

Fall/Winter 2014-15  
Department of English  
ENGL 2802A: Canadian Literatures  
Classes: Tuesdays and Thursdays 11:35 am-12:55 pm  
Loc.: TB 202

Instructor: Dr M. Susan Birkwood  
Office: 1928 Dunton Tower  
Phone: 613-520-2600 ext. 2302  
Email: Susan.Birkwood@carleton.ca

**Office Hours:** Fridays 10:15 am-12:15 pm—or by appointment

**Course Description:** This course offers a survey of Canadian literatures in English from the beginnings to the early twenty-first century. This survey of poetry, prose, and drama will incorporate a number of genres, such as the *Bildungsroman*, the elegy, the exploration narrative, and the historical novel. We will consider the literary, historical, political and / or geographical contexts of the selected works as we discuss, among other matters, the legacy of our colonial history and of national and international artistic movements on the writers featured. We will engage with representations of gender, ethnicity, class, and the perceived value and function of literature in society as we examine the generic and thematic dimensions of the works.

- This course is designated **writing attentive\***

**Course Objectives:**

- To engage in careful reading and analysis of texts produced in the relevant historical periods
- To situate these texts within their cultural contexts
- To examine the construction of history, region, ethnicity, and gender within these texts
- To examine both the form and content of the selected works of poetry and prose
- To develop further students' critical thinking, reading, research, and writing skills

**\*Writing Attentive:**

In English 2802, "writing attentive" means the following:

- Students will write at least one examination.
- Students will write a number of formal essays in which they are expected to do the following:
  - i. develop a thesis statement across each essay
  - ii. develop complex ideas using correct and effective expression, according to academic English practice
  - iii. develop literary reading skills through close analysis of poetry and/or prose passages
  - iv. use and cite evidence from primary texts appropriately, using the MLA documentation style
  - v. develop secondary research and citation skills
- A portion of class time will be devoted to developing and improving essay-writing skills and research essay skills

**Required Texts:**

- Books are available at **Haven Books** 43 Seneca Street, Ottawa (at Sunnyside, one block from campus)
- <http://havenbooks.ca/new/>

*Canadian Literature in English: Texts and Contexts*. Eds. Laura Moss and Cynthia Sugars. **Vols. 1 and 2**. Toronto: Pearson Longman, 2009. Print.

John Steffler, *The Afterlife of George Cartwright* (NCL)  
 Jane Urquhart, *Away* (McClelland and Stewart)  
 Lynn Coady, *Hell Going* (House of Anansi)  
 Martha Ostenso, *Wild Geese* (NCL)  
 Ethel Wilson, *Swamp Angel* (NCL)  
 Michael Ondaatje, *In the Skin of a Lion* (Vintage / Random House)  
 Tomson Highway, *The Rez Sisters* (Fifth House)  
 Joseph Boyden, *Three Day Road* (Penguin)

**Evaluation:**Fall Term

In-class passage analysis	5%
Review of event / exhibition	10%
Major essay	10%
December exam	15%
Participation	5%

Winter Term

Poetry analysis	10%
Major essay incorporating research*	15%
*includes briefly annotated bibliography	
Final exam	25%
Participation	5%

**Please note:**

- You must complete **all of the term work and the final exam** in order to be eligible to pass the course. This means that failure to complete the term work will result in a final grade of "F."
- There are policies in place to support students who require academic accommodation. (See below.) Should you, though, find yourself in circumstances that threaten to preclude your successful completion of an assignment, please contact me before the particular deadline. I would much rather work with you to find a solution than have you face the possibility of failing the course.
- I will grade **hard copies** only of assignments; however, I ask that you submit electronic back-up copies through CU Learn.
- "Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean." (FASS Teaching Regulations)

**Opportunities for bonus marks outside of class:**

- ✓ Receive one 2% addition to your final grade for attending a campus or community event that relates to the course in some way—even if tangential—that is NOT the subject of your review

- You must submit a one-paragraph description of the event and some proof of attendance to receive the credit.

#### **Academic Accommodation:**

*You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:*

**Pregnancy obligation:** *write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide*

**Religious obligation:** *write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide*

**Academic Accommodations for Students with Disabilities:** *The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).*

#### **General Policy on Major Essays** (See individual assignment sheets for detailed expectations)

Generally, essays are due on the day assigned; however, you each have a total of **3 grace days** to use to best advantage when completing the major essays (not reviews /analyses). For instance, you could use 1 grace day when completing the first essay and 2 when completing the second. (In other words, you have a built-in extension should you experience hardware failures or other problems.) Otherwise, requests for extensions MUST be made BEFORE the due date. Busier-than-average schedules or computer problems do not ordinarily constitute good reasons for extensions. A penalty of **5% per business day** will be applied to late assignments. (I will keep track of grace days used.)

