UNIVERSITY OF CALGARY

FACULTY OF ARTS
Department of English

COURSE OUTLINE

607.18 (Winter 2022) Thursdays 1.00-3.30pm, Zoom to start
The Body Chronic: Intersectionalities, Chronic Illness, Invisible Disabilities

Instructor	Aruna Srivastava
Email:	asrivast@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Thursdays 4.00, usually by Zoom and by arrangement: https://ucalgary.zoom.us/j/93357020780

Course calendar description:
Specialized study of a topic involving theoretical inquiry.

Course learning outcomes:
You will, ideally, learn more about constructions of lived experiences of chronic illness, invisible disability and "visible" disability, especially in theoretical and creative contexts. You will be able to reflect on cultural and institutional assumptions, as well as your own, and develop independent and collaborative projects that examine "illness" and "disability" intersectionally—that is, in ways that account for race, genders, sexualities, indigeneity and other contexts.

Texts and readings:
You will choose from a selection of readings and media (film, video, digital/social media) that you will initially find on D2L. All books and articles are hyperlinked, mostly to the library. For films, please ensure you have access to film/video sites, including Calgary Public Library's Kanopy Films database (free of charge, must have a library membership), and other media sites. Review material on D2L about primary material selection and syllabus creation. *This course is research intensive and does require that you become comfortable with online and digital sources for your research and reading. Many disability communities rely heavily on social media.*

Learning technology requirements:
You will need to be familiar with and use D2L and Zoom. Depending on COVID and other circumstances— this is a course that will discuss assumptions about health and illness in wider spheres—we may use a separate discussion forum such as Slack. In person meetings may require access to a phone, tablet or laptop, but you will be able to share with others in the class if you are unable to bring yours to class.

The D2L site for this course contains readings and a large number of relevant class resources, assignments and materials (see d2l.ucalgary.ca). For this reason, and some overlapping class conflicts, we will not meet for the entirety of the class time, in order to allow you to spend some of your time navigating D2L. Part of your participation grade is assessed on online participation (see learning log).

Assessments and Evaluation:
Learning and research log: 20%
Participation   20%
Critical journal   20%
Portfolio: 40%
*Will contain **at least 3 projects** of your own choosing, one collaborative. See D2L for suggestions if you are stuck.*

- *You must complete **all** assignments to receive a passing grade on the course.*
- *There is no final examination in this course. As part of your portfolio, you may opt to do a an oral examination/discussion.*
- *You may submit most of your assignments electronically, but **not** by e-mail. Submit them through the D2L dropbox, and according to instructions provided. Otherwise, I will return them.*
- *Please make every effort to submit assignments through D2L or hand them in directly. If you are submitting something in print and cannot get it to me. Assignments cannot be returned by staff.*
- *Guidelines for and discussion about all assignments and tasks will be provided on D2L, much of it from the beginning of term. Please read these carefully and ask lots of questions if they are not clear. I use these assignment criteria, largely, for assessment. Deadlines and extension policies are also posted on D2L, so it is important to familiarize yourself with them.*
- *You may submit to me an altered version of this grade breakdown at the end of term.But there are limitations: You may not subtract more than 5% from any component of the course or add 10% to any component (for example, you could take 5% from your participation and portfolio grades, if they were lower, and add them to your log grade, if it were higher). Your final breakdown, and any revisions to it, must be submitted in writing, and signed. If you do not submit a breakdown of assignments, each component of the course will be weighted as listed above.*

A few additional words on...
Participation
- The most important aspect of the course with obvious relevance to the topic is **online** and in-**class** participation. We will hold online discussions and all course material, texts, and lines of inquiry are updated regularly. *It is crucial that you are willing to work with both the in-class (face-to-face, including Zoom, or synchronous) and the online, asynchronous aspects of the course: they are both integral to the experience of the course.* Check into D2L and our discussions often. All announcements, reminders about the class, guest speakers, interviews, etc. are posted there. The course topic requires attendance and attention. For seminar discussion, this means that you: prepare by reading, thinking and being attentive, engage in class and group discussions, *keep your counsel* if you are comfortable speaking and *take some risks* learning how to if you are not, help out others in need, *keep a record* of collaborative discussions and processes (perhaps the most difficult part of group work), your interaction with myself and colleagues both inside *and outside* of class, as well as your commitment to the course, your colleagues and the work throughout the term (the learning log is the record for all of these processes and reflections). Similarly, in online discussion, you will need to make an effort to post, to comment and to brave the waters of what feels like information overload. If you are not familiar with how blogs, social media, D2L and the like work, make an appointment to talk to me in the first two weeks of term.
- The most crucial aspect of online participation will be the class discussion forum and our research site: all class members will be contributing to this class research project as part of participation in the course.
- Although there are justifiable reasons not to attend class, and *you do not have to explain these*, I expect

