Course Title: Literature and Society: Story Ghosts as Hungry Ghosts

Course Number: ENGL251-09 Literature and Society  
FALL 2019

Faculty / Department: Faculty of Arts/Department of English

Instructor Name: W. Mark Giles  
Email: williammark.giles@ucalgary.ca

Instructor Email Policy: Response within 2 business days, 9 AM – 5 PM; no after-hours/weekend service

Office Location: SS1028  
Telephone No: English office: 403-220-5470

Office Hours: Tuesday and Thursday 2:30 PM-3:30 PM

Class Dates/Times/Location: Tuesday and Thursday 3:30 PM-4:45 PM, ST130

Course description:
From Calendar: An examination of the relationship of literature to the world around us, with instruction in close reading and critical writing. Considers how literature as a cultural practice responds to and reflects its social context. Includes the study of at least one text by an Indigenous author.

Course Hours:  
3 units; (2-1T) or (1.5-1.5T)

Antirequisite(s):  
Credit for English 251 and 201 will not be allowed.

This section of English 251 investigates story ghosts as hungry ghosts. Not “ghost stories” – but rather the way in which events, histories, memories, and legacies haunt the characters and even the landscapes of narratives. In many cultural traditions hungry ghosts are the legions of the dead who suffer from insatiable desire or appetite, due either to their own misdeeds, or because they have become abandoned. Other cultures have other ghosts who yearn for recognition: dybbuk, windigo, abiku, bhoot. Yes, the zombie apocalypse commercialized in much recent media demonstrates that hungry ghosts circulate widely as pop-culture currency. This course will use the notion of the “hungry ghost” as an organizing metaphor to research how human agency (or lack thereof) shapes narratives – from ancient Greece to 21st-century Canada. The plays, stories, poems, and other cultural materials studied in this course necessarily challenge conventions of form as they seek to placate the unsettled.

Note on Course Content: We are studying a variety of documents and texts, some of which engage with issues of emotional, physical, or psychological intensity and include frank representation of experience and feeling. Discussions may probe subjects such as colonization, exploitation, sexuality, violence, and betrayal; as such, students can expect some of the material to be explicit and/or possibly disturbing. Historical texts may have both manifest and latent elements of racism, misogyny, and trauma. Students who are concerned with or troubled by the readings and discussions are invited to discuss any concerns with me in person.

Notes on English 251: The specific content of ENGL 251 will vary with the instructor, but all sections will share the common goals of developing student skills in critical reading and effective, logical writing.
Although individual sections may be “themed,” instructors should aim, in the selection of texts, for some type of breadth, whether it be chronological, generic, national, or conceptual. Instructors are encouraged, also, to develop individual sections around questions of broad, humanistic interest and not to duplicate specialized course topics that could be taught at the advanced level. Special care should be taken, additionally, not to duplicate a substantial number of course texts from courses with different numbering.

As this course is dedicated to instruction in writing, students must complete at least 2,000 words of formal academic writing, excluding essays on exams. Instructors are also expected to give a registrar-scheduled final exam of a minimum 20% to a maximum 35% value of the overall course grade. For all course examinations (including mid-term and final), no more than 50% of their cumulative value may be determined by multiple-choice format.

Aims of the Course:
- Teaching close reading, which, among other things, requires a student to realize that a text is constructed, and not a transparent reflection of reality.
- Introducing a range of technical terms and critical tools with which to interpret texts.
- Offering instruction in how to write a strong, well-supported, clearly written academic essay. This includes introducing the idea of writing as a process by guiding students through the various stages of composition and the creation of effective arguments.
- Teaching proper documentation, including what constitutes plagiarism.
- Teaching library research skills: how to search and locate reference works, books and articles, both electronic and print; and how to use print and online resources responsibly and thoughtfully.
- Encouraging engagement with other scholars by assigning at least one exercise or assignment that asks students to respond to at least one critical text.

Texts and readings:
The following texts are available at the bookstore – check with bookstore staff for used or rentable copies.


Other texts will be made available on D2L.

You will be expected to bring your texts to class. Hardcopies are recommended, including printing out D2L material.

Reading texts on your phone is NOT recommended. It is impossible to engage in in meaningful close reading expected of academic work on a phone screen.

