

**Carleton University
Fall/Winter 2013-2014
Department of English**

**ENGL 1000C: Literature, Genre, Context
“I Am Canadian...Am I?”**

**Class: Thursdays, 2:30 to 4:30
Group Meetings: Group A, Fridays 3:30 to 4:30,
Group B, Mondays 4 – 5:30**

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Overview:

This course will engage students with issues of what constitutes “writing,” particularly from a Canadian point of view. Questions we will consider include the following: What influences authors as they write? Are those influences important in studying their work? What experiences do various authors have as they attempt to write? What does it take to be considered a Canadian author? What makes a text Canadian? What stories can be told and by whom? What issues exist in getting texts published and by whom? What is the difference between a small press and a traditional one? At the same time, we will work on learning how to deconstruct texts, to analyze and understand how to approach and analyze them critically.

We will also view films that challenge ideas of literature and what writing means in terms of recording memory and the real life stories of various ethnic groups in Canada. These will include, for example, “Speakers for the Dead”, a documentary that begins and ends in a graveyard just north of Collingwood, Ontario, where gravestones reveal a literary story of domination and subjugation of black people who escaped slavery and came to Canada seeking freedom and community.

In relation to these ideas, we will also question how history, education, language and politics have, and continue to, silence various groups of people and different ethnicities. We will consider, for example, how reading and writing was, historically, available only to a few – and how that has impacted the history and stories of such groups of individuals as loggers, voyageurs, farmers and blue-collar workers. We will apply these same questions to the way in which, historically, Seiks, Japanese, Irish and other immigrant groups have been treated and how that has affected the way in which their stories have been brought forward. We will discuss ideas of who has the right to tell whose stories -- particularly from the perspective of our First Nation’s peoples.

In addition to issues of writing, students will explore the problems of readership in Canada. They will learn about the problems of getting published in this country, and the importance of keeping books in print (and why this is not happening). We will learn about publishing companies and the way in which they are organized. We will explore different avenues for, and forms of, publishing.

It is particularly exciting, then, that Carleton is based in our country's capital city, and students can visit such places and events as the National Library and Archives of Canada, the National Arts Centre, the National Art Gallery, the Canadian War Museum, the Supreme Court of Canada, the Canadian Parliament, and the Canadian Writer's Festival, among others. Students will also be exposed to a variety of different literary forms including a play and a poetry reading.

Requirements:

Moore, B. *Black Robe*

Drew, Benjamin. *The Refugee: Narratives of Fugitive Slaves in Canada*

Kogawa, Joy, *Obasan*

Gwethalyn Graham, *Earth and High Heaven*

Ryga, G. *The Ecstasy of Rita Joe*

MacLennan, H. *Two Solitudes*

Symons, Scott. *Place D'Arms*

Geddes, G. Ed. *15 Canadian Poets x 3*

Attendance at various class outings

Note: Most of these texts can be found at second hand book stores. For those of you who prefer new copies, they will be available at the university book store.

General Expectations:

Students are expected to:

attend all classes, showing up on time and staying for the duration of the class and bringing with them the text(s) assigned for that day's class. If you miss a class it is the student's responsibility to get the notes you miss from another student.

have read the assigned material for that day.

be prepared to discuss the texts in a thoughtful manner. Critical reading, writing and analytical skills cannot be learned from a book alone, and asking questions about the readings and contributing to class discussions will undoubtedly help you to better understand the material, hone your critical reading and interpretative skills, and prepare you well for upper-year classes where participation will account for part of your final grade.

(I strongly recommend you familiarize yourself with this policy): Please ensure that you turn off all cell phones, mp3 players, and other electronic equipment BEFORE class begins. It is incredibly disrespectful, distracting and frustrating for professors to watch students send and receive text messages during lectures, and students who are caught using their cell phones will be asked to leave class. Unless ABSOLUTELY necessary for note-taking, I prefer that laptop computers be turned OFF and left off desks so that students' attention is on discussion and interaction during classtime. Any student who is caught using the computer to play games, go on Facebook, watch videos on youtube, check email, surf the internet, and/or any other activity that is not related to taking notes will be asked to leave the class. Please show respect to both your professor and fellow students.

