

Carleton University
Fall 20114
Department of English

English 2802B: Canadian Literatures
Tuesdays, Thursdays: 4:05-5:25 pm
TB 236 (fall) TB 202 (winter) (*Please confirm on Carleton Central*)

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(TO CONTACT ME, PLEASE USE THIS E-MAIL ADDRESS, NOT CU LEARN)
Office: Dunton Tower 1819
Office Hours: Tuesday, Thursday 1-2pm (or by appointment)

Course Description: This course introduces you to a wide variety of Canadian texts including exploration and travel narratives, myths and legends, songs, poems, plays, short stories and sketches, novels, and literary criticism. Through reading, writing, and discussion, the class will explore the ways in which these texts articulate diverse narratives of Canadian history, and we will consider how Canadian writing from the 19th century to the present day has participated in formulating ideas of national identity.

Please note that English 2802 is a writing attentive course. 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:

- *develop a thesis statement across each essay
- *develop complex ideas using correct and effective expression, according to academic English practice
- *develop literary reading skills through close analysis of poetry and/or prose passages
- *use and cite evidence from primary texts appropriately
- *develop secondary research and citation skills
- *a portion of class time will be devoted to developing an improving essay writing skills and research essay skills

Note: prerequisites include a 1000-level credit in English or second-year standing.

Reading List:

(texts available at Haven Books, 43 Seneca St., [613] 730-9888)

Laura Moss and Cynthia Sugars, eds. *Canadian Literature in English: Texts and Contexts* (2 volumes)

L.M. Montgomery, *Anne of Green Gables*
Scott Chantler, *Two Generals*

Sheila Watson, *The Double Hook*
Tomson Highway, *The Rez Sisters*
Paul Quarrington, *King Leary*
Wayson Choy, *The Jade Peony**
Suzette Mayr, *The Widows**

*will be available at Haven Books in time for Winter Term

Highly recommended: *MLA Handbook for Writers of Research Papers*, 7th Ed.

Assignments and Evaluation:

Term One:

Quiz: 5% **Thursday Sept. 25**

Close reading essay: 10% **Thursday, Oct. 16**

Assignment in connection with Munro Beattie Lecture: 5% **Thursday, Oct. 23**

OR Quiz (5%) Thursday, Nov. 13

Close reading essay: 10% **Thursday, Nov. 27**

Class Contribution: 5%

Term Two:

In-class Essay OR Seminar Presentation OR Poetry Recitation: 10%

(In-class essay on Thursday, Feb. 12)

Bibliographic Assignment: 5% **Thursday, March 5**

Research Essay: 15% **Thursday, April 2**

Final Exam: 30% (scheduled exam period)

Class Contribution: 5%

Description of Major Assignments:

Fall Term:

Close Reading Essays: Topics for these essays will be made available well in advance of the due date. Your essay should be 4-5 pages in length. It should have a thesis statement, and develop a coherent and thoughtful argument supported by examples from the primary text(s). As this is a close reading assignment intended to help you in developing your skills in the analysis of primary texts, secondary sources are not permitted. Correct use of MLA format and correct grammar, spelling, and punctuation are required.

Assignment in connection with Munro Beattie Lecture: This assignment requires you to attend the 2014-2015 Munro Beattie Lecture featuring Giller Prize-winning novelist and short story writer Lynn Coady. The event is free of charge, and takes place at 7pm on Thursday, October 23 in the Kailash Mital Theatre in Southam Hall. A graduate of Carleton's own English program, Coady is a very funny and engaging speaker, so it should be a great event! The first class after the event, you must submit a two-three page (12 pt. font, double spaced) response paper in which you describe and reflect on Coady's lecture. **Students who are unable to attend this event can instead earn the 5% of the course grade by writing a quiz instead on Thursday, Nov. 13.**

Winter Term:

Choose ONE of the following three options:

In-Class Essay: Write an essay on one of the topics that I will provide on the day of the essay. **Compare** the work of two authors in this essay. You may choose from any of the authors on the course list. This is an open book exercise, so you will need to quote directly from the texts that you discuss.

