ACKNOWLEDGEMENT

I would like to start with acknowledging the fact that UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
A Time for Anger	CENS 201 002	3.0 credits

PREREQUISITES

No previous knowledge necessary

CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
Dr. Olena Morozova (she / her)	You may address me as Dr. Morozova or Olena, depending on what you are more comfortable with.	BUTO 997	Monday 14:10 – 14:50. You might also like to talk with me online at a different time. In this case, arrange the appointment please. You can do it by talking to me directly or reaching me via e-mail: olena.morozova@ubc.ca

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

I am a DSc in Linguistics, Full Professor. Since 1975, I have worked at V.N. Karazin Kharkiv National University (formerly Gorky State University of Kharkiv), Ukraine, lecturing in a number of linguistic disciplines, teaching English (C1-C2) and advising PhD, MA and BA students in their research. I am a Fulbright professor, which means that I am enthusiastically engaged in the international contacts of Karazin University and actively doing research. Current research is aimed at improving our understanding of conceptual structures underpinning language and discourse as well as putting this knowledge into a more useful dialogue with social and cultural practices and language teaching.

COURSE STRUCTURE

The principle that guides the choice of anger as the subject matter of this course lies not only in the fundamental role of emotions in our everyday life, but also in the relevance of the emotion of anger to the 21st-century humanities and social sciences.

The course is divided into five units organized according to a similar pattern: 2-3 content weeks (5-6 or 8 classes), a flex class with no new content (reading, listening, watching, thinking, and sharing ideas and additional materials), a summing-up class (discussions, presentations, guest lectures, quizzes).

Each unit opens with an Introduction which may be a short interactive lecture, a video, a static image or a text. After the class, students are given access to these materials linked through Canvas. The classes to follow are of

different types, depending on the theme of the unit. It may be background and theory, a case study, discussion, practice-oriented learning, etc. Such classes presuppose studying the material set in the syllabus (linked through Canvas) before the class.

SCHEDULE OF TOPICS

Week	Day and Date	Content
		Unit 1: Anger: Nature or Nurture?
1	Wed 7/09	1.1. Getting acquainted; discussing the syllabus
	Fri 9/09	1.2. Anger as a basic emotion
	Mon 12/09	1.3. Delimiting anger (cf. rage, fury, wrath, hatred, irritation, resentment, stress, frustration etc.)
2	Wed 14/09	1.4. Social dimensions of anger (age, gender, ethnicity, education)
	Fri 16/09	1.5. Anger management (children, teenagers, adults)
	Mon 19/09	1.6. Non-verbal cues of anger
3	Wed 21/09	1.7. Flex class
	Fri 23/09	1.8. Student-generated questions on Unit 1
		Unit 2. Artistic Instantiation of Anger
3	Mon 26/09	2.1. Anger in painting, photography, and sculpture
4	Wed 28/09	2.2. Anger through music, song, and dance
	Fri 30/09	2.3. Conveying anger in cinematography: General principles
	Mon 3/10	2.4. Conveying anger in cinematography: Case studies
5	Wed 5/10	2.5. Anger in prose and poetry
	Fri 7/10	2.6. Transmediality of anger (fiction – film – computer game)
	Mon 10/10	2.7. Flex class
6	Wed 12/10	2.8. Presenting Creative Assignment on Unit 2
		Unit 3: Anger in the Mirror of Language
6	Fri 14/10	3.1. Linguistic tools for examining the nature of anger (conceptual metaphor, frame, evaluation, etc.)
	Mon 17/10	3.2. Proverbs, sayings, and aphorisms about anger
7	Wed 19/10	3.3. Cultural models of ANGER in American English
	Fri 21/10	3.4. Anger metaphors across languages (Romanic and Germanic languages)
	Mon 24/10	3.5. Anger metaphors across languages (Slavic languages, the Musqueam language, other languages?)
	Wed 2/11	3.6. Multimodal representations of ANGER (Internet memes; cartoons)
8	Fri 4/11	3.7. Flex class
	Mon 7/11 – Wed 9/11	3.8. PP presentation on a cultural model of anger in a language of a student's choice
		Unit 4: Anger in the Discourse of Russian War in Ukraine
9	Wed 9/11	4.1. Discourse of war in a nutshell
	Fri 11/11	4.2. The context of Russian war in Ukraine: Ukrainian perspective
	Mon 14/11	4.3. The context of Russian war in Ukraine: Western perspective vs. Russia's

