

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Arts (Honours) in Language Studies
Programme QF Level	: 5
Course Title	: Cultures of Care
Course Code	: CUS3025
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

We live in a world of ever increasing carelessness. How might cultural narratives, including poetry, short fiction, film, games, performance, and emergent media, help us get out of it? This course aims to explore how contemporary cultural texts envision modes of care at a crisis-riven conjuncture. In particular, it anchors the discussion of care in specific situations such as self-care, communal care, healthcare, and environmental care. The course covers a wide range of cultural expression from across different cultures. In doing so, students are invited to discuss how diverse forms and media model care and how care manifests as a socially and culturally situated concept. Students will be introduced to the vibrant world of culture as a fertile site for imagining interdependence amidst the global crisis of care.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Adopt care as an analytic rubric to analyse contemporary cultural texts;
- CILO₂ Understand how care manifests in diverse forms of expression and media;
 and
- CILO₃ Understand care as a socially and culturally rooted set of practices that always
 require contextualization.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● Introduction to the discourse of care. Etymology of care. History of care and carelessness. Care and narratives.	CILO _{1,3}	Lecture, readings, discussion.
● Practices of self-care. Self-help books. Slow culture. Mindfulness and happiness.	CILO _{2,3}	Presentations, readings, discussion.
● Care and community. Cinema of displacement and refugee crises.	CILO _{2,3}	Presentations, readings, discussion.
● Healthcare. Pandemic and epidemic stories. Vulnerability and resilience.	CILO _{2,3}	Data analysis, presentations, readings, discussion.
● Environmental care. Digital games and sustainable future.	CILO _{2,3}	Presentations, readings, discussion.

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Participation Assignments Multiple small-scale exercises in class that check students' understanding of theoretical concepts.	20%	CILO ₁
(b) Discussion Leadership Facilitation of class discussion as a group on a chosen topic on care for 50 mins.	30%	CILO _{2,3}
(c) Final Essay Analytic paper on 1-2 texts covered in the course. (~1,500 words)	50%	CILO _{1,2,3}

5. Required Text(s)

The Care Collective. 2020. *Care Manifesto: The Politics of Interdependence*. Verso.

6. Recommended Readings

Berlant, Lauren. Ed. 2004. *Compassion: The Culture and Politics of an Emotion*. Routledge.

Chang, Alenda. 2019. *Playing Nature: Ecology in Video Games*. Minnesota University Press.

Cheshirko, Boris, Ryan Health, and Chin-chin Yap. Eds. *Human Flow: Stories from the Global Refugee Crisis*. Princeton University Press.

DeFalco, Amelia. 2016. *Imagining Care: Responsibility, Dependency, and Canadian Literature*. University of Toronto Press.

Dowling, Emma. 2022. *The Care Crisis: What Caused It and How Can We End It?* Verso.

Felstiner, John. 2010. *Can Poetry Save the Earth?: A Field Guide to Nature Poems*. Yale University Press.

Ghosh, Amitav. 2017. *The Great Derangement: Climate Change and the Unthinkable*. University of Chicago Press.

Lemon, Narelle. 2021. *Creating a Place for Self-care and Wellbeing in Higher Education: Finding Meaning Across Academia*. Routledge.

Outka, Elizabeth. 2019. *Viral Modernism: The Influenza Pandemic and Interwar Literature*. Columbia University Press.

Thorner, Karen. 2020. *Global Healing: Literature, Advocacy, Care*. Brill.

7. Related Web Resources

Association for the Study of Literature and Environment:

<https://www.asle.org/>

Cultures of Care:

<https://culturesofcare.com/>

The Care Collective:

<https://www.thecarecollective.info/>

8. Related Journals

Arts and Humanities in Higher Education. <https://journals.sagepub.com/home/ahh>

Environmental Humanities. <https://read.dukeupress.edu/environmental-humanities>

Game Studies. <http://gamestudies.org/2202>

Green Letters. <https://www.tandfonline.com/journals/rgrl20>

Interdisciplinary Studies in Literature and Environment. <https://academic.oup.com/isle>

International Journal of Care and Caring.

<https://bristoluniversitypressdigital.com/view/journals/ijcc/ijcc-overview.xml>

International Journal of Integrated Care. <https://www.ijic.org/>

Literature and Medicine. <https://www.press.jhu.edu/journals/literature-and-medicine>

Narrative. <https://ohiostatepress.org/Narrative.html>

New Media & Society. <https://journals.sagepub.com/home/nms>

Performance Research. <https://www.performance-research.org/>

Screen. <https://academic.oup.com/screen>

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

10. Others

Nil

6 October 2023