CUS510 Workshop in Cultural Practices 文化實踐工作坊

Course Title	:	Workshop in Cultural Practices 文化實踐工作坊
Course Code	:	CUS510
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture
Class Contact Hours	:	3 hours per week
Category	:	Elective course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirements	:	Nil

Brief Course Description	:	This course is a guided journey to cultural practices in the fields of education, mass media, community development and other cultural work for constructive changes. Students are introduced to the articulated process of cultural practices, from formulating vision, analyzing environment, defining objectives, developing strategy, implementing action plan to formative evaluation. The course covers critical skills and tools to facilitate students' self-directed practice in particular social context. Supplementing other theoretical courses, this workshop aims at providing a comprehensive summary of "what works", or "making do", based on extensive real-life experiences in different cultural sites. Experienced professionals working in the fields of education, community work, drama, and media are invited to participate in the workshop and dialogue with the facilitators and students. Students are invited to make sense of the diverse cultural-political dimensions of professional and technical practices

introduced in the course, and to consider their implications in relevant fields.

| Aims | : | Students will: |

1. be introduced to the articulated process of cultural practices;
2. learn how to design, implement, and enhance the process;
3. gain access to tools that are useful to bring about positive changes;
4. be equipped with critical skills to steer the process effectively;
5. be empowered as effective change agents.

| Learning Outcomes | : | On completion of the course, students will able to: |

1. LO1: identify the importance of articulating project objectives with the planned actions;
2. LO2: design, implement and evaluate cultural projects effectively;
3. LO3: utilize the tools introduced to critically reflect on previous and ongoing cultural practices.

| Indicative Content | : |

1. Critical skills and tools (e.g. drama, professional facilitation) for cultural practices;
2. Conceptual and theoretical reflection – the importance of project, context and articulation;
3. Case study (specific content may vary year from year. Examples in the previous years include:

| Teaching Method | : | Workshops supplemented by lectures. |

| Measurement of Learning Outcomes | : |

1. Scrutinizing students' written works (such as evaluation reports or project proposals) to measure; (LO1, LO3)
2. Performance/participation in the workshop to examine. (LO2)

Assessment : 100% continuous assessment, including class participation (20%), group presentation (20%) and a term project (60%).

Students are asked to work on a self-defined project to drive change in their respective fields of professional practices by adopting the ideas, skills and tools learned in this course. The project will be assessed continuously in different checkpoints over the course period. Checkpoint assessments and final project presentation will determine overall course rating.

The group presentation ranges from 30 to 45 minutes. Term project: Of approximate length of 7,000 characters in Chinese or 5,000 words in English. If a particular student is keen on answering questions and expressing one's views, course teacher will give additional marks for that student.

Criteria for group presentation assessment
• Quality of Interpretation of the readings
• The relevance of the case to the arguments raised
• Organization of flow
• Clarity of the presentation/ commentary
• Relevance of questions raised
• Response to classmates' questions

Assessment : **1) Class Participation (20%)**
Rubrics

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Participates actively and constructively all the time. Engages constructively with, all course material (assigned readings, issues, concepts). Provides	Participates actively most of the time. Demonstrates a good understanding of, and engages constructively with course material. Frequently provides helpful	Participates most of the time but sometimes requires prompting. Demonstrates a basic understanding of most of the course material and engages with it, though	Student does not attend tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to

insightful analyses, raises critical points, and advances and deepens group discussion. Consistently appreciates others' contribution and engages with their ideas sensitively.	points or asks questions that advance and deepen group discussion. Generally appreciates others' contribution and engages with their ideas sensitively.	not always successfully. Sometimes makes positive contributions that advance group discussion. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	group discussion. Little or no engagement / participation in group discussion even with prompting. Shows no appreciation of others' knowledge and skills.

2) Group Presentation (20%)

*Peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.

5%

A, A-	B+, B, B-	C+, C, C-	F
Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload.	Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload.	Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload.	Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload.