Attendance will be taken at every class and absences will be noted. Students who miss **6 or more classes (including group meetings) per term will NOT be permitted to write the exam**, and as a result, **will not be able to pass the course**, as all course requirements must be fulfilled for successful completion of the course.

The best way to get in contact with me is by email at ctracey@connect.carleton.ca. I will respond to emails in a timely fashion (usually within 48 hours, though it could be longer on weekends) and especially to those that ask clear, precise and specific questions.

I am also available to meet with students to discuss any aspect of the course during my office hours, and if you are unable to make it to my office hours, we can reschedule a time to meet that is convenient to both of us.

In the unlikely event that I need to cancel a class due to illness, personal/family emergency, etc., I will do my best to post an announcement as soon as possible to WebCT. It's a good idea to check WebCT for such announcements before coming to class, but if you can't check, such announcements will be posted to the classroom door.

Grading System

First Term: In-class Writing Assignments & participation: 20%; Essay (4-6 pages): 20%
Second Term In-class Writing Assignments & participation: 20%; Essay (6-8 pages): 25%
Exam: 15%

Please Note: All assignments must be submitted in order to fulfill the course requirements (read: in order to pass the course).

Plagiarism: Plagiarism is defined by the university as using and passing off as one's own idea or work, the ideas or work of others without expressly giving credit to those others. It is a form of intellectual theft, and constitutes a serious

Instructional Offence at Carleton. See the statement on Instructional Offences in the Undergraduate Calendar.

Attendance and Late Paper Policy:

I expect you to be at class and to contribute to discussions, and for this reason have dedicated a portion of the grade to attendance and participation.

Your papers are due at class on the last day of class. Unless you have serious extenuating circumstances and discuss these with me, I will deduct 5% of your paper grade for each day it is late.

Paul Menton Centre:

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the Centre, please make an appointment to meet and discuss your needs with me.

Schedule

September

- 5 Orientation/Introduction
- 6 No class
- 12 Intro to Teaching Assistants. What is Literature – In a Canadian Context? Who Decides?
- 13 Introduction to Essay Writing goals
- 19 “Where is the Voice Coming From” (Rudy Wiebe),
- 20 Grammar, Essay goals, Discussion
- 26 Oral Traditions, Rights to Stories. Guest Speaker: Dr. Heather MacFarlane
- 27 Grammar, Choosing your essay topic. Discussion

October

- 3 The problems of Here & There: Early Canadian Literature; Purpose
- 4 Grammar, Thesis Statement, Discussion.
- 10 *Black Robe*
- 11 Grammar, Thesis Statement, Discussion.
- 17 *Black Robe*
- 18 Grammar, Finding Evidence, Discussion
- 24 Speakers for the Dead; *The Refugee: Narratives of Fugitive Slaves in Canada*
- 25 Grammar, Organization, Discussion

31	Fall Break
November	
1	Fall Break
7	<i>The Refugee</i> cont'd
8	Canadian War Museum
14	Poetry
15	Grammar, Conclusions, Discussion
21	Poetry
22	Grammar, Introductions, Discussion
28	<i>The Ecstasy of Rita Joe</i>
29	Editing
December	
5	Summary of First Semester; First Paper Due
6	Final day to submit first paper
January	
2	Reorientation; <i>Obasan</i>
3	Grammar, Papers returned & discussion
9	<i>Obasan</i> cont'd
10	Essay Workshop, Discussion
16	Poetry
17	National Museum of Civilization
23	Poetry
24	National Art Gallery
30	<i>Earth and High Heaven</i> Seminar Preparation
31	Seminar Preparation
February	
6	<i>Earth and High Heaven</i> Seminars
7	Seminar Preparation
13	Seminars
14	
20	Winter Break
21	Winter Break
27	Modernism in Canada – Montreal & the Scene
28	Symons, <i>Place D'Arms</i>
March	
6	Big Presses vs. Little Presses & the Poets

7	Preparing for the final paper
13	Poetry
14	Thesis statement & planning
20	Poetry
21	Organization & paragraphs
27	<i>Two Solitudes</i>
28	Editing
April	
3	Overview of Course, Final Paper Due
4	Last chance to submit final paper
26	Take Home Exam Due