

## Course Outline

# ENGL607.55 (W2021): Advanced Topics: Theoretical and Cultural Studies

## Department of English, University of Calgary

- **Instructor:** Dr Michael Ullyot
- **Office Hours** ([Zoom](#); password: Ullyot): Fridays, 10:00-11:00, 15 Jan to 9 Apr
- **Phone:** 403.220.4656
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- **Web:** [j.mp/ullyot](http://j.mp/ullyot)

## Description

In the 1980s, new historicists expanded literary critics' use of archival evidence. Similarly in the 2010s, digital humanists expanded our use of machine-readable texts. Using tools like the Natural Language Toolkit on text corpora like the HathiTrust Digital Library, we base critical arguments on ever-expanding evidence. But setting aside mere capabilities, what methodological principles impel this expansion?

This course considers how literary critics have used textual evidence in the past, how we use it today, and how future critics can combine persuasive discourse with claims to categorical evidence. We begin with new-historicist and cultural-materialist arguments for embedding literary texts in social texts. Then we examine digital editions and text corpora that critics parse with increasingly nuanced tools.

Our core question is what effect these expansions of evidence have on literary-critical methodologies, particularly as they resist arbitrary case-studies or exemplary close readings. What do we gain and lose by treating literary texts as data? How much evidence is sufficient to make an argument, and who decides? How can our criticism be both rhetorical *and* empirical?

## Platforms

There are three platforms for the synchronous and asynchronous elements of this course:

1. **Desire2Learn** (D2L) for grades, submissions, and formal announcements;
2. **Slack** for chats, recorded presentations, informal announcements, readings, resources/tools/editions and random stuff; and
3. **Zoom** for videoconferencing our seminars, including live presentations.

## Access

You must have reliable access to the following:

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

Most current laptops have a built-in webcam, speaker and microphone.

- Links to Zoom and Slack are in the D2L Navigation Bar.
- The first time you access Slack you must register for our workspace using the custom invitation link, posted to News & Announcements at the start of term.
- [See here](#) to get the most out of our Zoom sessions; and [start here](#) for an introduction to Slack.
- To participate in Zoom you must sign in to [ucalgary.zoom.us](https://ucalgary.zoom.us) using a @ucalgary e-mail account. If you have another Zoom account you need to convert to your @ucalgary e-mail, [follow these instructions](#) to 'provision' your account. You must also run Zoom in the desktop or mobile client ([download here](#)), not in your browser. And if you're using Chrome OS, switch to one of these platforms: Windows, macOS, Linux, Android, or iOS.

## Expectations

- I cannot require you to **turn on your camera** in Zoom, but please do. It builds community to see your faces in class and in tutorials. If you want to protect the privacy of your personal space, use a virtual background. If you have valid personal reasons preventing you from turning yours on, please reach out to the instructor.
- Be prepared, as best as you are able, to join classes in a quiet space that will allow you to be fully present and engaged in Zoom sessions.
- Zoom and Slack links and passwords are only for students registered in this course. To ensure that our sessions and workspaces are private, **do not share the link or password with others** on any platform.
- Zoom recordings and materials presented in Zoom or Slack, including any teaching materials, must not be shared, distributed or published without the author's permission.

## Required Textbooks

There are no required textbooks for this course; all required readings are articles, books, and other materials that are freely available online. Links will be provided in the #required-readings channel in Slack.

## Evaluation

- Research Goals Statement: 10%
- Source Presentation: 20%
- Annotated Bibliography: 20%
- Research Project (Proposal, Presentation, and Paper): 10+10+30=50%

**You must complete these 4 assignments to pass this course:** the Research Goals Statement, the Annotated Bibliography, the Research Proposal and the Research Paper. Detailed descriptions of each assignment are below. There is no Registrar-scheduled exam in this course.

Grades are calculated according to [the 4 point scale used in the Graduate Calendar](#).

