The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>ENGL1B04</th>
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<tbody>
<tr>
<td>Subject Title</td>
<td>Language and Society in Europe</td>
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<tr>
<td>Credit Value</td>
<td>3</td>
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<tr>
<td>Level</td>
<td>1</td>
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<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>None</td>
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</table>

Cluster Area
Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way:
- [ ] Human Nature, Relations and Development
- [x] Community, Organization and Globalisation
- [ ] History, Cultures and World Views
- [ ] Science, Technology and Environment

Requirements intended to fulfil
- [ ] China-Study Requirement (CSR) - More than 60% CSR-related content
- [x] Eligible for “English Writing” (EW) designation - include an extensive piece of writing (2,500 words) AND “English Reading” (ER) designation - include a reading of an extensive text (100,000 words or 200 pages)
- [ ] Eligible for “Chinese Writing” (CW) designation - include an extensive piece of writing (3,000 characters) AND “Chinese Reading” (CR) designation - include a reading of an extensive text (100,000 characters or 200 pages)
- [ ] Others

Medium of Instruction
Please check the appropriate box:
- [x] English
- [ ] Cantonese
- [ ] Putonghua
- [ ] Others (Please specify: _____)

Objectives
The subject is designed to:
1. develop and detail students’ awareness of the diverse identities and cultures found in Europe;
2. expand students’ comparative cultural understanding of the languages, media, literatures and cinema of selected European countries
3. extend students’ critical reading skills through a variety of reading assignments selected from the areas of linguistics, media, history, literature, film and music;
4. enhance students’ ability to apply academic theories to analysing peoples, societies and events in Europe
5. cultivate students’ comparative cultural appreciation of the issues, events involved in historical, media and cultural events in this region
<table>
<thead>
<tr>
<th>Intended Learning Outcomes (Note 1)</th>
<th>Upon completion of the subject, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>(a) demonstrate an understanding of the relations between languages and societies</td>
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<tr>
<td></td>
<td>(b) appreciate and culturally compare identities and societies, as seen in the language, literature and media of selected European countries with which Hong Kong and China have commercial relations;</td>
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<td></td>
<td>(c) understand a variety of academic theoretical approaches to analysing languages and societies</td>
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<tr>
<td></td>
<td>(d) apply these analytically to a diverse range of cultural texts and events in Europe</td>
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<tr>
<td></td>
<td>(e) develop their ability to appreciate, as well as reflect on, the linguistic and social issues and the cultural interest of selected European societies with which Hong Kong and China interact commercially</td>
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</table>

The learning outcomes stated above relate to the three essential features of GUR subjects as follows:

(a) Literacy: this subject requires extensive reading and writing assignments. The material indicated for discussion includes academic texts but also semiotic artifacts such as media texts and movies in which images, editing, and soundtrack, offer a broad, multisemiotic approach to literacy. Students are required to understand and interpret a variety of texts (verbal and visual) produced in different contexts.

(b) Higher order thinking: Students will be exposed to a variety of texts produced and consumed in different contexts about and from Europe, and will be expected to establish relations and interpret events from different popular, national and theoretical perspectives such as linguistics, literature, cinema, music, the media and history. Students should be able to identify and analyse several ways in which language and media interact in representing events, peoples, social realities.

(c) Skills for life-long learning: Understanding and interpreting social and cultural events is a life-long learning skill which can be applied in all professional areas. The tools for cultural literacy this is subject teaches will remain useful when students encounter, and must read other identities and social realities they encounter, and as Hong Kong and China extend their global interactions over the next century. Skills include:

- sensitivity to the dialectical character of the social and linguistic components of identities
- capacity to gain formal academic, historical and literary cultural content of a different society
- ability to apply critical and theoretical approaches to similar content
- awareness and appreciation of the informal content of culture especially as expressed in media and cinema

| Subject Synopsis/Indicative Syllabus (Note 2) | This subject offers students both a cultural appreciation and a critical understanding of the relation between language, identity and society in Europe. It focuses on cultural, media and historical texts from several European countries with which Hong Kong and China have commercial relations. Consideration is given to tensions between different forces competing for influence in areas like politics, the media and economics, areas where language and culture are both a site and a means of dispute. |
Selected countries: Russia, Poland, Hungary, the Balkans

The following topics will be covered:

- languages, identities and societies in Europe
- theoretical approaches to defining Europe
- example: Germany in historical texts
- academic perspectives on identity and culture
- example: Europe in media texts
- academic theories of community
- example: France in literature
- reading multisemiotic texts
- example: Italy in film
- The Fall of the Wall, and its representation in various cultural texts
- example: the Yugoslav breakup in media and film
- example: Russia in media and film
- example: music and nationalism

**Teaching/Learning Methodology**

(Nota 3)

Interactive lectures; seminars and group discussions; reading assignments; analysis of texts.

**Assessment Methods in Alignment with Intended Learning Outcomes**

(Nota 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Text analyses</td>
<td>60%</td>
<td>x x x x x x</td>
</tr>
<tr>
<td>2. Final paper</td>
<td>40%</td>
<td>x x x x x x</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Note 1: there are two book reports at 30% each. The task requires students to select for one specific theme (from a possible list of several), and then to identify and synthesise relevant material taken from all required reading texts.

Note 2: the student will write a final paper, based on a list of 25 or 30 suggested topics. Students must use a theoretical perspective covered in class and apply it to a historical, media, film or cultural text treated in the class. Students with their own interests and ideas can discuss these with the teacher and have them approved.

**Student Study Effort Expected**

Class contact:
- Lecture                         26 Hrs.
- Seminar                         13 Hrs.

Other student study effort:
- Preparation for seminars and lectures 28 Hrs.
- Preparation for assignments      52 Hrs.

Total student study effort        119 Hrs.

**Reading List and References**

This subject should have an ER and an EW designation.

**Required reading**


Films viewed in this subject (short clips):
Dr. Strangelove (Kubrik 1964)
Outside Time (Kleinert 1995)
The Return (Andrey Zvyagintsev, 2003)
Girl on the Bridge (Leconte 1999)
Paper Soldier (Aleksei German, 2008)
Sexmission (Juliusz Machulski, 1984)
Unbearable Lightness of Being (Phillip Kaufman, 1988)
Behind Enemy Lines (John Moore, 2001)
No Man’s Land (Branco Djuric, 2002)
Welcome to Sarajevo (Michael Winterbottom, 1997)
Cabaret Balkan (Goran Paskaljevic, 1998)

Further reading.


Filmer, Alice Ashton. "Bilingual Belonging and the Whiteness of (Standard) EnglishEs."


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**Note 1: Intended Learning Outcomes**

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.
Note 2: Subject Synopsis/Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.