Presentations:

All presentations should be no shorter than 10 minutes and no longer than 15 minutes. Choose a **short work** (a poem, a very short essay or story or prose passage) from either volume of the Sugars and Moss anthology and teach it to the class. This will include a detailed critical analysis of the text. Examine the major themes and ideas that appear in the text. Remember to include some specific references to the writer's use of imagery, poetic devices, and diction in your analysis. You should be prepared to provide historical and cultural context when needed.

Choose texts that are not on the course reading list. You must inform the class one week in advance which text you will be looking at, so that we all have chance to read it. Presenters should be prepared to field detailed questions from the class and myself. Hand in your presentation notes to me after presenting. These notes do not need to be in the form of a formal essay, but should be typed and double-spaced and include references to any source material used.

N.B.: You need to e-mail me with your idea in order to sign up and book a date for a presentation.

Poetry Recitation: This assignment gives you the opportunity to recite a memorized poem in front of the class, and to reflect on how the experience of memorizing and declaiming a poem affects your understanding of its meaning. Choose a poem from the anthology to memorize: it must be a poem that is not on the course reading list, and it must be no shorter than 14 lines. Commit the poem to memory and recite it in front of the class. After your recitation, you should be prepared to field detailed questions about its meaning from myself and from the rest of the class, and you must submit a brief analysis. What did you find particularly challenging about the exercise? How did the process enhance or otherwise affect your understanding of the poem? What is the value of memorizing and/or reciting poetry? You must inform the class one week in advance which poem you will be reciting, so that we all have a chance to read it.

N.B. You need to e-mail with your idea for a recitation in order to sign up and book a date.

Bibliographic Assignment: This assignment requires you to locate three secondary sources on an author or text from the second-term reading list and arrange them into a bibliography using correct MLA format. Marks will be deducted for format errors.

Research Essay: This assignment requires you to submit a research essay six to eight pages in length. Topics will be distributed well in advance of the due date. The essay should have a thesis statement and develop an argument supported by secondary sources

and by examples from the primary text. Correct adherence to MLA format and correct spelling, grammar, and punctuation are required.

Attendance and Class Contribution: This portion of the grade will be based on class attendance, preparedness, and the frequency and quality of contributions to in-class discussion. **In my experience, students who attend classes regularly stand a far better chance of doing well in the course than those who do not. This is in part because the final exam will test you specifically on material that has been discussed in class.** You are expected to attend every class, read the assigned material for each class, bring the assigned readings with you to class, and be prepared to answer questions and engage in discussion. Perfect attendance does not guarantee a perfect grade of 5/5 on the Attendance and Class Contribution component of the course. To attain a 5/5, you must attend regularly, and make regular and thoughtful contributions to class discussions. If you miss a class, it is your responsibility to find out what went on in your absence.

Final Exam: The exam will be scheduled by the registrar during the official exam period. It will cover material from the whole year, and will involve some combination of short answers, passage identification, and essay writing. No exam aids will be permitted.

Classroom Courtesy: While the internet can be a very useful in-class tool that enhances the quality of our discussions, **please refrain from randomly surfing the web and text messaging during class.** These activities are discourteous to the instructor and your fellow students. In my experience, the students who spend most of every class giggling at something on a computer screen or a phone do not tend to do as well as those who are alert and engaged with what is actually going on. Please stay for the duration of the class; if you must leave early, I would appreciate it if you would let me know beforehand.

Submission of Written Work:

Written assignments must be submitted in class on the due date.

E-mail submissions are allowed only under particular circumstances, and must be sent directly to my e-mail address (sara_jamieson@carleton.ca).

There is a drop-box located in the English Department office (Dunton Tower 1812). This can be used if you are unable to hand in your essay in class. **Use the drop-box at your own risk. It is your responsibility to ensure that your essay has reached me; in the highly unlikely event that an essay left in the drop box does not make its way to my mailbox, you must be able to submit an electronic copy of the essay as soon as this is brought to your attention.**

Please ensure that you save a copy of your essay in the unlikely event that it is lost after you hand it in.

Every effort will be made to return graded work to students two weeks after the date of submission.

