

FACULTY OF ARTS
DEPARTMENT OF ENGLISH

COURSE OUTLINE

**ENGLISH 483.01 LITERARY THEORY SINCE 1800
THEORY FOR THE ANTHROPOCENE**

Winter 2017

Tu/Th 2:00 to 3:15
Classroom SA 13
Dr. P. Banting
SS 1010, pbanting@ucalgary.ca
Office Hours: T/R 3:30 to 4:30

Course Description:

In this course students will acquire an introduction to and in-depth immersion in four new distinct theoretical fields within literary and cultural studies, namely, ecocriticism, indigenous literary theory, petrocultural studies (a.k.a. oil cultures, petrocriticism), and the climate change humanities. Although our major focus will be on the theoretical writings of our texts and the ways in which they can inflect our critical practice (and even while resisting the binary between “theory” and “application”) we will also examine some short texts and excerpts of various genres and media in order to assess when and how we might use a given theoretical approach or principle and to gain practice in doing so. Prerequisite: ENGL 302 & either 240 or 340.

Required Texts (in the order in which we will study them):

The following books have been ordered by the University of Calgary Bookstore:

Cheryll Glotfelty and Harold Fromm, eds., *The Ecocriticism Reader: Landmarks in Literary Ecology*

Neal McLeod, ed., *Indigenous Poetics in Canada*

Jon Gordon, *Unsustainable Oil: Facts, Counterfactuals and Fictions*

Stephen Siperstein, Shane Hall and Stephanie Lemenager, eds., *Teaching Climate Change in the Humanities*

You must also possess (and use) a writing and style manual such as but not restricted to *The MLA Handbook for Writers of Research Papers*, the standard manual for work in literary studies. If you already have another writing, grammar and punctuation manual, it might be adequate. If you do not have one at all, then I would suggest you purchase *The MLA Handbook for Writers of Research Papers*. The newest edition is the 8th edition, but if you have the 6th or 7th there is no need to buy another one for this course.

Your Assignment Portfolio:

Mid-term exam (closed book, in class, Mar. 2 nd)	20%
Analytical research essay (10 – 12 pp., due week 10):	20%
Reading journal (12 entries of two full pages each, due Feb. 28 – entries 1 through 6; April 6 – all 12 entries including the <u>marked</u> entries for weeks 1 through 6):	40%
Final examination (take-home, open-book): (due no later than 12:00 noon, Monday, April 17)	20%
TOTAL	100%

IMPORTANT NOTES:

Students must complete and submit in a timely fashion all of the assignments in order to be eligible for a passing grade for this course. Failure to complete them will result in an automatic failure of the course (F).

There will NOT be a registrar-scheduled final examination in this course. The final examination will be of the take-home, open-book format.

The final examination is due **no later than noon on April 17th, the first Monday after classes end. Failure to submit it to the professor directly or to the English General Office, 11th floor, SS, before noon on that day will result in an automatic failure of the assignment and therefore of the course. Plan ahead for any eventualities such as blizzards, vehicle breakdowns, work schedules, etc.**

See my detailed handout posted on D2L on how to keep a reading/thinking journal. We will be going over this handout in detail during week one of classes.

Your journal is to be typed, double-spaced and with 1” margins on all four sides of the paper.

Analytic research essay (10 to 12 pp. including works cited). A research essay that contains no research is not one, and will receive a grade no higher than 50% no matter what other good qualities it possesses.

Research (“re-search”) materials refers to scholarly materials highly relevant to your essay topic that you seek and find: materials already on the course do not constitute “re-search” because there is no “search” involved in finding them.

Although it is difficult to specify a precise number of highly pertinent scholarly articles that must be included and taken into account in the essay, three would be

the minimum, and they must be full-length scholarly articles (though you can certainly also incorporate other materials as well such as quotations from book reviews, print or audio interviews and so forth too). Scholarly research must, moreover, be utilized to extend one's own thinking, not just typed in to demonstrate that one did look something up: the point of doing research is to interact with the ideas of others, not just cite "authorities." In your papers, you are the prime authority. Research is not an onerous task but an adventure, a discovery process and a marketable skill.

Note: "minimum" is not synonymous with "maximum" or "optimum."

Page lengths for written assignments are calculated on the following basis: All written assignments must be double-spaced (not 1.5 or 3) in 12-point font with 1" margins on all four sides of the page. Times New Roman is the standard font.

Late penalties: Late penalties will be deducted for late assignments. Late penalties can and sometimes do result in a failing grade on an assignment so students will want to start assignments well in advance of any due date. **The late penalty for written work is one mark per day late.** That is, if your assignment merits a 20/25 (80%, A-) but comes in two days late, the mark will drop two marks to 18/25 (76%, B). This measure is in place in order to ensure a level playing field for everyone in the course and also to enable the professor to meet her deadlines.

