

**Carleton University
Fall / Winter 2016-2017
Department of English**

ENGL 2802A: Canadian Literatures
Prerequisite(s): 1.0 credit in ENGL at the 1000-level

Tues. / Thurs., 4:05-5:25pm

Location:

Please confirm location on Carleton Central

Instructor: Professor Jennifer Henderson (fall) and Professor Jody Mason (winter)

Email: jennifer.henderson@carleton.ca; jody.mason@carleton.ca

Office: 1911 and 1903 Dunton Tower

Phone: 613.520.2600 x2367 (Henderson) and x8907 (Mason)

Teaching Assistant: tba

Office Hours: (fall) tba / (winter) tba

I. Course Description

This course is an introduction to Canadian literatures in English, to the themes and debates that have animated the making of culture in this nation, and to the discontinuous history of literary cultures in Canada. Proceeding with a general chronology in mind, we will read a diverse selection of writing from before and after Confederation, including exploration and travel narratives, Indigenous storytelling, novels in different genres, short fiction, poetry, drama, and essays. We will examine how writers in Canada construct *and* contest categories of national identity in relation to: the experience of colonialism, gender, ethnicity, sexuality, class, and regional identity, and consider how the social, political, historical, and economic contexts within which ideas of the Canadian nation and a national literature emerged. A wide variety of materials will complement our reading of the primary texts, including legal and policy documents, paintings, cartoons, advertisements, film, and music. Note: This is a full credit Fall/Winter course but its instruction will be shared by Prof. Henderson (Fall) and Prof. Mason (Winter).

ENGL 2802 is a writing attentive course. A portion of class time will be devoted to developing and improving essay writing skills and research essay skills. In ENGL 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

*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

II. Texts

All course texts can be purchased at Haven Books, which is located at 43 Seneca Street (Sunnyside Ave. and Seneca). Their phone number is 613-730-9888, and they are open Monday to Saturday, 10am-6pm. You may purchase older editions of any of the course texts, but keep in mind that pagination will likely be different.

Sugars, Cynthia and Laura Moss, eds. *Canadian Literature in English. Texts and Contexts, Volumes 1 and 2*. (Pearson Longman, 2009: ISBN-10: 0321313623; ISBN-10: 0321494008) (bundled together at a discount)

King, Thomas. *Truth and Bright Water*. 1999 (Harper Perennial, 2000: ISBN 10- 0006481965)

Leprohon, Rosanna Mullins. *The Manor House of De Villerai*. 1859 (Broadview, ISBN 9781554811304)

Ostenso, Martha. *Wild Geese*. 1925. (McClelland & Stewart, 2008: ISBN 978-0-7710-9394-4)

Ross, Sinclair. *As for Me and My House*. 1941 (McClelland & Stewart, 2008: ISBN 10-0771094124)

III. Course Requirements and Assignments

(Please note that grades for assignments will appear as percentages and will only be available to those who collect their marked assignments from me or the TA. Final grades will appear as alphabetical grades following the percentage equivalents described in the Undergraduate Calendar.)

Short Writing Assignment: 10%

Close Reading Assignment: 10%

Essay One: 15%

In-Class Quizzes: 10%

Annotated Bibliography: 10%

Essay Two: 20%

Participation: 5%

Final Exam: 20%

Short writing assignment 10% due: Oct. 4

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: Nov. 8

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. 8

1,250 – 1,350 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. 9th

This evaluation must be four pages in MLA format. The object is to read and comment on a piece of literary criticism that you will choose from a selection of scholarly articles that will be available through Ares. 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.

Essay 2 2.5% + 17.5% = 20% due: March 21st

This essay must be six pages in MLA format and should respond to one of the questions posted on CU Learn. It should have a thesis statement, should use specific examples from the primary text in question, and should demonstrate your ability to analyze a literary text using the literary terms studied in lecture. In addition, you must use two appropriate, peer-reviewed secondary sources in the development of your argument. The essay should conform to academic conventions: i.e., it must follow MLA format and have correct grammar, spelling, and punctuation. 2.5% of the grade for this essay will come from the preliminary writing exercise that is due in class on March 9th (see the reading and lecture schedule).

Final Exam 20%

This 3-hour exam will take place at the end of the second term, in the formal examination period. It will cover course material from BOTH the fall and winter terms, but will be more heavily weighted toward the latter. *Note* that missing 10 classes or more in any term will disqualify you from writing the final exam.

In-class quizzes 10%

Quizzes are unannounced and may take place at any time during class. They are 5-10 minutes long. They are intended to verify that you have completed the assigned readings before coming to class, that you have read with alertness, and listened actively during class. There are 10 quizzes in the course of the year (.5% per quiz), with no make-up quizzes.

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.*

IV. Expectations 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 us is in person during 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 us during office hours (see header on this course outline). It may be possible to arrange an appointment for another time if you are unavailable during the office hours.

