

Frist ved HSL-fakultetet: **28. april**, til anne.kjosnes@uit.no

Søknad om midler til studiekvalitetsfremmende tiltak	
Prosjektnavn:	Reading and Human Rights: An Online Reading Initiative
Prosjekteier (institutt, fakultet):	Department of Language and Culture, HSL
Stuedsted:	Tromsø
Prosjektleder:	Cassandra Falke
Prosjektperiode er studieåret 2020/2021	
Søknadssum:	15 August 2020 – 15 June 2021
Bakgrunn	
	<p>This fall, students in ENG 1122: Introduction to Literature and ENG 3192: Literary and Cultural Theory will help build a website about Reading and Human Rights and will contribute to global online reading group rather than contributing to discussions on Canvas. The work that these students have begun with both the website and online discussion group will be picked up in the Spring 2021 by students ENG 3194: Contemporary Fiction: Human Rights Novels. By making substantial contributions to this website in the development stages, ENG 1122 students will refine their research skills and learn more about the ways literature can bring attention to real world problems. By sharing reflections with other readers globally, they will connect with conversations about literature that extend beyond UiT and beyond Norway. Because ENG 3192 students will help refine website material and moderate online discussions, the project will introduce first-year students to masters students with shared interests and thereby facilitate better, quicker integration of first-year. By helping first-year students, master 's students will also become mentors, modeling more advanced academic skills. Although students will, of course, only be required to contribute to the project during their course, I expect many of them to participate during the entire ten months.</p> <p>Many of the most famous works of English literature reckon with human rights issues that remain crucial: violence against women, child labor, and the civilian casualties of war. The website will link individual literary texts to literary and historical resources and to information about ongoing instances of human rights abuses. If students from these three classes only produced content from our pensum texts, then the website would have resources</p>

about: 5 poems, 1 play, 3 short stories, and 6 novels. However, six high-profile scholars from five different countries (Finland, Norway, Nigeria, the US, Belgium) have also already agreed to contribute content about 6 novels of their choice, which will bring the total number of novels on the website to 12. Several of these scholars are at the top of their fields ([Hanna Meretoja](#), [Stef Craps](#), [Greg Forter](#), [James Dawes](#)). Their participation will ensure substantial participation from international students and scholars, buy-in from other scholars who will be invited to contribute later, and a strong standard of web content. Four artists have also agreed to contribute ([Mary Farrell](#), [Karol Jarek](#), [Rebekah Wilkins-Pepiton](#), [Wes Kline](#)). Their photographs, print making, and sound creations will reflect on the project's primary texts and be featured on the website.

The first 5 weeks of the project will be spent creating content about shorter, easier texts. After that, content will be added every 2-4 weeks, gradually becoming more advanced. Beginning September 25th, there will be a once-a-month Zoom event (lecture, discussion, performance, etc) focused on a particular novel, with scholars and students participating. The first of these will be broadcast from UiT during the American Studies Association of Norway (ASANOR) conference. It will feature James Dawes, author of [The Novel of Human Rights](#), and [That the World May Know: Bearing Witness to Atrocity](#). This will also serve as a launch party for the website and reading group. Zoom events will follow monthly until the end of May 2021. Between Zoom events, the online reading group may branch off freely and discuss any relevant texts, but discussions about texts currently being read in class and about the novel to be focused on in that month's Zoom event will be foregrounded. (Novels discussed in Zoom events will be coordinated with course readings whenever possible.) During the ten-month project, there will be other voluntary events. Students and other participants will be asked to post "Booksaps," photos of passages that are meaningful for them underlined in their books or marked up using app-based photo editing. We will also do a "Best Books to Give" challenge tied human rights themes at Christmas time, and before the 2021 summer break, a "Books I Wish I had Read Sooner" challenge.

[A lot of book clubs](#) have started online since the outbreak of the Coronavirus pandemic. On Facebook locally, students and professors have been challenging one another to name books that have been important to them.

	<p>One UK survey found that 45% of university-aged people said they had started reading more during the lockdown. This project builds on the growing culture of online reading groups to connect first-year students in English with an ongoing international conversation about the ethics of reading fiction, as well as with more advanced students at UiT. The project combines several ways being involved: synchronous events on Zoom, asynchronous online discussion via Goodreads.com, and robust web resources that allow participants to engage further in advocacy for human rights and/or analysis of featured texts. In this way, students at different levels of their studies can engage at levels they are comfortable with.</p> <p>This project is designed to take place as a complement to in-person classes, but could also be run entirely online as needed. It relates to <i>ReadRespond</i>, a multi-university project I am proposing to the NFR, and the Reading and Responsibility PhD position already funded by HSL.</p>
Hensikt	
	<ul style="list-style-type: none"> ▪ Connect UiT first year students studying English with masters students in English Literature and English Education ▪ Connect UiT English students (graduate and undergraduate) with a global conversation about responsible global citizenship and literature's role in cultural memory ▪ Inspire first-year and one-year students in English and English Education to read beyond the curriculum ▪ Help students recognize the connection between reading English literature and approaching real world problems ▪ Challenge students to think about their roles as global citizens and (many of them) future teachers through exposure to ethically challenging literature and sophisticated discussion
Mål	
<p><i>Målene formuleres slik at de er spesifikke, målbare, aksepterte, tids- og kostnadseffektive og enkle.</i></p>	<p><u>2020</u></p> <p>15/08 – 18/09: Prepare website content for 5 short stories and poems</p> <p>19/09 – 24/09: Launch website, recruit reading group members at UiT, in Norway and abroad; Launch reading group</p> <p>25/09: Launch party/ First Zoom event featuring James Dawes' keynote speech at the ASANOR conference, "Telling the Truth in Human Rights Fiction"</p> <p>25/09 – 31/12: Three monthly Zoom events, addition of content to website</p> <p>1/11 – 25/11: Booksnaps challenge, linked to Facebook</p>