		perspective
10	Wed 16/11	4.4. Anger and hate discourse: Case study 1:
	Fri 18/11	4.5. Anger and hate discourse: Case study 2:
	Mon 21/11	4.6. Angry humor, irony, and satire (Internet memes – static and dynamic)
11	Wed 23/11	4.7. Weaponizing humor
	Fri 25/11	4.8. Anger in war documentaries
	Mon 28/11	4.9. Flex class: Analytical assignment
12	Wed 30/11	4.10. Problem-based class on Unit 4: Guest speaker ; Questions and answers
	Unit 5: Local and Global Implications of Collective Anger	
12	Fri 2/12	5.1. What does it mean 'to decolonize oneself'?
	Mon 5/12	5.2 Anger and the decolonial response of Ukraine
13	Wed 7/12	5.3. Anger and Russia's ressentiment
	Fri 9/12	5.4. Flex class
	Mon 12/12	5.5. Problem-based class on Unit 5: Discussion
	Mon 12/12 – Wed 14/12	Summative Assessment on the Course and Quality Assessment (via Canvas)

If changes occur, students will be informed.

LEARNING OUTCOMES

In a nutshell, the course aim is manifold: to give students knowledge about the subject matter, to stir awareness of and emotions toward Ukraine, to provoke discussion and ultimately action.

More specifically, the aim of the course is to raise students' awareness of the role of anger in contemporary world and boost their critical thinking skills, thus inspiring them to be active citizens. The course will provide learners with a cross-disciplinary knowledge of anger and practical skills of extracting information about it from people's verbal and non-verbal behavior, cultural artifacts, linguistic signs, texts, and discourses, using a range of tools and techniques. An important focus of the course is to explain why anger is a justified response of Ukrainians to the war that Russia has waged against Ukraine. This is to be achieved by introducing students to the country's history, cultural codes, and mentality of its people.

Learning objectives: By the end of this course students will be able to:	Learning outcomes: How will students demonstrate that the learning objective is achieved?
Concerning Content	
- delimit ager from the neighboring concepts and make inferences about its psychological and social variation	- differentiating anger, rage, fury, wrath, hatred, irritation, resentment, aggression, etc. and identifying social and psychological specificity of various situations of anger
- find instances of artistic representation of anger and bring to light respective regularities	- making original and creative individual presentations
- discover and compare cultural models of anger captured by different languages	- finding appropriate examples in dictionaries and texts, analyzing them by applying the tools of Cognitive Linguistics.
- elucidate the role of anger in the discourse of Russian war against Ukraine	- applying the knowledge obtained and / or activated during the course to develop critical judgments about media content to understand the explicit and implicit media messages on Russian war against Ukraine
- reveal the impact of anger on individuals	- identifying commercial, social, and political

and nations	implications of anger in its relation to a nation's freedom, independence and self-determination in local and global contexts
Concerning Skills	
- select, integrate and critically assess information from different sources, including electronic and print resources, and personally collected data	- finding well-grounded answers to questions offered by the instructor and /or formulated by oneself
- interpret one's own findings and draw conclusions	- self-observation – leave no question you come up with unanswered!
- communicate one's ideas using appropriate language and format	- in-class interaction and individual presentations
- manage emotions and interpersonal relationships	- interaction with peers and adults
Concerning Values	
- work cooperatively in a group environment	- discussions; asking questions concerning the subject matter with confidence and seeking effective help from peers and community beside the instructor
- identify one's own position on the issue of Russia's war in Ukraine	- self-observation

LEARNING ACTIVITIES

Based on a confluence of psychology, sociology, languages and linguistics, literature and literature studies, visual arts and performing arts, this course is of a cross-disciplinary nature, traversing the boundaries imposed by traditional classification of sciences. This gives students an opportunity of choosing some aspect of anger as a primary focus, going into it in more depth, and presenting their findings in an imaginative and generative way in class.

Linking to different disciplines and taking into account different interests of students opens the course to incorporation of intercultural and international dimension into its context. We shall be looking for the intercultural and international not only in a distance, but also in a close proximity. Students are invited to engage with other points of view through case studies, texts and discourses from other cultural contexts, guest lecturers and / or discussants. Unfamiliar takes on the subject matter of anger may clash with a student's own view of it, but this diversity is meant to serve as a resource to orient one in different spheres of their life.

