

**Carleton University  
Fall/Winter 2015-16  
Department of English**

**ENGL 2802C: *Canadian Literatures***

**Tuesdays & Thursdays / 10 – 11:30  
Location: Fall Southam 404, Winter Southam 413  
*Please confirm location on Carleton Central***

**Professor Jennifer Henderson  
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Office Hours: Thursdays 12 – 2pm**

## **Course Description**

This course provides an introduction to Canadian literature with an emphasis on the ways that literature shapes and contests the idea of a national culture. We read a large variety of forms: narratives of exploration and settlement, Indigenous storytelling, poetry, short fiction, and novels in several genres. Our study of the literature is combined with contextualizing material: law, policy, visual art, advertising and other forms of popular culture. Central topics in lectures and discussions include: the themes and genres of settler colonialism and nation-building; Indigenous cultural expression and resistance; representations of the human relationship to the natural world; rural and urban experience; literature and social criticism; gender and sexuality in national mythology; family and cultural inheritance; racialization, assimilation, and the idea of multiculturalism; and ecological consciousness. We proceed chronologically but occasionally interrupt this linear path with texts that re-imagine earlier texts and contexts. The course will help you develop a broad introductory knowledge of Canadian literature and the ability to respond to the work of Canadian writers with awareness of how they fit into longer traditions and debates. The course is designated “writing attentive,” which means that it aims to help you hone writing skills specific to the discipline of literary studies. The course should advance your skills in the writing of well-crafted paragraphs, the development of clear and focused lines of argument, the grounding of what you have to say in perceptive observations about literary language and form, and the construction of an effective comparative analysis.

## **Required Texts**

These books will be available at the Carleton University Bookstore. Copies will also be put on reserve at MacOdrum library for 24-hour loans.

Lemire, Jeff. *The Complete Essex County* (Top Shelf)  
Leprohon, Rosanna Mullins. *The Manor House of De Villerai* (Broadview)  
Ostenso, Martha. *Wild Geese* (McClelland & Stewart)  
Roy, Gabrielle. *The Tin Flute* (McClelland & Stewart)

Sugars, Cynthia and Laura Moss, eds. *Canadian Literature in English: Texts and Contexts*, Volumes 1 **and** 2 (Pearson Longman)

### **Assignments and Evaluation**

Short writing assignment 10% due: Sept. 29

500 words (2-4 paragraphs) Response to a question about a text. Evaluation will be based on: effective use of topic sentences, coherent paragraphs, and a sense of development.

Close reading assignment 10% due: Oct. 22

800 – 900 words. Analysis of a passage from one of our texts, chosen from a selection I will present to you. Evaluation will be based on: attention to details of language and technique and the presentation of an argument about how these shape meaning. Inclusion of a precise thesis statement.

Essay 1 15% due: Dec. 3

1,250 words. An essay on a single text, written in response to a question chosen from a selection. Evaluation will be based on: your demonstration of close reading skills to make an argument about a text as a whole. Precise thesis statement guiding a coherent argument, well supported with textual evidence. Proper use of MLA style.

Evaluation of a critical article 10% due: Feb. 11

1,000 words, in paragraph form. Read and comment on a piece of literary criticism, chosen from a selection of scholarly articles. Evaluation will be based on: your ability to identify and summarize the thesis and stages of the argument, effectively describe the critic's approach and method, and engage in thoughtful evaluation of the argument's strengths and weaknesses.

Outline for Essay 2 5% due: Mar. 17

1-2 pages. A point-form outline for your upcoming comparative essay. Evaluation will be based on: evidence of considerable thinking and planning as demonstrated in your central claim, your subordinate points and bridging ideas, and your plans for supporting evidence.

Essay 2 15% due: Apr. 5

1,600-1,800 words. An essay providing an illuminating comparison of two texts, in light of a shared theme or other feature. Evaluation will be based on: convincing demonstration of the viability of the comparison, sense of coherence, an argument that builds, attention to details of language and technique in the two texts, balance of comparing and contrasting, persuasiveness and originality of observations, proper use of MLA style.

