

Carleton University
Summer 2023
Department of English Language and Literature
ENGL 1100A: Literature, Law, and Criminality

Prerequisites: Precludes additional credit for ENGL 1000 (no longer offered), ENGL 1100, ENGL 1200, ENGL 1400, ENGL 1600, ENGL 1700, FYSM 1004.

Mondays and Wednesdays 11:35-2:25pm

Format: In-person

Location: Please confirm on Carleton Central

Instructor: Sarah Dorward, PhD candidate

Email: sarahdorward@cmail.carleton.ca

Office: Dunton Tower 1920

Office hours: By appointment

I. Course Description: In this course, we'll use four different literary genres—the graphic novel, drama, documentary, and novella—to explore literary representations of human rights violations, war, extremism, persecution, police malpractice, and racialized violence. We'll discuss how texts can function as sites of testimony, community discussion, and resistance, questioning whether the terms “law” and “criminality” are as opaque and concrete as they appear to be.

Throughout this course, we'll discuss the significance of centring marginalized voices, question the role of legal and institutional figures, and examine how literature provides an avenue through which dominant narratives about (often violent) events can be challenged and confronted. Our course will be led with questions including:

- What power do voice and testimony have in recounting experiences of violence and tyranny?
- What methods and strategies are used in different literary genres to share these stories, experiences, and histories?
- To what extent can literary texts challenge our assumptions about the effectiveness and trustworthiness of our legal system?
- What impact do these works have on our culture, and how do we remember (or choose to ignore) these historical, sociopolitical traumas—especially in our current age of book banning?

Course Delivery: This course will be delivered in-person unless the pandemic/flu situation requires us to take sessions online. However, because there are at-home study components that include films, etc., **this course requires reliable high-speed Internet access and access to a computer.**

Contact Policy: For questions about the course content, assignments, graded work, or other questions/concerns, please feel free to contact me via email. For questions pertaining to a graded assignment, please wait **24 hours** after receiving your grade before reaching out.

In emails to me, please include the course code and a brief explanation of your question in the subject line—for example: “ENGL 1100A: Question about the Essay.” This will help me keep emails organized and ensure nothing gets missed! Tips for emailing professors and TAs can be found [here](#). I’ll strive for a 24-hour turnaround time on emails (excluding weekends and holidays).

II. Preclusions:

Precludes additional credit for ENGL 1000 (no longer offered), ENGL 1100, ENGL 1200, ENGL 1400, ENGL 1600, ENGL 1700, FYSM 1004.

III. Learning Objectives: The objective of this course is to enhance students’ critical, academic reading and writing abilities across distinct genres (fiction, drama, documentary film, and the graphic novel) across political, sociocultural, historical, and literary contexts. It aims to provide students with a space to highlight the ways that literature and different literary forms/genres can reflect, comment on, and challenge our cultural, legal, and political assumptions and systems.

IV. Texts:

Many of our course texts will be made available online via our Brightspace portal. However, you’ll need to purchase the following texts, which are available at [Haven Books](#), located at 43 Seneca Street. You **must** obtain copies of these texts and bring them to class with you.

Spiegelman, Art. *Maus I: A Survivor’s Tale: My Father Bleeds History*.

Spiegelman, Art. *Maus II: A Survivor’s Tale: And Here My Troubles Began*.

Satrapi, Marjane. *Persepolis I: The Story of a Childhood*.

Satrapi, Marjane. *Persepolis II: The Story of a Return*.

Bernbaum, Joel, Yvette Nolan, and Lancelot Knight. *Reasonable Doubt*.

A Note on Course Content: The texts we’re reading in this course deal with heavy, challenging, and disturbing themes, events, and histories. They discuss genocide, racism, state-sanctioned violence, self-harm and suicide, police malpractice, and murder. I encourage you to approach these texts from a place of (self) compassion and care. If you don’t feel you can engage with any of these readings, please reach out to me.

V. Course Calendar:

Please note that each week’s texts (readings, audio, visual, etc.) must be completed **prior to each class**. Please refer to our Brightspace page, where materials outside purchased books, PowerPoints, and additional resources will be hosted.

A Note on Course Pacing: This is a **reading-heavy course**, particularly in the first half. This comes with the trade-off being that out-of-class assignments are designated to the latter half and are kept at a minimum. It’s important to stay on top of readings, so I recommend getting started on readings as soon as possible to prevent falling behind.

Week 1:

May 8: Course Introduction

- No assigned readings for this day. Please come to class with a copy of the syllabus and any questions you have.

- Helpful note: I encourage you to begin reading *Maus I*—and then *II*—ASAP. We'll move swiftly into these texts next week. Starting these texts now will save you some crunch time going into Week 2.

May 10: Introduction to Literature, Law, and Criminality

- “What are the universal human rights? – Benedetta Berti.” TED-Ed video. (<https://www.youtube.com/watch?v=nDgIVseTkuE>) (4 minutes)
- “Universal Declaration of Human Rights,” explained by Amnesty International (<https://www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/>)
- “Purdue OWL: Visual Rhetoric.” (<https://www.youtube.com/watch?v=-vJvivIzkDg>) (6 minutes)

Week 2:

May 15: Memory and Genre

- Spiegelman, Art. *Maus I: A Survivor's Tale: My Father Bleeds History* (graphic novel) (159 pages)

May 17: The Legacy of *Maus* and Its Contemporary Controversy

- Spiegelman, Art. *Maus II: A Survivor's Tale: And Here My Troubles Began* (graphic novel) (136 pages)

Week 3:

May 22: NO CLASS—University closed for stat holiday

- Helpful note: Because there's a week between our last class (the 17th) and our work with both volumes of *Persepolis*—a longer graphic novel—start reading these texts sooner than later.