This course may be conducted as a mixture of lecture, class and group discussion, groupwork, workshop, fieldwork, applied readings, exercises (for instance, possibly some planned or impromptu skit creation, audio recording or other creative opportunities for class participation), and other forms of learning. Students will have hands-on, and perhaps some community-based, engagement with literary theory through various exercises and assignments. Participation in all learning activities, not just lectures, is compulsory.

Why? Because learning theory is akin to learning a new language. When you study a language, you also learn how to speak that language, not just read it or read about it. Simply being able to recognize theory on a page in a textbook is not sufficient: you need to be "conversant" with it. Moreover, an important part of intellectual work is being able to speak about it with others. There is little point in hoarding your insights by keeping them to yourself: the world needs them, desperately, as we shall see as we read and think about the course materials. In short, students will be expected to assume the role of active participants in the construction and dissemination of knowledge rather than that of merely passive consumers of it. This includes participation in discussion and in credit-free assignments and activities carried out in class.

A strong commitment to class attendance, completing the assigned readings in advance of the class for which they are scheduled, avidly participating in all class and group discussions and in-class exercises and activities, demonstrating

respectful and open intellectual engagement with the course materials and with fellow students and the professor are highly valued. Intermittent attendance (more than a couple of absences in a term) *always* results in losing one's place in terms of the material and the others in the course. We will have a lot of fascinating material to talk about, work on and play with in this course! Think of a course not as working in a marks factory but as belonging to a community of living, breathing, thinking, responding, researching, knowledge-creating beings.

Recent studies have shown that handwritten class notes are markedly superior in terms of acquiring a more thorough understanding of course material and for retention of material in one's memory. The instructor reserves the right to outlaw the use of phones, tablets and computers in class. Surfing the web, checking email or social media, or taking calls or texting during class is strictly forbidden (unless of course instructed to do so by the professor for pedagogical purposes).

Along similar lines, I highly recommend that you annotate and underline the primary course texts (preferably in paper, but you can annotate in ebook and electronic articles in formats such as the Kindle application). Don't try to preserve pristine copies of your texts for resale to other students who will then underline and annotate your book and in so doing do better than you did in the course! As proven in numerous studies of learning processes, reading your underlining and annotations are the best ways of acquiring and consolidating your knowledge of textual material. Studying is also so much easier and more efficient if you have already 'made tracks' in your text (though not, of course, in any library books, ever).

Please do not attempt to read the assigned materials on your phone! You cannot possibly ingest the texts on a screen as small as that of a phone. Just as visual arts courses examine the quality of the paint strokes in a painting or the forms in clay, literary studies are based on engagement with the language of the text. We are not studying course materials for an entire term simply in order to extract "the main idea" or "get the general drift" of a text! There is no such thing as general drift. We will be focussing on what is actually on the page. You must therefore bring the assigned readings of the week to class each week.

Sources of information about literary readings, plays, book launches and special talks include the English Department website, in-class and D2L announcements, *Swerve Magazine* (published with the Friday edition of the *Calgary Herald*), campus posters, and individual bookstores' websites (e.g., ShelfLife and Pages Books). If while taking your English literature degree, you don't attend any literary events, you might wonder why dancers go to dance events, film students watch and even learn to make films, and engineers build and race solar cars while you avoid events associated with your own training.

There will be no extra credit assignments or opportunities to re-do and resubmit your work. That being said, if you need help, assistance or advice with anything

course-related, please visit me in my office during office hours, and I will be very pleased to assist you in advance of the due date. Please come.

Double-sided printing of assignments is highly encouraged in order to save paper and trees. Please feel free to use factory recycled paper or even paper that has already been used on one side only. This is not only permissible but admirable. Just draw a line diagonally through the material printed or written on the “wrong” side and make sure your pages are stapled in order.

Please **DO NOT** use any plastic cover sheets for your assignments. They have an annoying tendency to flap shut while one is trying to read them, and using plastic contributes to waste, pollution and excess carbon. Just a simple staple in the upper left-hand corner of the page is perfect. Please staple your work before handing it in.

Written assignments are due at the beginning of class on their due dates, and they must be physically handed to the instructor. Papers are considered submitted when they are either in my hand or date-stamped by the office staff and placed in my mailbox. At this point, I cannot accept any electronic submissions (which is too bad as it would save paper and trees). If you absolutely cannot hand me your work in class, then do not shove your professional work under my (or anyone else’s) office door. It can and does get trampled, lost, put under the wrong professor’s door, etc. Instead hand them in via the English Dept. office between 8:30 and 4:30 (the office is closed from 12:00 to 1:00) or the Essay Drop Box just outside the English Department office. NOTE: The English Office is on the 11th floor of the Social Sciences Bldg.

In this course, final grades will be marked on the University of Calgary’s four-point Undergraduate Grading System, as described in the Calendar:

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

A+/A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

All assignments will receive a numerical grade, to be converted using the following scale:

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 4-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.

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>.

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 <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>

Guidelines on e-mail Etiquette:

<https://gsa.ucalgary.ca/wp-content/uploads/2016/09/Email-Etiquette.pdf>

Library and Research Support:

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: christie.hurrell@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>.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

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 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> 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.