专业课课程教学大纲模板

SJQU-QR-JW-033（A0）

**【奢侈品文化(双语)】**

**【Luxury Culture（Bilingual）】**

一、基本信息（必填项）

**课程代码：**【2120118】

**课程学分：**【2】

**面向专业：**【工商管理（奢侈品管理）】

**课程性质：**【系级必修课】

**开课院系：**珠宝学院

**使用教材：**

教材【The Luxury Strategy: Breaking The Rules of Marketing to Build Luxury Brands (dissecting the luxury concept and defining the counter-intuitive rules for luxury marketing), Jean-Noel Kapferer and Vincent Bastien, Sept. 2012 (second edition), Kogan Page Limited, ISBN-13: 978-0749454777 】

参考书目【1、Luxury World: The Past, Present and Future of Luxury Brands by Mark Tungate Narcissism and luxury consumption in digital age by Seong-Yeon Park & Yeu-Jin Kang

2、奢侈品品牌管理（ Luxury Brand Management），Michel Chevalier， Gerald Mazzalovo， Pierre Xiao Lu，2016，格致出版社与上海人民出版社。

3、奢侈品管理概论，赵秀忠、朱明侠、张小琳主编，对外经济贸易大学出版社，2010年8月第1版，高等院校奢侈品管理专业规划教材，北京市高等教育精品教材立项项目。】

**课程网站网址：www.gench.edu.cn**

**先修课程：**【经济学（双语） 2060533    （ 4学分）

管理学（双语）   2120052        （3学分）】

二、课程简介（必填项）

此处概述课程的研究对象及课程在专业中的作用与地位，使学生对该课程有一个总体了解。（300-400字）

《奢侈品文化（英）》课程是上海建桥学院珠宝学院工商管理（奢侈品管理）专业的专业课程。总课时数为32课时。

（一）课程目标

我们培养的学生作为未来的奢侈品品牌管理者和从业者，通过这门课程的学习，希望学生可以了解奢侈品文化的发展历史，以及世界主要奢侈品牌的发展经验，理解整个产业的发展与运作，通过案例学习和实践练习深度了解品牌构建的思路、基本的品牌发展战略。

（二）课程特色与亮点

本课程内容设计基于授课教师多年从业经验以及汇集国内外专家及专业人士的经验与案例积累，介绍国际奢侈品牌管理经验与中国市场有效对接的研究与案例及其教训和经验，为学生提供更系统、也更与行业实践接轨的内容体系和实践操作方法与手段。

