



FACULTY OF ARTS
Department Of English

COURSE OUTLINE

ENGL 495.01

Fall 2022

Monday and Wednesday 8:00am-9:15am

Room: SH 157

Modality: In-person

Instructor	Prof. C. Olbey
Email:	cwolbey@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Wednesday 1:30-3:30 on Zoom

Calendar description:

A historical or transhistorical examination of a literary theme, genre, form, and/or writing and publication practice.

Course description:

This course will examine selections of Black Canadian women's writing, in a variety of genres, from the 18th through the 21st century. We will read examples of slave narratives, journalism, poetry, drama, novels, short stories, film, along with literary criticism and theory produced by Black women in Canada or on Black Canadian writing. Our explorations in this class will include, but not necessarily be limited to, the following questions: what thematic concerns emerge in these texts? What types of aesthetic concerns and techniques are used by these authors? What is the role and significance of the treatment of history in these texts? How do these texts intersect with, and what contributions do they make to, Black diasporic discourse and the Black Radical Tradition? How do these texts construct the relationship between aesthetics and political resistance? How do these texts construct and complicate understandings of race, gender, class, sexuality and their intersections? How do these texts situate themselves in relation to Western theory? What intersections emerge between Black Canadian experience and indigeneity? What vision of Canada emerges in these texts, and how do they complicate our understanding of both past and present constructions of Canadian identity? What types of consistencies and differences emerge in Black Canadian experience across different regional, gender, class, or sexual geographies? Such questions will mark the beginning points of our critical engagement with these texts.

Course learning outcomes:

Upon successful completion of this course, students will:

- 1) Extend and expand their ability to read and critically engage aspects of Black Canadian women's writing and experience.
- 2) Extend and expand their knowledge of the diverse complexity of Black Canadian experience in both historical and contemporary contexts.
- 3) Extend and expand their knowledge of Black diasporic theory and scholarship.
- 4) Extend and expand their understanding of ways in which Black diasporic theory and criticism intersects with Black Canadian critical discourse.
- 5) Extend and expand their understanding of difference, diversity, and heterogeneity within the category of Black Canadian literature, criticism, theory, discourse and identity.
- 6) Extend and expand their ability to write on, and to discuss in public, Black Canadian literary texts and issues in critically sensitive and responsible ways.
- 7) Develop their understanding of the relationship between traditional constructions of Canadian identity and the repression of difference and otherness.
- 8) Extend and expand their understanding of the complex relationship between literature, theory, criticism, and strategies of political resistance and communal empowerment.
- 9) Extend and expand their understanding of how Black Canadian experience might positively intersect with indigeneity and other experiences of difference in Canada.

Texts and readings:

Brand, Dionne.	<i>A Map to the Door of No Return</i>
Foggo, Cheryl	<i>John Ware Reclaimed</i> (Film)
Gale, Lorena.	<i>Angélique</i>
Mayr, Suzette.	<i>Dr. Edith Vane and the Hares of Crawley Hall</i>
McKittrick, Katherine.	<i>Demonic Grounds: Black Women and the Cartographies of Struggle</i>
Nourbese-Philip Marlene.	<i>Zong!</i>
Sharpe, Christina.	<i>In the Wake: On Blackness and Being</i>
Vernon, Karina.	<i>The Black Prairie Archives: An Anthology</i>

Note: This course will also include some selections of shorter readings/critical material available at no cost through the U of C library and/or the course D2L shell.

Learning technology requirements:

Students will require a computer or other electronic device to access the D2L site for this course which contains required and relevant class resources and materials (see d2L.ucalgary.ca).

Assessments and Evaluation:

15% Participation Grade

- Grade breakdown
- 5% Presentation attendance: an attendance sheet will be provided for each class that includes a group presentation (approximately 10 classes). Students will receive 1 % of this grade for each attended presentation class. This means that students must attend at least 5 of these classes to score full points for this grade component.
- 10% Students are required to contribute responses to group presentations on the discussion boards in D2L for this course.
- This grade is scored out of 10 and consists of 10 posts (5 posts and 5 replies) to presentations other than that of your own group.
- Students receive 1 point for each contribution which can be either a post or a reply to another post or presentation. Posts and replies do not have to be on the same selection so that a student could post on 5 presentations and reply to 5 other presentations or posts on those presentations, or produce any other combination that equals 5 posts and 5 replies for this component of the course.
- Students are limited to a maximum of two points (one post and one reply) per presentation in this class. Students may make more posts to any discussion board but can score no more than 2 points per presentation. This means that students must respond to a minimum of 5 of your peer's presentations in this class to receive full marks for this grade component.
- Posts will not be given letter grades.
- To qualify as point scoring, posts and replies must be between 100 and 200 words and show evidence of an original critical engagement with the presentation or text that the presentation is on, and that demonstrates an awareness of the methods and modes of literary criticism consistent with and connected to lecture/discussions and/or texts in this class.
- Discussion board calculations for points have deadlines, after which points can no longer be accumulated on a particular presentation (normally this date will be 7 days after a presentation).

25% Group presentation

- Grade breakdown
- 15% In-class group presentation: this grade is the assessment of the in-class portion of the group presentation. Note: this grade is assigned to and shared by the entire group.
- 10% Discussion board component: this grade is the assessment of the group's construction of their discussion board for their presentation and their responses to peer posts and replies on their designated board. Note: there can be variation between group members for this grade depending on their individual performances on the discussion board.
- Note: the primary text for all presentations will be the group's choice of a text contained in Karina Vernon's *The Black Prairie Archives: An Anthology*. Students may use any other text/s for secondary sources.