In-class quizzes 10%

Quizzes are unannounced and take place at the beginning of class. They are 5 minutes long. Most quizzes will be multiple choice. They are intended to verify that you have completed the assigned readings before coming to class, and that you have read with alertness. There are 10 quizzes in the course of the year, with no make-up quizzes.

Final exam 20%

Will take place during examination period Apr. 11-23. \*Note\* that missing 10 classes or more in the course of the year will disqualify you from writing the final exam.

Participation 5%

These 5 percentage points are earned through a nearly flawless attendance record, evidence of coming to class having completed the assigned readings, active listening, and appropriate participation during class discussions. Cell phones are put away during class and laptops are permitted \*only for note-taking.\*

**Class Rules and Regulations**

Attendance and participation: Attendance is mandatory; there will be a sign-in sheet for every class. Too many missed classes will affect your participation grade and may affect your ability to write the final exam (see \*note\* above). Take good notes on the lectures. Come to class with the assigned readings done in advance and in hand. As you read, underline striking features or make notes—this will help you to be an effective participant in class.

Basic preparation for class: Do not simply skim the texts; read attentively. Note the elements you find interesting. Think about connections to other texts or to issues we have been discussing in class. Bring questions.

Classroom etiquette: All cell phones must be put away. Laptops are permitted for note-taking only (no browsing, no social media, etc.) and any student found to be using a laptop for another other purpose will lose the privilege of bringing the laptop to class for the rest of the year. Listen attentively to the lecture and to the observations made by other students. Have a sense of taking turns when it comes to contributing to discussion: don't rely on others to carry the conversation, and if you enjoy contributing, be careful not to dominate.

Email etiquette: The best way to speak with me is in person during my office hours or right after class. Email may be used for brief messages. Please use the subject line ENGL2802. If you have a substantive question about an assignment or the course material, see me during my office hours Thursdays 12-2pm, in 1911 Dunton Tower. It may be possible to arrange an appointment for another time if you are unavailable during the office hours.

Submission of assignments: Do not send assignments by email. Assignments are submitted in hard copy. Normally they should be handed in at the beginning of class on the assigned date. However, I will also accept assignments deposited in the English department drop-box, 18<sup>th</sup> floor of Dunton Tower, until 9am the following day, without penalty. Keep a back-up copy of all assignments and ensure that your name and my name appear on the front page.

Penalties for late assignments: The one day extension mentioned above is a blanket extension granted to everyone, without need for prior communication with me. Because I grant that extension, all assignments arriving later than 9am the day after the due date lose 1/3 of a letter grade per day. Exceptions will only be granted in the case of documented medical emergencies or a death in the family. In those cases, contact me by email. Submit late papers to the English department drop-box where they will be date-stamped by staff when received. Make sure my name appears on the front page.

Exams and airplane ticket bookings: The Registrar's Office does not set specific exam dates until well into the term. Be in town during the final examination period.

Grades: Grades for written work will be based on insightfulness, presentation of focused ideas supported by textual evidence, effective organization of ideas, clarity of expression, correct use

of MLA style, spelling and grammar. The following percentage equivalents will be used when calculating your final grade for this class:

A+=90; A/A+=88; A=85; A-/A=83; A-=80

B+/A-=79; B+=77; B/B+=75; B=73; B-/B=72; B-=70

C+/B-=69; C+=67; C/C+=65; C=63; C-/C=62; C-=60

D+/C-=59; D+=57; D/D+=55; D=53; D-/D=52; D-=50

F=0-49 (a numerical grade will be assigned for any paper receiving an F)

