

Instructor: Michael Tavel Clarke
Winter 2021
Thursday 13:00 - 15:45 MST
Web-based Course

Course Web Page: <https://d2l.ucalgary.ca>
Remote Office Hours: Th 15:45-16:45 and by
appointment
Email: mcla@ucalgary.ca

UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE SYLLABUS
ENGL 685.02: LITERATURE AND DEMOCRACY

Course Description

Pro-democracy movements have swept the world in recent decades, including the Arab Spring, Tjamauka in Zimbabwe, Movimiento 15-M in Spain, the Umbrella Revolution in Hong Kong, and campaigns in Belarus, Myanmar, and Sudan, to name a few, and these movements join longstanding crusades like the pro-democracy movement in China. Meanwhile, we have seen the renewal of far-right activism, fascism, and totalitarianism in various parts of the world. Powerful global economic institutions operating outside the control of democratic governments are also putting pressure on democratic governance, and the widespread political prioritization of security and terrorism within ostensibly democratic nations often curtails both citizens' and non-citizens' rights, undermining the individual liberty that has long been an integral component of democratic politics.

This context has encouraged a new wave of art and theory on the possibilities and challenges of democracy. This course situates the current outpouring of theoretical reflection in the long history of democratic theory and reads a range of literature in relation to such work and as theory in its own right.

Required Texts

Crick, *Democracy: A Very Short Introduction* (Oxford UP, 2002)—available through UC library
Jacques Rancière, *Hatred of Democracy* (Verso, 2006)
Jacques Derrida, *Rogues: Two Essays on Reason* (Stanford UP, 2005)
Michael Hardt and Antonio Negri, *Assembly* (Oxford UP, 2017)—available through UC library
Walt Whitman, "Song of Myself" (1855 edition)—available online at <https://whitmanarchive.org/>
Aravind Adiga, *The White Tiger* (2008)
Essays available through the UC library
Readings chosen by the class

Course Requirements

Percentage of Final Grade

Research Paper (18-20 pp.).....	50%
Theory Essay, Teaching Essay, or Book Review (5 pp.).....	20%
D2L Discussion Contributions.....	15%
Class Facilitation.....	10%
Class Participation	5%

There will be no registrar-scheduled exam for this course.

Learning Outcomes

- Students will read and analyze current interdisciplinary scholarship on the theory and history of democracy. The scholarship and class conversations will invite students to consider such topics as the following: what democracy means today, in both political and cultural terms, and what it has meant in other times and places; what it means to implement democracy, how it has been implemented, and

how it might be implemented differently; and the relationship between democracy and other political and cultural forms.

- Students will integrate their knowledge of the scholarship on democracy with the analysis of literary and possibly other cultural texts. Doing so will involve reflection on and discussion of ways to integrate political and literary analysis. Students will consider, through discussion and writing, questions such as the following: How have literature and culture evolved alongside, and in conversation with, the development of democratic politics? What are the features of democratic and anti-democratic literature and culture in different times and places? How have art and literature imagined, theorized, fostered, resisted, and opposed democratic politics and culture? How have scholars thought and written about the relationship between literature and democracy, and what are other ways to think and write about that relationship?
- Students will produce original scholarship, ideally for dissemination (i.e., presentation and publication) beyond the class.
- Students will practice skills important to the profession of literary studies, including teaching (e.g., developing teaching plans, facilitating class discussions, lecturing, etc.), writing book reviews, shaping and conducting research projects, preparing conference proposals, and delivering research talks. In addition to practicing these skills, students will have opportunities to reflect on and discuss ways to democratize the profession.

Web-based Course

This course will take place online via Desire2Learn (D2L) and Zoom. To succeed and benefit from the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, may not be shared, distributed or published without the instructor's permission.

