



FACULTY OF ARTS
Department Of English

COURSE OUTLINE

ENGL 251: Literature and Society – Representations of the Other in Literature
Fall 2021

Asynchronous Lectures: in D2L
Synchronous Tutorial: W 12-12:50 via Zoom

Instructor	Hebe Tocci Marin
Email:	hebe.toccimarin@ucalgary.ca
Email policy:	I will only reply to emails from the @ucalgary.ca domain. I check my email during business hours and I will reply in two business days.
Web Page:	https://d2l.ucalgary.ca/d2l/home/400010 (access via MyUofC portal)
Office Hours:	W 10:00-11:00, via Zoom. If you can't make it to the scheduled office hours, I'm glad to set an individual appointment. When contacting me about it, please include in your email time slots that would work for you.
Class Dates/Times:	Classes will be delivered through a hybrid format: recorded lectures will be provided in the beginning of every week, and students are expected to attend the weekly Zoom session on W 12-12:50.

Course description:

“... abnormality is the other of the norm, deviation the other of law-abiding, illness the other of health, barbarity the other of civilization, animal the other of the human, woman the other of man, stranger the other the native, enemy the other of friend, ‘them’ the other of ‘us’, insanity the other of reason, foreigner the other of state subject, lay public the other of the expert.”
- Zygmunt Bauman, *Modernity and Ambivalence* (1921)

Have you ever felt like you didn't belong in a certain place or situation? Have you ever labelled someone or been labelled as “different”? But what does “different” even mean? With these questions in mind, this course will explore representations of Otherness in various literary forms focusing on issues related to race, social class, and gender and sexuality. One of our goals is to think and write critically about how authors from different periods and regions represent the experience of Othering. We will also reflect about how we make meaning from various textual forms – What tools and strategies do you already know? How can you explore different perspectives in your readings? - as well as the role of literature within conversations about social issues – How can literature impact our understanding of “community”?

This course is a combination of lectures, workshops, debates, and other practical components that will allow you to develop a range of essential skills: from analytical thinking to proper quoting, styling, and formatting.

Course learning outcomes:

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

1. Demonstrate intermediate-level knowledge of different literary forms and critical terms;
2. Understand and interpret literary texts in relation to their historical and cultural contexts;
3. Write a convincing academic paper using the conventions of English as an academic discipline;
4. Adequately format and style an academic paper, including appropriate quoting and citing;
5. Use library resources;
6. Express their critical thoughts about a literary text as well as engage in meaningful dialogues and discussions about literature.

Texts and readings:

All readings listed are a requirement and will be included in the assignments. Students are expected to have done all required readings and watched lectures before coming to the live session. Students are also expected to be prepared to participate actively and appropriately in class discussions and in in-class exercises.

- Agha Shahid Ali's "Land"
- Dionne Brand's "verso 2.2-2.4"
- Kate Chopin's "Desiree's Baby"
- F. Scott Fitzgerald's "Bernice Bobs Her Hair"
- Hiromi Goto's "Stinky Girl"
- Nathaniel Hawthorne's "The Birth-Mark"
- Langston Hughes' *Mulatto*
- Sonnet L'Abbe's "CXIV"
- Doris Lessing's "The Anthep"
- Katherine Mansfield "Doll's House"
- Lee Maracle's "Arrest this Memory"
- Nnedi Okorafor's "Africanfuturist 419"
- Trish Salah's "SUBCLINICAL ROUTINE #11, OR "THE TRUE STORY OF A MIRACULOUS TRANSFORMATION" and "Croesus, at least in name"
- Melissa Scott's *Trouble and her Friends*

Except for the novel *Trouble and Her Friends*, links or pdfs to all the other texts will be posted in D2L. The novel can be acquired through the Ucalgary bookstore, Amazon, or any bookstore of your preference. Consider getting it from local and independent bookstores. You may also use the e-book edition.

Any complementary and optional readings will also be provided.

