

HUMA 1632 (Spring 2019)

EXPERIENTIAL LEARNING, COMMUNITY HERITAGE AND FOOD TECHNOLOGY

<u>Instructor</u>	: Prof. Siu-woo Cheung Division of Humanities	Prof. Marshal YS LIU Department of Chemical and Biological Engineering
Office	: Rm. 3340	Rm. 4451
Phone	: 2358-7763	2358-8409
E-mail	: hmcheung@ust.hk	keysliu@ust.hk
Course Web	: https://canvas.ust.hk	

<u>Class Meeting</u>	Lectures	Monday 10:00 – 11:50	Rm 4503
	Tutorial sessions	Tuesday 18:00 – 18:50	Rm 4502
	Lab sessions	Monday 10:00 – 11:50	Lab (To be announced)
	Fieldtrips & Workshops	To be announced	Yimtintsai or UST

Course Description

This course aims to use **local community heritage programs in Yimtintsai**, Saikung (a Hakka community) for **an interdisciplinary experiential learning platform** of “Community Heritage and Food Processing Technology.” Yimtintsai is a small island with **a community of Hakka people** whose ancestor settled there about 300 years ago. The village was abandoned in the 1990s after a long process of emigration to the urban areas or overseas for pursuing better livelihoods. In the beginning of the new millennium, villagers started coming back to undertake **community revitalization** through forming a social enterprise to execute heritage preservation and initiate cultural tourism programs. The community has been developing their distinctive food traditions into **two food processing workshops for heritage education**: Salt production and making Hakka teacakes (客家茶粿). Based on **the holistic view of cultural heritage** in terms of interdependence and interrelatedness among the different aspects of communal life (including the ecological and environmental aspects, the technological and economic aspects, the social and political aspects, and the cultural and cosmological aspects), the course relates intertwined issues of community, heritage, identity, tourism and food technology to the learning about **community identity and cultural heritage** in the **disciplines of Humanities**, and studying issues on **food processing technology** in the **discipline of Chemical and Biological Engineering**. Students will be divided into small teams of appropriate size for **teamwork cooperation** in on-site field practices, laboratory sessions, and classroom discussion and presentation. Through serving as docents for heritage programs by **running food processing workshops** in Yimtintsai and on UST campus, students will go through **David Kolb’s 4-stage experiential learning cycle** (concrete experience—reflective observation — abstract conceptualization — active experimentation) in a real life contexts to explore critical issues of heritage preservation, cultural tourism development and community revitalization. The **local case study** of Yimtintsai heritage will be related to **international case studies** in readings and lectures, and applied to tackle with the **United Nations sustainable development goals**.

Intended Learning Outcomes

On completion of this course, students should be able to:

- 1 Relate and apply the **interdisciplinary knowledge** of science, technology, culture and heritage to an authentic community-based context.
- 2 Explain the significance and practices of **community revitalization** and **cultural sustainability** around heritage, technology and tourism in contemporary society.
- 3 Experiment with the learning principles of **Kolb's Experiential Learning Cycle** and adapt it into other learning experience.
- 4 Relate and apply the **holistic perspective on community heritage** to explain other social and cultural phenomena.
- 5 Apply hands-on skills of **servicing as docents** for heritage workshops to other cultural events.

