



DEPARTMENT OF ENGLISH

FACULTY OF ARTS

Spring 2023

ENGL 251 L01

Literature and Society: Introduction to Sports Literature and the Body

COURSE DAY/TIME	M/W 9:00 – 11:45AM
ROOM	ST127
INSTRUCTOR	Hannah Anderson
EMAIL	hannah.anderson@ucalgary.ca
WEBPAGE	D2L (access via MyUofC portal)
OFFICE HOURS	SS 1033, M 12:00-1:00PM or by appointment

Email Policy: All course communications must occur through UCalgary email accounts. I am happy to respond to specific questions within 2 business days. I will not summarize lectures or restate information that is already included in the course outline.

COURSE DESCRIPTION:

As we move towards Paris 2024 and the culmination of the current Olympic quad – the four year period leading into the Olympic Games – it is a key moment to consider how representations of athletics contributes not only to societal perceptions of sport, but our assumptions about who belongs in sport. This course will examine these relationships, and help you develop your skills in close reading and critical writing.

Because sports literature is a genre that has historically been constructed to exclude female identifying, Black, Indigenous, and queer bodies, and to position these bodies as threatening, non-existent, or mere interlopers in a white straight societal space, this course will engage with both standard examples of sports literature and literature that engages with BIPOC bodies as sites of resistance. In addition to discussing standard and popular narratives around sports in society, we will also unpack the ways that these texts represent sport and the body, and, where possible, the methods through which athletes approach sports literature.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Students will be responsible for course readings (to be completed prior to scheduled discussion), engagement with course materials in class, active participation and listening, and meeting academic

standards for writing and research. Students are expected to engage thoughtfully and respectfully with the texts and with their peers.

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

- Understand and interpret literary texts, including those outside the Western colonial context.
- Identify common themes across these texts – while acknowledging specificities in cultural context – and begin applying theoretical readings to primary texts.
- Write a convincing academic paper using the conventions of English as an academic discipline.
- Write clearly and respectfully about sport in Indigenous and BIPOC contexts.
- Engage in meaningful conversations about literature with peers.
- Speak broadly to issues of isolation, sports heroes, underdogs, and physicality in these texts.
- Consider their own positionality in the ways in which they engage with texts.

DISCLOSURE STATEMENT

Due to the nature of the class, some of the texts will require discussion of difficult issues related to mental health, sex, gender, and Indigeneity in particular, in addition to issues of systemic violence and oppression. These issues are difficult ones, but deeply necessary to fully understanding the cultural background and work of sports literature in an Indigenous and BIPOC context. Students who are having issues with such material are encouraged to come and speak to me in office hours. Members of the class will be approaching these issues from different backgrounds and experiences, and it is expected that we engage in class discussions with patience and respect.

REQUIRED TEXTS

Abdou, Angie. *The Bone Cage*. Edmonton, NeWest Press, 2007.

Buma, Michael. *Refereeing Identity: The Cultural Work of Canadian Hockey Novels*. McGill-Queen's University Press, 2014.

Diaz, Natalie. *Bodies Built For Game*. University of Nebraska Press, 2019.

Diaz, Natalie. *Postcolonial Love Poem*. Graywolf Press, 2020.

Ukazu, Ngozi. *Check Please! #1: Hockey*. First Second, 2018.

Robinson, Eden. *Monkey Beach*. Vintage Canada, 2000.

Additional readings, including texts by Allan Downey, Janice Forsyth, Dawn Heinecken, LeAnne Howe, Mary Kane, C. Richard King, Joli Sandoz, and Erin Whiteside, will be made available on D2L or through the U of C Library.

Refereeing Identity and *Bodies Built For Game* will be available through D2L.

COURSE ASSIGNMENTS

Engagement – 10%

Due to the collaborative nature of this course, engagement in both the materials and discussion is incredibly important. Students are expected to attend lectures regularly and participate in class discussion. Evidence of active and substantial engagement in this course will include: making comments that consistently demonstrate careful thought and creative analysis, listening actively, and responding thoughtfully to your peers. Coming to our sessions fully prepared with specific questions and ideas to share during each class is vital to succeed in this component. Engagement will be assessed through attendance, thoughtful contribution to discussions, and reading quizzes.

Participation (4%)

This component will be assessed through comments made in class, as well as participation in group discussion and attendance.

Reading Quizzes (6%)

There will be four reading quizzes given in class, assigned randomly throughout the semester. The lowest grade overall will be dropped.

If students miss a class session that is included as a component of engagement, and wish to receive credit for that day's work, they must contact the instructor within 24 hours to discuss options to make up that component.

Text Reflections – 30% (3x10%)

Over the course of the semester, students will submit brief reflections of 300-500 words on three of the main texts, discussing the elements that stood out to them and connecting the text to their own positionality. The best reflections will also consider the relationships with other primary texts. The deadlines of these reflections will vary according to the chosen texts, but all reflections will be due before 6PM on D2L, prior to the first in-class discussion on the chosen text.

Presentation – 15%

There are two option tracks for this presentation – mainstream and research. Both mainstream and research presentations must indicate the relationship between the topic and the course theory and practice; demonstrate care and attention to the topic; include one to two discussion questions for the consideration of peers; and include proper citations of research along with a Works Cited page.

