

FACULTY OF ARTS

DEPARTMENT OF ENGLISH

ENGLISH 517.96-01

WINTER 2014

COURSE TITLE: Theoretical and Cultural Studies (Culture as a Vocation)

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Office hours: Tues. 2:00–3:00, Thurs. 5:00–6:00

Course website: Desire2Learn (<http://d2l.ucalgary.ca>)

Course Description:

Many people aspire to work in art, culture, and the media—to tell stories that will touch others' lives, to be a part of the exciting world of celebrities, or simply to make a living doing something they really care about. But the conventional wisdom about making culture for a living begs important questions: What are authorship and creativity? How is economic value extracted from people's creative work? And, finally, is creative work still good work in today's economy?

This is a research-engaged course. Drawing on a range of theoretical and methodological perspectives, we will investigate what it's like to work in the culture sector. This will involve participating in a collaborative research project on a culture occupation, art world, or cultural industry.

Prerequisites: One full-course equivalent in English at the 400 level, or consent of the Department.

Course Outcomes: By the end of this course, students will be able

- to formulate key dimensions of work quality relevant to creative occupations in the culture sector
- to describe the stages of a social research project
- to carry out a small-scale qualitative interview study of workers in a cultural industry or art world
- to analyze interview data and draw conclusions from the evidence
- to evaluate working conditions in a cultural industry or art world based on theoretical models and research findings
- to assess the benefits and risks of pursuing creative careers in the culture sector

Texts and Readings:

The textbooks for the course are:

- Required
 - Chabon, Michael. *Wonder Boys*. New York: Random House, 2008.
 - Hesmondhalgh, David, and Sarah Baker. *Creative Labour: Media Work in Three Cultural Industries*. London: Routledge, 2011.
- Recommended
 - Alvesson, Mats. *Interpreting Interviews*. London: Sage, 2011.

These books have been placed on reserve at the Taylor library. All other readings will be distributed online via the course website, either as downloadable PDFs or links to ebooks and journal articles.

Assignments and Evaluation:

1. Research Journal (15%)

Over the course of the term, you are required to maintain a journal, collecting your reflections and thoughts about course topics and tasks.

A “Research Journal” forum has been created in the Discussion section of the course D2L website, and a topic has been created for each registered student. Journal entries are to be posted as new threads under your own topic.

The journal will comprise several different kinds of entry:

- The Interview and Final Paper components of the Research Paper assignment have a journalling requirement (see guidelines and criteria below)
- Personal responses of 250–500 words to designated case studies (indicated on weekly outline of topics), which are due by 4:30 PM the day before that case study will be discussed
- Additional short, ungraded pieces of writing (to a maximum of five) may be assigned in class as part of the journal

The journal is intended to provide formative assessment of your progress in the course and an opportunity for feedback on an on-going basis. You are encouraged to read and comment on your classmates’ entries, but this is not a requirement of the assignment.

Research journal entries will be evaluated on the following criteria:

- Completed by due date, of appropriate length, and on-topic
- Evidence of critical reflection
- Use of course vocabulary and concepts

2. Research Paper

The research paper is a cumulative assignment with three separate deliverables. The total grade value (70%) is broken up between these tasks.

2a. Annotated bibliography (15%)

Due: Midnight, February 6

In order to provide a comparative framework, write an annotated bibliography on the culture industry or occupation we are investigating.

Bibliographies must include at least five sources, drawn from academic (e.g., peer-reviewed journal articles, books from academic publishers) and the grey literature (e.g., industry or union analyses, government or consultancy reports). You will need to read at least this many sources in a preliminary way in order to locate relevant sources. If you are having difficulty finding material, consult me or a research librarian.

Each entry in the bibliography should include full citation information and an annotation of at least 300 words. Annotations should briefly summarize key findings/arguments from the source and evaluate its strengths and weaknesses.

Using your Zotero account, join the course Group (invitations will be sent to your registered email address; if you have not been able to join by one week before the due date, let me know ASAP). Add the bibliographic information for each of your sources, and include your annotations as a note, ensuring that you include your name. If someone has already created an entry for a source you read, add your own

annotations as a second note.

Annotated bibliographies will be evaluated on the following criteria:

- Number, kind of sources
- Relevance of source selection
- Thoroughness of annotations
- Clarity of summary
- Assessment of source quality and usefulness

2b. Interviews (20%)

Due: Midnight, March 10

Using the collaboratively designed interview guide (in-class, week 5), conduct two interviews with workers in our chosen industry or occupation. Use the supplied contact email and supporting letter when you approach prospective interviewees. *If you are having difficulty locating and recruiting interviewees, please let me know as soon as possible.*

Interviews must be fully transcribed and anonymized as much as possible. Include your name and the date the interview was conducted. Submit your interview transcripts in both .pdf and .doc formats in the D2L Dropbox by the deadline above.

