



**FACULTY OF ARTS  
Department Of English**

**COURSE OUTLINE  
ENGLISH 251-L04: LITERATURE AND SOCIETY  
Spring 2022  
T/Th, 9:00-11:45 a.m. Rm. T1 140/148**

<b>Instructor</b>	Dr. Katherine Zelinsky
<b>Email:</b> zelinsky@ucalgary.ca	<b>Please email me only when necessary. I will not respond to emails that contain questions about the assignments or course expectations that I have addressed in class or in group emails. Note that all course communications must occur through your @ucalgary email. I will not respond to emails after 5:00 or on weekends.</b>
<b>Web Page:</b>	N/A
<b>Office Hours:</b>	Thursdays 1:30- 2:30, by zoom

**Course description:**

This section of “Literature and Society” will explore representations of gender, sexuality, race/ethnicity, and social class in selected literary works. We will look at the ways in which writers incorporate these identities into the fabric of the texts’ structural, characterological, and thematic elements. We will also examine how these representations provide insights into and commentaries on the social, cultural, and historical contexts of the readings. There is no prerequisite for the course.

**Course learning outcomes:**

This course is designed to help students to:

1. Develop and refine their ability to read literary texts closely, with attention to language, patterns, and details;
2. Understand and interpret literary texts in relation to their historical and cultural contexts;
3. Sharpen their ability to read and think about texts critically;
4. Write a convincing academic paper using the conventions of English as an academic discipline;
5. Engage in meaningful conversations about literature and work collaboratively with peers.

**Texts and readings:**

I have posted a Leganto Reading List on D2L. Click “My Tools” and you’ll see Reading List (Leganto); you will find the list of readings and links to the texts. **Short stories:** Kate Chopin’s “The Story of an Hour,” Alice Munro’s “Boys and Girls,” Katherine Mansfield’s “The Garden

Party," Liliana Heker's "The Stolen Party," Lee Maracle's "Charlie," Chimamanda Adichie's "The Arrangers of Marriage," and Kristen Roupenian's "Cat Person." **Poems:** Li-Young Lee's "Persimmons," Chen Chen's "First Light," Reginald Dwayne Betts's "When I Think of Tamir Rice While Driving," and Mohja Kahf's "My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears." **Critical Essay:** Patricia Hill Collins's "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection"

### **Learning technology requirements:**

Students will need to have access to a laptop computer for this course.

### **Assignments and Evaluation:**

Analytical/Close Reading Essay (25%), Due May 27, 1:00 p.m.

Analytical/Research Essay (25%), Due June 11, 1:00 p.m.

Group Presentation (25%), June 14 and 16, (one-page summary due June 16, 1:00 p.m.)

Registrar-Scheduled Final Exam (25%), TBA

#### Analytical/Close Reading Essay (25%)

For this paper, you will be required to provide a close, detailed, and well-supported analysis of some aspect of one of the course readings discussed in class. You will be asked to connect your analysis to one or two of the following categories: gender, race/ethnicity, social class, sexuality. I will provide you, in advance, with a selection of essay topics. The required length for this paper is 1200 words, or approximately 4 double-spaced pages. You will be expected to use the most recent MLA format (9<sup>th</sup> edition). You will be assessed on your ability to read the text that you select closely and perceptively, to organize your ideas around a central argument, and to provide sufficient textual support for your analysis. Your paper will also be assessed for grammar, sentence structure, spelling, word choice, paragraphing, and overall organization/structure. **You are not allowed to consult secondary sources (articles, blogs, reviews, books, or other works that analyze or comment on your primary text (the short story or poem that you have chosen). This assignment must be submitted to the dropbox by 1:00 p.m. on Friday, May 27.**

#### Analytical/Close Reading + Research Essay (25%)

For this paper, you will again provide a close, detailed analysis of some aspect of one of the course works discussed in class. You must connect your discussion to one or two of the following categories: gender, race/ethnicity, social class, sexuality. I will provide you with a selection of essay topics. **You must choose a different short story or poem than the one that you chose for your first paper.** The required length for this paper is 1200-1300 words. Your paper must be double-spaced and you will be expected to use MLA formatting (9<sup>th</sup> edition). In addition to providing a close reading and analysis, you will be asked to incorporate some aspect, relevant to your argument, of one literary critic's analysis of the same text. There are various ways to engage with a literary critic; however, for this paper, consider including a very brief summation of their central argument and show how it supports or differs (or both) in some way from your own reading of the text. Refer to the critic (**the secondary source**) sparingly; remember that you are the primary reader. Your critical work must be from a

scholarly source, such as a peer-reviewed academic journal, an article in a collection of essays, or a chapter from a book. You will be assessed for the clarity and strength of your analysis, word choice, grammar, sentence structure, spelling, paragraphing, and overall organization/structure. **This assignment must be submitted to the dropbox by 1:00 p.m. on Saturday, June 11.**

#### Group Presentation (25%)

For this project, you will be required to choose one reading that we have discussed and focus your analysis on a **minor detail**. Some examples are a minor, incidental item or image that you see as significant (for example, a keyhole, hens, an apron, a colour, an odour, a food item, a body part, a gesture or a place); a very minor character who is mentioned only briefly and without apparent relevance to the text's central plot or themes; or a couple of sentences or lines. You must have a clear, focused argument based on a close analysis of the detail, its significance to the text, and its relation to one of the identity categories listed in the essay assignments. There will be 3 students per group, and each group will submit to the dropbox a double-spaced one-page overview of their presentation by 1:00 p.m., June 16. **Presentations must be between 8-9 minutes in length. This is not a research assignment, so DO NOT consult secondary sources. Students in each group will be assigned a common grade, except in circumstances when group members do not contribute equally to the planning and one-page write-up of the presentation. Students' choice of detail must be approved by me well in advance of your presentation date. If you choose to discuss a detail from a text on which you have written or plan to write on, the detail must be one that you did not discuss in your first paper or plan to discuss in your second paper.**

#### Final Exam (25%)—Open Book

There will be a registrar-scheduled final exam for this course. It will consist of 20 multiple choice questions (worth 40%) and a short essay (60%).

**Students must be available for examinations during the examination period, June 20-23, 2022.**

Assignments submitted after the deadline will be penalized with the loss of a third of a grade (e.g., an A- to B+) for each calendar day (not class meeting) that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

All assignments must be completed in order to qualify for a passing grade. **There are no opportunities for extra credit in this course.**

#### **Conduct:**

Students, employees, and academic staff are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and

Non-Academic Misconduct policy and procedures, which can be found at:  
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Policy on use of electronic devices:**

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's [Internet and email use policy](#). Electronic devices are not permitted during the Final Examination.

**Grading System:**

The following grading system will be used in this course. I will use a combination of percentages and letter grades.

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>

There is no D- grade. Students must reach the minimum percentage threshold for the grade Range to receive that letter grade. For example, to receive an A-, a student must have Surpassed the minimum threshold of 80.00% in the course.

**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](mailto: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](mailto: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](mailto: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/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-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.