教学内容系统、清晰、严谨，逐层递进，结合大量案例和样本，便于学生理解和实践操作；

通过理论与实践、练习、操作相结合，授课与案例讨论相结合，课堂教学与行业实践现场教学相结合，注重实践与练习，培养举一反三、灵活运用的能力，重在应用和实际操作效果。

分享大量第一手的国内外品牌案例和最新国际案例样本资料，开阔学生们的眼界和思路。

根据学生自身特点与兴趣爱好，打造其个性化品牌管理和经营战略，有助于学生创新创业。

三、选课建议（必填项）

此处给出该课程的选课建议，例如适合专业、年级、学习基础要求等建议。

此课程适合本科专业学生在大二第二学期或大三第一学期学习，一般应具备相应的经济学、管理学知识，和一定的分析问题、解决问题的能力。

四、课程与专业毕业要求的关联性（必填项）

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| 专业毕业要求 | 关联 |
| LO11：表达沟通  理解他人的观点和设计要求，并能够清晰流畅的表达自己的设计构思和创意。能在不同场合用书面、口头或图稿形式进行有效的双向设计沟通。 |  |
| LO21：自主学习  能根据自身需要和岗位需求，结合社会背景下，新知识、新技术、新工艺、新材料的发展趋势，确定自己的学习目标，并主动自觉地通过搜集、分析信息、讨论、实践、质疑、创造等方法来实现学习目标。 |  |
| LO31：奢侈品市场营销  熟悉珠宝和奢侈品行市场分析和品牌定位的方法，制定品牌营销的战略和策略；制定完整的营销执行计划，完成营销活动的组织和实施；熟悉品牌和市场定位方法，并基于市场竞争环境进行市场拓展；熟悉主要社交媒体操作，掌握网络营销方法和策略。 | ● |
| LO32：经济分析  能够运用微观经济学的理论分析的部分经济与商业领域的现象；能有意识观察现实生活和社会中的经济现象，梳理合理的经济变量及各变量之间相互关系；能应用经济学理论，定性和定量分析实际经济问题，并预测经济发展趋势。 |  |
| LO33：奢侈品零售管理  熟悉珠宝和奢侈品店铺管理和客户关系管理；熟悉消费者行为分析和市场分析的方法，掌握销售的技能，能够与顾客良好的沟通，达成销售。 |  |
| LO34：财务管理  清楚资金的筹集、投资、运营、分配；掌握财务计划与决策、财务预算与控制；具备一定的财务分析与考核等财务管理基本能力。 |  |
| LO35：项目管理  熟悉项目范围、项目时间、项目成本、项目质量、项目人员管理和业务策划；熟悉项目风险、项目采购。 |  |
| LO36：调查预测能力  熟悉调查方案的策划，调查问卷的设计；掌握常用的资料分析与预测方法；熟悉调查报告的写作。 |  |
| LO37：珠宝能力  掌握设计和审美的基本理论与基本知识；具备设计能力和审美素养；了解珠宝和奢侈品发展历史、基本的珠宝和奢侈品鉴赏和不同风格设计的特点，具备一定的珠宝首饰搭配能力。 |  |
| LO41：尽责抗压  遵守纪律、守信守责；具有耐挫折、抗压力的能力，并能够顺利完成相应地工作学习任务。 |  |
| LO51：协同创新  同工作学习伙伴保持良好的关系，团结互助、齐心协力，做团队或集体中的积极成员；善于从多个维度思考问题，善于利用自己掌握的知识与技能，在设计实践中提出新颖的构思和设想。 |  |
| LO61：信息应用  具备信息素养和运用科技信息技术的能力，并能熟练操作各项办公软件和图像、图形处理软件。 |  |
| LO71：服务关爱  愿意服务他人、服务企业、服务社会；为人热忱，富于爱心，懂得感恩，甘于奉献。 | ● |
| LO81：国际视野  具有外语能力，能够阅读外文专业图书和资料，同时对专业范围中跨文化的设计具有理解能力，有国际竞争与合作的意识。 | ● |

备注：LO=learning outcomes（学习成果）

五、课程目标/课程预期学习成果（必填项）（预期学习成果要可测量/能够证明）

专业能力写到毕业要求层级（二级编码），通用能力写到指标点层级（三级编码），如果是应用型本科试点专业全部写到指标点层级（三级编码）。在“课程目标（细化的预期学习成果）”这列要写清楚指标点（或者毕业要求）在本门课程里面的具体表现，撰写时以适当的行为动词引导。

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| **序号** | **课程预期**  **学习成果** | **课程目标**  **（细化的预期学习成果）** | **教与学方式** | **评价方式** |
| 1 | LO31 | LO311:熟悉珠宝和奢侈品行市场分析和品牌定位的方法，制定品牌营销的战略和策略; | 课堂讲授  案例分析  小组讨论 | 课堂练习  品牌研究报告  课堂展示 |
| 2 | LO71 | LO713:奉献社会：具有服务企业、服务社会的意愿和行为能力。 | 案例分析  小组讨论 |
| 3 | L081 | LO812：对专业范围中跨语言跨文化的内容具有理解能力。 | 案例分析  小组讨论 |

六、课程内容（必填项）

此处分单元列出教学的知识点和能力要求。知识点用布鲁姆认知能力的6种层次： (“**知道”、“理解”、“运用”、“分析”、“综合”、“评价”)**来表达对学生学习要求上的差异。能力要求必须选用合适的行为动词来表达。用文字说明教学的难点所在，**并标明每个单元的理论课时数和实践课时数。**

**Section 1**

Introduction of the seminar (class content) and of the tutor

Definition of the concept of luxury

A history of luxury in Europe

Exercises :

Students’ research about

the Maisons de Champagne

The worldwide luxury car brands

The major luxury hotels companies

The French Haute Couture brands

Individual Homework : some French fashion brands and their respective founder (full name, date of birth and date of death to be provided as well as pictures). Illustrate the findings with a PPt presentation

**Section 2**

Control of the individual homework

The traditional approach of luxury versus a modern one

The role of craftsmanship in the luxury brands promotion

The phenomenon of « affordable luxury »

Student’s research about the « affordable brands » (in fashion and in other product categories)

Contemporary luxury brands

Recent evolutions of luxury

Individual Homework : Research of the name and picture of the creative directors of different European fashion luxury brands. Illustrate the findings with a PPt presentation

**Section 3**

Control of the individual homework

The profesionnal associations promoting the European luxury worldwide

Exercise : looking for some brands belonging to the associations and identifying their identity (the students are kindly invited to look for brand they don’t know yet)

The international promotion done by these professional luxury associations

Video about a recent Cartier exhibition in China (to be commented in class)

Research : find some further exhibitions which have been organized by luxury brands to develop their brand awareness at the international level

Individual Homework : explain the exhibition of Tiffany « Vision and virtuosity » through a PPt presentation

**Section 4**

The luxury brands and their iconic products

Luxury consumption in the BRIC countries : How luxury consumers consume luxury in the world with a focus on Chinese consumers.