Reading Materials

1	Garrick Bailey and James Peoples, "Chapter 2: Culture," <i>Introduction to Cultural Anthropology</i> . (Belmont, CA.: West/Wadsworth, 1999), pp. 15-25.
2	Donald Clark, "Kolb's Learning Styles and Experiential Learning Model." <i>Big Dog, Little Dog's Performance Juxtaposition Site</i> . http://www.nwlink.com/~donclark/hrd/styles/kolb.html .
3	Tsung-Chiung (Emily) Wu, Philip Feifan Xie, Miao-Chi Tsai, "Perceptions of attractiveness for salt heritage tourism: A tourist perspective." <i>Tourism Management</i> 51 (2015) 201-209.
4	Keir Reeves and Gertjan Plets, "Cultural Heritage as a Strategy for Social Needs and Community Identity." In William Logan, Máiread Nic Craith and Ullrich Kockel, eds. <i>A Companion to Heritage Studies</i> , pp.203-214. Chichester, West Sussex:John Wiley & Sons, Inc., 2016
5	David E. Beel, "Cultural resilience: The production of rural community heritage, digital archives and the role of volunteers." <i>Journal of Rural Studies</i> , <i>Journal of Rural Studies</i> xxx (2015): 1-10.
6	Michael A. Di Giovine, "World Heritage as a Revitalization Movement : Managing Local and Global Tourism in UNESCO's Heritage-scape." In Laurent Bourdeau, Maria Gravari-Barbas and Mike Robinson, eds., <i>World heritage sites and tourism : global and local relations</i> , pp. 18-28. New York, NY : Routledge, 2017.
7	Rachel F. Giraud, "World Heritage, tourism development, and identity politics at the Tsodilo Hills." In Laurent Bourdeau, Maria Gravari-Barbas and Mike Robinson, eds., <i>World heritage sites and tourism: global and local relations</i> , pp. 77-93. New York, NY: Routledge, 2017.
8	Zeki Berk. "Chapter 14-Crystalization and Dissolution", "Chapter 21-Evaporation", and "Chapter 28-Cleaning, disinfection, sanitation". <i>Food Process Engineering and Technology</i> , Cambridge, MA.: Academic Press, 2013.
9	University Lab safety requirement: Chapter 7 General Laboratory Safety (Issue Date: November 1, 2006 Issue Number: 3) http://www.ab.ust.hk/hseo/sm06/ch7.htm .
10	Food Processing Lab Report Writing Guide for Course HUMA 1632 - Community Heritage and Food Technology.

Course Requirements

Requirements consist of attending lectures and tutorials, completing the required readings, attending lab sessions, joining fieldtrips and participating in class discussion, and learning portfolio.

Grading

Learning Portfolio (Individual student homework)	100
Heritage Workshop Handbook & Website (Team project)	50
Serving as Docents for Heritage Workshop (Team project)	50
Lab report (Team project)	50
Peer Evaluation	50
Total	300

Class Schedule and Topics

	Date	Major experience	Reading	Assessment task
Wk 1	Feb 4 (Monday) 10:00-11:50 Lecture	Lecture: Course introduction - Introducing course rationale, contents, requirement, and assessment Introduction to Yimtintsai community - history, culture and heritage		
	Feb 5 (Tuesday) 18:00-18:50 NO CLASS	Chinese New Year Holiday		
Wk 2	Feb 11 (Monday) 10:00-11:50 Lecture Hands-on fieldwork experience	Lecture: How to conduct ethnographic fieldwork? Instructor accompanied students to conduct field work practice at UST - student societies culture		<ul style="list-style-type: none"> Learning Portfolio: Reading Reflections

	Feb 12 (Tuesday) 18:00-18:50 Lecture	Lecture: Culture, identity and community - Basic concepts of culture, identity and community	Reading 1: "Introduction to Cultural Anthropology Chapter 2: Culture"	• Learning Portfolio: Reading Reflections
Wk 3	Feb 18 (Monday) 10:00-11:50 Lecture Team Presentation	Lecture: Culture, identity and community - Basic concepts of culture, identity and community • Team presentation on fieldwork practice • Debrief field work practice experience	Reading 1: "Introduction to Cultural Anthropology Chapter 2: Culture"	
	Feb 19 (Tuesday) 18:00-18:50 Lecture	Lecture: How do people learn? Introduce Kolb's experiential learning cycle	Reading 2: "Kolb's Learning Styles and Experiential Learning Cycle."	• Learning Portfolio: Reading Reflections
	Feb 23 (Saturday) 10:00-14:30 Field trip	Fieldtrip 1 Experiencing Yimtintsai Observing heritage workshop docent skills		• Learning Portfolio: Field Trip Notes and Reflections
Wk 4	Feb 25 (Monday) 10:00-11:50 Team work	Field trip debriefing Team work Workshop Action plan & Handbook		
	Feb 26 (Tuesday) 18:00-18:50 Lecture	Lecture: Tourist perceptions and perspective	Reading 3: "Perceptions of attractiveness for salt heritage tourism: A tourist perspective"	• Learning Portfolio: Reading Reflections
Wk 5	Mar 4 (Monday) 10:00-11:50 Team presentation	Team presentation --heritage workshop Action Plan and Handbook		• Workshop action plan and Handbook Draft
	Mar 5 (Tuesday)	Lecture: Heritage and social needs	Reading 4: "Cultural Heritage as a	• Learning Portfolio: Reading Reflections

