

**Carleton University
Fall / Winter 2018-2019
Department of English**

ENGL 2802D: *Canadian Literatures*

*Prerequisite(s): second-year standing or permission of the department
Lectures 3 hours / week*

Tuesday and Thursday, 2:25-3:55pm

Location: *Please confirm location on Carleton Central*

Instructor: Professor Jody Mason

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Office: 1903 Dunton Tower

Phone: 613.520.2600 x2367 x8907

Teaching Assistant: tba

Office Hours: Tues. and Thurs., 12-1pm (fall)

I. Course Description

This course is an introduction to Canadian literatures in English and to the themes, debates, and conflicts that have animated the making of literary cultures in the territory now known as 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, and essays. We will examine how all of these literary forms play a crucial role in forging relationships to place—whether place is understood as local, regional, or national. We will attend to the political significance of such relationships, and to the conversations and conflicts produced by competing conceptions of place, especially as these intersect with experiences of colonialism, gender, ethnicity, sexuality, class, region, and diaspora.

At the same time, we will be thinking about the contiguous but often conflicting emergence of Canadian and Indigenous literatures as literary canons, fields of study, and as publishing phenomena. Analyzing the social, political, historical, and economic contexts within which ideas of the Canadian nation and a national literature emerged, we will attend to the ways that Canadian writers have attempted to absorb or use Indigenous cultures, to the ways that Indigenous and settler cultures have informed one another, and to the distinct traditions of Indigenous culture that will never easily fall into the disciplinary container of “Can Lit.” Alongside such considerations, we will analyze how other national and diasporic literary traditions inform and intersect with Canada’s literary cultures.

A wide variety of materials will complement our reading of the primary texts, including legal and policy documents, paintings, cartoons, advertisements, film, and music.

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. *Antoinette de Mirecourt; or Secret Marrying and Secret Sorrowing*. 1864 (CEECT, 1999: ISBN 10-0886290910)

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

III. Course Requirements and Assignments

(Please note that grades for assignments will appear as percentages. Final grades will be appear as alphabetical grades following the percentage equivalents described in the Undergraduate Calendar.)

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.

Reading Response Questions / Participation: 5% per term (10%)

Short Response: 5%

Essay One: 15%

Fall Term Exam: 15%

Evaluation of a Critical Article: 10%

Research Essay: 25%

Final Exam: 20%

Reading Response Questions / Participation 5% per term =10%

Five times per term, you will submit a question to CU Learn that is prompted by your reading of the assigned material for that day's class. Questions might probe theme, character, style, historical context, narrative voice, or other relevant issues, or they might compare a text to another read in our course or in another course. You must think in advance about how you would answer this question; indeed, I will incorporate these questions into our discussions and you must be prepared to respond to your own question. Each question is worth 1% of your final grade. The question must be submitted PRIOR to the beginning of class and will not be evaluated if it is submitted after class begins. You may not submit more than one question for a single class.

Objectives: keep up with assigned reading; practise critical and careful reading; hone thoughtful responses to texts in context of discussion

Short Response 5% due: Tues., Oct. 2

In the wake of our class visit to the Alooook Ipellie exhibit at CUAG, I will post some response questions to CU Learn. Choose one of these questions and write a three-page (roughly 750-word) response in MLA format. The questions demand close reading of one or more of the assigned Ipellie texts; accordingly, your response should offer examples from the text(s) you are discussing. Secondary research is neither permitted nor required for this assignment, although you may reference material from the exhibit (I will provide the citation for this with the response questions). The response should conform to academic conventions: i.e., it must follow MLA format (e.g., double-space throughout, 12-point font, parenthetical citation, Works Cited, etc.), and have correct grammar, spelling, and punctuation.

Objectives: keep up with assigned reading; be informed for class discussion; practise writing skills; practise close reading of a literary text.

Essay One 15% due: Tues., Nov. 27

This essay must respond to one of the questions that will be posted to CU Learn during the fall break. It must be five pages (roughly 1,250 words) in MLA format. This essay should have a tightly focused 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. You are not permitted to use secondary sources for this essay, but you are encouraged to use historical and contextual material from Volume One of the Sugars and Moss anthologies. The essay should conform to academic conventions: i.e., it must have correct grammar, spelling, and punctuation and must follow MLA format (e.g., double space, 12-point font, parenthetical citation, Works Cited page).

Objectives: write a brief academic essay; hone close reading skills; formulate an effective thesis statement; develop an argument with evidence from a primary source

Fall Term Exam 15% date tba

This one-hour exam will take place at the end of first term, in the formal examination period. This exam will include a section on literary terms, sight passages, and short-answer questions.

Note that missing 10 classes or more in the fall term will disqualify you from writing this exam.

Summary and Evaluation of a Critical Article 10% due: Tues., Jan. 29

This evaluation must be four pages (roughly 1,000 words) 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 in the winter term. 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.

Objectives: comprehend complex critical arguments; summarize complex ideas; evaluate strengths and weaknesses of an argument

Research Essay 5% + 20% = 25% due: Thurs., March 21st

This essay must be eight pages (roughly 2,000 words) in MLA format and should respond to one of the questions posted to CU Learn on Jan. 17th. 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 three appropriate, peer-reviewed secondary sources in the development of your argument. The essay should conform to academic conventions: i.e., it must have correct grammar, spelling, and punctuation and must follow MLA format (e.g., double space, 12-point font, parenthetical citation, Works Cited page). 5% of the grade for this essay will come from the preliminary writing exercise that is due in class on March 5th (see the reading and lecture schedule).

