

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2019-2020 C LIT 228 - A1: *Literature, Popular Culture, and the Visual Arts*
(Spring Term)

Note: Remote Delivery

Instructor: Derya Cinar

Office: 413-C

Telephone: xxxx Fax: 780-492-9106

E-mail: cinar@ualberta.ca

Personal Website: N/A

Time: M W F 02:00 PM – 03:50 PM

Place: Remote Delivery (Zoom, eClass)

Office Hours: M W 04:30 PM – 05:30 PM,
or by appointment

Course Website: e-class

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

Course Prerequisite: N/A or consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology requirements (minimum): Electronic devices such as desktop computers, laptops, tablets, and cell phones.

It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

Exam registry – Students' Union

<http://www.su.ualberta.ca/services/infolink/exam/>

See explanations below

Document distributed in class

Other (please specify)

NA

Course Description, Objectives and Expected Learning Outcomes:

“It takes a village to make a monster”.
Jeffrey Andrew Weinstock

C LIT 228 *Literature, Popular Culture, and the Visual Arts* investigates in-fiction and onscreen imaginary creatures and their life cultures in animated and graphic story worlds. In a close reading of contemporary fictions, filmic and artistic works and their (re)adaptations, we will examine how imaginary creatures in popular narratives intersect with the guiding themes of gender, race, class, power, humor, love and relationship in the forms of lectures and in-class debates. By the end of this course, students will be able to identify representative characteristics of popular fiction, use a critical approach to understand the uses and abuses of popular culture, and develop critical engagements and creative writing practices to construct original syntheses in literature, film and various media through a cross-cultural and comparative analysis of the text(s) of their choice.

By the end of this course, students should be able to:

- Present oral analysis of selected works examining how various forms of media function as tools for considering the nature of identities, social norms and culture.
- Recognize the key elements of fantasy genre together with humor, satire, allegory and symbolism as literary devices in the given fantasy works.
- Participate in group-discussions to assess how fantastic and monstrous forms of art function and inform society.
- Compare different adaptations of imaginary creatures in the selected visual and written works of the 21st century.
- Demonstrate critical thinking and oral production skills through in-class debates regarding how power and representation are described in the selected popular fiction.
- Use scholarly literature to write a research paper.
- Develop an original synthesis and compose a written/artistic/creative work which integrates and critiques the elements of popular culture in fiction and on screen.

Course Format: The objectives of this course will be met through a combination of formal online lectures in the forms of flipped classes, in-class activities, and group discussions in addition to assigned readings and audiovisual materials.

Required Texts:

André Alexis. *Fifteen Dogs: An Apologue*. Coach House Books, 2015.
<https://search.library.ualberta.ca/catalog/7393998>

Kubo and the Two Strings. Dir. Travis Knight. Laika, 2016.
<https://search.library.ualberta.ca/catalog/8053488>

Recommended Texts:

Fiske, John. *Understanding Popular Culture*. Routledge, 2010.

<https://search.library.ualberta.ca/catalog/8805948>

Weinstock, Jeffrey Andrew. *The Monster Theory Reader*. University of Minnesota Press, 2020.

<https://search.library.ualberta.ca/catalog/8901328>

The Modern Language Association. MLA Handbook for Writers of Research Papers. 8th ed. Modern Language Assn. of America. ISBN: 978-1-60329-024-1.

Important Dates:

First Day of Class: May 4, 2020

Add/Delete and Withdrawal Dates: [See Academic Schedule in current Calendar](#)

Last Day of Class: June 10, 2020

Grade Distribution (see “Explanatory Notes”):

Attendance and Participation	15% (ongoing)
Group Discussions	20% (ongoing)
2 eClass Quizzes	10% (May 11 th and June 25 th)
1 Instagram Post	15% (due May 29 th)
Final Project	
Proposal	10% (due May 20 th)
Unessay/Essay	30% (due June 10 th)

Explanatory Notes on Assignments:

Class Attendance and Participation (15%): Students are expected to attend all lectures and engage in class discussions as they will be graded for their attendance as well as participation in class. Attendance will be taken during the first 5 minutes of each class. You need to have your camera on so that I know it is you and check your name on my attendance list. Your participation grade will be based on your:

- posts to eClass forum (pre- and post-class deliverables).
- contribution to in-class group discussions (active learning, Spread the Word Circles).
- comments on Instagram posts

Discussion questions for class readings and films for eClass forum posts and a rubric for the participation grade will be posted in advance on eClass. Please refer to the attendance and absence policy provided in this syllabus for further details.