- Please note: A B- is considered a minimum pass for students in the Faculty of Graduate Studies. Although the A+ is solely an honorific that entails no additional points in the four-point system, I will use this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

I use percentages to grade every assignment, and use D2L to convert them to these letter-grade equivalents:

*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).*

Only at the end of the course do I convert your final percentage grades into letters or GPA scores. Note that, according to the University Calendar, instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

## Policies

### Submission & Due Dates

Due dates are always midnight of the day indicated in the Course Schedule. Each student is permitted **2** free extensions of 1 day without penalty, on **any 2** of the Research Goals Statement, the Annotated Bibliography, the Research Proposal or the Research Paper. **You do not need to ask permission for these extensions.**

I penalize late assignments — i.e. those submitted after midnight on the due date — at a rate of 5% daily for the first two days, and 1% daily thereafter. You must submit all assignments no later than one calendar week

after the due date. Any later, and you will receive a zero grade on that assignment. Extraordinary cases of medical emergencies and other domestic afflictions may be subject to extensions, but only at my discretion. I may request documentary evidence for the reason you give for your absence. For details on possible forms of documentation, including statutory declarations, see [here](#). If I deem your evidence to be acceptable, I may decide that alternate arrangements can take forms other than make-up assignments. (For example, the weight of a missed grade may be added to another assignment.)

## E-mail

Use your @ucalgary e-mail for course communications. I will respond to e-mails sent via @ucalgary accounts within 48 hours. Do not follow up before 48 hours have elapsed.

# Assignment Descriptions

## Research Goals Statement

Why are you here? Within the contexts of the course description (above) and your own critical and/or creative practices, what question do you intend to answer by the end of this course? Which critical contexts and secondary sources inform your approach to that question? What skills do you need to develop to address your question? What primary source(s) will you use to address your question?

Answer these five questions in about 800 words, citing at least one primary and three secondary sources using MLA format and a Works Cited section.

Submit your statement to the designated dropbox on D2L, and share a copy with everyone in the #projects channel on Slack.

Your grade for this assignment depends on your successful completion of these components, and on your 1-on-1 feedback meeting with the instructor to refine and develop your goals. (In lieu of a meeting, we can also exchange e-mails or audio messages.)

## Source Presentation

Summarize the arguments of 3-4 article-length or 1 book-length source(s) by a single secondary author on our Required Readings list in a 15-20-minute presentation on Zoom in one of our Tuesday seminars. What methods, theories, or practices does the author offer that apply equally to other domains beyond those studies in the article? Post a discussion question to the #presentations channel in Slack, and then lead a discussion there and on Zoom for at least 10 minutes.

Your grade for this assignment is based on a rubric circulated in advance.

## Annotated Bibliography

In the #proposed-readings channel in Slack, submit a proposed list of 10 *secondary* sources (books or articles) by 10 different authors that you will annotate. None of the sources may be on our Required Readings list, though they may be written by authors on that list.

A week later, submit a document to the designated D2L dropbox that lists 10 sources in MLA format, each entry followed by a summary of its relevance to your research goals in about 100 words. Your final 10 sources should overlap with your proposed sources, but you may substitute up to half of them (e.g. if you find better sources). Share a copy with everyone in the #proposed-readings channel.

Your grade for this assignment depends on your completion of these requirements, and the clear relevance of your final 10 sources to your developing research goals.

## Research Project

There are three components of this project, which you must complete in the following order:

### 1 / Research Proposal

Your proposal is a followup to your Research Goals Statement in which you articulate a question you will answer, the methods you will use to answer it, and the domain (e.g. primary texts, digital or analog archives, text corpora) that you will use to complete a critical or creative project. Address all three components in a document about 800 words long. You may, but need not, cite secondary sources not mentioned previously in your Annotated Bibliography.

Submit your proposal to the designated D2L dropbox and share a copy to the #projects channel in Slack.

Your grade for this component depends on your fulfilment of these requirements, and on a followup conversation with the Instructor to refine and develop your project. (This can be a 1-1 meeting or an exchange of e-mails or audio messages.)

### 2 / Research Presentation

In a 15-20-minute presentation on Zoom in one of our Tuesday seminars, summarize your questions, methods, progress and (above all) barriers to completion. Post a consultative question to the #presentations channel in Slack, and then lead a discussion there and on Zoom for at least 10 minutes.

Your grade for this assignment is based on a rubric circulated in advance.

### 3 / Research Paper

Write a research paper, or a creative work with a critical introduction, of about 3,500 words that meets or refines the goals of your Research Proposal.

Cite at least 5-7 secondary sources, at least half of which should be from your Annotated Bibliography. No more than half of your secondary sources should be from our Required Readings list.

Submit your paper to the designated D2L dropbox.

Your grade for this assignment is based on the probity of your research, the quality of your critical and/or creative writing, and your fulfilment or refinement of goals in your Research Proposal.

