

Rapportering om bruk av tildelte midler til studiekvalitetsfremmende tiltak	
Prosjektnavn:	Reading and Human Rights: An Online Reading Initiative
Prosjekteier (institutt, fakultet.):	ISK, HSL
Stuedsted:	Tromsø
Prosjektleder:	Cassandra Falke
Prosjektperiode	Studieåret 2020/2021
Tildelt sum:	95000
Rapporteringsfrist	1.10.2021
Bakgrunn	
	During the pandemic, many instructors assigned online discussions as a substitute for in-class discussion and spontaneous in-person engagement. All forms of writing, online discussion included, help students become more reflective about course content, but students sometimes feel that these are sterile academic exercises. The Reading and Human Rights project moved written and Zoom based discussions from the classroom and into the public sphere by 1)moving assigned online discussions onto Goodreads.com, 2) hosting monthly events with international scholars and readers from around the world to which UiT students contributed, and 3) creating a website. This expanded course-based discussions related to literature, history and human rights beyond the UiT community and beyond academia. It also enforced for UiT students, that discussions about these them are essential for society, not mere assignments.
Hensikt	
	The purpose was to enhance the learning community at UiT during the lockdown by encouraging book discussions involving students at multiple levels and in multiple English programs and also by incorporating international scholars and readers in these discussions. A secondary purpose was to direct attention to literature and human rights, even during the pandemic. A third was to garner visibility for UiT English.
Mål	
<i>Hvilke mål ble satt for prosjektet?</i>	Our original plans included: <ul style="list-style-type: none"> - Creating website content relevant for literature, history and human rights related to 5-10 short stories or poems and 12-15 novels - Hosting 8 monthly Zoom-based book discussions with participation from UiT students and readers around the world - Maintaining an online discussion forum - Connecting UiT student with one another and with a global reading public, specifically engaging first-year students
Tiltak	
<i>Hvilke tiltak og aktiviteter er gjennomført?</i>	The project achieved these goals, as detailed below. <ul style="list-style-type: none"> - We created a website with subsections about 13 novels. Rather than include short stories and poems, we decided to make the novel-focused entries more robust. For each novel, there is 1) a section about the work as a notable literary achievement, written by an internationally-known scholar, 2) a section about the historical events the novel engages, and 3) a section about the ongoing human rights abuses the novel engages. Sections 2) and 3) were written by UiT students.

	<ul style="list-style-type: none"> - We hosted 13 Zoom events. The number of participants varied widely – from 6 to 49. In total, around 120 people participated, from 19 different countries. UiT students participated in every event. In one event, UiT students conversed with a teacher from the UK, university students in Bangladesh, an aspiring author in Sudan, MA students in Egypt, an Egyptian novelist, and American human rights scholar, as well as the Sudanese-Scottish author herself. The discussion turned to people’s motivations for reading and writing literature. The challenges some readers face (scarcity of books, limited access to education, religious persecution) were eye-opening for UiT students. - The online discussion forum was used during the first semester, but abandoned the second. UiT students posted on Goodreads.com in order to fulfill assignments, but only a few continued their involvement on Goodreads.com voluntarily. Some international project participants relied on Goodreads.com for announcements about Zoom events, so we continued to use it for that purpose. By the end of the project, the group on Goodreads.com included 79 members, about half of whom are UiT students or recent graduates, and about half of whom are readers from the rest of the world.
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Resultater	
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<p><i>Har prosjektet oppnådd de målene som fremgikk av søknaden? Hva har prosjektet lyktes med, og hva har prosjektet ikke lyktes med?</i></p>	<p>The project aspired to</p> <ol style="list-style-type: none"> 1 - connect first-year students, BA and MA students to one another and 2 - to connect UiT students to global reading publics, while also 3 – creating a robust online resource for literature and human rights teaching through the joint labor of UiT students and international scholars. <p>The project succeeded somewhat in all three goals, but was most successful with regard to goals two and three.</p> <p>1 - Although there was some participation from first-year students, this was mostly restricted to books they had to read for class. MA students participated more consistently. PhD scholars and staff from other disciplines and recent UiT graduates also participated. So, first-year students engaged advanced UiT students and recent graduates, but this engagement was limited to one or two of the Zoom events and participation in two Goodreads.com discussion boards. Nevertheless, the two events focused on books first-year students read for class were successful. Irving Goh, a prominent young scholar from Singapore, led a discussion of <i>All the Light We Cannot See</i>, which students read in ENG 1122: Introduction to English Literature. Around 30 first-year students participated and 4 MA students, two of whom had written content for the website alongside Goh. Also, Maxine Montgomery, a scholar of African-American literature from Florida State University, led a discussion of Toni Morrison’s novel <i>Home</i>, which was attended by 12 first-year students and 4 MA students. In both cases, other scholars and readers also joined.</p> <p>2- With about 120 participants globally, the project very much succeeded in connecting UiT students to global reading publics. Discussions were led by Nigerian-South African scholars, Sudanese-Scottish authors, Belgian scholars of Syrian literature, American human rights scholars, Australian trauma scholars, Finnish hermeneuticians, Dutch narratologists, African-American scholars, Egyptian translators, and Austrian climate fiction scholars. Generally, some participants joined out of interest in these scholars’ work, some out of interest in the book, and some joined to augment their studies or research. There were typically a good mix of non-academic and academic readers. In follow-up correspondence, scholars consistently expressed their positive impression of UiT students. Three MA-level student workers contributed to the website for several months, one of whom working on the project of the duration. These students grew in confidence and research ability as they</p>
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worked with top scholars to shape the website. They also created a monthly newsletter with links to new website material, information about the scholars featured each month, and the time, date and Zoom link for the monthly events. By the end of the project, over 50 people were keeping in touch with the project via these newsletters. Two BA students completing their internships also contributed to the website. They benefitted from collaborating with scholars and MA students.