A typology of the worldwide luxury consumers

Individual homework : Identify and illustrate 6 iconic products which have not been mentioned in class. Look for these pieces in the advertising campaign of the related brands and illustrate the findings with a PPt presentation

**Section 5**

Presentation of the research about the iconic pieces

Towards a more local Chinese luxury : Study of some Chinese luxury brands which are already developed at an international level

Case study : Shang Xia

Small workshop : in group of 2 students, some different Chinese will have to study one of these brands and present it in front of the class (on a basis of volunteership)

Schedule of the seminar « Culture of luxury »

1: Definition of luxury and historical overview (from the 18th century to the early 1920ies)

2: History of luxury in from the 1920ies till nowadays and its recent evolutions

3: the promotion of the European luxury

4: the Luxury consumers

5: Chinese luxury brands

What is expected from the students

To make this seminar as much enriching as possible, any student has:

• To be attentive (please no use of cellphone in class if not asked by the tutor)

• To be participative:

• You can ask questions about the topics as much as you want; there is no stupid questions, only interested and motivated students

• You are kindly invited to respond to the questions from the tutor

• To actively engage in some in-class research Please arrive on time to every lecture! Learning outcomes for the whole seminar

• To develop a fundamental knowledge about the luxury brands and their historical development (especially the European and the American ones)

• To have a clear understanding of the difference between the « luxury brands » and the « affordable luxury » brands

• To get an insight about the worldwide luxury consumers

• To identify some Chinese luxury brands which start to have an international exposure

The concept of Luxury Definition and historical overview

(First part: from the 18th century till the 60ies)

Purpose of this interactive lecture

• To understand the origins of the luxury brands

• To present a global overview of the luxury brands from Western countries

Introduction

How do you define luxury?

Luxury comes from the latin word Luxus

Which means abundance, excess, being over the usual standards

Some definitions of luxury

Luxury :

1. Something inessential but conducive to pleasure and comfort.

2. Something expensive or hard to obtain.

3. Sumptuous living or surroundings: lives in luxury.

A global definition for luxury brands

Major characteristics

Rarity

Extraordinariness

Symbolism

The worldwide luxury goods market

The Future of Luxury

The worldwide personal luxury goods market

The Maslow Pyramid

A small history of luxury over the ages

One of the first luxuries : the perfumes

The influence of Louis XIV (1643 -1715)

A typical French luxury: the Champagne

Examples of some prestigious

An industry for luxury goods developed in Europe in the 1800s and 1900s (Focus on Western Europe)

Some major luxury brands from the 19th century

The booming of the watchmaking industry in Switzerland in the 19th century

Luxury companies in Germany from the 19th century

The luxury also in the travels

On the French Riviera Hotel Le Meurice, 1835

Application

Can you find some further luxury hotel chains (5) which have 5-star hotels worldwide? Among them, you have to identify at least 3 which are based in Asia

The luxury brands from the 20th century From the 1900 till 1960

The luxury cars

German luxury cars

Other luxury car brands

Many Italian luxury houses will open between the 2 World Wars (1919-1939)

A French specificity in luxury: the Haute Couture

Rules:

• Design made-to-order for private clients, with one or more fittings. The piece will be done only by hand.

• Have a workshop (atelier) in Paris that employs at least 20 people full-time.

• Each season (i.e., twice a year), present a collection to the Paris press, comprising at least 25 runs/exits with outfits for both daytime wear and evening wear.

The Haute Couture today

Other French designers who launched their brand between 1910 and 1960

Some luxury brands which are neither European nor American

七、课内实验名称及基本要求（选填，适用于课内实验）

列出课程实验的名称、学时数、实验类型（演示型、验证型、设计型、综合型）及每个实验的内容简述。

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| 序号 | 实验名称 | 主要内容 | 实验  时数 | 实验类型 | 备注 |
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七、实践环节各阶段名称及基本要求（选填，适用于集中实践、实习、毕业设计等）

列出实践环节各阶段的名称、实践的天数或周数及每个阶段的内容简述。

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| --- | --- | --- | --- | --- |
| 序号 | 各阶段名称 | 实践主要内容 | 天数/周数 | 备注 |
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| 总评构成（X） | 评价方式 | 占比 |
| X1 | 课堂练习 | 30% |
| X2 | 课程品牌文化与战略报告 | 30% |
| X3 | 课堂展示PPT | 40% |

八、评价方式与成绩（必填项）

“1”一般为总结性评价, “X”为过程性评价，“X”的次数一般不少于3次，无论是“1”、还是“X”，都可以是纸笔测试，也可以是表现性评价。与能力本位相适应的课程评价方式，较少采用纸笔测试，较多采用表现性评价。

常用的评价方式有：课堂展示、口头报告、论文、日志、反思、调查报告、个人项目报告、小组项目报告、实验报告、读书报告、作品（选集）、口试、课堂小测验、期终闭卷考、期终开卷考、工作现场评估、自我评估、同辈评估等等。**一般课外扩展阅读的检查评价应该成为“X”中的一部分。**

同一门课程由多个教师共同授课的，由课程组共同讨论决定X的内容、次数及比例。

撰写人：吴璠 系主任审核签名：

审核时间： 2023年2月20日