

ENC 1145: Writing about Race and Genre Fiction

Instructor:	Rachel Hartnett
Email:	rhartnett@ufl.edu
Semester:	Fall 2021
Section Number:	3318
Class Number:	13075
Course website:	Canvas (https://ufl.instructure.com/)
Meeting Times:	MWF 2 (8:30-9:20 AM)
Location:	Matherly 0117
Office:	Turlington TBD
Office Hours:	M 9:30-11:30 AM, or by appointment

COURSE DESCRIPTION AND OBJECTIVES

Genre Fiction is a slippery category that has different definitions depending on who you ask. Some define it as commercial or popular fiction, while others say that it is fiction that is plot-driven and formulaic. Most would agree that it contains categories not considered to be “high art” or contain true literary worth, including science fiction, fantasy, speculative fiction, horror, romance, crime thrillers, detective novels, and comic books. However, the growing field of popular culture studies shows that it is exactly this popular media that has the most significant impact on the majority of the world’s population.

Furthermore, since so many of these genres have been stigmatized and derided, they have formed very strong and dedicated fan communities. This is especially true for science fiction, fantasy, and comic fans. Largely, these spaces have been controlled by white, male fans who are often defensive, protective, and hostile of people they view as “outsiders” within these spaces. Unfortunately, this has most often included women and people of color. Because of the massive appeal and success of genre fiction and the social, political, and racial issues posed by fan culture, this class will be a close analysis of the relationship between race, genre fiction, and fandom.

COVID STATEMENT

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.uflhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination. This semester, the university has mandated a return to face-to-face (F2F) teaching. To this end, it has required courses such as our own to observe the HyFlex model, wherein some students are present in the classroom even as others are simultaneously participating from remote locations.

I am aware that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

GENERAL EDUCATION OBJECTIVES

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

GENERAL EDUCATION LEARNING OUTCOMES

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

REQUIRED TEXTS

- Toni Morrison, *Playing in the Dark: Whiteness and the Literary Imagination* – ISBN: 0679745424
- Walter Mosley, *Devil in a Blue Dress* – ISBN: 1982150343
- [*Horror Noire: A History of Black Horror*](#) (2019)
- *Candyman* (1992)
- *Get Out* (2017)
- Suzanne Collins, *The Hunger Games* – ISBN: 9780439023528
- *The Hunger Games* (2012)
- *District 9* (2009)
- Nnedi Okorafor, *Binti: The Complete Trilogy* – ISBN: 0756416930
- *Thor: Ragnarok* (2017)
- *Black Panther* (2018)

ASSIGNMENTS (SEE BELOW FOR GRADING RUBRIC & GRADING SCALE):

Assignment	Points (Percentage)	Due Date
Participation (includes active listening, participating in class discussions, and other in-class activities)	200 (20% of final grade)	N/A
Peer Reviews (2) (Must be in class to get points)	30 points each, 60-point total (3% each, 6% of final grade)	9/24 11/5
Short Critical Responses (5) (500-words each)	50 points each, 250-point total (5% each, 25% of final grade)	Various
Close Reading Assignment (900-word minimum)	90 (9% of final grade)	9/27
Critical Analysis Paper (1600-word minimum)	200 (20% of final grade)	11/8
Final Creative Assignment & Paper (1000-word minimum)	200 (20% of final grade)	12/6

*All assignment instructions are available in Canvas.

COURSE POLICIES

1. You must complete all *assignments* to receive credit for this course.
 - Any assignment not reaching the minimum word count will receive a zero.
 - Minimum word counts do not include the heading, header, or Works Cited page.
2. *Attendance:*
 - Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first-class meeting.
 - Attendance is required. **The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. Double periods count as two absences.** The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. **For absences due to quarantine or illness, your instructor may require a signed doctor's note or confirmation from UF Screen, Test, & Protect.** Students are responsible for updating their UF-required Screen, Test, & Protect status.
 - Like all lecture-discussion courses, this one needs you! **You can have up to three absences without penalty.** Use your allotted absences wisely (for emergencies, major illness) as you would for any job.
 - Four absences: 5% deduction from final grade
 - Five absences: 10% deduction from final grade.
 - **Six or more absences: You will fail the course.**
3. *Tardiness:* Arriving to class after the official start of the class is disruptive and disrespectful. **Latecomers receive partial absences and must see me after class, so I know they have attended.**
4. *Classroom Behavior and netiquette:* Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Additionally, emails to me must follow professional protocols of subject, grammar, and tone--including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119).
5. *UF's policy on Sexual Harassment:* The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>
6. *Paper Format & Submission:* All papers will be submitted as MS Word (.doc/.docx) documents to E-learning. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered, and follow MLA 8 guidelines.
 - If during the submission of a paper a student experiences a technological issue, **I must be emailed immediately with documentation** to prevent a late assignment penalty.

