City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Summer Term 2018

Part I Course Overview

Course Title:	Field Trip: Investigating Cultural Sites and Industries
Course Code:	CAH2547
Course Duration:	One Semester
Credit Units:	3
Level:	B2
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	CAH2547A, CAH2547B, CAH2547C

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course is to enable students to actively investigate cultural sites and industries through visiting cultural institutions and heritage sites outside Hong Kong and the Lingnan region. It provides a unique cultural and learning experience for students through encountering with original artworks, cultural artefact and heritage sites in the real context. Through experiential learning activities, such as on-site lectures, guided tours, interviews with cultural professionals and managers, the course will enhance students' professionalism in the management of cultural institutions and heritage preservation through direct study of how this is done in different culture institutions outside Hong Kong and the Lingnan region.

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.	Discuss and identify the upsides and significance of cultural and heritage management they have learnt from various cultural industries, museums and heritage preservation sites outside Hong Kong and the Lingnan region.		√	√	√
2.	Apply what they have learned in the programme during their visits to the various cultural industries, museums and heritage sites outside Hong Kong and the Lingnan region.			√	√
3.	Formulate their own judgement critically on how culture and heritage can be properly managed and promoted.		√	√	√
4.	Conduct library and field research on cultural and heritage management.			√	√
** If weighting is assigned to CILOs, they should add up to 100%.*		100%			

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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			
Readings	Relevant readings will be assigned to students.	√	√	√	√			
Pre-trip lectures and workshops	Pre-trip lectures and workshops to help students acquire an appropriate level of prior knowledge before conducting the field trips.	√	√	√	√			
Field trips	Field trips (14-28 days) provide student the opportunity to combine cultural and learning experience with studies focusing on various aspects of culture and heritage management.	√	√	√	√			
On-site lectures	On-site lectures given by experienced cultural professionals, guided tours, or conducting interviews to let students have the opportunity to learn basic management skills through face-to-face interaction with cultural professionals.	√	√	√				
Post-trip activities	Reflective reports/ post-trip exhibition.	√	√	√	√			

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				
Continuous Assessment: 100%								
Pre-trip presentations	√	√	√	√			20 %	
written reflective reports (each group 4000-5000 words)	√	√	√	√			50 %	
Post-trip exhibition	√	√	√	√			30%	
Examination: 0% (duration: -)								
** The weightings should add up to 100%.*							100%	

5. Assessment Rubrics

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

Pass grade	**Failure grade**
Students who have successful completed all the assessment tasks for the course and attend the field trip will be awarded a Pass grade.	Students who have not completed all the assessment tasks for the course and attended the field trip will be given a Failure grade.

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.)

Field trip, Heritage site, Museums, Cultural institutions, Cultural Management, Art administration, collection management, exhibiting culture, heritage site preservation, restoration, conservation, education

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Kreps, Christina F. *Liberating Culture: Cross-cultural Perspectives on Museums, Curation and Heritage Preservation*. London: Routledge, 2003.
2.	Rowan, Yorke and Uzi Baram eds.. *Marketing Heritage: Archaeology and the Consumption of the Past*. California: AltaMira Press, 2004.
3.	Hooper-Greenhill, Eilean. *Museums and Education: Purpose, Pedagogy, Performance.* London: Routledge, 2007.
4.	Anico, Marta and Elsa Peralta eds.. *Heritage and Identity: Engagement and Demission in the Contemporary World*. London: Routledge, 2009.
5.	Greffe, Xavier. *Managing Our Cultural Heritage.* Translated from the French by Latika Sahgal. New Delhi: Aryan Books International, 2001.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Additional readings may be given according to various field trips.

Online Resources

Museum Association: http://www.museumsassociation.org/home
The Association of Art Museum Curators: http://www.artcurators.org/