If you use an electronic device to access readings, please ensure that the texts are cued up and ready to go, so you don’t waste time fetching and scrolling.
Assignments and Evaluation:

- 10% One-page paper (250 words) Jan 23
- 15% two-page paper (500 words) Feb 13
- 10% Mid-term In-Class test Feb 27
- 25% six-page paper (1500 words) Mar 26
- 10% In-Class Collaboration: super-collage scrapbook Apr 7, Apr 9
- 30% Registrar-Scheduled Final Exam

- 10% One-page paper (250 words) Jan 23
A one-page paper that follows an instructor-supplied template and is intended to focus on creating a single clear purpose or thesis statement, formatting, presentation, and citation

- 15% two-page paper (500 words) Feb 13
A short paper in which a student summarizes and evaluates a critical text

- 10% Mid-term In-Class test Feb 27
An in-class multiple-choice and short-answer test covering material from the course

- 25% six-page paper (1500 words) Mar 26
A critical analysis essay based on close critical reading and interpretation of a course text

- 10% In-Class Collaboration: super-collage scrapbook Apr 7, Apr 9
A celebration of the work and reading done in the class, in which all members of the class contribute to a material artefact

- 30% Registrar-Scheduled Final Exam

Students must be available for examinations up to the last day of the examination period April 18-29, 2020. [https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html](https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html)

Students must complete the in-class mid-term examination, all papers, and the final exam in order to receive a passing grade on the course. A failure to complete any one of these assignments will result in a final grade of F.

Additional Regulations:

- Examinations and Tests for weighting of tests during the last 14 days of lecture may not count for more than 10% of the final grade, except in the case of laboratory or oral testing, take home examinations or terminal projects. This rule does not apply in the fall term to full courses. (Calendar, G. Examinations and Tests: [http://www.ucalgary.ca/pubs/calendar/current/g.html](http://www.ucalgary.ca/pubs/calendar/current/g.html)).
- Please note the recently passed (June 10, 2013) departmental regulation: Instructors of undergraduate courses will provide marked feedback on 40% of a student’s final grade (provided students meet posted deadlines) by the following dates: 1) one week before the withdrawal date for half courses; or 2) by the end of the first week of the second term for full courses. Note: Deadlines for the return of work may differ slightly for Spring Term and Block Week courses.

Assignment submission instructions

- No assignments will be accepted by email.
Essays must be uploaded to the appropriate D2L dropbox.

The class-collaborative project will be completed in-class. They require your bodily presence to actually do the necessary activities for two classes for each project. Students who participate will complete a D2L-based self-assessment.

The mid-term exam will be written in class, using UCalgary exam booklets or other paper media. The instructor may consider allowing laptops to be used for the in-class mid-term, in which case the student will upload the exam to a D2L assignment dropbox.

All written work submitted to D2L MUST conform to MLA formatting, including double spacing, 12-point font (Times New Roman preferred), name and page number on every page. Single spaced work, work without names and page numbers, and work in other font sizes will not be marked and assigned a grade of F.

All attachments must be in either Word (doc or docx) or PDF format. Files submitted in other formats will not be opened and assigned a grade of F.

Empty, partial, or corrupted files will be assigned a grade of F. It is the student’s responsibility to ensure readable files are uploaded.

Files uploaded to D2L must have the following naming convention: YourLastName-ENGL251-AssignmentName. Files submitted lacking your name and the course number in the filename will not be opened and assigned a grade of F.

Files uploaded to D2L must have alphanumeric-only filenames. Letters, numbers, hyphens, and periods only. They cannot contain any accents or other diacritical marks, punctuation marks (other than hyphens or periods), or special characters.

**Late Assignment Policy**

These assignments must be completed at the appointed time:

- The class-collaborative projects are activities that require attendance on the days of the project.
- The mid-term must be done in class on the appointed day.
- The final exam must be written at the appointed time and place.

I will accept papers up to 14 days after their due date without penalty: one-page paper: Feb 6; two-page paper Feb 27; six-page paper Apr 9. No papers will be received after those dates, and the dropboxes will close. Papers submitted after the due date will receive a grade but no comments.

**A note on participation:**

There is no participation grade. A course rooted in dialogic pedagogy and critical discourse demands active and engaged participation. This includes attendance, preparedness, conscientiousness in discussion (both knowing to speak to up, and knowing when to make room for others), professionalism, punctuality. You will be expected to read carefully all the assigned readings and to be able to discuss them with reasoned responses. We may not always agree with each other, but we will always respect each other.