Submission of assignments and penalties for late assignments: All assignments must be submitted electronically on CULearn *before* class on the day they are due. Late assignments may be submitted via CULearn up to five days late. There is a penalty of 1% per weekday (this includes the day they are due if they are submitted after the start of class) and a grace period over the weekend. The maximum penalty is 5%. Essays will *not* be accepted after this five day/-5% period unless proper medical documentation is provided. Please keep a backup copy of all your assignments.

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 issue 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.

Centre for Student Academic Support: Students requiring assistance with their writing should contact the Centre for Student Academic Support at 411 MacOdrum Library (613-520-2600, ext.1125 <http://carleton.ca/csas/writingservices/>)

Academic Advising Centre: Questions about academic rules and regulations, selecting a major, and other matters relating to academic planning should be directed to the Academic Advising Centre at 302 Tory Building (613-520-7850, <http://carleton.ca/academicadvising/>)

V. 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).

VI. 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.**

Fall Term

- Thurs. Sept. 8** **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... Indigenous”)
- Tues. Sept. 13** **Indigenous literature: Whose maps, whose home?**
Vol *2*: 578-89 King, “Borders”
- Thurs. Sept. 15** **European exploration literature: representing first contact**
Vol 1: 41-51 Cartier, from *The Voyages of Jacques Cartier*
34-35: Figs 2, 3
Final Report of the Truth and Reconciliation Commission of Canada, “The Imperial Context,” 43-50 (on ARES)
- Tues. Sept. 20** **Indigenous literature: oral narrative, origin stories**
Vol 1: 1-13 Maracle, “The First Words”
Short writing assignment distributed
- Thurs. Sept. 22** **WORKSHOP on writing polished paragraphs**
- Tues. Sept. 27** **Missionary representations**
Vol. 1: 56-60 *The Jesuit Relations*
61-62: de Brébeuf and Middleton, two versions of “The Huron Carol”
- Thurs. Sept. 29** **European exploration and Indigenous knowledge**
Vol. 1: 90-102 Franklin, from *Narrative of a Journey to the Shores of the Polar Sea*

103-07: Inuit Testimony of the 1845 Franklin Expedition

Tues. Oct. 4

Literature of emigration and settlement: Nova Scotia

Vol 1: 161-175 Goldsmith, "The Rising Village"

Vol 1: 135-36, Figs 4, 5

SHORT WRITING ASSIGNMENT DUE

Thurs. Oct. 6

Comic relief: Maritime satire

Vol 1: 186-193 Haliburton, from *The Clockmaker*

Tues. Oct. 11

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"

Close reading assignment distributed

Thurs. Oct. 13

Literature of emigration and settlement: Upper Canada

208-30 Moodie, from *Roughing It in the Bush*

WORKSHOP on thesis statements and use of textual evidence

Tues. Oct. 18

Vol 1: 193-208 Traill, from *The Backwoods of Canada*

Vol. 1: 244-50: Shadd, "A Plea for Emigration"

Thurs. Oct. 20

Indigenous writing: autobiography and resistance

Vol. 1: 144-47 Brant. Letter to Capt. Green

Vol 1: 239-44 Copway, from *Life, History and Travels of Kah-ge-ga-gah-bowh*

Fall Reading Break: no classes on Tues. Oct. 25 and Thurs. Oct. 27

Tues. Nov. 1

The historical novel: narrating the end of New France

Leprohon, *The Manor House of De Villeraï* 45-115

Appendix E3 257-62

Thurs. Nov. 3

Leprohon, *The Manor House of De Villeraï* 116-59

Tues. Nov. 8

Leprohon, *The Manor House of De Villeraï* 160-208

CLOSE READING ASSIGNMENT DUE

Thurs. Nov. 10

Confederation era literature

Vol. 1: 316-17 Muir, "The Maple Leaf Forever"
Vol 1: 345-46 Crawford, "Canada to England"
Vol. 1: 277 Fig 4

Tues. Nov. 15

It's all about land

437-40: Scott, "The Last of the Indian Treaties"
292: Fig 19
Vol. 1: 518-22, Deskaheh, Last Speech
Vol *2*: 648-49 Ruffo, "Poem for Duncan Campbell Scott"
Questions for essay 1 distributed

Thurs. Nov. 17

"Vanishing race"

Vol 1: 318-24: *The Indian Act*
427: Scott, "The Onondaga Madonna"
400: Johnson, "The Corn Husker"
290-91: Figs 17-18
WORKSHOP on MLA citation style

Tues. Nov. 22

Canadian Gothic

Vol 1: 237-39 Shanly, "The Walker in the Snow"
Vol. 1: 140 Fig 9
Vol. *2*: 441-46 Atwood, from *The Journals of Susanna Moodie*
Vol. 2: 247 Fig 7

Thurs. Nov. 24

Settler indigenization

Vol 1: 340-45 Crawford, "The Camp of Souls"
Vol 1: 431-32 Scott, "Night Hymns on Lake Nipigon"