## Schedule

W1

**Jan 12** Course Introduction and Assignment Designs

W2

**Jan 19** Ullyot, “Augmented Criticism, Extensible Archives, and the Progress of Renaissance Studies” (2014); Ullyot, “The Way We Read Now: Criticism in the Age of EEBO” (2021); Gallagher & Greenblatt, *Practicing New Historicism* (2000): Introduction, Chapter One, Chapter Two

- Presenter: Michael Ullyot

W3

**Jan 26** Fish, *Is there a Text in this Class? The Authority of Interpretive Communities* (1980): Introduction, Chapter 15, Chapter 16; Ramsay, *Reading Machines* (2011): Preconditions, Chapter 1, Chapter 3, Chapter 5, Postconditions

- Presenter: TBD

**Jan 29** Research Goals Statement due

W4

**Feb 2** Jockers, *Macroanalysis* (2013): Chapter 1, Chapter 2, Chapter 4, Chapter 6, Chapter 8; Piper, *Enumerations* (2018): Preface, Introduction, Chapter 2, Chapter 3, Conclusion

- Presenter: TBD

**Feb 5** Annotated Bibliography proposals due

W5

**Feb 9** Gold & Klein, eds. *Debates in the Digital Humanities* (2019): Introduction, Chapter 6, Chapter 10, Chapter 16, Chapter 18, Chapter 19

- Presenter: TBD

**Feb 12** Annotated Bibliography due

### READING WEEK

W6

**Feb 23** See *Required Readings list/channel*

- Presenter: TBD

**Feb 26** Research Proposal due

W7

**Mar 2** *See Required Readings list/channel*

- Presenter: TBD

W8

**Mar 9** Research Presentations

W9

**Mar 16** Research Presentations

W10

**Mar 23** *See Required Readings list/channel*

- Presenter: TBD

W11

**Mar 30** *See Required Readings list/channel*

- Presenter: TBD

W12

**Apr 6** *See Required Readings list/channel*

- Presenter: TBD

W13

**Apr 13** Closing Reflections and Future Research Plans

**Apr 20** Research Paper due

## Academic Integrity

While 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.

Using any source whatsoever without clearly documenting it is a serious academic offence. If you submit an assignment that includes material (even a very small amount) that you did not write, but that is presented as

your own work, you are guilty of plagiarism. **The consequences include failure on the assignment or in the course, and suspension or expulsion from the university.** For details, see [here](#).

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:

*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.*

Advice on adequate documentation can be found [here](#) and [here](#).

## Student Conduct

### Principles

According to [the University Calendar](#), “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.” Report any cases of such misconduct immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

## Sexual Violence Policy

The University recognizes that all members of our 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.

## Classroom Conduct

All students, employees, and academic staff in the university community are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment, and to conduct themselves in accordance with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found [here](#).

## Internet & Electronic Communication Devices

Use laptops and mobile devices in a manner appropriate to the course and classroom activities. Do not access websites and resources during class that are distracting to you or to other learners. You are expected to know and to follow [the University's Internet and email use policies](#).

## Online Conduct

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](#)). When entering Zoom, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. You are required to use names officially associated with your UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If you have difficulties complying with this requirement, email the instructor explaining why, so the instructor may consider whether to grant an exception, and on what terms.

## 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.

## Copyright

All students are required to read [the University of Calgary policy on Acceptable Use of Material Protected by Copyright](#) and [requirements of the copyright act](#) to ensure they are aware of the consequences of unauthorized 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](#).

## Media Recording

Please refer to [this statement](#) on media recording of students.

### ... 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.

### ... 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.

### ... for 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.

## Other Important Information

Please visit [the Registrar's website](#) 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

## 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.

## Scribe & 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. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

## Department Website

For more information about courses, programs, policies, events and contacts in the Department of English, please go to [our website](#). 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 University of Calgary students.

## Library & 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](mailto:maboyd@ucalgary.ca).

## Academic Regulations & 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 [here](#).

## Grade Appeals

Consult [this 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.”

## Deferral of Term Work & 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](#).

## Student Accommodations

The student accommodation policy can be found [here](#). 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](#). 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 [here](#).

## Program Advising & Information Resources

Have a question, but not sure where to start? The 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](mailto:ascarts@ucalgary.ca). You can also visit [the Faculty of Arts website](#) 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 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.

## Universal Student Ratings of Instruction (USRI)

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. Your responses make a difference; please participate in USRI Surveys.