	18:00-18:50 Lecture	<ul style="list-style-type: none"> Why is cultural heritage important for community? 	Strategy for Social Needs and Community Identity	
	Mar 9 (Saturday) 10:00-14:30 Field trip	Fieldtrip 2 Group A: Teams A1, A2, A3 Yimtintsai, workshop - Team work docents service		Learning Portfolio: Field Trip Notes and Reflections Peer evaluation
Wk 6	Mar 11 (Monday) 10:00-11:50 Reflection & discussion	Group A : Teams A1, A2, A3 Fieldtrip Reflection Workshop Simulation and discussion		
	Mar 12 (Tuesday) 18:00-18:50 Lecture	Lecture: Cultural resilience and communal heritage in Yimtintsai	Reading 5 “Cultural resilience: The production of rural community heritage, digital archives and the role of volunteers”	<ul style="list-style-type: none"> Learning Portfolio: Reading Reflections
	Oct 16 (Saturday) 9:30-12:30	Fieldtrip 2 Group B: Teams B1, B2, B3 Yimtintsai, workshop - Team work docents service		Learning Portfolio: Field Trip Notes and Reflections Peer evaluation
Wk 7	Mar 18 (Monday) 10:00-11:50 Reflection & discussion	Group B: Teams B1, B2, B3 Fieldtrip Reflection Workshop Simulation and discussion		
	Mar 19 (Tuesday) 18:00-18:50	Lecture: Heritage and Community Revitalization	Reading 6: “World Heritage as a Revitalization Movement : Managing Local and Global Tourism in UNESCO's Heritage-scape.”	<ul style="list-style-type: none"> Learning Portfolio: Reading Reflections
	Mar 24 (Sunday) Due date	<ul style="list-style-type: none"> Due date for Learning Portfolio, Workshop handbook and action plan 		

Wk 8	Mar 25 (Monday) 10:00-11:50 Lecture	Lecture: Science and Technology of food processing	Reading 8: “Food Process Engineering and Technology”	• Learning Portfolio: Reading Reflections
	Mar 26 (Tuesday) 18:00-18:50 Lecture	Preparation for lab practicum - A 30-min lab safety training session + explaining how to write a lab report	Reading 9 “University Lab safety requirement: General Laboratory Safety”	
Wk 9	Apr 1 (Monday) 10:00-11:50 Lab session	Lab session 1 Yimtintsai food Processing Studying scientific factors of food processing related to Yimtintsai food heritage workshops		Lab Manual
	Apr 2 (Tuesday) 18:00-18:50 Lecture	Lecture: Heritage and Identity Politics	Reading 7: “World Heritage, tourism development, and identity politics at the Tsodilo Hills	Learning Portfolio: Reading Reflections
Wk 10	Apr 8 (Monday) 10:00-11:50 Lab session	Lab session 2 Yimtintsai food Processing Studying scientific factors of food processing related to Yimtintsai food heritage workshops		Lab Manual
	Apr 9 (Tuesday) 18:00-18:50 Reflection & Discussion	Lab reflection Lab report team discussion	Reading 10: Food Processing Lab Report Writing Guide	Lab Reports
Wk 11	Apr 15 (Monday) 10:00-11:50 Team work	Work on the optimized / Revised workshop action plan & handbook		Revised workshop action plan & handbook
	Apr 16 (Tuesday) 18:00-18:50	Lunch hours food heritage workshop Preparation		Display boards and workshop site setting

	Apr 17 (Wednesday) 12:30-14:00 Workshop	Team A1 & A2 Lunch hours heritage workshop for UST staff and students		Learning Portfolio: Lunch hours heritage workshop reflections
	Apr 18 (Thursday) 12:30-14:00 Workshop	Team A3 & B1 Lunch hours heritage workshop for UST staff and students		Learning Portfolio: Lunch hours heritage workshop reflections
	Apr 19 (Friday) 12:30-14:00 Workshop	Team B2 & B3 Lunch hours heritage workshop for UST staff and students		Learning Portfolio: Lunch hours heritage workshop reflections
Wk 12	Apr 29 (Monday) 10:00-11:50 Reflection Team work	Lunch hours food heritage workshop Reflection Website production		
	Apr 30 (Tuesday) 18:00-18:50 Team work	Website production		
Wk 13	May 6 (Monday) 10:00-11:50 Course review Team work	Course wrap up session - How Yimtintsai case is related to the global issues Connect and apply the experiential learning experiences and interdisciplinary knowledge in a real life context		<ul style="list-style-type: none"> Based on the experience students have in this course, together in a class, have student discuss and come up with innovative ideas to address the Sustainable Development Goals.
	May 7 (Tuesday) 18:00-18:50 Team presentation	Website presentation		
Wk 14	May 16 (Thursday) Due date	Due date for Learning Portfolio, Lab report, Heritage website		