- **As already indicated, you will be required to submit print copies of your assignments for marking\* and to provide electronic back-ups in cuLearn. However, you should still keep a copy of each assignment until the original has been returned, and be prepared to submit a copy immediately if need be.** (\*Call me a Luddite if you must, but I will only grade on paper.)
- Do not slide assignments under my office door. There is a drop-off slot outside of the English Department office (DT 1812).
- Essays are to conform to MLA format. Errors in documentation and formatting will cost you marks.
- **You are expected to know the University's policy and procedures regarding plagiarism.\* (See the section on "Academic Integrity Standards" in the University Calendar.) Unacceptable paraphrasing does count as a form of plagiarism. Be particularly careful in your use and**

documentation of internet sources. I shall report cases of unacknowledged use of sources to the Chair of the English Department.

- For Carleton's policies and procedures related to academic integrity, see the following:  
<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/acadregsuniv14/>  
<http://www1.carleton.ca/studentaffairs/academic-integrity/>

***Definition and examples of plagiarism excerpted from Carleton's Academic Integrity Policy:***

([http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic\\_integrity\\_policy.pdf](http://www1.carleton.ca/studentaffairs/ccms/wp-content/ccms-files/academic_integrity_policy.pdf))

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.

- Plagiarism includes **reproducing or paraphrasing** portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the internet.

Examples of plagiarism include, but are not limited to:

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

**Review:** A detailed explanation of the assignment will be posted in cuLearn. You have the choice of writing on the Munro Beattie lecture, a Writers Festival event, or a CUAG exhibition.

- Length: approx. 3-4 typed, double-spaced pages
- Due: on or before Thursday, January 8, 2015
- Include proof of attendance

Munro Beattie Lecture:

- ❖ Thursday, October 23, 7 pm: The Department of English Language and Literatures presents Lynn Coady, 2013 Giller Prize winner (for *Hellgoing*)

*Writers Festival:*

- ❖ The Ottawa International Writers Festival runs October 23 to 29. Among the writers who will be reading from new works are **Rudy Wiebe**, **Dionne Brand**, and **Lynn Coady**. As Carleton students, you may attend the regular events for free, but you must reserve your seat.
- <http://www.writersfestival.org/>

Carleton University Art Gallery (CUAG) in St Patrick's Building:

- ❖ Hours: Tuesday-Friday: 10 to 5 Saturday-Sunday: 12 to 5
- <http://cuag.carleton.ca/>

### **Attendance and Participation:**

**Attendance:** I have always found there to be a strong correlation between regular attendance and student success in my classes. You are responsible for what we cover in class, and we will make links between texts and topics as we move forward in the course and build on what we have discussed. On a very practical note, exam questions in this course will come straight out of lecture and discussion materials.

- ❖ I will take attendance at each class. (If I forget, please remind me!)
- ❖ If you have to miss a class, see if you can get notes from someone AND check with me to see if you missed any hand-outs or marked assignments that I may have distributed.

**Participation:** Students' thoughtful participation in class discussion greatly enriches the learning experience for everyone, including me.

**The grade:** In assigning the participation grade at the end of the year, I take into account both attendance records and participation in class. (If you don't attend, you can't participate!) Perfect attendance is not a guarantee of a perfect score: you will need to demonstrate your engagement with the material. (If you sit in class but spend your time on social media sites, I don't consider that participation.)

- I will, of course, take into account any documented reasons for absence (e.g. illness).

**cuLearn: Course Materials and Grades:** I will post course materials (e.g. the syllabus, poetry resources, web links) and any PowerPoint slides that I use in lecture, and I will enter your marks in the grade-book. (I do not as a rule post lecture notes.)

- You will get your marked assignments back in class, and I will periodically update the grade-book. I give priority to class preparation and marking: I update the on-line records when I have time. Please do compare my records to yours before the end of the course, and let me know if you discover any errors or omissions.

**Assignments, Calendar, News Forum, and other features:** I will set up assignments, indicate assignment due dates and grace days in the calendar, and post any class announcements in cuLearn. We can decide whether we want to use other features on a regular basis.

