



UNIVERSITY OF
CALGARY

FACULTY OF ARTS
Department of English

COURSE OUTLINE
ENGL 251: Literature and Society
Winter 2023
Mondays and Wednesdays 15:30-16:45, ST 127

Instructor	Uchechukwu Peter Umezurike
Email:	uchechukwu.umezurike@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	Tues: 1:00-15:00, or by appointment. Office: SS 1024

General course description:

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.

Specific course description (Masculinities):

In this course, we will examine images of men and masculinity in various texts, such as fiction, poetry, and drama, and how different cultures define masculinity. We will also analyze the forms masculinity can take and how social categories, such as ethnicity, nationality, race, religion, class, and ability, shape or complicate definitions of masculinity. Finally, we will appreciate how masculinity intersects with questions about power and hegemony and the complexities and contradictions of gender. This class emphasizes close reading and critical analysis; therefore, students will 1) pay careful attention to language, power, culture; 2) engage in close reading and critical analysis; 3) develop original, evidence-based interpretations of texts; 4) make concrete arguments about texts; and 5) support such arguments with insight, depth, and clarity.

Course learning outcomes:

Upon successful completion of the course, students will be able to:

- *Practise engaged reading:* develop skills in attentive, careful, and engaged reading. Interpretive methods addressed in the course could include, close reading, thick description, and contextual analysis.
- *Assess textual evidence:* learn to identify and assess different kinds of evidence in literary and cultural texts, and how to use such evidence to construct a compelling argument.
- *Identify rhetorical strategies:* learn to identify and assess the rhetorical strategies they encounter in literary and cultural texts, and to become attentive to the rhetorical strategies they use in developing their own arguments about the things they read.
- *Acquire critical terminology:* learn basic terms for literary/cultural analysis.
- *Communicate critical analysis:* how to communicate original, evidence-based literary interpretation clearly and effectively, using a variety of forms including oral discussions, low-stakes writing, and assessed writing.
- *Understand documentation and citation:* how to search, locate, and use primary and secondary sources in their written work and to identify what constitutes plagiarism.

Texts and readings:

Texts for Purchase (available at the UCalgary bookstore):

- Adichie, Chimamanda Ngozi. *Purple Hibiscus*, Algonquin Books, 2003.
- Wilson, August. *Fences*. Plume, 1985.

Required Texts (available electronically)

Bederman, Gail. "Remarking Manhood through Race and 'Civilization.'" *Exploring Masculinities*, eds. C.J. Pascoe and Tristan Bridges. Oxford UP, 2016, p.50-66.

Connell, R.W. "Debates about Men," *The Men and the Boys*. University of California Press, 2000, pp. 3-14 & 15-32.

Halberstam, Judith. "An Introduction to Female Masculinity: Masculinity Without Men." *Female Masculinity*, Duke UP, 1998, pp. 1-19.

hooks, bell. "Doing it for Daddy." *Constructing Masculinities*, eds. Maurice Berger et al., Routledge, 1995, pp. 98-106.

Reeser, Todd. *Theorizing Masculinity*. Wiley-Blackwell, 2010, pp. 1-34 & 35-54.

Learning technology requirements:

Students will need to have access to a laptop computer or smartphone in class time. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca). Students may be required to watch films or videos via *Criterion on Demand* or *Audio Ciné Films*.

Assessments and Evaluation:

Class Attendance/ Participation (5%)		10%
Close Reading Paper (500 words)	JAN 30	10%
Bibliography (5 scholarly sources)	FEB 15	10%
Group Paper (15% by instructor; 5% by group members)	FEB 27 and MAR 27	20%
Final Essay (1500 words with 2-3 secondary sources)	APR 5	20%
Final Exam		30%
Total		100%

DESCRIPTION OF ASSIGNMENTS

Class Attendance and Participation (5%): Students are expected to attend all classes, punctually and regularly except if they are ill and have to stay at home. Attendance and participation are worth 5% of your final grade. Students are expected to read texts assigned for class discussions before every class and be ready to engage respectfully with the texts, instructor, and other students. Attendance will be monitored, and participation will be evaluated based on the volume and quality of your contributions to class discussions. Every two (2) unexcused absences cost 10% toward your attendance grade. Any student may be called upon during class to respond to questions or to engage with the topic/text being discussed. The criteria for determining participation grade will be based on the following rubric: 1) the depth of student's comment; that is, the comment is thoughtful, respectful, insightful, even critical, and furthers the conversations or possibly generates more questions; 2) student actively and regularly participates in class discussions and small group activities; 3) completion of tasks during class; and, 4) reflective emails for anyone who feels hesitant to share their ideas in class. I recognize some of us are reticent and shy, and I would do my best to encourage a space for everyone to feel that their comments are valued.