Spread the Word Circles (20%):

An important in-class activity during this course will be “Spread the Word” circles, which will offer students the opportunity to reflect upon their progress during the course through continuous and cooperative feedback. “Spread the Word” circles are group discussions which will take place several times throughout the course and will also be essential in measuring class attendance and participation. This student-centered approach will assess and reinforce your comprehension as you analyze, and report back certain tasks related to in-class materials previously assigned. Further instructions and details will be given through in-class discussions and on eClass.

Quizzes (10% - 5 X 2% each): Two eClass quizzes with five multiple-choice questions for each will take place on two different dates in this course (due May 11th and June 25th). You will need to complete each quiz with the due dates defined on the designated day on eClass. Your answers will prove your comprehension and appreciation of specific concepts, definitions, and fictional and filmic works in this class. Since you will take these open-book quizzes in person and questions are designed in line with class lectures, you are expected to refer to your class notes, class PPTs, and class readings **only**.

Instagram Post (15%):

What is popular culture? This question will be your prompt to think through in this assignment. What popular culture is and the ways in which pop culture impacts daily lives will be reflected on the class Instagram page [@popcultures2020](#) by May 29th, 2020. This Instagram page will be used to compile images related to definitions of popular culture studied in the course and enable you with a platform to reflect on and demonstrate your understanding of key concepts in critical and creative ways.

- You are expected to post **one** creative visual (e.g. an image, a collage of images, a poster, and/or a video (max 60 secs)) supported by a caption that serves as a response and a rationale for your chosen visual image (max 100 words).
- The caption of each post must contain 3 things: 1) a short description of the image; 2) a sentence explaining your inspiration behind the post; 3) a short popular culture definition (in line with your chosen image).
- You will either create a new Instagram account or use an existing one and make a relevant post tagging them to the class Instagram page.
- Your image must be a cultural artefact (a picture you took, with the consent of subjects, if any)
- The images cannot be a repost. They must not contain graphic and sensitive content.
- You can include as many hashtags as you like.
- Each student in this class will comment on **at least one** IG post of their classmates.

Note: I will be monitoring the page. For students who do not have access to social media, or for personal reasons do not use social media, they may submit a hardcopy version of the assignment. Further details and sample posts will be discussed

in class. Please get in touch with me in advance for any specific requests or questions for this particular assignment.

Final Project (10+30=40%):

Your final project consists of two parts: a **proposal**, and either an **essay** or an **unessay**. You need to notify me of your final project choice and your project topic in your proposal by May 20th, 2020.

Proposal (10%):

You are expected to submit on eClass a written proposal of approximately 250-300 words in length based on your choice for your final project by **May 20th, 2020**. Your proposal does not need to follow any font, paper format or style; however, the content of your proposal should include:

- A (tentative) title for your final project
- A couple of sentences defending the rationale for your approach
- A detailed outline of the objectives, content, stages, and research materials
- A rough timeline, and for a research essay, a list of fictional and scholarly works
- If you choose to study an original topic, or a different fictional work for your research essay, a statement to define and support your rationale to get my approval.

Note: Your research essay cannot be a paper that was submitted for another class.