3 – The website contains [subsites](#) about the novels featured in our Zoom discussion events, as well as a [list of participating scholars](#) and [general information](#). We also published responses to several of the events, with junior scholars summarizing and responding to events led by more senior scholars. As mentioned above, UiT students produced about 2/3 of the material for each novel-focused subsite, and a professional scholar produced the other 1/3. Students' entries on human rights cover vital issues for contemporary society such as refugee flows, domestic violence, displaced children, disability rights, and climate change, and their entries on history cover everything from the war in Syria to the creation of Bangladesh. With the project, finished, the website remains a valuable resource for teachers, readers, and researchers.

Vurdering og overføringsverdi for andre

I hvilken grad og hvilke erfaringer har dere gjort dere som kan være overførbare til andre fakultet eller UiT forøvrig? Hvordan kan og skal dette formidles til andre fakultet på en god måte? Skal prosjektresultat implementeres som et fast tiltak? Forklar.

The project had participants from 19 countries, including 15 different universities and readers from the general public. It had participants from multiple departments and sections within the humanities, but it did not have participation from other faculties at UiT. It was a cross-disciplinary project in the humanities and social sciences, and the most relevant disciplines are now all part of HSL.

It would be wonderful if this were implemented as a permanent measure, although hours would have to be credited to the academic staff person running it. Since the English literature section is understaffed, this would probably not be possible. Also, if it were to be instated permanently, discussions should be once or twice a semester rather than every month.

Regnskap

Økonomisk rapportering hvor det skal legges frem regnskap for prosjektet som viser hva midlene har blitt benyttet til. Midler skal 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.

Kontoklasse	Navn	Tekst	Summer av Beløp
⊖ Lønnskostnader	⊖ August Hansen		19 807
	⊖ Michael Jupiter		22 943
	⊖ Vilde Nikolaisen		39 796
⊖ Andre driftskostnader	⊖ (tom)	August Hansen har kjøpt en bok i forbindelse med prosjekt reading and human rights.	149
		Bok "The Hungry Tide: A Novel"	159
		Bokkjøp	905
		Bokkjøp v/126890	238
		Bokkjøp v/141718	357
		Death Is Hard Work	129
		Kjøp av bøker v/141718	387
⊖ Driftskostnader	⊖ (tom)	Gavekort til prosjektdeltaker	500
		Gift card for scholar (book discussion)	436
		Giftcards for scholars who did Zoom discussions	1 350
⊖ Tildeling fra LMU	⊖ (tom)	Tildeling fra Læringsmiljøutvalget, EP 2020/542	-95 000
Totalsum			-7 844

Although funding for a vikar was included in the original budget, no vikar was employed to cover any of my teaching responsibilities, so I contribute around 20 hours per month of unpaid labor to the project. Otherwise, the budget covered our needs. We had good administrative support from the economy section.

Lengden på rapporten skal ikke overstige 3 A4 sider.

Rapport oversendes til Seksjon for forsknings- og utdanningskvalitet i ePhorte med referanse 2020/542

Foreligger ikke rapport innen frist, skal midlene tilbakeføres til sentral pott