The course is student-centered, not focused on the instructor, whose main responsibility is to provide the content and activate it by using a variety of present-day didactic approaches (problem-based learning, research-oriented learning, practice-oriented learning, content and language integrated learning, case studies, etc.). Hence successful learning outcomes depend on a joint effort of all participants of the class.

LEARNING MATERIALS

In this class, we will read texts in the electronic format, watch videos and listen to some audios. All the materials will be linked from Canvas. If you are unable to access course materials, please let Dr Morozova know.

All class discussions, lectures, and assignments will be in English, with references to Ukrainian where appropriate. Bringing in the data of other languages is welcome.

CONTENT WARNING

The course material and lectures will include discussion of challenging topics, among them: war, terrorism, death, loss of home, displacement, emigration. If you have concerns about this, please contact Dr Morozova.

Potentially sensitive themes that will appear in the course material and lectures include human rights, religion, and violence. If you have concerns that the content of the course will put you at risk, please discuss it with Dr Morozova.

EVALUATION

Assessments / Quizzes ===================================➔ 50%
Written assignment on student-generated questions ===========➔ 5%
Creative assignment =====================================➔ 15 %
PowerPoint Presentation ================================➔ 10%
Analytical assignment ===================================➔ 10%
Discussion ==➔ 10%

Assessment / Quizzes (50%)
There will be a quiz on the content of Units 1-3. The quiz will be 10-15-minute-long and will include multiple choice and true / false questions. The Summative assessment quiz will be 30-40-minute-long.

Written assignment (5%)
There will be a written assignment on questions generated by their fellow students (Unit 1). This assignment is graded according to the grading scheme explained in class and posted on Canvas.

Creative assignment on Unit 2 (15%) may be of any kind – a story (told or written), a poem (recited), a static image (a picture, a photo) or a dynamic (video) one, a piece of plastic art (sculpture, ceramics), dance, song, pantomime, etc. The instructor does not provide ideas. A student is come up with one of their own and submit the assignment by the date indicated in the course schedule for the instructor's approval. The assignment will be presented to the class and evaluated according to the following criteria: content (clear / vague / not relevant to the topic); use of the affordances of the chosen medium (effective / limited / ineffective). Fellow-students will participate in evaluating the assignment by expressing their subjective opinion of the assignment (up to 3%). Rubrics and additional information about all graded components will be posted on Canvas.

PowerPoint presentation (10%)
You will have to work with dictionaries and texts in order to reconstrue the cultural model of anger in a language of your choice. Your presentation (2-3 slides + the title one) is to be given to a reviewer (appointed by the instructor) at least two days before the presentation in class. The reviewer is supposed to evaluate the presentation according to the following criteria: content (complete / some details are missing / important details are missing); organization (well-structured and logical / some logical gaps or repetitions are present / is of a checklist structure or lacks structure altogether); form (the quality of graphic and spoken presentation). Rubrics and additional information about all graded components will be posted on Canvas.

Analytical assignment (10%)
You will have to work with new media sources and printed articles in order to come up with the answer to the question which is of interest to you and related to the content of Unit 4. Rubrics and additional information about all graded components will be posted on Canvas.

Assignments submitted after the due date will receive 80% of the grade.

MISSED WORK AND ACADEMIC CONCESSIONS

If something happens and you get behind on a single unit's schedule, do not worry. Flexibility is built into the course's design and you should have time to complete the work during the week where a flex-class is scheduled. If something happens that impacts your coursework substantially or prevents you from finishing the course and you are an Arts student, review the Faculty of Arts' UBC Academic Concessions page and then complete Arts Academic Advising's online academic concession form so that an advisor can evaluate your concession case. It's

helpful, if you are beginning the academic concession process, to let Dr Morozova know (you don't need to explain what has happened, just that you're submitting a request - it's helpful for planning). If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact Dr Morozova where appropriate.

If you have any concerns about your standing in the course or you require a small extension for any reason, please contact Dr Morozova.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility. The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on **the UBC Senate website**.

OTHER COURSE POLICIES

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. This learning technology captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to view overall class progress; track your progress in order to provide you with personalized feedback; review statistics on course content being accessed to support improvements in the course

LEARNING RESOURCES

UBC has created a hub for online learning resources: https://students.ubc.ca/enrolment/academic- learning-resources. Included are aids for effective online learning, writing support, research support, digital tools, and other resources. If you have questions about learning resources, please contact the instructor of the course.