The Unessay (30%):

This is a creative project in which you choose your own topic and present it in any way you choose. The idea behind the unessay is to break the mold of the traditional essay and encourage you take a different approach to showcase your artistic expression, critical and creative skills in this course. You will choose **one** from several given prompts and respond to it through your creative material with an explanation to support your response (up to 500 words). A list for prompts will be provided on eClass. There is a range of ways to approach this project including but not limited to ceramics projects, paintings, 3-D and 2-D collages, drawings, original song lyrics presented as an album, a video, a play, even a couple of dance routines. We will discuss further details in class and sample projects will be provided on eClass.

Take-home research essay (30%):

The traditional research essays allow the writer to develop a complex argument and engage with the current scholarship on the subject. In developing your ability to engage with this form of writing and to develop your capacity to engage with scholarly literature, you will write a research essay that is a contextualized analysis of one primary source or two primary sources for a comparative analysis of your choosing from the class reading list. If you choose to analyze a work outside of the class reading list, you need to state this in your proposal with your reasons.

Your essay should:

- be typed (12pt., Times New Roman font), be approximately 2000 words (excluding the bibliography)

- include a minimum of 5 scholarly sources
- be formatted in MLA style (8th edition)

General Notes on Class Assignments and Communication:

- All class assignments will be submitted through eClass by the due dates. In case of any unforeseen technological issues with eClass, you may send your assignments to my e-mail by the due dates with a written note explaining why it was not possible for you to use eClass.
- I understand that there might be internet connection issues for certain reasons at unexpected times. Should you happen to experience such unforeseeable contingencies before and during online sessions, you can notify me through e-mail at your earliest convenience so that I can make sure you catch up with class content.
- You may refer to Purdue Online Writing Lab for the use of in-text citation rules and MLA 8 formatting style if you choose to submit an essay for your final project:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

- More detailed assignment guidelines, sample projects and rubrics for each assignment and the final project will be available on eClass.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to

study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

Learning Technologies Statement:

Electronic devices such as desktop computers, laptops, tablets and cell phones will be used in this remote delivery class. It is therefore important that those technological devices be used for legitimate class purposes and not for personal communication, internet surfing and/or playing games during class hours. Unless otherwise suggested by the class syllabus, digital meeting platforms for this course are eClass, Zoom and only if/when necessary Google products (Google mail, Google Suit, Google Hangouts, etc.). As a student of this class, it is your responsibility to make appropriate use of your class time in an ethical manner by respecting your instructor and classmates’ time and effort during in-class activities. Please contact me in advance of classes should you not have proper access to any electronic devices or internet connection.

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially

excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, participation is an essential component and it constitutes 15% of the total grade. Students are expected to participate in class discussions, they should have their readings done for each class and be prepared to participate actively to master and retain the materials; therefore, it is **imperative that students should attend classes every day**.

Emergencies are unpredictable; therefore, for excusable absences defined above, students may request for an excused absence within two working days through e-mail and inform the instructor of the underlying reasons for the missed classes with proper documentation.

Unexcused absences and late excuses will not be accepted for any reason. One percent will be deducted from students’ participation and attendance grade for each unexcused absence.

In the cases of religious holidays, students should contact the instructor within two weeks at the start of the academic term. In terms of medical conditions which would involve any operations, potential travels or continuous medication, the students should consult the instructor in advance at the beginning of the term and provide a “Medical Declaration Form for Students”

https://uofa.ualberta.ca/arts/-/media/arts/student_services/documents/medicaldeclarationformforstudents.pdf).

Policy for Late Assignments:

All assignments should be handed in on the stated deadlines. Students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. The instructor should be provided with a formal written documentation for a consideration of an extension. Should a student be given an extension for a late assignment but fails to abide by this deadline, no further extension will be granted and the student will be given a grade of zero. In case of any state of emergency which restrains students from submitting an assignment by the deadline, an email will be sent to instructor within 48 hours following the due date explaining why the assignment was not handed in on time. Unless supported by substantial reasons, a grade of zero will be assigned to any assignments not submitted on time.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
------------	--------------	-------------------	---

<p>Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59

Copyright: Derya Cinar, Faculty of Arts, University of Alberta 2020-2021