Tues. Nov. 29

Absorbing the West

Vol 1: 465-78 Sifton, "The Immigrants Canada Wants"
Vol. 1: see images on 282, 284, 286, 287, 471
Ostenso, *Wild Geese* 1-80

Thurs. Dec. 1

Ostenso, *Wild Geese* 81- 220

Tues. Dec. 6

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"

Thurs. Dec. 8

Satire: the small town

Vol 1: 490-514 Leacock, "The Marine Excursion of the Knights of Pythias"

ESSAY 1 DUE

Winter Term

Thurs., Jan. 5:

Modernisms: Smith, “The Lonely Land” (both versions), “The Wisdom of Old Jelly Roll,” and “A Rejected Preface” (Vol. 2, pp. 96–102); “Noctambule” (Ares); Figure V-1 (Vol. 2, p. 27)

Tues., Jan. 10:

Modernisms: Scott, “The Canadian Authors Meet,” “Trans Canada,” “Bonne Entente,” “The Canadian Social Register” (Vol. 2, pp. 85–91)

Thurs., Jan. 12:

Modernisms: Livesay, “Day and Night” (Vol. 2, pp. 164–68)

Tues., Jan. 17:

Research Workshop: Appropriate Secondary Sources and How to Locate Them

Thurs., Jan. 19:

Modernisms: Page, “The Stenographers,” “The Landlady,” and “Stories of Snow” (Vol. 2, pp. 193–96); “Arras” (Ares)

Tues., Jan. 24:

Modernisms: Carr, “Ucluelet” (Vol. 2, pp. 36–40); Figure V-2 (Vol. 2, p. 28)
Clips from documentary about Emily Carr, *Winds of Heaven* (Dir. Michael Ostroff, 2010)

Thurs., Jan. 26:

The Railroad and the Nation: Pratt, (from) “Towards The Last Spike” (Vol. 2, pp. 55–66); Figure V-6 (Vol. 2, p. 31)
*bonus: André Alexis (Munro Beattie, 7pm)

Tues., Jan. 31:

Modern Realism: Ross, *As for Me and My House*; Figure III-11 (Vol. 1, p. 284—I will provide image in class so no need to bring Vol. 1 with you)

Thurs., Feb. 2:

Modern Realism: Ross, *As for Me and My House*

Tues., Feb. 7:

Modern Realism: Ross, *As for Me and My House*

Thurs., Feb. 9:

Evaluation of a Critical Article due in class (10%)

Modern Realism: Ross, *As for Me and My House*

Tues., Feb. 14:

Centennial-Era Nationalism and the Region: Purdy, “The Country North of Belleville,” “Wilderness Gothic,” “Lament for the Dorsets” (Vol. 2, pp. 274–76, pp. 276–77)

Thurs., Feb. 16:

Centennial-Era Nationalism: (from) The Massey Report (Vol. 2, pp. 204–11); Grant, (from) *Lament for a Nation* (Vol. 2, pp. 269–71); Atwood, (from) *Survival: A Thematic Guide to Canadian Literature* (Vol. 2, pp. 446–50)

WINTER BREAK FEB. 20-24: NO CLASSES

Tues., Feb. 28:

Poetry, Postmodernism: Ondaatje, “Spider Blues” (Vol. 2, pp. 500–03); bp Nichol, “landscape: 1” and “Blues” (Vol. 2, p. 512)

Thurs., March 2:

Multiculturalism: Canadian Multiculturalism Act (Vol. 2, p. 545); Figure VII-3 (Vol. 2, p. 541); Clarke, “Canadian Experience” (Vol. 2, pp. 359–70)

Tues., March 7:

Multiculturalism: Wah, (from) *Diamond Grill* (Vol. 2, pp. 558–63)

Thurs., March 9:

Essay Writing Workshop: Body Paragraphs and Using Secondary Sources

Sample Body Paragraph for Essay 2 (with appropriate secondary source incorporated) due in class (2.5%)

Tues., March 14:

Inheritances: Purdy, “Grosse Isle” (Vol. 2, pp. 281–83); Le Pan, “Coureurs de bois” (Vol. 2, pp. 189–90)

Thurs., March 16:

Inheritances: Munro, “Meneseung” (Vol. 2, pp. 336–51)

Tues., March 21:

Essay Two due in class (17.5%)

Inheritances: Brand, “Blues Spiritual for Mammy Prater” (Vol. 2, pp. 632–33)

Thurs., March 23:

Nations Old and New: King, *Truth and Bright Water*; Figure VII-5 (Vol. 2, p. 543)

Tues., March 28:

Nations Old and New: King, *Truth and Bright Water*

Thurs., March 30:

Nations Old and New: King, *Truth and Bright Water*

Tues., Apr. 4:

Nations Old and New: *Truth and Bright Water*

Thurs., Apr. 6:
Wrap-Up and Review for Final Exam

FINAL EXAM scheduled during the winter exam period, April 10-25: date tba (do not book travel until this date has been finalized)