

Fall/Winter 2017-18
Department of English
ENGL 2802A: Canadian Literatures
Prerequisite(s): Second-year standing

Classes: Mondays and Wednesdays 1:05-2:25 pm
Loc.: *Please confirm location on Carleton Central*

Instructor: Dr M. Susan Birkwood
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Email: Susan.Birkwood@carleton.ca

Office Hours: Wednesdays 2:45-4:45 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, Indigenous storytelling, the legacy of our colonial history, and the influence 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:

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

Eden Robinson, *Monkey Beach*

Djanet Sears, *Adventures of a Black Girl in Search of God*

Martha Ostenso, *Wild Geese*

Ethel Wilson, *Swamp Angel*

Michael Ondaatje, *In the Skin of a Lion*

André Alexis, *Fifteen Dogs*

Katherena Vermette, *The Break*

Evaluation:Fall Term

Close reading assignment (short essay)	5%
Reflection on Indigenous Walks tour	5%
Major essay (incl. workshop component)	15%
December exam	15%
Participation	5%

Winter Term

Poetry analysis	10%
Major essay (incl. research component)	15%
Final exam	25%
Participation	5%

Opportunities for bonus marks:

- ✓ Receive one 2% addition to your **final grade** for attending one of the following:
 - Ottawa International Writers Festival event (September and October)—Events are free for Carleton students, but you need to book your ticket: <http://www.writersfestival.org/>
 - Munro Beattie Lecture on Wed., Mar. 21, 2018 (See the English Department website for details: <https://carleton.ca/english/annual-events/munro-beattie-lecture/>)
 - VerseFest event (March)—Events are traditionally free for Carleton students: <versefest.ca>
 - Approved Fall or Winter term event that relates, if tangentially, to our course (i.e. approved by me), such as an English Theatre performance at the National Arts Centre (NAC) <<https://nac-cna.ca/en/englishtheatre/2017-2018>> or Great Canadian Theatre Company (GCTC) < <http://www.gctc.ca/>> —or one on campus by Sock ‘n’ Buskin <<https://www.socknbuskin.com/>>
 - **You must submit a 250-word description of the event and provide some proof of attendance (ticket, selfie at the event, etc., or if I’m at the same event, get me to make note of your presence) to receive the credit.**
- ✓ Write one 3-4 page review of a **fall- or winter-**term event (**a second event, if you choose to pursue the bonus described above**). This review will receive a percentage grade and may replace one of the writing assignments worth 5% or raise the grade of one of the longer writing assignments (major essay or poetry analysis). Attach proof of attendance, and remember that you will not receive both types of bonus for the same event. (Policy on essays applies to this.)

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, unless otherwise indicated; 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)

REQUEST 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 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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional 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 serious offence, which 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 a final grade of "F" for the course.

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

Generally, essays are due on the day assigned; however, you each have a total of **4 grace days** to use to best advantage when completing the **two major essays (not the shorter assignments or reflections)**. For instance, you could use 1 grace day when completing the first essay and 3 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.**
- 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 explanation above and 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.**

Late penalty: As noted above, the late penalty is 5% per business day for major essays. This penalty also applies to the other assignments for which grace days may not be used unless otherwise noted in individual assignment instructions. Do make sure that you note each assignment's requirements.

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.)

- **Absence from 4 or more classes per term may result in a participation grade of 0 for the term.**
- 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, News Forum, and other features: I will set up assignments, indicate assignment due dates, 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, and keep them out of your view. **IF** you have a pressing need to consult your phone—e.g. you have a child at home who is ill—I will of course accommodate this need.
- Please do not use your electronic devices for anything other than course-related work. You won't be the only one distracted by your Instagram feed. Here's a blog entry that offers some compelling reasons for avoiding the obvious distractions: Clay Shirky, "Why I Just Asked My Students to Put Their Laptops Away" <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>
- 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.

Class Schedule (Subject to change if necessary)

Dates	Monday	Wednesday
Sept. 6		Introduction to the course, to the syllabus, and to each other
11, 13	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> (excerpts, CLE 1)	The explorer narrative, cont'd — <i>Yes, as literature as well as historical document. Stay with me, and you'll see why. . . .</i> Samuel Hearne, <i>A Journey from Prince of Wales's Fort. . . .</i> ; John Franklin, <i>Narrative of a Journey. . . .</i> (excerpts, CLE 1)
18, 20	Twentieth-century reflections on British exploration narratives Stan Rogers, "Northwest Passage" John Newlove, "Samuel Hearne in Wintertime" Rudy Wiebe, "Exercising Reflection" Jeannette Armstrong, "History Lesson" (CLE 2)	Travel literature: Anna Jameson, <i>Winter Studies and Summer Rambles</i> , plus additional excerpt Settlement literature: Catharine Parr Traill, <i>The Backwoods of Canada</i> , Introduction and Letter 15 only (CLE 1)
25, 27	Susanna Moodie, <i>Roughing It in the Bush</i> ; George Copway / Kah-ge-gah-bowh, excerpt from <i>History and Travels of Kah-ge-gah-bowh</i> ; The Indian Act (excerpts CLE 1)	The Confederation Poets I: Late nineteenth- and early twentieth-century constructions of Indigenous peoples Duncan Campbell Scott, "The Onondaga Madonna," "Night Hymns on Lake Nipigon," "Powassan's Drum" (CLE 1) Close-reading assignment due
Oct. 2, 4	Pauline Johnson, "A Cry from an Indian Wife," "The Corn Husker", excerpt from "A Strong Race Opinion: On the Indian Girl in Modern Fiction" (CLE 1) Cognitive and cultural mapping and a revision / subversion of the Bildungsroman Eden Robinson, <i>Monkey Beach</i>	INDIGENOUS WALKS founder Jaime Koebel will be our guide on campus and in Brewer Park. ❖ Please remember that there is an assignment attached to this tour ❖ An informed consent form is necessary if we go off campus
9, 11	THANKSGIVING —no class	Eden Robinson, <i>Monkey Beach</i>