May 24: Coming of Age in an Age of Criminality

- Satrapi, Marjane. *Persepolis I: The Story of a Childhood* (graphic novel) (153 pages)
- **Engagement and learning journal May 10-24 due on Brightspace by 11:59pm**

Week 4:

May 29: Displacement, Confinement, and Freedom

- Satrapi, Marjane. *Persepolis II: The Story of a Return* (graphic novel) (187 pages)

May 31: Contextualizing and Geographizing *Reasonable Doubt*

- Roach, Kent. “The Gerald Stanley Case.” *The Canadian Encyclopaedia* (<https://www.thecanadianencyclopedia.ca/en/article/gerald-stanley-and-colten-boushie-case>)
- “Racial Tension Front and Centre at Colten Boushie Trial.” *CBC News* (<https://www.cbc.ca/player/play/1148311107744>) (8 minutes)

Week 5:

June 5: Theatre as a Space for Justice?

- Bernbaum, Joel, Yvette Nolan, and Lancelot Night. *Reasonable Doubt* (play) (~60 pages)
- **Essay outline assignment due on Brightspace by 11:59pm**

June 7: Police and the Policing of Police

- Hubbard, Tasha. *Two Worlds Colliding* (https://www.nfb.ca/film/two_worlds_colliding/) (documentary) (49 minutes)

Week 6:

June 12: Technology, Criminality, and Restorative Justice

- Forde, Pat. "In Spirit." Available on Brightspace (novella) (40 pages)
- **Engagement and learning journal May 29-June 12 due on Brightspace by 11:59pm**

June 14: Course Wrap-Up

- Final exam overview and review
- **Essay due on Brightspace by 11:59pm**

Week 7/8:

June 16: Final exam made available on Brightspace at 12:01am

June 25: Final take-exam must be **submitted on Brightspace by 11:59pm**

VI. Evaluation:

NB: 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.

Your grade in this course will be based on several formal written evaluations, as well as your active participation in classroom discussions, activities, and writing assignments.

- **Attendance and participation (10%):** Regular attendance and participation of in-class assignments, activities, and workshops, both independently and in groups.
Attendance: Students are allowed to miss **two classes**. Any additional absences will impact your final grade, as we only meet eleven times this term. If you need to miss additional classes due to unforeseen circumstances, please email me *before* class to let me know. I encourage you to reach out to classmates for notes on what you've missed that day.
- **Engagement and learning journal (20%, split into two submissions of 10% each):**
The learning and engagement journal is comprised of entries written in-class. At the start of class, you'll be given a prompt, discussion question, quotation, etc. to reflect on, followed by time to respond independently in your journal. Each prompt will be related to our reading for the day, an event, or a course theme. These entries don't need to be "perfect"—rather, they're a space to engage with and reflect on our course readings in free flow form. Guidelines for what I will be evaluating these entries on is available on Brightspace. You'll collect these entries and submit them via Brightspace. Your first half of entries (May 10 to 24) are due on **May 24**, and the second (May 29 to June 12) on **June 12**. You can write on your computer or on paper but note that your journal will need to be **submitted online as one document per deadline**.
- **Preliminary essay outline assignment (15%):** **Due June 5**, your essay outline

assignment provides an overview of your essay. You'll share which topic you're writing on, what your thesis statement is, and outline your essay's structure, argumentative flow, and evidence you'll use—both from primary and (optional) secondary sources. More details about this assignment will be shared in the coming weeks.

- **Academic essay (25%):** Due June 14, your essay must be a **minimum of five (5) full pages and a maximum of six (6) pages**, not including your bibliography. Your essay will be submitted on Brightspace. Further instructions on formatting and citation style will be given with the essay topics.
- **Cumulative take-home final examination (30%):** The final exam will be a **take-home, cumulative exam**, meaning all course texts will be on the exam. The exam will include multiple choice questions, short answer questions, and an essay question, made available via Brightspace. Please see the schedule to confirm the opening and closing dates for the exam.

Late Policy: Because our course runs over a short time, there is a firm late policy for assignments. **Each assignment will only be accepted for 5 calendar days after its due date, at which point it will receive a 0.** With that said, if something pops up and you need more time, please get in touch with me ASAP.

VII. Statement on Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- 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, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works
and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information, please go to:

<https://carleton.ca/registrar/academic-integrity/>

VII. Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

IX. Special Information Regarding Summer 2023 Pandemic Measures:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused its mandatory mask mandate as of June 25, 2022. Even though masks will no longer be mandatory, **we continue to strongly recommend masking when indoors**, particularly if physical distancing cannot be maintained. For more information, please visit <https://carleton.ca/covid19/policies-and-protocols/mask-policy/>.

Vaccines: While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please

note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

X. Requests for 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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, [click here](#).

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).

Survivors of sexual violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for student activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>