Synchronous Zoom sessions will take place on the registrar-scheduled course days and times, but those sessions may be shorter than the scheduled times or canceled as some components, like lecture, are shifted to asynchronous delivery. I will update the class on canceled sessions through the News feature in D2L. Zoom sessions will be recorded for the purposes of supporting student learning in this class, such as allowing review of the session for students who are unable to attend. Recordings will not be shared or used for any other purpose.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity, and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). Please be mindful of how your behaviour in these sessions may affect others. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

Learning Technologies and Requirements

There is a D2L site for this course which contains class resources and materials. In order to successfully engage in this course, students are required to have reliable access to the following technology:

- a computer with a supported operating system, as well as the latest security and malware updates, antivirus and/or firewall software enabled;
- a current and updated web browser;
- webcam (built-in or external);
- microphone and speaker (built-in or external), or headset with microphone;
- broadband internet connection.

Grading System

You must complete all written work to qualify for a passing grade.

The grading system for graduate studies is below:

A+ = 4.0, outstanding performance

A- = 3.7, very good performance

B = 3.0, satisfactory performance

C+ = 2.3, all grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements

A = 4.0, excellent performance

B+ = 3.3, good performance

B- = 2.7, minimum pass

Grading system:

Grades are calculated according to the 4 point scale used in the *Graduate Calendar*:

<https://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html>

GRADUATE GRADING SYSTEM FOR COURSE FINAL GRADES

Grade	Grade Point Value	Graduate Description
A+	4.00	Outstanding
A	4.00	Excellent - superior performance showing comprehensive understanding of the subject matter.
A-	3.70	Very good performance
B+	3.30	Good performance
B	3.00	Satisfactory performance
B-	2.70	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
C	2.00	
C-	1.70	
D+	1.30	
D	1.00	
F	0.00	
I	0.00	Incomplete. Sufficient work has not been submitted for evaluation or cannot be adequately assessed; or the final exam has not been submitted.
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted as "Not Included in GPA" in the calendar descriptions of applicable courses.

Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies.

<https://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-2.html>

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.

In the case of Instructors using numerical marks in the grading of term work, the departmental conversion chart applies.

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

About Theory Essays

Much of the reading for the early part of the course will be theoretical. If you choose to write a theory essay, you will analyze either a single theoretical text or compare the ideas in different texts. The goal will be to intervene in the theoretical conversation. There are various ways to make a theoretical intervention. Here are some (these are not meant to be inclusive). Does the text suggest the need to rethink a theoretical concept or approach? Do you have doubts about the assumptions of a theorist’s argument, and what would change if you altered those assumptions? Is there a problem or oversight in a theorist’s argument, and might you offer a new argument by correcting that problem or oversight? Might you develop a theorist’s ideas further? What are the unexplored implications of a theorist’s ideas, and what are the results of acknowledging those unexplored implications? Do the ideas of one theorist suggest the need for a second theorist to refine or change their ideas, and what are the consequences of refining or changing the second theorist’s ideas? Might you integrate the ideas of two or more theorists to generate a new idea? Can you resolve a conflict or dispute between two or more critics? How is the argument of a theorist shaped by their historical context, and what might that reveal about the argument, particularly in the contemporary context? You may turn in the theory essay any time during the semester up to the last day of class on Apr. 15. Please submit theory essays to the Dropbox on D2L.

About Teaching Essays

If you choose to write a teaching essay, you will identify an assigned text of your choice and explain how you might teach it. When writing this essay, be sure to explain the teaching context. Are you teaching this text in a pre-university, undergraduate, or graduate class? an introductory or advanced course? a broad survey or focused topical course? a required or elective class? What kind of student population are you teaching? Once you’ve specified the context, consider these questions in your essay. How might you situate the text in the course, i.e., in relation to what other works or topics? How might you lecture on it—on what issues or topics would you focus? How might you lead discussion on it, i.e., what sorts of questions might you ask about it and why? What assignment(s) might you create around it? If you’re looking for models for this essay, check out entries in an MLA teaching guide (e.g., *Approaches to Teaching Hugo’s Les Misérables*). You may turn in the teaching essay any time during the semester up to the last day of class on Apr. 15. You may not duplicate your class facilitation for this assignment. Please submit teaching essays to D2L.