Close Reading Paper (500 words): Students will choose a passage out of two passages provided on D2L and perform a close reading of the text. Essays must be double-spaced and submitted to me via D2L site on or before the due date. Instructor will provide a template and demonstrate how to perform close readings. This assignment evaluates students' ability to close read a text, critique it, and contribute to our understanding of the text. It will also evaluate how students support and build their arguments.

Bibliography (5 scholarly sources/references): Students will prepare an MLA formatted Works Cited listing five (5) secondary texts, derived from the university library. Please refer to the *MLA Handbook*, 8th or 9th

edition for clarification. This assignment is to assess student's ability to research relevant sources and familiarity with the MLA citation format. It also aims to develop this bibliographic skill prior to their final essay paper.

Group Paper [15% for 2 responses + self/peer evaluation = 5% (20%)]: Each group will prepare and submit two (2) critical responses of 500 words for February and March, respectively. The responses should be written in plain language but should critically engage with a concept approved by the instructor. These responses represent formal academic writing exercises. This assignment is to evaluate the group's ability to reflect on the concept studied in class and how the concept supports, challenges, or expands on what they already know or previously learned. Students will also evaluate each group member based on their contribution to the group paper, meeting deadlines, communication, and professionalism. You are expected to assign a grade between 1 and 5% and provide at least one paragraph justifying why you are assigning the grade based on the criteria indicated above. You will also assign yourself a grade along with justification. The group should alert the instructor of any concerns before the presentation date. Any student, who is absent throughout the group paper activity, will receive an F for this assignment. All these responses must be submitted to the D2L on the dates provided in the reading schedule. This assignment is worth 20% of your final grade. An assessment rubric and additional instructions will be provided in class.

Final Essay (1500 words with 2-3 secondary sources): The final essay engages an analysis of a topic in any of the texts discussed in class. Students propose their own topics and are highly encouraged to consult with the instructor about the specifics of their central arguments. At least one class period will be devoted to researching/workshopping the final paper. Note that this essay must include a works cited page and must follow MLA formatting and style guidelines. If need be, please refer to the *MLA Handbook*, 8th or 9th edition for clarification. Essays must be double-spaced and submitted to me via D2L site on or before the due date. This assignment evaluates the ability to write an essay with a clear thesis, an introduction, paragraphs that develop your argument by way of supporting evidence and reasoning, and a conclusion.

Final Exam: The final exam will consist of a closed book and will be scheduled by the registrar during the winter exam period (April 15 to 26). It will follow the university regulations for examinations in campus courses and will also be cumulative (cover all material from the beginning of the semester).

ADDITIONAL REGULATIONS:

- This course will have a Registrar-scheduled final exam, and the exam will be Closed Book, written in person.
- Students must be available for examinations up to the last day of the examination period. (<http://www.ucalgary.ca/pubs/calendar/current/g.html>)
- There are no extra-credit assignments or opportunities for extra credit in this course.
- Unless otherwise specified in assignment instructions, all assignments are to be submitted to the D2L dropbox for this course. Assignments will be due on or before MIDNIGHT of the due date. Assignments submitted after this time will be subject to the following late penalties:
 - Assignments submitted after the deadline will be penalized with the loss of a third of a grade (for example, an A- to B+) for each business day [not class] that the assignment is overdue.
 - Assignments submitted after the due date will be graded but will not have feedback provided.
 - No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.
- It is your responsibility to keep a copy of all assignments in case of loss by any cause.
- You do not have to complete all assignments in order to receive a passing grade in the course.

Conduct:

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Policy on use of electronic devices:

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's **Internet and email use policy**. Electronic devices are not permitted during the Final Examination.

Grading System:

This course uses a combination of percentages and letter grades.

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

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)

- 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 far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- There is no D- grade.

Academic Integrity:

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an **Application of Deferment of Term Work** must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the **deferral of final examinations**.

Grade appeals:

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the **University Calendar** and request advice from the English Department at engl@ucalgary.ca. Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English.

Scribe and Muse Club for English Students:

The **Scribe and Muse Reading and Writing Club** fosters and champions reading and writing through community service, leadership, and engagement. Our email address is smecuofc@gmail.com.

Writing support:

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

Academic regulations and schedules**Student Academic Accommodations:**

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

Program Advising and Student Information Resources is done through the Faculty of Arts Students' Centre.

Office location: SS102; phone: 403-220-3580; email: ascarts@ucalgary.ca

Website: <http://arts.ucalgary.ca/undergraduate>

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.

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.

Sexual violence policy:

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other important information:

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

Universal Student Ratings of Instruction (USRI):

Please participate in [**USRI Surveys**](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.