieldwork, students will be asked to prepare, individually or in teams, video or other multimedia presentations highlighting their findings. A course instructor will accompany and guide the students, as needed and required.

Students will also have to submit individual, reflective comments on this experience.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	understand how to design and conduct field research		√	√	
2.	understand how to apply theoretical knowledge to real world issues		√	√	
3.	possess practical experience in designing and evaluating development projects			√	
4.	produce creative, persuasive video or other multimedia presentations highlighting development issues and solutions				√
5.	capacity to reflect on fieldwork and research experience		√	√	

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: *Ability*

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: *Accomplishments*

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures on designing and undertaking fieldwork research and projects	√						
2	Lectures and discussion on the theoretical and empirical literature on the issues that will be examined during the field trip		√					
3	Designing field research strategies, participating in workshops and meetings with local NGOs, government officials and the business sector, writing field report			√				
4	Devising and executing applied research-based implementation approaches in conjunction with key stakeholders (local government officials, NGO workers, volunteers, business leaders).				√			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5			
Continuous Assessment: 100 %								
Class Participation	√	√					15%	
Conducting fieldwork and research	√	√	√	√			35%	
Presentation of research findings	√	√	√	√	√		35%	
Individual reflective comments	√	√	√		√		15%	
Examination: 0 % (duration: , if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation (15%)	Frequency Relevance	Attended all lectures and talks. Highly relevant, frequent comments and questions in class discussions	Attended nearly all lectures and talks Interesting, frequent comments and questions in class discussions	Attended most lectures and talks. Occasional relevant comments and questions in class discussions	Missed several lectures or talks Rare questions and/or comments of little relevance to class discussions	Missed many lectures and talks, Absence of comments and questions in class discussions
2. Conducting field research (35%)	Relevance and adequacy of methods Research ethics Appropriateness of interactions with all stakeholders. Teamwork	Highly relevant and adequate research methods, excellent interactions with all stakeholders. High concern for, and excellent handling of ethical issues in field research Excellent team spirit and contribution to teamwork	Relevant and adequate research methods, good interactions with all stakeholders. Good understanding of, and concern for ethical issues in field research. Good team spirit and contribution to teamwork	Usually adequate research methods and interactions with some stakeholders. Usually adequate understanding of, and concern for ethical issues in field research. Adequate team spirit and contribution to teamwork	Poorly thought research methods and little concern for any stakeholders. Poor understanding of, and infrequent concern for ethical issues in field research Poor team spirit or marginal contribution to teamwork	Inadequate research methods and lack of concern for all stakeholders. Lack of understanding of, and concern for, ethical issues in field research Lack of team spirit and contribution to teamwork
3. Presentation of research findings (35%)	Content Structure Persuasiveness	Excellent structure, content and persuasiveness of presentations	Good structure, content and persuasiveness of presentations	Adequate structure, content and persuasiveness of presentations	Poor structure and/or content of presentations	Inadequate structure and/or content of presentations
4. Individual reflective comments (15%)	Relevance Insightfulness	Highly relevant and insightful reflective comments on fieldwork/ field research	Good quality of reflective comments on fieldwork/ field research	Adequate reflective comments on fieldwork/ field research	Few and/or marginally relevant reflective comments on fieldwork/ field research	Inadequate reflective comments on fieldwork/ field research

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

qualitative research, focus group, participant observation, field research methods, observation, interviews, volunteer work, NGOs, CBOs, poverty alleviation, health care, disability, refugees and displaced populations, migrants, good governance, water and sanitation, social security, disaster management, gender-based or minority discrimination, humanitarian action, marine and terrestrial resources management, environmental protection, climate change adaptation

2. Reading List

Recommended Readings:

Robert R. Alford, 1998. *The Craft of Inquiry*. New York: Oxford UP.

Howard S. Becker, 1986. *Writing for Social Scientists*. University of Chicago Press.

Howard S. Becker, 1998. *Tricks of the Trade*. University of Chicago Press.

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, 1995. *The Craft of Research*. Chicago: University of Chicago Press.

Alan Bryman, 2001. *Social research methods*. Oxford : Oxford University Press, 2001.

Robert Emerson, Rachel Fretz, and Linda Shaw, 1995. *Writing Ethnographic Fieldnotes*. Chicago: University of Chicago Press.

Robert Emerson, ed., 2001. *Contemporary Field Research: Perspectives and Formulations*. Prospect Heights, IL: Waveland Press.

Matthew B. Miles and A. Michael Huberman, 1994. *Qualitative Data Analysis*. Thousand Oaks, CA: Sage.

Annette Lareau and Jeffrey Shultz, 1996. *Journeys Through Ethnography. Realistic Accounts of Fieldwork*. Boulder, CO: Westview Press.

John Van Mannen, 1988. *Tales of the Field*. Chicago: University of Chicago Press.

W. Lawrence Neuman, 2003. *Social research methods: qualitative and quantitative approaches*. Boston: Allyn and Bacon, 5th ed.

Charles C. Ragin, 1987. *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*. Berkeley: University of California Press.

Charles C. Ragin, Joane Nagel, and Patricia White, 2004. "Report of the Workshop on Scientific Foundations of Qualitative Research." Washington, DC: National Science Foundation

Robert S. Weiss, 1994. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press.

Robert K. Yin, 2003. *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage.

Other Readings:

Students will also be assigned readings by the course examiner relevant to their deployment as well as provided with a list of appropriate internet sources.