

**Carleton University
Fall/Winter 2017-18
Department of English**

ENGL 2802B: Canadian Literatures

Prerequisite(s): second-year standing or permission of the department

Tuesdays, Thursdays 11:35-12:55

Location: *Please confirm location on Carleton Central*

Instructor: Dr. Sara Jamieson

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Phone: (613) 520-2600 ext. 2431

Office Hours: TBA

Course Description: This course introduces you to a wide variety of Canadian texts including novels and graphic novels, plays, poetry, popular songs, short stories and sketches, films, and exploration narratives. Through reading, writing, and discussion, the class will explore the ways in which these texts articulate and interrogate diverse narratives of Canadian history and 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.

Provisional Reading List (SUBJECT TO CHANGE):
(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)

Paul Quarrington, *King Leary*

Shelia Watson, *The Double Hook*

L.M. Montgomery, *Anne of Green Gables*

Jeff Lemire, *Essex County* (graphic novel)

André Alexis, *Fifteen Dogs*

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

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

Assignments and Evaluation:

Term One:

Test: 5%

Close reading assignment #1: 10%

Midterm test: 10%

Close reading assignment#2: 10%

Class Contribution: 5%

Term Two:

Test: 5%

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

Research Essay: 15%

Final Exam: 25% (scheduled exam period)

Class Contribution: 5%

Bonus Marks:

During the year, you will have the opportunity to earn bonus marks for attending literary events outside class time. Please provide proof of attendance and one mark will be added to your final grade for the course. These events include:

The Ottawa International Writers Festival, October 20-25 (attend ONE Writers Festival event to earn one mark) See <http://www.writersfestival.org> for details.

Writers Festival events are FREE for Carleton students. Use your student card to purchase tickets online or at the door.

Versefest: A World of Poetry in Ottawa (dates TBA; usually held in March) Attend ONE Versefest event and ONE mark will be added to your grade.

Versefest events are FREE for Carleton students. Use your student card to purchase tickets online or at the door.

Description of Major Assignments:

Fall Term:

Close Reading Assignments: Topics for these will be made available well in advance of the due date. Your assignment 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). Correct use of MLA format and correct grammar, spelling, and punctuation are required.

Winter Term:

Presentation/Recitation/In-class Essay

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. 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:

This assignment gives students the opportunity to decide some of the course content by giving a presentation on a work of their choice from the Sugars and Moss anthology. 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.

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.

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 Assignment #2 and the Final Research Essay.** 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.

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). 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).

ACADEMIC DISHONESTY (PLAGIARISM):

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet.

Examples of plagiarism include, but are not limited to:

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, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;

failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.

The consequences for plagiarism are severe: they can include failure on the assignment, failure in the course and possible suspension or expulsion from the university, and are issued by the Dean and the University Senate. For details consult the section on Instructional Offenses in the Undergraduate Calendar.

Class Schedule:

Week One:

Welcome and Introduction

Week Two: The National Game: The Hockey Novel and Canadian Identity

Paul Quarrington, *King Leary*

King Leary

Week Three: Youth and Age in Canadian Literatures

King Leary

King Leary,

*suggested reading on *King Leary*: Jamie Dopp, "Win Orr Lose: Searching for the Good Canadian Kid in Canadian Hockey Fiction." *Canada's Game: Hockey and Identity*. Ed. Andrew C. Holman Article on reserve in ARES.

Week Three: Mythologies of "Northernness"

John Franklin, *Narrative of a Journey to the Shores of the Polar Sea*
(Sugars and Moss I, 92-102)

Test

Franklin continued

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

Week Four: The Franklin Myth in Contemporary Canada

Margaret Atwood, "The Age of Lead" ((Sugars and Moss II)

"The Age of Lead" continued

Stan Rogers, "Northwest Passage" (Sugars and Moss II)

Week Five: Settlement Narratives

Susanna Moodie, selections from *Roughing It in the Bush* (Sugars and Moss I, 211-27)

Roughing it in the Bush, continued

Week Six: Settlement Narratives continued

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

Alice Munro, "Meneseteung," (Sugars and Moss 2)

First Close Reading Assignment Due

Fall Break (no classes)

Week Seven: Haunted Settlements

Midterm Test

Sheila Watson, *The Double Hook*

Week Eight: Haunted Settlements continued

The Double Hook

Wednesday November 9: *The Double Hook*

Marlene Goldman, "Coyote's Children and the Canadian Gothic: Sheila Watson's *The Double Hook* and Gail Anderson-Dargatz's *The Cure for Death by Lightning*" on reserve in ARES (we will all read this article and discuss it in class)

Week Nine: Literature and Indigineity

E. Pauline Johnson, "A Cry from an Indian Wife," "The Song My Paddle Sings," "The Corn Husker," (Sugars and Moss I, 395-400) excerpt from *The Indian Act* (Sugars and Moss 1, 321-24)

E. Pauline Johnson continued

Week Ten: Women Poets Past and Present

Isabella Valancy Crawford, "The Camp of Souls" (Sugars and Moss I, 343)

Marilyn Dumont, "The White Judges," "Circle the Wagons" (Sugars and Moss 2)

Week Eleven: Fiction for Young Readers

L.M. Montgomery, *Anne of Green Gables*

Anne of Green Gables, continued

Week Twelve: Anne of Green Gables and Canadian Identity

Anne of Green Gables, continued

Second Close Reading Assignment Due

Anne of Green Gables, continued

Suggested reading: Janice Fiamengo, "Toward a Theory of Popular Landscape in *Anne of Green Gables*." *Making Avonlea: L.M. Montgomery and Popular Culture*, ed. Irene Gammel. On reserve in ARES.

Week Thirteen:

First-Term wrap-up

Winter Term Schedule:

Week One: Animal Stories

André Alexis, *Fifteen Dogs*

Fifteen Dogs

Week Two: Animal Stories continued

Fifteen Dogs

Charles G.D. Roberts, “The Animal Story,”
“When Twilight Falls on the Stump Lots” (Sugars and Moss 1 363-369)

Week Three: Writing Place

Michael Crummey, “Bread,” “What’s Lost,” “Newfoundland Sealing
Disaster” (Sugars and Moss 2, 668-669)

Michael Crummey, continued

Week Four: Drama

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

Adventures of a Black Girl in Search of God, continued

Test

Week Five: Drama continued

Adventures of a Black Girl in Search of God

Presentations / Recitations (readings see presentation / recitation schedule on CU Learn)

Week Six: Presentations/Recitations

see presentation / recitation schedule on CU Learn

see presentation / recitation schedule on CU Learn

Reading Week (no classes)

Week Seven: Food and Culture

The Chinese Immigration Act (Sugars and Moss I, 338)
Fred Wah, selections from *Diamond Grill* (Sugars and Moss 2)

In-class essay (for students who did not do a presentation or recitation)

Week Eight: Food and Culture Continued

Robert Kroetsch, “Elegy for Wong Toy” (Sugars and Moss II, 320)

Madeleine Thien, "Simple Recipes" (Sugars and Moss II, 695-701)

Week Nine: "Road" Narratives

Bruce McDonald, dir.

Highway 61 (film to be screened in class)

Highway 61, Bruce McDonald, dir. (screened in clas)

Week Ten: More "Road Narratives"

Thomas King, "Borders" (Sugars and Moss 2, 580-89)

Maria Campbell, "Jacob" (Sugars and Moss 2)

Week Eleven: The Graphic Novel

Jeff Lemire, *Essex County*

Essex County continued

Week Twelve: Ontario Gothic

Essex County continued

Research Essay Due

Exam Review