Late Penalty: For certain assignments, there will be a grace period of seven days during which there will be no lateness penalty. **This applies only to the Close Reading Essay #2 (due Nov. 27) and the Final Research Essay (due April 2).** How you use this grace

period is up to you; you can use all seven days on one assignment, or use three for one and four for the other, etc. Please make a note on your assignment of how many days you have used. Once you have used up these days, the penalty for lateness is 2% per day late. In case of illness or emergency, a doctor's note or appropriate document must be provided in order for an extension to be granted.

Plagiarism is defined as passing off someone else's work as your own, and occurs when you quote or paraphrase material written by another person without acknowledging the source, whether printed or electronic.

The consequences for plagiarism are severe and issued by the Dean and the University Senate. For details consult the section on Instructional Offenses in the Undergraduate Calendar.

Writing Tutorial Service: Students requiring assistance should contact the Writing Tutorial Service at 411 MacOdrum Library (x. 6632, www.carelton.ca/wts)

Papers should conform to MLA style; see *MLA Handbook for Writers of Research Papers*.

Grades will be alphabetical.

Carleton percentage equivalents:

A+ 90-100

A 85-89

A- 80-84

B+ 77-79

B 73-76

B- 70-72

C+ 67-69

C 63-66

C- 60-62

D+ 57-59

D 53-56

D- 50-52

Fall Term Schedule:

Week One:

Thurs. Sept. 4: Welcome and Introduction

Week Two: Exploration Narrative: The Franklin Expedition and the Franklin Myth

Tues. Sept. 9: John Franklin, *Narrative of a Journey to the Shores of the Polar Sea*

(Sugars and Moss 1, 92-102)

Inuit Testimony of the 1845 Franklin Expedition (Sugars and Moss 1
104-106)

Thurs. Sept. 11: John Franklin, *Narrative of a Journey to the Shores of the Polar Sea*
(Sugars and Moss 1, 92-102)
Inuit Testimony of the 1845 Franklin Expedition (Sugars and Moss 1
104-106)
Stan Rogers, "Northwest Passage" (Sugars and Moss 2, 516)

Week Three: Settlement Narratives

Writing Attentive Session

Tues. Sept. 16: Susanna Moodie, selections from *Roughing It in the Bush* (Sugars and
Moss 1, 211-27)

Thurs. Sept. 18: Susanna Moodie, selections from *Roughing It in the Bush* (Sugars and
Moss 1, 211-27)

Week Four: More Settlement Narratives

Tues. Sept. 23: Catherine Parr Traill, selections from *The Backwoods of Canada* (Sugars
and Moss 1, 196-207)

Thurs. Sept. 25: **Quiz (Franklin, Rogers, Moodie, Traill)**
Alice Munro, "Meneseung" (Sugars and Moss 2, 336-350)

Week Five: First Nations Writing

Writing Attentive Session

Tues. Sept. 30: E. Pauline Johnson, "A Cry from an Indian Wife," "The Song My
Paddle Sings," "His Majesty the West Wind," "The Corn Husker"
(Sugars and Moss 1, 395, 396, 398, 400)

Thurs. Oct. 2: excerpt from The Indian Act (Sugars and Moss 1, 321-24)
E. Pauline Johnson continued

Week Six: Popular Fiction, National Icons

Tues. Oct. 7: *Anne of Green Gables*

Thursday Oct. 9: *Anne of Green Gables*

Week Six: Popular Fiction, National Icons continued, Women and the Cityscape

Tues. Oct. 14: *Anne of Green Gables*

Thurs. Oct. 16: **Close Reading Essay #1 due**
Jessie Georgina Sime, "Munitions!" (Sugars and Moss 1, 485)

Week Seven: Munro Beattie Lecturer (and Carleton grad!) Lynn Coady

Tues. Oct. 21: Lynn Coady, "Wireless" (<http://thewalrus.ca/wireless/>)

Thurs. Oct. 23: Lynn Coady, "Clear Skies"
(http://www.joylandmagazine.com/stories/toronto/clear_skies)

Oct. 27-31: Fall Break, no classes

Week Eight: Historical Fiction, The Graphic Novel

Writing Attentive Session

Tues. Nov. 4: Scott Chantler, *Two Generals*

Thurs. Nov. 6: *Two Generals*

Week Nine: War and Peace

Tues. Nov. 11: John McCrae, "In Flanders Fields" (Sugars and Moss 1, 516)