### **E-mail Communications:**

- I will check e-mail daily during the week. If you send a message on Friday evening, be aware that I may not reply to it until Monday morning.
- I will delete mail without opening it, if it comes from a sender I do not recognise, so please use your Carleton account.
- University policy prohibits me from sending information about grades over e-mail if the request comes from any non-Carleton e-mail address.
- It is always a good idea to avoid excessive informality in your e-mail communications with instructors. ("Dear Professor —" is the safest way to begin when e-mailing any instructor.)

### **Preparation for Class:**

- Ideally, you should have the texts read before we begin discussing them in class. In the case of novels, try to have a substantial portion read prior to the first class on the respective texts.

- Make sure you bring the relevant text(s) to class.
- When you are taking notes, do include references to passages that we focus on in class: I choose identification passages for the exams from those that we discuss in class.

### **Classroom Courtesy:**

- Please put mobile phones into silent mode before coming into class.
- Try to resist using your electronic devices for anything other than course-related work. (In my experience, the students who sit through class smiling at their phones and laptops rarely do well on exams.)
- Please plan to stay for the duration of the class. Should you need to leave the classroom early, I would appreciate your letting me know ahead of time, if possible.

### **Schedule** (subject to change if necessary):

Dates	Tuesday	Thursday
Sept. 4		Introductions; course overview
9, 11	<b>Different ways of viewing the world: Aboriginal oral tradition and European imperialism</b> Brian Maracle, "First Words" ( <i>Canadian Literatures in English</i> 1); overview of four stages theory; exploration narratives David Thompson, <i>Narrative of his Explorations</i> (CLE 1)	Samuel Hearne, <i>A Journey from Prince of Wales's Fort</i> ; John Franklin, <i>Narrative of a Journey</i> (excerpts, CLE 1) <ul style="list-style-type: none"> <li>• Clips from John Walker's <i>Passage</i> (DVD) to be shown in class</li> </ul> (Your anthology also includes Inuit testimony regarding the final and fatal Franklin expedition. You are not required to read it, but you may find it of interest.)
16, 18	<b>Twentieth-century reflections on British exploration narratives</b> Stan Rogers, "Northwest Passage" John Newlove, "Samuel Hearne in Wintertime" Rudy Wiebe, "Exercising Reflection" (CLE 2)	Cartwright, <i>Journal of Transactions and Events</i> (excerpt, CLE 1)  <b>Historiographic metafiction:</b> John Steffler, <i>The Afterlife of George Cartwright</i>
23, 25	John Steffler, <i>The Afterlife of George Cartwright</i>	John Steffler, <i>The Afterlife of George Cartwright</i>
Sept. 30, Oct. 2	John Cartwright, Steffler, <i>The Afterlife of George Cartwright</i>	<b>Travel and settlement literature:</b> Anna Jameson, <i>Winter Studies and Summer Rambles</i> ; Catharine Parr Traill, <i>The Backwoods of Canada</i> , Letter 15 only (excerpts, CLE 1);
7, 9	<b>In-class passage analysis</b>	Susanna Moodie, <i>Roughing It in the Bush</i> ; Mary Ann Shadd, <i>A Plea for Emigration</i> (excerpts, CLE 1)
14, 16	<b>Twentieth-century reflections on nineteenth-century settler experience:</b> Margaret Atwood, <i>Journals of Susanna Moodie</i> : "Disembarking at Quebec,"	<b>A break from our regularly-scheduled programming in anticipation of the Munro Beattie lecture and the Writers Festival</b>

	“Further Arrivals” “Dream 2: Brian the Still-Hunter” (CLE 2)	Dionne Brand, “Blues Spiritual for Mammy Prater”; Lynn Coady, <i>Hell Going</i>
21, 23	Lynn Coady, <i>Hell Going</i>	Lynn Coady, <i>Hell Going</i> *Lynn Coady gives the Munro Beattie talk this evening!
28, 30	FALL BREAK	NO CLASSES
Nov. 4, 6	<b>Immigration and national allegiances</b> Al Purdy, “Grosse Isle” (CLE 2) Jane Urquhart, <i>Away</i>	Jane Urquhart, <i>Away</i>
11, 13	Jane Urquhart, <i>Away</i>	Jane Urquhart, <i>Away</i>
18, 20	<b>The Confederation Poets</b> <b>Reading in cuLearn:</b> Reading Poetry, Studying Prosody Charles G.D. Roberts: “The Tantramar Revisited,” “The Winter Fields” Archibald Lampman, “Among the Timothy,” “The Railway Station” (CLE 1)	Lampman, continued; Duncan Campbell Scott, “The Onondaga Madonna” Pauline Johnson, “A Cry from an Indian Wife,” “The Corn Husker” (CLE 1)  <b>Fall-term major essay due</b>
25, 27	<b>Sublime nature, tyrannical man</b> Martha Ostenso, <i>Wild Geese</i>	Martha Ostenso, <i>Wild Geese</i>
Dec. 2, 4	Martha Ostenso, <i>Wild Geese</i>	Martha Ostenso, <i>Wild Geese</i> Exam Review

