

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017 /18

Part I Course Overview

Course Title:	Human Rights Literature and Culture
Course Code:	EN6513
Course Duration:	1 semester
Credit Units:	3
Level:	P6
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
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

(A 150-word description about the course)

Through comparative analysis of a range of cultural forms in English--novels, films, photography, testimonials, poetry, drama, etc.--this course will explore the discourse of human rights. Adopting a critical, cross-cultural, and interdisciplinary perspective, we may cover topics such as genocide, imprisonment, refugees, torture, child soldiers, LGBT rights, women and children's rights, the environment, war, violence, poverty, justice, and reconciliation. Applying philosophical and contemporary critical theories (e.g. postcolonial theory and critical race theory), this course will examine human rights narratives through a balance of political-historical contextualization and close reading. Our reading will take us to regions all over the world (Africa, Asia, Middle East, South America, Europe, and North America), with attention to how authors and creative artists have sought to represent collective human rights abuses. Specific contexts may include African American slavery, the Holocaust, the Cambodian and Rwandan genocides, South African apartheid, the war in Afghanistan, the Korean War, Japanese Canadian internment, and more. Students will be asked to write critical essays as well as work in groups to produce a creative project on the topic of human rights.

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.	Analyze the function of literary and cultural texts (novels, films, poetry, drama, photography, etc.) in the field of human rights		X		
2.	Recognize formal elements in literature and other cultural productions, relate them to major genres, theories and ethical issues			X	
3.	Appreciate the formal and aesthetic complexities of human rights texts from a cross-cultural, global perspective		X		
4.	Discuss the contributions of emblematic writers and filmmakers who have distinguished themselves in the field of human rights			X	
5.	Develop and refine critical thinking, written and oral expression, and techniques of textual analysis		X	X	X
6.	Work in groups to produce a creative project on the topic of human rights		X	X	X

* 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	5	6	
	Lectures about key concepts related to the special topic in English Literary Studies	X						
	Assigned reading related to the special topic		X					
	Workshops and discussions related to the special topic in English Literary Studies			X				
	Short critiques and final research paper				X			
	In-class writing activities and group presentations on assigned topics					X	X	

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	6		
Continuous Assessment: 100%								
Critical essays Students will be asked to write short critical/reflective essays on specific topics throughout the semester	X			X	X		40 %	
Class discussions and in-class writing		X					20 %	
Final Group Project Students are required to work in groups to produce a creative human rights project on a topic of their choice			X	X	X	X	40 %	
Examination: ____% (duration: _____, if applicable)								

* 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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Critical Essays	Essay Analysis, Content, Organization, Style, and Grammar	<input type="checkbox"/> The topic is extremely well-presented and analysed; <input type="checkbox"/> All relevant information is excellently covered; <input type="checkbox"/> The purpose of analysing and presenting the material is completely achieved; <input type="checkbox"/> Style and tone are highly appropriate	<input type="checkbox"/> The topic is competently presented and very well analysed; <input type="checkbox"/> The information is sufficiently covered; <input type="checkbox"/> The purpose of analysing and presenting the material is achieved; <input type="checkbox"/> Style and tone are appropriate	<input type="checkbox"/> The topic is adequately presented and is analysed reasonably well; <input type="checkbox"/> Only part of the information is covered; <input type="checkbox"/> The purpose of analysing and presenting the material is partially achieved; <input type="checkbox"/> Style and tone are somewhat appropriate	<input type="checkbox"/> The topic is sketchily presented and analysed inadequately presented; <input type="checkbox"/> Only limited information is included; <input type="checkbox"/> The purpose of analysing and presenting the material is not fully achieved at all; <input type="checkbox"/> Style and tone are inappropriate	<input type="checkbox"/> The topic is highly inadequate in its presentation and is very badly analysed; <input type="checkbox"/> Very limited or inaccurate information is included; <input type="checkbox"/> The purpose of analysing and presenting the material is not achieved in any way; <input type="checkbox"/> Style and tone are completely inappropriate
2. In-class writing and participation	In-class writing and participation	Very active class participation. Student shows consistent evidence of having completed reading assignments, makes frequent and insightful contributions to class	Active class participation. Student shows evidence of having completed reading assignments, makes frequent contributions to class discussions, and participates actively and	Moderately active class participation. Student shows evidence of having completed reading assignments, makes contributions to class discussions, and participates conscientiously in group work	Not very active class participation. Student shows evidence of not always having completed reading assignments, makes infrequent contributions to class discussions, and participates unenthusiastically in group work and peer editing activities.	Poor class participation. Student shows consistent evidence of not having completed reading assignments, makes few or no contributions to class discussions, and participates unenthusiastically in group work and peer editing