Mainstream:

- This presentation will focus on an athlete of the student's choice
- The presentation should include:
 - A brief biography of the athlete in question
 - A discussion of their sport or discipline
 - An explanation of the way the media has framed or constructed these athletes

- An explanation of the way these athletes represent themselves to spectators and media
- The best presentations will connect these elements to the theory and practice of the course as a whole

Research:

- This presentation will focus on the research the student intends to focus on for their final paper, and should be a preliminary engagement with – or extension of – the intended proposal.
- The presentation should include:
 - The proposed topic
 - Rationale for the research in question
 - At least two research questions their research seeks to answer or respond to
 - A preliminary discussion of sources your work is in conversation with
 - A preliminary thesis statement

These presentations will be 5 to 10 minutes each, to be pre-recorded in either visual or audio format, and uploaded to D2L along with the Works Cited page and any relevant supporting material. If you are interested in presenting your work during class itself, please reach out to me in office hours.

In addition to the above elements, presentations will be graded on engagement, clarity, and thoughtful connection to the context of the class.

A sign-up sheet for the week of presentations will be made available on D2L, and it is expected that students will abide by the deadline they sign up for.

Final Paper – 25%

Building off the paper proposal and annotated bibliography assignment, the final assignment will be a traditional research paper – **with a clear and debatable argument** – of 1500-2000 words analyzing a piece of sports literature, incorporating the themes and theories from class discussion. The essay should incorporate at least one of the theoretical articles discussed in class, and must cite **at least 3 critical and theoretical sources**.

Final Exam – 20%

This class will have a registrar scheduled final exam.

The exam is an open-book exercise, in which you may consult any paper (i.e. not digital) books or notes that you wish. Normally this would include your annotated copies of the required texts.

You must submit the following assignments in order to receive a passing grade in the course: Text Reflections, Presentation, Final Paper, and Final Exam.

There are no opportunities to earn credit toward your final grade beyond these 5 components.

ADDITIONAL GUIDELINES

ESSAYS/RESEARCH PAPERS

All writing assignments must follow up-to-date MLA guidelines. Consult the MLA Handbook or the Purdue OWL MLA [website](#) for formatting and citation guidance.

You will be graded according to the quality of your writing, argument, and research. I will provide detailed outlines and guidelines prior to each assignment. The quality of academic writing will be assessed with additional attention to grammar, spelling, sentence structure, and clarity.

Note on edits: I do not allow revisions or resubmissions of major assignments, but I am willing to discuss assignments prior to the due date and provide feedback on drafts. I will not provide detailed edits on drafts, but I am happy to discuss ideas, thesis statements, and advice for research.

PARTICIPATION

Participation consists of regular attendance, active listening, and contributing meaningfully to class discussion. Students are expected to have read the assigned material prior to class. As a community of English scholars, it is important to demonstrate engagement with the texts and with your peers.

As stated above, evidence of active and substantial engagement in this course will include: making comments that consistently demonstrate careful thought and creative analysis, listening actively, and responding thoughtfully to your peers. Coming to our sessions fully prepared with specific questions and ideas to share during each class is vital to succeed in this component.

FINAL EXAMINATION

This class will have a registrar-scheduled final exam. You must be available for the entire exam period (**June 19-21**).

GRADE SCALE

Grades are calculated using each assignment rubric, and the percentage grades are converted to their corresponding letter grades using the English department standardized 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>

There is no D- grade.

Students must reach the minimum percentage threshold for the grade range to receive that letter grade; grades will not be rounded up. For example, to receive an A- a student must have surpassed the minimum threshold of 80.00% in the course.

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.

LATE PENALTIES

Assignments submitted after the deadline will be penalized (with the loss of a third of a grade for each day [not class] that the assignment is overdue). No assignments will be accepted three weeks past the assignment deadline without the prior consent of the instructor.

ATTENDANCE

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Attendance means being prepared for class, participating and engaging with material and discussions, and being present. Physical presence without mental engagement will not fulfil this requirement. If you need to be absent, please arrange to get notes from a classmate or come see me during office hours to discuss the material missed. Slides and notes will not be posted on D2L.

Due to the amount of material covered in the course, if you need to miss multiple classes, please come see me to discuss alternate arrangements.

INSTRUCTOR GUIDELINES

Electronic Submissions

All assignments should be handed in as PDFs on D2L prior to the deadline. I do not accept assignments over email.

Communication

As stated in the email policy above, I welcome short, specific questions over email, and will endeavour to reply within 2 business days. Please do not follow up before the 2 business days have elapsed.

For more complicated questions – including questions about assignments and drafts – I ask that you come see me during office hours or make an appointment. I will not summarize lectures or restate information that is already included in the course outline.

While I endeavour to answer emails promptly leading up to an assignment due date, emails received within 24 hours of the due date (5pm the day before) may not be responded to prior to the deadline.

Classroom Decorum and Respect

It is expected that all students contribute to creating a professional, respectful atmosphere in lecture and discussion. This is an academic environment, and all students are expected to behave accordingly. Rudeness, personal attacks, and derogatory language – including sexist, homophobic, transphobic, and racist language – will result in expulsion from class and loss of participation grades. It is expected that all students are present, prepared and engaged with material, and no one should be carrying on conversations while others are speaking, using cell phones, or using class time to read material not relevant to class discussion.

Students are responsible for maintaining their own notes throughout the course, and are encouraged to develop strategies during this course for effective note-taking. Students are not permitted to record lectures, tutorials, meetings, or office hours without the prior consent of the instructor.

Conduct:

Students, employees, and academic staff are also 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:

You are, of course, permitted to use electronic devices in this course. 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](#). Electronics are not permitted during registrar scheduled exams.

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](#).

CAMPUS RESOURCES

[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/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.