

**ENGE3360 Special Topics in Creative Writing
(Writing Creatively with Photography)**

Description:

This is a course geared towards the creative practices of writing (in particular, ethnography and autoethnography) alongside photography. As a series of workshops that work with creative prompts, we are interested in exploring the process of creative writing through the disciplines of ethnography, autoethnography and photography. This course encourages students to think critically about themselves in relation to their culture and society. Through an exploration of set readings, students will be able to engage critically and creatively with these discursive approaches. Students must be prepared to work with photographs. At the very least, they must be familiar with using phone cameras.

Learning outcomes:

1. To be familiar with key ideas in ethnographic, autoethnographic and photography research.
2. To be able to critically assess works of ethnography, autoethnography and their engagements with self, society and culture.
3. To explore personal, social, cultural and urban spaces of Hong Kong and elsewhere.
4. To understand writing and photography as intertwined aspects of textuality.
5. To understand how creative processes both create and constitute research.

Task nature	Description	Weight
Workshop discussion participation	Based on quality of ideas and frequency of participation	10%
Class Presentation	A rough plan for your portfolio of writing and photography (2-3 pages)	30%
Portfolio	Approx. 8-12 pages, font size 12, double-spaced essay (developed from presentation)	60%

Professor/Lecturer/Instructor:

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Things to note:

If you have questions or if you wish to set up individual/group consultations, I prefer to be first contacted by e-mail.

Please read carefully the information regarding academic honesty on the following website: <http://www.cuhk.edu.hk/policy/academichonesty/>.

Your final submission should partly reflect a steady accretion of ideas discussed in class; it should also draw from the various in-class tasks you've participated in. Hence, please understand that given the workshop format, the success of the course depends on your willingness to contribute and participate actively in class. This course focuses on experiential learning and what you learn from the course partly depends on the goals you've set for yourselves in relation to your projects and presentations.

Workshops	Order of Texts/Topics/Activities
Week 1	Course briefing on key ideas, assignments, workshop format of the course. Clifford Geertz's "Thick Description". Note: You should start thinking about possible projects you might want to work on as the course progresses.
Week 2	<u>Autoethnography</u> as a form of research. Leon Anderson's "Analytic Autoethnography" Arthur Bochner and Carolyn Ellis's <i>Evocative Autoethnography</i>
Week 3	Writing prompts for ethnography / autoethnography
Week 4	Examples of projects involving ethnography / autoethnography
Week 5	My "Hong Kong as Creative Practice" project Tim Cresswell's "Maxwell Street" project
Week 6	Hong Kong, Lived Experience and Late Modernity Georg Simmel's "Metropolis and Mental Life"
Week 7	Literary Approaches to Photography: On Photography (Roland Barthes, John Berger and Susan Sontag). Followed by tasks that draw attention to the influence of photography on everyday life.
Week 8	Street Photography: From Henri Cartier-Bresson to Daido Moriyama.
Week 9	Presentations: What do your photographs/writings tell us about yourselves and/or Hong Kong? What is Hong Kong culture as can be seen from the photographs? What are some ideas here that you will explore further in your term papers?
Week 10	Presentations: What do your photographs/writings tell us about yourselves and/or Hong Kong? What is Hong Kong culture as can be seen from the photographs? What are some ideas here that you will explore further in your term papers?
Week 11	Presentations: What do your photographs/writings tell us about yourselves and/or Hong Kong? What is Hong Kong culture as can be seen from the photographs? What are some ideas here that you will explore further in your term papers?
Week 12	Sarah Pink on visual and sensory ethnography
Week 13	<u>Conclusion:</u> Implications of ethnography, autoethnography and street photography for selfhood, identity construction and cultural knowledge

Readings:

Clifford Geertz. "Thick Description: Toward an Interpretive Theory of Culture".

Leon Anderson. "Analytic Autoethnography". *Journal of Contemporary Ethnography* 35 (4): 373-395.

Roland Barthes. Selected sections from *Camera Lucida*.

Sontag, Susan. Selected sections from *On Photography*.

John Berger. Selected sections from "Understanding a Photograph".

Sarah Pink. Selected sections from *Doing Visual Ethnography*.

Sarah Pink. Selected sections from *Doing Sensory Ethnography*.

Arthur P. Bochner and Carol Ellis. Selected sections from *Evocative Autoethnography*.

GRADE DESCRIPTORS

Grade A / Excellent : Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good : Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Adequate (Plus): VERY ADEQUATE performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Adequate: ADEQUATE performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Adequate (Minus): SOMEWHAT ADEQUATE performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D / Pass : BARELY SATISFACTORY performance on a A FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D- / Pass (Minus): ALMOST BARELY SATISFACTORY performance on VERY FEW learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure : Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.