	<p>1/12 – 25/12: Best Books to Give Human Rights Supporters (FB)</p> <p><u>2021</u></p> <p>1/1 – 15/1: Evaluation and refinement of web-content from fall term; should have substantial and balanced content about 5-10 short stories and poems, 1 play, 4-6 novels; assessment of discussion involvement</p> <p>1/1 – 31/5: Five monthly Zoom events, addition of content to website</p> <p>1/3 – 25/3: Favorite Human Rights Book by a Woman Author (FB: International Women ´s Day March 8)</p> <p>15/4: Guest lecture from participating scholar or author (tbd based on interest)</p> <p>1/5 – 25/5: Human Rights Books I Wish I Had Read Sooner</p> <p>1/6 – 15/6: Evaluation and refinement of web-content from spring term: should have substantial and balanced content about 5-10 short stories and poems, 1 play, 12-15 novels; assessment of discussion involvement; plans to end or continue project</p>
Kriteriegrunnlag og overføringsverdi	
<p><i>Hvilket og på hvilken måte passer prosjektet til kriteriegrunnlaget for studiekvalitets-fremmende tiltak? I hvilken grad og på hvilken måte har prosjektet overføringsverdi til UiT forøvrig?</i></p>	<p>The project is designed with Criteria 1 in mind, but also addresses problems disclosed in Criteria 3. <i>Reading and Human Rights</i> immediately puts first-year students in contact with master ´s-level students and with each other because they will be working together to produce online content. I expect broad participation from UiT students beyond these courses, so the discussion group, in particular, will help first-year students meet people they would likely not have met through their classes in their program. Although first-year students will only be required to make one contribution to the website and moderate one discussion thread, they will be encouraged to remain involved throughout the whole ten-month project. The project thereby provides an opportunity for sustained relationship development rather than a one-time meeting.</p> <p>The knowledge participating students produce in this project will be distributed to students in other departments at UiT and indeed well beyond this university in several ways: through the website and associated online discussions (Goodreads.com), through live-streamed events (Zoom) and seasonal promotional events on Facebook. Information about the website and reading group can be distributed to all HSL staff once or twice a semester to invite participation from other departments.</p>

Forventede resultater	
	<ul style="list-style-type: none"> ▪ A robust website with resources about literature and human rights. This will remain available after the project has finished and will continue to be of use to students in future UiT classes and classes on this topic elsewhere, thereby raising UiT's international visibility. ▪ A network of contributing scholars and students that could lead to further collaboration and mentoring. ▪ An article about the project, which I will write in Fall 2021, probably for <i>Pedagogy: Critical Approaches to Teaching Literature, Language and Composition</i> (Level 1) or <i>Teaching in Higher Education</i> (Level 2)
Budsjett	
<p>Midler skal benyttes til studentretta tiltak. Midler kan ikke benyttes til å dekke ansattes utgifter der studenter ikke deltar. Ubenyttede midler, ikke dokumenterte brukte midler og/eller midler som ikke er brukt i henhold til tildelingen skal tilbakeføres til sentral pott.</p>	<p>Amazon e-gift cards for purchase of book-in-focus each month for artist, scholars and the organizer: 150 per book: 4050</p> <p>Additional Amazon e-gift cards as gift for participating scholars and artists (in lieu of an honorarium): 500 per: 7000</p> <p>Travel and honorarium for guest lecturer April 2021: 12000 (may be less)</p> <p>Buyout to cover extra vikar help for organizer. I will be teaching around 130 students in the fall and vikar help has already been budgeted for that. I expect to need an extra 25% (9.4 hours weekly) help in the fall and an extra 15% help in the spring (5.6 hours weekly): 76000</p> <p>The American Embassy of Norway has provided the funding for Dawes' visit to UiT in September: 12000</p> <p><u>Summary:</u></p> <p>Book purchases: 4050</p> <p>Gift cards: 7000</p> <p>Guest lecturer spring: 12000</p> <p>Vikar: 76000</p> <p>Total: 99050</p>
<p>Lengden på søknaden skal ikke overskride tre A4 sider. (Søknader sendes samlet fra HSL-fakultetet til Seksjon for forskning og utdanningskvalitet i ePhorte, ref. 2020/542)</p>	