About Book Reviews

There are several virtues to writing book reviews. Writing reviews can help you get acquainted with current developments in your field, for example, and it can be a useful way to start building your CV for the job market. Choosing to write a book review may help you generate at least one publication from this course. Writing a review can also be a valuable component of research, including that required for your final paper for this course or for your dissertation. For this assignment, choose an academic book related to literature and democracy published in the past 2 or 3 years and write a 1,000-word review. There are links on D2L with useful tips and guidelines for writing academic book reviews. You may turn in the

book review any time during the semester up to the last day of class on Apr. 15. Please submit book reviews to the appropriate forum in the D2L discussion area.

About D2L Discussion Contributions

For six of the eligible class sessions of your choice, you will post one discussion question on D2L the day before we meet. These questions should address the week's assigned readings or enduring questions in the course. Questions should be well-considered and provocative, and they should allow for multiple responses (i.e., there shouldn't be wrong or right answers). Posted questions may be used to assist student-led class facilitations. In addition, for two of the weeks of your choice, you will post a 600-word response to the assigned readings. Responses may take several forms: analyses or critiques of the assigned texts, comparisons between assigned texts, discussion of outside readings applicable to the assigned texts (e.g., discussion of a published essay on Adiga's *White Tiger*), responses to questions posted by classmates, or discussion of persisting questions in the course. Please deliver these 600-word reading responses to me as email attachments (Word documents or PDFs—please no Pages docs, since I can't open them) and post them the day before class on D2L. Discussion questions are not required on the week you facilitate class, but you may post a reading response that week as long as it doesn't duplicate material you've presented in class.

About Class Facilitations

You will be responsible for facilitating class discussion one day during the semester. Facilitators should be prepared to lead the class for roughly half the session; I will lead the remainder of the class. I have posted a sign-up sheet on D2L. Please send me an email with your preferred date. I'll assign discussion leaders on a first-come-first-served basis and update the schedule on D2L as people contact me. I'll provide more information about the facilitations on the first day of class.

Turning in Assignments

Assignments should be submitted through the digital dropbox on D2L, posted in a D2L discussion forum, or delivered by email. See the assignment details for information on which of those methods to use.

Late Assignments

You have the option of submitting one of the D2L discussion contributions up to three days late without penalty. Other assignments may be submitted late only with permission. My general policy for late assignments is to lower the grade by a third for each late day (i.e., an A paper that is one day late will receive an A-, two days late a B+, and so on; weekend days and holidays are counted in this total).

Students with Disabilities

I will be happy to make appropriate accommodations for students with disabilities. Please contact me and coordinate with Student Accessibility Services (SAS) (403-210-6019) if you have a disability that requires some modification of evaluation or other class requirements. Students who have not registered with SAS are not eligible for formal academic accommodation. Please make requests for accommodation within fourteen (14) days after the commencement of the course. A link to SAS is provided below.

<https://ucalgary.ca/student-services/access>

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 below.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

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-5.html>

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/graduate>. 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: maboyn@ucalgary.ca.

Find The English Pages research guide here: https://library.ucalgary.ca/sb.php?subject_id=52619

Follow the Department of English on Facebook & Twitter:



Academic regulations and schedules:

Consult the Department of English's graduate website for courses, departmental deadlines, and other related program information at <https://arts.ucalgary.ca/english>. Consult the Faculty of Graduate Studies Calendar for university and faculty regulations, dates, deadline, fees, and schedules, student, faculty and university rights and responsibilities. The homepage for the Faculty of Graduate Studies Calendar is <http://grad.ucalgary.ca>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact the Graduate Office at 403 220 5484 or visit us in Social Sciences Tower 1148 in the first instance.

For program planning and advice, contact the Graduate Program Administrator at enggrad@ucalgary.ca to make an appointment with Dr. Suzette Mayr, Graduate Program Director.

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>.

Student Accommodations:**ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

***RESEARCH ETHICS (if applicable)**

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.

***INSTRUCTOR'S INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and 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 typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

***COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may

be disciplined under the Non-Academic Misconduct Policy
<https://www.ucalgary.ca/pubs/calendar/current/k.html>.

***MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students:

https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

***OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- 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):

"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."

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>.

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

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, <https://www.ucalgary.ca/pubs/calendar/current/k-2.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.