Margaret Atwood, "Poppies: Three Variations" (will be made available through Ares)

Thurs. Nov. 13: **Quiz**

Dorothy Livesay, "Day and Night" (Sugars and Moss 2, 164)

Week Ten: Writing the West

Tues. Nov. 18: Sheila Watson, *The Double Hook*

Thurs. Nov. 20: *The Double Hook*

Week Eleven: Animal Stories

Tues. Nov. 25 *The Double Hook*

Thurs. Nov. 27: **(Close-Reading Essay #2 due)**

Charles G.D. Roberts, "The Animal Story," "When Twilight Falls on the Stump Lots" (Sugars and Moss 1, 363-366)

Week Twelve: Santa Claus and Cultural Assimilation

Tues. Dec. 2: F.P. Grove, "Dawn and Diamonds" (Sugars and Moss 2, 42)

Thurs. Dec.4: Wrap-Up

Winter Term Schedule:

Week One: The National Game: Hockey and Canadian Identity

Tues. Jan. 6: Paul Quarrington, *King Leary*

Thurs. Jan. 8: *King Leary*

Week Two: Old Age in Canadian Culture

Tues. Jan. 13: *King Leary*

Thurs. Jan. 15: Robert Kroetsch, "Stone Hammer Poem" (Sugars and Moss 2, 323)

Week Three: Archaeologies

Writing Attentive Session

Tues. Jan. 20: Michael Crummey, "Bread," "What's Lost," "Newfoundland Sealing Disaster" (Sugars and Moss 2, 668-669)

Thurs. Jan. 22: Al Purdy, "The Country North of Belleville," "Lament for the Dorsets" (Sugars and Moss 2, 274, 277)

Week Four: Drama

Tues. Jan. 27: Tomson Highway, *The Rez Sisters*

Thurs. Jan. 29: *The Rez Sisters* continued

Week Four: Short Fiction / (Presentations / Recitations)

Tues. Feb. 3: Maria Campbell, "Jacob" (Sugars and Moss 2, 477)

Thurs. Feb. 5: Thomas King, "Borders" (Sugars and Moss 2, 580)

Week Five: More Short Fiction / (Presentations / Recitations)

Writing Attentive Session

Tues. Feb. 10: Margaret Atwood, "The Age of Lead" (Sugars and Moss 2,

Thurs. Feb. 12: **In-Class Essay**

☺ **Reading Week** ☺ (Feb. 16-21)

Week Six: Genealogies

Tues. Feb. 24: Wayson Choy, *The Jade Peony*
from *An Act to Restrict and Regulate Chinese Immigration into Canada*
(Moss and Sugars 1, 338)

Thurs. Feb. 26: *The Jade Peony*

Week Seven: The Railroad as National Dream

Tues. Mar. 3: *The Jade Peony*

Thurs. Mar. 5: **Bibliographic Assignment Due**

E.J. Pratt, from *Towards the Last Spike* (Moss and Sugars 2, 55-62)

F.R. Scott, "All the Spikes But the Last" (Moss and Sugars 2, 91)

Gordon Lightfoot, "Canadian Railroad Trilogy" (Moss and Sugars 2, 431)

Week Eight: Even More Short Fiction**Writing Attentive Session**

Tues. Mar. 10: Eden Robinson, “Dogs in Winter”

Thurs. Mar. 12: Miriam Toews, “Blueprints”

Week Nine: Nature Poetry

Tues. Mar. 17: Don McKay, “Close-Up on a Sharp-Shinned Hawk,” “Song for the Song of the Wood Thrush,” from “Baler Twine: thoughts on ravens, home, and nature poetry” (Moss and Sugars 2, 568, 569, 573)

Thurs. Mar. 19: bpNichol, from *still water*, “landscape: I” (Moss and Sugars 2, 509, 512)

Week Ten: On the Road

Tues. Mar. 24: Suzette Mayr, *The Widows*

Thurs. Mar. 26: *The Widows*

Week Eleven: On the Road Again

Tues. March 31: *The Widows*

Thurs. Apr. 2: **Research Essay Due**

Bruce MacDonald, dir., *Highway 61* (film screening)

Week Twelve: Wrap-Up

Tues. April 7: *Highway 61*

Exam Review

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).