- The submission of correct files is the responsibility of the student. Wrong files or corrupted files that are submitted will not count as excused or extended and will be penalized as late assignments.
7. *Late Papers/Assignments*: Unless an extension is granted **before the due date**, late assignments will be accepted with a 10% deduction for every day the paper is late. **No late assignments will be accepted more than 4 days beyond the due date.**
 8. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
 9. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.
 - A Student must not represent as the Student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:
 - a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
 - b. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
 - c. Submitting materials from any source without proper attribution.
 - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
 10. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
 11. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
 12. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 13. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
 14. *Course Evaluations*. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
 15. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends.

16. *Contact with the Instructor:*

- The best way to contact me is through email or by stopping by during office hours.
- All email communication must be formal and professional, or I will not respond.
- I only answer emails from 8 AM to 5 PM, Monday through Friday.
- I cannot discuss grades over email.
- Please allow 24 hours for me to respond to your original message before emailing again.

COURSE SCHEDULE (Tentative)

This schedule is subject to change throughout the semester. All assignments and readings are due the day they are listed.

Readings marked with an asterisk (*) are available on Canvas.

Race and Fandom

Week 1

M 8/23 - Review syllabus, expectations, and assignments

W 8/25 - Richard Dyer, "The Matter of Whiteness" *

George Lipsitz, Excerpt from *The Possessive Investment in Whiteness* *

F 8/27 - Toni Morrison, *Playing in the Dark*, Part 1

Week 2

M 8/30 – Toni Morrison, *Playing in the Dark*, Part 2

W 9/1 – Toni Morrison, *Playing in the Dark*, Part 3

F 9/3 – Edgar Allan Poe, "The Gold-Bug" *

Week 3

M 9/6 – **Labor Day: NO CLASS!**

W 9/8 – "Who Actually Gets to "Escape" Into Fandom?" *

"On Racebending and Seeing Yourself in Fandom" *

F 9/10 – Discussion of essay format, MLA 8, & grading expectations

Crime Fiction

Week 4

M 9/13 – Discussion of Crime Fiction Genre

W 9/15 – Edgar Allen Poe, "The Murders in the Rue Morgue" *

F 9/17 – Walter Mosley, *Devil in a Blue Dress* (Chapters 1-16)

Week 5

M 9/20 – Walter Mosley, *Devil in a Blue Dress* (Chapters 17-end)

W 9/22 – Walter Mosley, *Devil in a Blue Dress* (Introduction to 30th Anniversary Edition)

Theodore Martin, “Crime Fiction and Black Criminality” *

F 9/24 – **Peer Review of Close Reading Assignment**

Horror

Week 6

M 9/27 – **Close Reading Assignment Due!**

Discussion of Horror Genre

W 9/29 – **Self-Care Day: NO CLASS!**

F 10/1 – *Horror Noire: A History of Black Horror*

Week 7

M 10/4 – *Candyman*

W 10/6 – *Candyman*

F 10/8 – **Homecoming: NO CLASS!**

Week 8

M 10/11 – *Get Out*

W 10/13 – *Get Out*

F 10/15 – *Get Out*

Fantasy

Week 9

M 10/18 – Discussion of Fantasy Genre

W 10/20 – Helen Young, Excerpt from *Race and Popular Fantasy Literature: Habits of Whiteness* *

F 10/22 – Suzanne Collins, *The Hunger Games* (Part 1 – Chapters 1-9)

Week 10

M 10/25 – Suzanne Collins, *The Hunger Games* (Part 2 – Chapters 10-18)

W 10/27 – Suzanne Collins, *The Hunger Games* (Part 3 – Chapters 19-end)

F 10/29 – *The Hunger Games*

Week 11

M 11/1 - *The Hunger Games*

W 11/3 - Ebony Elizabeth Thomas, Excerpt from *The Dark Fantastic: Race and the Imagination from Harry Potter to the Hunger Games* *

F 11/5 – **Instructor at a Conference: No Class!**

Peer Review of Critical Analysis Paper (due by 11:59 PM, 11/5/2021)

Science Fiction

Week 12

M 11/8 – **Long Critical Analysis Paper Due!**

Discussion of Science Fiction Genre

W 11/10 – *District 9*

F 11/12 – *District 9*

Week 13

M 11/15 – Nnedi Okorafor, *Binti & Binti: Sacred Fire* (p1-95)

W 11/17 – Nnedi Okorafor, *Binti: Home* (p99-204)

F 11/19 – Nnedi Okorafor, *Binti: The Night Masquerade* (p209-356)

Superheroes

Week 14

M 11/22 - Discussion of Superhero Genre

W 11/24 – **Thanksgiving Break: NO CLASS!**

F 11/26 – **Thanksgiving Break: NO CLASS!**

Week 15

M 11/29 – *Thor: Ragnarok*

Samantha Langsdale, “Over the Rainbow Bridge: Female/Queer Sexuality in Marvel’s Thor Film Trilogy” *

W 12/1 – *Black Panther*

F 12/3 – *Black Panther*

Zack Beauchamp, “What Black Panther can teach us about international relations” *

Week 16

M 12/6 – Final Creative Assignment & Paper Due!

Class Presentations of Final Projects

W 12/8 – Class Presentations of Final Projects

GRADING SCALE

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

ASSESSMENT RUBRIC

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory	Documents make only weak generalizations, providing little or no

	range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.