		discussions, and participates actively and conscientiously in group work and peer editing activities.	conscientiously in group work and peer editing activities.	and peer editing activities.		activities.
3. Creative Group Project	Creative and Critical Interpretation of a human rights issue	<input type="checkbox"/> The topic is extremely well-presented and analysed; <input type="checkbox"/> All relevant information is excellently covered; <input type="checkbox"/> The purpose of analysing and presenting the material is completely achieved; The project demonstrates a very high level of creativity and successful group collaboration <input type="checkbox"/> Style and tone are highly appropriate	<input type="checkbox"/> The topic is competently presented and very well analysed; <input type="checkbox"/> The information is sufficiently covered; <input type="checkbox"/> The purpose of analysing and presenting the material is achieved; The project demonstrates a good level of creativity and successful group collaboration <input type="checkbox"/> Style and tone are appropriate	<input type="checkbox"/> The topic is adequately presented and is analysed reasonably well; <input type="checkbox"/> Only part of the information is covered; <input type="checkbox"/> The purpose of analysing and presenting the material is partially achieved; The project demonstrates a satisfactory level of creativity and group collaboration <input type="checkbox"/> Style and tone are somewhat appropriate	<input type="checkbox"/> The topic is sketchily presented and analysed inadequately presented; <input type="checkbox"/> Only limited information is included; <input type="checkbox"/> The purpose of analysing and presenting the material is not fully achieved at all; The project demonstrates a very low level of creativity and group collaboration <input type="checkbox"/> Style and tone are inappropriate	<input type="checkbox"/> The topic is highly inadequate in its presentation and is very badly analysed; <input type="checkbox"/> Very limited or inaccurate information is included; <input type="checkbox"/> The purpose of analysing and presenting the material is not achieved in any way; The project demonstrates little to no creativity or evidence of group collaboration <input type="checkbox"/> Style and tone are completely inappropriate

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.)

Human rights, postcolonialism, world literature in English, world cinema in English, autobiography, film, novel, poetry, drama, genocide, refugees, war, atrocity, peace, reconciliation, justice.

2. Recommended Reading List

1	Antjie Krog. <i>Country of My Skull: Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa</i> . 1998.
2	Arendt, Hannah. <i>The Origins of Totalitarianism</i> . 1973.
3	Beah, Ishmael. <i>A Long Way Gone</i> . 2007.
4	Bizot, Francios. <i>The Gate</i> . 2000.
5	Chong, Denise. <i>The Girl in the Picture: The Story of Kim Phuc, the Photograph, and the Vietnam War</i> . 1999.
6	Delisle, Guy. <i>Pyongyang: A Journey in North Korea</i> . 2007.
7	Demick, Barbara. <i>Nothing to Envy: Ordinary Lives in North Korea</i> . 2009.
8	Dorfman, Ariel. <i>Death and the Maiden</i> . 1990.
9	Dorfman, Ariel. <i>Poems from Guantanamo: The Detainees Speak</i> . 2007.
10	Douglass, Frederick. <i>Narrative of the Life of Frederick Douglass, An American Slave Written by Himself</i> . 1845.
11	Hagedorn, Jessica. <i>Dream Jungle</i> . 2003
12	Hatzfeld, Jean. <i>Machete Season</i> . 2005.
13	Hosseini, Kaled. <i>The Kite Runner</i> . 2003.
14	Jelloun, Tahar Ben. <i>This Blinding Absence of Light</i> . 2001.
15	Jensen, Meg, and Margaretta Jolly. <i>We Shall Bear Witness: Life Narratives and Human Rights</i> . 2014.
16	Jian, Ma. <i>The Dark Road</i> . 2013.
17	Kaufman, Moises. <i>The Laramie Project</i> . 2000.
18	Keller, Nora Okja. <i>Comfort Woman</i> . 1998.
19	Khadra, Yasmina. <i>Sirens of Baghdad</i> . 2007.
20	Kogawa, Joy. <i>Obasan</i> . 1981.

21	Levi, Primo. <i>Survival in Auschwitz</i> . 1947.
22	Menchu, Rigoberta. <i>I, Rigoberta Menchu: An Indian Woman in Guatemala</i> . 1984.
23	Nakazawa, Keiji. <i>Barefoot Gen, Vol. 1: A Cartoon Story of Hiroshima</i> . 1987.
24	Nath, Vann. <i>A Cambodian Prison Portrait: One Year in the Khmer Rouge's S-21</i> . 1998.
25	Ondaatje, Michael. <i>Anil's Ghost</i> . 2000.
26	Wiesel, Elie. <i>Night</i> . 2006.

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.	Andrew Clapham. <i>A Very Short Introduction to Human Rights</i> , 2007.
2.	Panh, Rithy. <i>The Elimination: A Survivor of the Khmer Rouge Confronts his Past and the Commandant of the Killing Fields</i> . 2012.
3.	Spiegelman, Art. <i>Maus: A Survivor's Tale: My Father Bleeds History/Here My Troubles Began</i> . 1980.
4.	Eggers, David. <i>What is the What: The Autobiography of Valentino Achak Deng</i> . 2007.

2.2 Additional Readings

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

1.	Slaughter, Joseph. <i>Human Rights, Inc.</i> 2007.
2.	Nixon, Rob. <i>Slow Violence and the Environmentalism of the Poor</i> . 2013.
3.	Arendt, Hannah. <i>On Violence</i> . 1970.
4.	Schaffer, Kay, and Sidonie Smith. <i>Human Rights and Narrated Lives: The Ethics of Recognition</i> . 2004.