#### Dec. 10-21: Examination Period

- ❖ The Registrar’s Office will post the exam schedule: <http://www1.carleton.ca/registrar/>
- ❖ Do not finalise travel plans until you know the exam schedule.

Dates	Tuesday	Thursday
Jan. 6, 8	<b>From Victorianism to Modernism</b> F. R. Scott, “The Canadian Authors Meet” E. J. Pratt, “The Spike” (from <i>Towards the Last Spike</i> ); F. R. Scott, “All Spikes But the Last”	Earle Birney, “Bushed” “Anglosaxon Street”  <b>Final deadline for reviews</b>
9, 11	A.M. Klein, “Heirloom,” “Portrait of the Poet as Landscape” (CLE 2)	<b>A journey to the Interior:</b> Ethel Wilson, <i>Swamp Angel</i>
13, 15	Ethel Wilson, <i>Swamp Angel</i>	Ethel Wilson, <i>Swamp Angel</i>
20, 22	Ethel Wilson, <i>Swamp Angel</i>	<b>Regionalism:</b> Purdy, “The Country North of Belleville,” “Lament for the Dorsets,” “Wilderness Gothic” (CLE 2)
Jan. 27, 29	Robert Kroetsch, “Stone Hammer Poem,” “On Being an Alberta Writer”	<b>Research: primary and secondary sources</b> (A reading may be indicated / provided.)  <b>Poetry analysis due</b>

Feb. 3, 5	<b><i>"Never again will a single story be told as though it's the only one"</i></b> Michael Ondaatje, <i>In the Skin of a Lion</i>	Michael Ondaatje, <i>In the Skin of a Lion</i>
10, 12	Michael Ondaatje, <i>In the Skin of a Lion</i>	Michael Ondaatje, <i>In the Skin of a Lion</i>
17, 19	WINTER BREAK	NO CLASSES
24, 26	<b>The legacy of residential schools</b> Nadia McLaren, dir. <i>Muffins for Granny</i> (DVD)—documentary to be screened in class (Yes, it will be represented on the exam.) *The accounts of residential school experiences are disturbing; however, each story becomes one of "survance."	<i>Muffins</i> , cont'd Maria Campbell, "Jacob"
Mar. 3, 5	<b>War and Windigos</b> Joseph Boyden, <i>Three Day Road</i>	Joseph Boyden, <i>Three Day Road</i>
10, 12	Joseph Boyden, <i>Three Day Road</i>	Joseph Boyden, <i>Three Day Road</i>  <b>Annotated bibliography due</b>
17, 19	Tomson Highway, <i>The Rez Sisters</i>	Tomson Highway, <i>The Rez Sisters</i>
24, 26	<b>Family, home, and belonging (—not that all of the texts on the course are not about these concepts in some way!)</b> Eden Robinson, "Dogs in Winter" (CLE 2)	George Elliott Clarke, "Bio: Black Baptist/Bastard," "Antiphony" (CLE 2) <b>Major winter-term essay due</b>
Mar. 31, Apr. 2	Miriam Toews, "Blueprints"; Michael Crummy, "Bread," "What's Lost" (CLE 2)	Tom Wayman, "Did I Miss Anything?"; Joe Canadian, "I am Canadian" (CLE 2) Exam Review
Apr. 7	<b>Last Class:</b> If we need the class time, we will meet as usual. If we are able to wrap up on April 2, then I will hold office hours during our regular class time.	

### Final Exams: April 11-23

- ❖ The Registrar's Office will post the exam schedule. <http://www1.carleton.ca/registrar/>. Do not finalise travel plans until you know the exam schedule.
- ❖ **Final exams** will not be returned to you; however, you may make an appointment to review your exam after it is marked. Final exams are kept in the English Department for one year.
- ❖ **Final Grades** are not official until they have been approved by both the Department Chair and the Dean. Consequently, I will not post final grades in cuLearn. You may access your final grades through **Carleton Central**.