15%

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s) Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times.	Identifies and addresses most of the main question(s). Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	Identifies and addresses most of the main question(s). Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the audience

3) Term project (60%)

A, A-	B+, B, B-	C+, C, C-	F
Offers a vision expressed in a completely unique way. Demonstrates critical thinking that challenges values or that transcends subject matter. Reveals	Offers a vision expressed in a unique way. Demonstrates critical thinking. Reveals knowledge that is mostly correct and consistent with purpose of	Expresses a clear perspective. Attempts to reveal knowledge or provides partially correct knowledge that reflects purpose of project.	Expresses an unclear perspective. Reflects a lack of knowledge consistent with purpose of project.

knowledge that is correct and consistent with purpose of project.	project.

Important Notes :
1. Students are expected to spend a total of 9 hours (i.e. 3* hours of class contact and 6* hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on **https://pla.ln.edu.hk/**.

Required Readings:
Varying from year to year

Recommended Readings:
Varying from year to year

Sample course content in the previous years includes

a. CUS510K Workshop in Cultural Practices - The Cultural Politics of Eating

From the production in the fields, to the processing in the factories, to distribution via markets or restaurants, to consumption at the table, undercut by transportation and warehousing all the way across countries and continents, mediating identities of consumers, the act or event of eating

represents a focal point where the context, practice, objects power relations and meaning of eating could be examined from the sociological, anthropological, philosophical, political economic and cultural studies perspectives.

By importing almost all food from the mainland and abroad, Hong Kong constitutes a big but vulnerable consumer in the global food trade. Examples including the history of vegetables, rice and fast food will be discussed to shed light on how the changing trajectory of our eating habits of these items interacts with the Hong Kong social and cultural context, and in turn affects our urban planning, idea of "the local" and means of living.

In the light of food safety and climate change, the course will also explore how eating can become a sustained effort in creating a better world, and having fun at the same time! (e.g. farmers' market, communal agriculture, locavores) Therefore, apart from theoretical analysis, film show and discussion will be adopted to enhance student reflections of this otherwise mundane activity. Practicum part of the course is designed to let students taking part in preparing and eating a meal from using local grown food to sitting at the table.

b. CUS510J Workshop in Cultural Practices - Harvesting the Future: Farming and the Food Movement)

This course will examine the food movement as one of the significant emerging social and livelihood movements across the globe. It is not only a reaction to the threats to food production, food sovereignty and food security: climate change, nuclear disaster pollution, contamination of water and soil, reduction of farmland, monopoly by multinational agribusiness, and speculation of food prices in futures markets. It is also putting in practice a self-reliant mode of living that is inherently just and democratic. Farming and agriculture in Hong Kong will be one of the case studies, and students will also be required to engage in farming so as to learn about principles of permaculture.

c. CUS510L Workshop in Cultural Practices: Community Cultural Development Practices

Community - the group of people who live in a particular place, area or country/ a group of people who have something (e.g. nationality, interests, type of work, etc.) in common Cultural - connected with art, music, literature etc. / connected with the customs, ideas, civilization, etc. of a particular society group of people Development - developing or being developed/a new event/ a new product or the act of making a new product.

The definitions come from the Oxford Intermediate Learner's English - Chinese Dictionary. It is easily understood. For those who need a bit of sophistication, Community Cultural Development is closely connected with Adult Education, Critical Pedagogy, Cultural Action and Democracy, Cultural Policy and Cultural Development, Intercultural and Intergenerational Cultural Projects, Oral History, Popular/People's Theatre, and various Community Arts….And Community Cultural Development

describes a range of initiatives undertaken by artists in collaboration with other community members to express identity, concerns and aspirations through the arts and communications media, while building cultural capacity and contributing to social change.

The course will explore through lectures, discussion and participatory workshops the kind of activities which are being extensively carried out all over the world where artists and community members are engaged symbiotically in cultural projects/actions (including not just visual and performing art but also oral history, behavioral art, high-tech communications media, heritage preservation and landscaping etc.) in a dynamic way to empower, conscientize and to transform. We will be scrutinizing the theoretical tenets of Paolo Friere, Augusto Boal to Dan Baron Cohen….We shall be experiencing the gestural vocabulary of Alito Alessi's DanceAbility, expressing intercultural and other diversities through various artistic means, exploring David Diamond's Theatre for Living, experiencing the richness Hong Kong's cultural heritage….Students are expected to enter into dialogic interactions and fully participatory in the workshops which will make up approximately half of the course time