Plagiarism: Plagiarism means passing off someone else's words or ideas as your own or submitting the same work in two different academic contexts. The most common forms of plagiarism include unacknowledged copying from secondary sources (including sections as short as sentences and paragraphs, even when you have changed a word), purchasing papers online or from essay-writing services, or having another person write a paper for you. Do not take these risks. The consequences of plagiarism are severe and are issued by the Dean and the University Senate. In order to avoid plagiarism, you must clearly and correctly provide the specific source of any quotation, borrowed phrasing, or idea you pick up from the internet, from a published source, or from other people. Penalties are not trivial. They can include a final grade of "F" for the course. For more information please go to: <http://www2.carleton.ca/studentaffairs/academic-integrity>

Academic accommodations policy: If you need special arrangements to meet your academic obligations due to pregnancy, religious obligation, or disability, the processes to be followed for an accommodation request are:

- Pregnancy obligation: Write to me with any requests for academic accommodations during the first two weeks of class or as soon as possible after the need to accommodations is known to exist. For more details visit the Equity Services website at <http://carleton.ca/equity/accommodation/academic/students/>
- 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 visit the Equity Services website at [www2.carleton.ca/equity/accommodation](http://www2.carleton.ca/equity/accommodation)
- Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due. If you only require accommodations for the formally scheduled final exam, please submit your request for accommodation to PMC by the deadline published on the PMC website: [www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/](http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/)

Other learning services at Carleton: Learning Support Services (LSS) offers students' academic skills workshops and information sessions, study rooms, a tutor referral service, and peer helpers. Visit the LSS on the 4<sup>th</sup> floor of the MacOdrum Library or [www.carleton.ca/lss](http://www.carleton.ca/lss) Career Development and Cooperative Education (CDCE): career development, employment preparation, experiential learning opportunities for Carleton students. The Career and Resource Centre is located at 401 Tory 613-520-6611. The Co-op and Employer Centre is at 1400 Carleton Technology and Training Centre 613-520-4331.

## LECTURE AND READING SCHEDULE

Unless otherwise indicated, page numbers refer to *Canadian Literature in English* anthology with Volume 1 or 2 indicated before the page numbers. **Please bring the relevant readings with you to every class.**

- Thurs. Sept. 3**      **Introduction to the course: the nation and literature**  
Vol 1: 15-32 Who/What/Where Is Here? & 33 Fig 1  
Vol 2: 703 Molson Canada, "I Am Canadian"  
(& to be viewed in class: Art Napoleon, "My Name is Joe and I am... Indigenus")
- Tues. Sept. 8**      **First Nations literature: Whose maps, whose home?**  
Vol \*2\*: 578-89 King, "Borders"
- Thurs. Sept. 10**    **European exploration literature: accounts of first contact**  
Vol 1: 41-51 Cartier, from *The Voyages of Jacques Cartier*  
34-35: Figs 2, 3
- Tues. Sept. 15**    **First Nations literature: oral narrative, origin stories**  
Vol 1: 1-13 Maracle, "The First Words"
- Thurs. Sept. 17**    **Missionary representations**  
Vol. 1: 56-60 *The Jesuit Relations*  
61-62: de Brébeuf, "The Huron Carol"  
*Short writing assignment distributed*  
**WORKSHOP** on writing polished paragraphs
- Tues. Sept. 22**    **Literature of emigration and settlement**  
Vol 1: 161-175 Goldsmith, "The Rising Village"
- Thurs. Sept. 24**    Vol 1: 135-36, Figs 4, 5  
208-30 Moodie, from *Roughing It in the Bush*  
138-39: Figs 7, 8
- Tues. Sept. 29**    Vol 1: 193-208 Traill, from *The Backwoods of Canada*  
Vol. 1: 244-50: Shadd, "A Plea for Emigration"  
*Close reading assignment distributed*  
**SHORT WRITING ASSIGNMENT DUE**
- Thurs. Oct. 1**      **Canadian Gothic**  
Vol 1: 237-39: Shanly, "The Walker in the Snow"  
140: Fig 9  
Vol. \*2\*: 441-46 Atwood, from *The Journals of Susanna Moodie*