By the deadline, post a journal entry of ~750 words reflecting on your experience doing the interviews. Some questions to consider include:

- What went well during these interviews? What challenges did you face?
- Describe the interview settings and your rapport with your subjects. How might these have affected your results?
- Did you notice any differences between the two interviews?
- Do you think you can trust what your interviewees said as a representation of typical experiences for someone in their position? Why or why not?

Bring signed consent forms with you to class on March 11. You will also present and speak to an extract from your interviews in class, either March 11 or 13. Pick a quote that surprised you, intrigued you, or that you don't know how to interpret. Email it to me when you submit your transcript .pdfs.

The journalling portion will be assessed according to the Research Journal criteria listed above. The interviews will be graded according to the following criteria:

- Two full transcripts submitted
- Interview guide used
- Transcripts are anonymized
- Informed consent forms are complete

2c. Final paper (35%)

Due: Midnight, April 17

Write a paper drawing on course readings, your library research, and the interviews conducted by your classmates. You will need to develop a thesis statement and argument based on your analysis of the available data. Make sure to address the following questions:

- What is it like to do this kind of work?
- Can it be considered good work, bad work, or a mix of both?
- How do working conditions affect the culture produced?

The paper should be between 2,000–2,500 words (the reference list does not count towards the length requirement). Use the MLA citation and reference style. Submit your paper as a .pdf file to the D2L Dropbox by the above deadline.

By the deadline, write a journal post of ~750 words describing the process of building your argument. Include some evidence of your data analysis procedures (e.g., picture of your coding documents). The journal entry should address the following questions:

- What did it take to get from the interview transcripts to a theory of work in this field?
- How did you go about coding the data and connecting it with research questions and theoretical concepts?
- Did the available evidence change your mind about anything?
- Was there anything you wished to know that you couldn't prove?

The journaling portion will be assessed according to the Research Journal criteria listed above. The paper will be graded according to the following criteria:

- Completed by due date, of appropriate length, and on topic
- Clear thesis statement and argumentative structure
- Clear, succinct description of methods and analytical procedures
- Cites scholarly and grey literature where appropriate, using MLA reference style
- Makes use of interview data
- Evidence of data analysis
- Makes assessments, draws conclusions
- Lucid writing style, free of usage errors

3. Participation and Professionalism (15%)

The participation and professionalism grade assesses the level and quality of your engagement with the class, as well as how you comport yourself as a “seminar citizen.”

This class is based on collaborative inquiry. Since the course will be conducted as a seminar, the substance of our class meetings will primarily consist of your responses (e.g., general questions, impressionistic responses, or interpretations of particular passages) to assigned readings. Your thoughts and questions will provide the starting point for our discussions. Participation in class also provides opportunities for me to informally assess how you as an individual and the class as a whole are dealing with course material and assignments.

Active engagement in class discussion and learning activities is crucial and will be consequently factored into your final grade for the course. Your professionalism is also important: Be present and on time, do the readings, and generally be prepared for class. Treat your peers with civility: Make space for others to share, respect their contributions, and don’t distract your colleagues with your computer or phone use.

A provisional grade will be posted in Week 6 to give you an idea of how you’re doing. This provisional grade will then be erased. Final participation and professionalism grades will be posted after our last class session and before the Final Paper is due.

If you are reluctant to speak in class or find you are having trouble entering into the discussion, please come see me in office hours, and we will strategize some alternative ways for you to engage with the course.

Completion: You must complete all components of the Research Paper assignment (Annotated Bibliography, Interviews, and Final Paper), though not their associated journal entries, in order to receive a

passing grade in the course.

Late policy: Assignments submitted after the deadline will receive a 5% penalty for each twenty-four hour period or part thereof that the assignment is overdue.

Grading system:

All assignments and assessment items will receive a numerical grade, to be converted to the University of Calgary's four-point Undergraduate Grading System using the following scale (see <http://www.ucalgary.ca/pubs/calendar/current/f-2.html>):

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

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

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.

Research Ethics:

Students in this course are expected to conduct research as part of the major assignment. This project has been approved by the Conjoint Faculties Research Ethics Board.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

[http://english.ucalgary.ca/scribe-and-muse-english-club.](http://english.ucalgary.ca/scribe-and-muse-english-club)

Our email address is smecc@ucalgary.ca.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Library and Research Support:

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: maboyd@ucalgary.ca

Find *The English Pages* research guide here: <http://libguides.ucalgary.ca/english>

Follow the Department of English on Facebook & Twitter:



Academic regulations and schedules:

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

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 form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Academic Accommodation:

It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Emergency Evacuation/Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act:

<http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office: <http://www.ucalgary.ca/provost/students/ombuds>**Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:
 - (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
 - (b) parts of the work are taken from another source without reference to the original author,
 - (c) the whole work (e.g., an essay) is copied from another source, and/or,
 - (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>) “The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.