you to inform both me and all of your group members *ahead of time*, preferably by e-mail, if you are not going to be in class. This aspect of respect and reciprocity is critical for me for all of us in planning classes

- I expect that you will always be asking questions, even when you would rather not. *Curiosity* and *inquiry* are the foundation of this course, as both are essential to critical thinking and to research. Please talk with me if this is difficult for any reason.

Learning/research log

- With this particular method of learning and particularly of assignment assessment, it is crucial that you keep a record throughout the term of any contributions you have made (extra work done for class, extra group meetings, helping other students in class with course material, D2L and technology, etc.), so that you can submit an accurate account of your participation throughout the term, and so that you can document the work you may wish to include towards your portfolio or other assignments. That is, the log is the jumping-off point for portfolio and journal work. Your detailed learning log will also record your research processes, and preliminary reflections that will be the basis of your **critical journal**, a separate assignment that emphasizes the reflection and critique essential for in-depth understanding of material and course process. Guidelines for the journal and other work will be found on D2L in audio and downloadable PDF form.

Portfolio

- Is made up of a number of projects or tasks (a minimum of three) that you engage in throughout the term. Some of these will be specific tasks suggested by me or by other members of the class, and will involve lines of inquiry (these will accumulate on D2L).
- You will also come up with a project or projects of your own, creative or critical (or both) to include in your portfolio.
- As part of your portfolio you will choose at least one *collaborative project*. I strongly suggest that groups present to the class on their project.
- Please see D2L for a list of suggested portfolio projects which can range from the traditional (annotated bibliographies, essays, reviews, seminars, presentations), to the creative (writing, reflective, art work), to the community-based (academic or otherwise). Obviously, your projects can be hybrid as well. For this course topic, digital media projects (blogs, vlogs, videos and such make sense as well).
- Your portfolio *as a whole* will have a *collaborative* element, however you define this, a strong *research* focus, and your portfolio projects should also have clear rationales.
- Remember to include in your portfolio *all* work attempted for the course.

The meeting

- After you have handed in all course work, you will book a chat with me about the course, your grades, and your assignments. This is a course requirement.

Conduct, equity and inclusion:
Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive, productive, and inclusive 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
Please visit the Office of Equity, Diversity and Inclusion website, as well as the Office of Indigenous Engagement. *Diverse backgrounds, embodiments and experiences are essential to the critical thinking at the heart of University education, teaching and research:* We will *respect and learn about individual*

differences, which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender, national origin, race, religion, sexualities, socioeconomic status and language.

Grading System:
I use a letter grading system. Please note that the department has now standardized the percentage conversion scale, used by D2L to calculate your grades. The university converts letters to the 4 point GPA system.   Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course.

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

Please refer to the Graduate Grading System at the following link, **where a B- is the lowest passing grade:** http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html

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. 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 your responsibility to initiate this process and to keep up with any deadlines and communication after you have deferred work.

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.

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 Graduate Advising Centre, through the Graduate Program Director, Stefania Forlini, or through the Faculty of Graduate Studies.

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. If you have accommodations, you may copy or record material, but they remain the property of the instructor.

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 you are interested in undertaking an assignment that will involve collecting information from members of the public, please speak with me and consult the CFREB Ethics (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

Sexual violence policy and support:
https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf
https://www.ucalgary.ca/sexual-violence-support/contact

Other important information:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office

- [Graduate Students' Association (GSA) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)
- [Office of Equity, Diversity and Inclusion](#)
- [Indigenous Engagement Office](#)

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.