247: Fig 7

- Tues. Oct. 6**      **Indigenous expressions of resistance**  
Vol 1: 144-47 Brant, Letter to Capt. Green  
401-03: Johnson, “A Strong Race Opinion: On the Indian Girl in Modern Fiction”  
**VISIT TO CU ART GALLERY** for “Walking With Our Sisters” exhibition
- Thurs. Oct. 8**      **Indigenous autobiography**  
Vol 1: 239-44 Copway, from *Life, History and travels of Kah-ge-ga-gah-bowh*  
**WORKSHOP** on thesis statements and use of textual evidence
- Tues. Oct. 13**      **Africadia**  
Vol \*1\*: 147-53 King, from *Memoirs of the Life of Boston King*  
Vol. \*2\*: 658-62 Clarke, “Bio: Black Baptist Bastard” & “Rose Vinegar”
- Thurs. Oct. 15**      **A national literature?**  
Vol 1: 186-193 Haliburton, from *The Clockmaker*  
305-06 McGee, “Protection for Canadian Literature”  
345-46 Crawford, “Canada to England”  
277 Fig 4
- Tues. Oct. 20**      **The historical novel**  
Leprohon, *The Manor House of De Villerai* 45-115
- Thurs. Oct. 22**      Leprohon, *The Manor House of De Villerai* 116-59  
**CLOSE READING ASSIGNMENT DUE**
- Tues. Oct. 27 & Thurs. Oct. 29 no classes, Fall reading break**
- Tues. Nov. 3**      Leprohon, *The Manor House of De Villerai* 160-208  
Appendix E3 257-62  
*Passage analysis feedback*
- Thurs. Nov. 5**      **“Vanishing race”/Indigenizing Settlers**  
Vol 1: 340-45 Crawford, “The Camp of Souls”  
437-40: Scott, “The Last of the Indian Treaties”  
292: Fig 19  
Vol \*2\*: 648-49 Ruffo, “Poem for Duncan Campbell Scott”
- Tues. Nov. 10**      Vol 1: 318-24: *The Indian Act*  
427: Scott, “The Onondaga Madonna”  
400: Johnson, “The Corn Husker”  
290-91: Figs 17-18

- Thurs. Nov. 12**      **Paddling Poems**  
Vol 1: 431-32 Scott, “Night Hymns on Lake Nipigon”  
*Questions for essay 1 distributed*
- Tues. Nov. 17**      Vol 1: 371-72: Carman, “Low Tide on the Grand Pré”  
396-97 Johnson, “The Song My Paddle Sings”  
290-91: Figs 17 & 18
- Thurs. Nov. 19**      **Absorbing the West**  
Vol 1: 465-78 Sifton, “The Immigrants Canada Wants”  
471: Fig 5, 287: Fig 14  
Ostenso, *Wild Geese* 1-80
- Tues. Nov. 24**      Ostenso, *Wild Geese* 81- 220  
**WORKSHOP** on MLA citation style
- Thurs. Nov. 26**      Ostenso, *Wild Geese* 221-end  
**Responses to urbanization, industrialization, “progress”**  
Vol 1: 416-17 Lampman “The Railway Station,” “The City of the  
End of Things”
- Tues. Dec. 1**      **Satire**  
Vol 1: 490-514 Leacock, “The Marine Excursion of the Knights of  
Pythias”
- Thurs. Dec. 3**      Vol \*2\*: 55-66 Pratt, “Towards the Last Spike”  
91: F. R. Scott, “All the Spikes But the Last”  
280-82: Figs 7 – 9, 287: Fig 14  
**ESSAY 1 DUE**

## WINTER

Please note our classroom changes to **Southam 413** for this term

- Thurs. Jan. 7**      **Modernism**  
Vol 2: 36-40 Carr, “Ucluelet”  
Clips from documentary about Emily Carr, *Winds of Heaven* (Dir. Michael  
Ostroff, 2010)
- Tues. Jan. 12**      Vol 2: 27 Fig 1  
96-102: Smith, “The Lonely Land” (both versions), “A Rejected  
Preface”  
85: Scott, “The Canadian Authors Meet”
- Thurs. Jan. 14**      **Poetry and society**