16, 18	Eden Robinson, <i>Monkey Beach</i>	Eden Robinson, <i>Monkey Beach</i> * Eden Robinson will be at the Writers Festival on Oct. 22! <i>Indigenous Walks reflection due</i>
23, 25	FALL READING WEEK	NO CLASSES
Oct. 30, Nov. 1	Settlement literature 2: Boston King, <i>Memoirs of the Life of Boston King</i> ; Mary Ann Shadd, <i>A Plea for Emigration</i> (excerpts, CLE 1)	Not what Shadd had hoped: Djanet Sears, <i>Adventures of a Black Girl in Search of God</i>
6, 8	Djanet Sears, <i>Adventures of a Black Girl in Search of God</i>	Essay-writing review and workshop (Details regarding content and evaluation will be provided)
13, 15	Review of poetic form and metre (See resources in cuLearn) The Confederation Poets II: Charles G.D. Roberts: "The Winter Fields" (CLE 1)	Charles G.D. Roberts: "The Tantramara Revisited"; Bliss Carman, "Wild Geese" (CLE 1)
20, 22	Archibald Lampman, "Among the Timothy," "The Railway Station" (CLE 1)	Isabella Valancy Crawford, "Camp of Souls," "Canada to England" (CLE 1) Fall-term major essay due
27, 29	Prairie fiction: farming, tyranny, and sex Martha Ostenso, <i>Wild Geese</i>	Martha Ostenso, <i>Wild Geese</i>
Dec. 4, 6, 8*	Martha Ostenso, <i>Wild Geese</i>	Martha Ostenso, <i>Wild Geese</i> *Fri., Dec. 8 follows a Monday schedule, so we can use this class for exam review, if necessary

Examination Period: December 10-22, 2017

Exam Schedule: <http://carleton.ca/ses/exam-schedule/>

The Academic Year: <http://calendar.carleton.ca/academicyear/>

- ❖ Do not finalise travel plans until you know the exam schedule.

Dates	Monday	Wednesday
Jan. 8, 10	Modernist poets on personal and cultural heritage F. R. Scott, "The Canadian Authors Meet," "All Spikes But the Last," Earle Birney, "Can. Lit." (CLE 2)	Birney, "Anglosaxon Street"; A.M. Klein, "Heirloom," "Portrait of the Poet as Landscape" (CLE 2)
15, 17	Dorothy Livesay, "The Three Emilys," "Lament" (CLE 2) "No [wo]man is an island": a journey to the interior Ethel Wilson, <i>Swamp Angel</i>	Ethel Wilson, <i>Swamp Angel</i>
22, 24	Ethel Wilson, <i>Swamp Angel</i>	Ethel Wilson, <i>Swamp Angel</i>

29, 31	Internal and external landscapes Birney, "Bushed"; P.K. Page, "The Stenographers," "Stories of Snow"; Margaret Atwood, <i>Journals of Susanna Moodie</i> : "Disembarking at Quebec" (CLE 2)	Regionalism and the palimpsest: Al Purdy, "The Country North of Belleville," "Lament for the Dorsets"; Robert Kroetch, "Stone Hammer Poem," "On Being an Alberta Writer" (CLE 2)
Feb. 5, 7	Working class heroes Michael Ondaatje, <i>In the Skin of a Lion</i> Poetry Analysis due	Michael Ondaatje, <i>In the Skin of a Lion</i>
12, 14	Michael Ondaatje, <i>In the Skin of a Lion</i>	Michael Ondaatje, <i>In the Skin of a Lion</i>
19, 21	READING WEEK:	NO CLASSES
26, 28	A dog's eye view of Toronto—and an intriguing twist on being a dog person Andre Alexis, <i>Fifteen Dogs</i>	Andre Alexis, <i>Fifteen Dogs</i>
Mar. 5, 7	Andre Alexis, <i>Fifteen Dogs</i>	Andre Alexis, <i>Fifteen Dogs</i>
12, 14	Survivance Maria Campbell, "Jacob" Marilyn Dumont, "Letter to Sir John A. Macdonald," "Circle the Wagons" (CLE 2)	Armand Ruffo, "Poem for Duncan Campbell Scott," <i>Grey Owl poems</i> (CLE 2)
19, 21	Family matters Katherena Vermette, <i>The Break</i>	Katherena Vermette, <i>The Break</i>
26, 28	Katherena Vermette, <i>The Break</i>	Katherena Vermette, <i>The Break</i>
Apr. 2, 4	Dionne Brand, "Blues Spiritual for Mammy Prater" George Elliott Clarke, all selections (CLE 2)	Clarke, cont'd Madeleine Thien, "Simple Recipes" (CLE 2) Winter term major essay due
9	Exam Review	

Examination Period: April 14-26, 2018

- ❖ **Final exams:** Given the time crunch before final grades are due, I don't always post exam or participation grades in the cuLearn Gradebook right away. (I pull everything into Excel, rather than calculate the grades in cuLearn.) Feel free to e-mail me.
- ❖ 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**.