15% In-class exam #1

- Exam date appears on your course schedule
- Exam will consist of multiple choice and/or matching questions on material from class lecture/discussion (texts, terms, concepts, close reading)
- Time 60 minutes in class only

20% In-class exam #2

- Exam date appears on your course schedule
- Exam will consist of multiple choice and/or matching questions on material from class lecture/discussion (texts, terms, concepts, close reading)
- Time 60 minutes in class only

25% Long Written Assignment (Minimum 8, Maximum 10 typed, double-spaced, 12pt font pages). Note: this assignment may utilize and develop elements from your first written assignment

Option one - Critical Essay. Note: page count does not include appended bibliographic material like footnotes, appendices, or Works Cited pages.

- This assignment must include a substantial engagement with a minimum of two critical, secondary sources (theory and/or criticism).

Option two – Creative assignment (poetry, short story, created object, visual, performance etc.)

- Note: this option must include a minimum 8 page critical explication and analysis
- Scoring for this option: Creative portion out of 10; Critical portion out of 10= total score out of 20 points.

Assignment Information

- There is no Registrar scheduled final exam in this course.
- Students are not required to complete all assignments to receive a passing grade in the course.
- There are no 'extra credit assignments in this course.
- All written assignments must be submitted in a .doc format through dropbox in the D2L site for this course.
- All assignments must be submitted by the due date given. Assignments submitted more than 24 hours after the assigned due date will be considered late. Any assignments submitted after the due date may receive a grade only without additional comments.
- With the possible exception of adjustments due to ongoing COVID health concerns, all exams in this course are closed book and completed in class. Students are not allowed to use any electronic devices or any other aids like dictionaries during examinations. All phones must be turned off (except with consent of the instructor) and out of sight in bags or pockets during exams. Any phones visible during exams can qualify as academic misconduct.
- Any student that misses an exam will receive an opportunity to write a make-up exam within 7 days of the original exam date. The make-up exam may be in a different format than the original in-class exam.
- This course is delivered in-person with possible exceptions like illness, dangerous weather or other circumstances. In such situations the instructor may choose to deliver a class or classes online through the Zoom platform in D2L.

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.

Grading System:

All assignments will receive a numerical grade, to be converted to letter grades using the following scale:

90 + %	A+	4.0	67 – 69.99 %	C+	2.3
85 – 89.99 %	A	4.0	64 – 66.99 %	C	2.0
80 – 84.99 %	A–	3.7	60 – 63.99 %	C–	1.7
77 – 79.99 %	B+	3.3	55 – 59.99 %	D+	1.3
74 – 76.99 %	B	3.0	50 – 54.99 %	D	1.0
70 – 73.99 %	B–	2.7	0 – 49.99 %	F	0

This scale is also used to calculate final grades in this course.

Note that this scale does not include a “rounding up” feature and will produce the final grade in this class. For example, a final grade of 84.99% will normally be recorded as A-, 79.99% will normally be recorded as B+, and so on throughout the grading scale. Students should not expect that any numerical grade will be rounded upward or downward in this class.

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 exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

Assignment Submission Late Policy

Written assignments submitted more than 24 hours after the due date will be considered late. Such assignments may not receive editorial comments and may have 3% per 24 hours subtracted from their final percentage grade for the assignment. For example, an assignment that scores 75% and handed in within 24 hours of the due date will not receive any penalty; the same assignment handed in between 24.1 and 48 hours late may receive a penalty of 3% for a total score of 72% for the final assignment grade; an assignment handed in between 48.1 and 72 hours of the due date may receive a penalty of 6% for a final grade of 69%. This scale would continue in the same way for each additional 24 hour period.

Attendance

There is no specific grade for attendance, with the exception of the group assignment, in this course. However, students should understand that each class, in a variety of ways, will develop skills and deliver information needed to learn and acquire the learning objectives for this course and to score effectively on assignments and exams, and that in most cases there is a direct correlation between attendance and the student's ability to produce a successful educational and grading experience in this course.

Participation

The participation grade in this course consists of specific contributions to the Discussion Board in D2L and attendance during group presentation classes. However, students should be aware that student participation in various ways (questions, comments, discussions, debates, arguments, presentations etc.) will be a key feature and an important tool to facilitate student success in this course. Students are encouraged, but not required, to speak in class and effective participation can be just as much the act of attentive, engaged listening and thoughtful consideration as insightful speaking. Since our readings will lead us into a wide range of critical investigations of social, cultural, historical, aesthetic and political issues, and since the class is a relatively large, diverse group of human beings with different ideas, opinions, arguments and positions on the issues and ideas the stories present, this course will proceed with a fundamental tone of respect, tolerance, and thoughtful consideration of the ideas of others (the instructor for students, students for the instructor, and students for each other). This guiding tone of respect does not mean that ideas, opinions, and arguments, expressed by students or instructor, cannot be challenged and debated from other positions and through different arguments. Indeed this can and should be an interesting and engaging aspect of our course. It means that when we disagree we try to persuade others through offering a more convincing argument. When students engage this sort of participation they further develop skills required to produce success on assignments and exams. This is one key reason for why, in most cases, there is a direct implicit correlation between participation and the student's ability to produce a successful experience in this course.

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:

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.

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>

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.

Research Ethics

- If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.
- If students are going to be used as research subjects or expected to conduct research (such as interviews), a statement about this expectation must be included. Please note that if you plan to have students conduct research for class, you must get ethics approval for the course.

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.