- Vol 2: 153-58 Klein, "Portrait of the Poet as Landscape"
- Tues. Jan. 19** Vol 2: 164-68, 169-70 Livesay, "Day and Night," "The Three Emilys"
- Thurs. Jan. 21** Vol 2: 631-37 Brand, "Blues Spiritual for Mammy Prater"  
*Evaluation of a critical article assignment distributed*
- Tues. Jan. 26** **Realist fiction**  
Vol 2: 135-149 Ross, "The Painted Door"  
Vol 1: 284 Fig 11 ("Canada West: The New Homeland" poster—please view but not necessary to bring to class)
- Thurs. Jan. 28** Roy, *The Tin Flute*, chapters 1 - 11
- Tues. Feb. 2** Roy, *The Tin Flute*, chapters 12 - 24
- Thurs. Feb. 4** Roy, *The Tin Flute*, chapter 25 to end
- Tues. Feb. 9** **Whiteness**  
Vol 2: 114-24 Birney, "Anglosaxon Street"  
359-70 Clarke, "Canadian Experience"
- Thurs. Feb. 11** **Is there a Canadian culture?: cultural nationalism**  
Vol 2: 204-11 excerpt from *The Massey Report*  
269-71 Grant, from *Lament for a Nation*  
117 Birney, "Can.Lit"  
*Comparative essay questions distributed*  
**EVALUATION OF A CRITICAL ARTICLE DUE**
- Tues. Feb. 16 & Thurs. Feb. 18 no classes, Winter reading break**
- Tues. Feb. 23** Vol 2: 465-76 Lee, from *Civil Elegies*  
271-83 Purdy, "The Country North of Belleville"
- Thurs. Feb. 25** Simpson, "jiiibay or aandizooke," "nogojiwanong" and "gewkaanimad"  
Please print these from CULearn & bring to class.  
See sound recording for "jiiibay" at arpbooks.org/islands
- Tues. Mar. 1** **Inheritances**  
Vol 2: 300-16 Laurence "A Bird in the House"
- Thurs. Mar. 3** Vol. 2: 695-702 Thien, "Simple Recipes"
- Tues. Mar. 8** Vol 2: 477-484 Campbell, "Jacob"  
Vol \*1\*: 324-25: *The Indian Act*, revised statutes (please read, but you do not need to bring to bring these pages to class)

- Thurs. Mar. 10** Vol. 2: 336-351 Munro, “Meneseung”
- Tues. Mar. 15** **Revising national mythology**  
Vol 2: 189-90: Le Pan, “Coureurs de Bois”  
Purdy, “Hockey Players” (please print from CU Learn)
- Thurs. Mar. 17** **Poetry about poetry**  
Vol 2: 373-381 Cohen, “A Kite Is a Victim”  
500-01: Ondaatje, “Spider Blues”  
507-512 Nichol, “still water,” “landscape: 1,” “Blues”  
**ESSAY OUTLINES DUE**
- Tues. Mar. 22** **The graphic novel**  
Lemire, *The Complete Essex County* (read “Book One: Tales from the Farm” 7-110)
- Thurs. Mar. 24** Lemire, *The Complete Essex County* (read: “Book Two: Ghost Stories 112-333)
- Tues. Mar. 29** Lemire, *The Complete Essex County* (read: end of “Ghost Stories” and “Book Three: The Country Nurse” 337-457)
- Thurs. Mar. 31** **Multiculturalism**  
Vol 2: 545 *Canadian Multiculturalism Act*  
541: Fig 3  
558-563: Wah, from *Diamond Grill*
- Tues. Apr. 5** **Ecopoetics**  
Vol 2: 568-570 McKay, “Close-Up on a Sharp-Shinned Hawk” and “Load”  
**COMPARATIVE ESSAY DUE**
- Thurs. Apr. 7** Vol 2: 693 Wong, “nervous organism”  
REVIEW

**Final exam will take place during the exam period April 12 - 23**