Assessments and Evaluation:

- Weekly tutorial activity (20%)

In ten out of the fourteen weeks of the course, students will receive instructions for activities that allow them to demonstrate their level of engagement with course readings as well as to practice target skills. The instructions will be presented during tutorial and will not be available later. Activities may include group debates and short 150-word posts. These activities will be developed and submitted during tutorial. Note that these activities are timed to coincide with the class reading schedule so no make-up tasks will be administered unless you must miss tutorial due to strenuous circumstances. If you must miss tutorial, contact the instructor as soon as possible and preferably before the class. These activities will be assessed as credit/no credit assignments. A submitted activity must meet all its guidelines (adequate topic, stick to word limit, etc) to be considered a credit. Grades for this component will be allocated based on the following scheme:

10/10 activities submitted = A

9/10 activities submitted = B+

8/10 activities submitted = B

7/10 activities submitted = C+

6/10 activities submitted = C

5/10 activities submitted = D

4 or less/10 activities submitted = F

Students must complete at least 50% (five) of these activities in order to pass the course.

- Quizzes: 3 x 5% (15%)

The three multiple-choice quizzes will be available in D2L. They will be open for three days (W to F) during which you can take them at your best convenience. Once started, you have 60 minutes to complete each quiz.

- Close-reading paper (20%)

You can write this assignment on any of the texts read prior to the due date. You will choose one text and you must present a clear thesis statement about it, supported by textual evidence. You must include at least three meaningful quotations. This paper must use a close-reading based interpretive approach in order to generate an argument about a text. You are only allowed to quote the text itself. This 1000-word paper will be submitted as a .pdf or .docx in the appropriate dropbox in D2L by 11:59 pm of the due date. A rubric will be provided. You must submit this activity in order to pass the course.

- Comparative paper (25%)

You will choose two texts with different forms each (a short story and a poem, or a play and a novel, for example) and you will compare or contrast relevant thematic and structural elements. You cannot write about the same text you used for your first paper. You must analyse how similarly or differently both texts present a common topic and you should also engage with the different nuances each text's approach might have. You must include at least two meaningful

quotations of each text. You are only allowed to quote the texts themselves. This 1000-word paper must be submitted as a .pdf or .docx in the appropriate dropbox in D2L by 11:59 pm of the due date. A rubric will be provided. You must submit this activity in order to pass the course.

- Final exam (20%)

A registrar-scheduled cumulative exam. Students must be available for examinations during the entire Examination Period December 13-Dec 22.

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→ Note that you must submit 50% of the tutorial activities, as well as both papers, besides completing the final exam to pass the course.

→ D2L dropboxes for both papers are always open since the beginning of the course and will close during the examination period. I will open dropboxes for tutorial activities when and if necessary.

→ Late papers handed in after the submission deadline will face a penalty deduction of a third of a grade per business day (from B+ to B, etc). Submissions will not be accepted after 7 days past a submission deadline. This does not apply to tutorial activities. Tutorial activities will be assessed as no credit if submitted after the deadline.

→ Students must be available for examinations up to the last day of the examination period (Dec 11-22).

→ There are no extra-credit assignments in this course.

→ All assignments must adhere to MLA style guidelines (most recent edition).

→ No extensions will be granted for course work except in cases of illness or personal distress.

Learning technology requirements:

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone

Guidelines for Zoom Sessions:

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students

registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the **Code of Conduct**). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g **Student Non-Academic Misconduct Policy**). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

Zoom class sessions will not be recorded and cannot be recorded without the instructor's prior knowledge and consent.

Grading System:

Explanation of how you arrive at final grades: whether you use the 4-point system entirely or a combination of percentages and letter grades. If, the latter, please note that the department has now standardized the percentage conversion scale.

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

- Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
 - Or, for graduate courses: please refer to the Graduate Grading System at the following link: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html>
- There is no D- grade.

Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the [University Calendar](#) and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students:

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing support:

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

Academic regulations and schedules

Student Academic Accommodations:

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca
Website: <http://arts.ucalgary.ca/undergraduate>

Instructor's Intellectual Property

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual violence policy:

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other important information:

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

Universal Student Ratings of Instruction (USRI):

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.