In my courses I emphasize learning as an active practice. My goal is to allow agency to inhabit the learning experience – what you, the learners, *do* – rather than allowing agency to reside in prescribed expectations, or assuming it for myself. For some who arrive in my courses, the agency to make your own decisions and to take actions in pursuit of learning can seem daunting. I am here as a kind of mountaineering guide – I point out the trails, offer some training on specific equipment, give insight into the environment around us, encourage or correct as required, but each of you and the expedition team as a whole must shoulder your own packs, and strive for the summit on your own terms.
If you are going to be late or absent, it is polite and professional to send an email before class. I do not require reasons or documentation. If I am informed in a timely and professional fashion, then I can consider options for making up missed work.

**Grading system:**
The University of Calgary’s four-point Grading System, as described in the Calendar (https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html) will be used in this course.

### F.1.1 Undergraduate Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>Outstanding performance</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>Excellent performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
<td>Approaching excellent performance</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
<td>Exceeding good performance</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
<td>Approaching good performance</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
<td>Exceeding satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
<td>Approaching satisfactory performance</td>
</tr>
<tr>
<td><em>D</em></td>
<td>1.30</td>
<td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>D</em></td>
<td>1.00</td>
<td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject</td>
</tr>
</tbody>
</table>

The Faculty of Law utilizes a "D" grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure. Did not meet course requirements.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>0.00</td>
<td>Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.</td>
</tr>
</tbody>
</table>

The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.

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.

**Communication with Instructor: Office Hours and Email**
Please, visit me in my office hour. F2F meetings are most productive. Make an appointment if the office hour doesn’t work. I like meeting with students!

Otherwise, use email; from the *Calendar:*

**Student Communication and Responsibilities**
The University of Calgary’s primary method to communicate with students is electronic communications. This includes email and Student Centre notifications.
University of Calgary students are provided with a UCalgary email address. Official notifications and communications from the University of Calgary will only be sent to the UCalgary email address. Students are responsible for ensuring they set up their UCalgary email prior to the start of their first term at the University of Calgary and are accountable for reading messages sent to their UCalgary email account, or posted on their Student Centre, on a regular basis to ensure important information is not missed.

Email cannot replace the classroom – I cannot use it to give special tutorials for missed classes. I cannot pre-mark assignments (though I am happy to meet with you to discuss assignments and expectations and work in progress). I will not use email to provide information that is available elsewhere, such as in this course outline, on D2L, or in assignment instructions. Questions regarding content or explications of course texts are better asked or addressed in class time or office visits.

I will always try to respond to emails within two business days. There should be no expectation that I consult my emails in evenings or on weekends. I may not reply to emails that are simply information about absences.

A note on professional etiquette: emails should have ENGL251 in the subject line. You should have a salutation that is suitably formal: “Dear Dr. Giles” if you are asking for something, like a meeting to discuss an assignment grade; perhaps simply “Dr. Giles” if you are advising of an absence. On rare occasions – perhaps following up on a conversation, or in an email chain where a certain rapport has been established, you can hazard “Mark” or “Dear Mark” – but don’t presume familiarity, take your cue from your instructor’s behavior.

There is no occasion when “Hey” is an acceptable salutation.

Electronic devices in the classroom Do’s and Don’t’s
I am a huge believer in the benefits of handwriting, sketching, and doodling when participating in learning activities. Analog simply is more effective. It’s active. It’s haptic. Yet I recognize we are in the 21st century. I ask that any use of electronic devices in the classroom be related to the work in the course. I will stop class if I sense the electronic devices are distracting me or others. Next, I will talk to you outside of class if the behavior is persistent. Finally, I will call you out by name in-class if it continues.

- **Do**: turn off all notifications, including your smartwatch and laptop; take notes on your laptops; look up stuff for discussion or in-class research at appropriate times; read the class texts in your e-reader; take pictures of the blackboard.
- **Don’t**: make audio or video recordings of classes; turn notifications on; message friends; do social media; take selfies; live-tweet sarcastic comments; play games; watch videos; prepare for other classes.

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](http://www.ucalgary.ca/pubs/calendar/current/k-5.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.
Our email address is smecuofc@gmail.com.

English Department Website:
For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at https://arts.ucalgary.ca/english. 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: https://library.ucalgary.ca/sb.php?subject_id=52619

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 Deferral 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](http://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](http://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.

Emergency Evacuation/Assembly Points: [http://www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints)


“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.

Faculty of Arts Program Advising and Student Information Resources:
Have a question, but not sure where to start? The new Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at [http://arts.ucalgary.ca/undergraduate](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: [https://www.ucalgary.ca/student-services/ombuds/role](https://www.ucalgary.ca/student-services/ombuds/role)

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](http://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://owl.english.purdue.edu/owl/resource/747/01/

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.
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.