Objectives: write an academic essay; hone close reading skills; formulate an effective thesis statement; develop an argument with evidence from both primary and secondary sources; select and use appropriate secondary sources

Final Exam 20% date tba

This 3-hour exam will take place at the end of the second term, in the formal examination period. This exam will include a section on literary terms, sight passages, and short-answer questions. Regular attendance and participation, as well as careful note taking, will ensure success on the exam. **Note** that missing 10 classes or more in the winter term will disqualify you from writing the final exam.

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 *notes* above). Take good notes on the lectures. Come to class with the assigned readings done in advance; bring the relevant reading to each class (make a copy if you don't want to carry the text). As you read, underline striking features or make notes—this will help you to be an effective participant in class. Think about connections to other texts or to issues we have been discussing in class. Bring questions to class.

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 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, please see me 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 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.

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 serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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.

The policy can be found at: <http://carleton.ca/fass/wp-content/uploads/Academic-Integrity-Sept-2017.pdf>

Writing Tutorial Service: Students requiring assistance with their writing should contact the Writing Tutorial Service at 411 MacOdrum Library (613-520-6632, <www.carleton.ca/wts>).

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

V. Academic Accommodation

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

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor 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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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>

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. 6

Contact and Conflict: Maracle, "The First Words" and Figure I-1 (Vol. 1, pp. 1-13, p. 33)

Tues., Sept. 11

Contact and Conflict: Final Report of the Truth and Reconciliation Commission of Canada, "The Imperial Context," 43-50 (on ARES); Cartier (from) *The Voyages of Jacques Cartier* and Figure I-8 (Vol. 1, pp. 41-51, p. 39)

Thurs., Sept. 13

Contact and Conflict: Champlain, (from) *Voyages* and Figures I-4, I-5, I-6, I-8 (Vol. 1, pp. 51-56, pp. 36-39)

Tues., Sept. 18

Contact and Conflict: (from) *The Jesuit Relations* and Brébeuf, “Jesus, He Is Born” (and “The Huron Carol”) (Vol. 1, pp. 57-60, pp. 61-62)

Thurs., Sept. 20

Class Visit to CAUG: “Alootook Ipellie: Walking Both Sides of an Invisible Border” (meet inside the gallery in the St. Patrick’s building at 2:25pm)

Ipellie, “The Dancing Sun,” “Nanuq, the White Ghost, Repents,” “Summit with Sedna, the Mother of Sea Beasts,” and “The Five Shy Wives of the Shaman.” (available through ARES)

Tues., Sept. 25

Essay Writing Workshop: grammar, punctuation, style

Thurs., Sept. 27

Narratives of Settlement, Emigration, and Invasion: King, (from) *Memoirs of the Life of Boston King* (Vol. 1, pp. 147-53)

Tues., Oct. 2

Short Response due (5%)

Narratives of Settlement, Emigration, Invasion: Goldsmith, “The Rising Village” and Figures II-4 and 11-5 (Vol. 1, pp. 162-75, pp. 135-36)

Thurs., Oct. 4

Short Response due (5%)

Narratives of Settlement, Emigration, Invasion: Haliburton, (from) *The Clockmaker* (Vol. 1, pp. 186-93)

Thurs., Oct. 4

Narratives of Settlement, Emigration, and Invasion: Moodie, (from) *Roughing It in The Bush* (Vol. 1, pp. 208-27)

Tues., Oct. 9

Narratives of Settlement, Emigration, and Invasion: Moodie, (from) *Roughing It in The Bush* and Shadd, “A Plea for Emigration” (Vol. 1, pp. 208-27, pp. 246-50)

Thurs., Oct. 11

Indigenous Autobiography and Resistance: Brant (Thayendanegea), Letter to Capt. Green and Copway (Kah-ge-ga-gah-bowh), from *Life, History and Travels of Kah-ge-ga-gah-bowh* (Vol. 1, pp. 144-47, pp. 239-44)

Tues., Oct. 16, Thurs., Oct. 18, Tues., Oct. 30

Nineteenth-Century Romance and the Nation: Leprohon, *Antoinette de Mirecourt*

Fall Reading Break: no classes on Tues., Oct. 23rd or Thurs., Oct. 25th
(Essay One questions posted to CU Learn)

Thurs., Nov. 1 and Tues., Nov. 6

Nations Old and New: (from) *The Indian Act* and Scott, “The Onondaga Madonna,” “The Last of the Indian Treaties” (Anthology, Vol. 1, pp. 318-25, p. 427, pp. 437-40)

Thurs., Nov. 8

Nations Old and New: Johnson, “A Cry From an Indian Wife,” “The Song My Paddle Sings,” “The Cattle Thief,” and “Canadian Born” and Figures III-17 and III-18 (Vol. 1, pp. 395-401, pp. 290-91)

Tues., Nov. 13

Essay Writing Workshop: bring a sample introductory paragraph with a thesis statement for Essay One to class

Thurs., Nov. 15

Post-Confederation Period: A New Nationality: Roberts, “The Tantramar Revisited,” “The Cow Pasture,” “The Mowing,” “The Winter Fields,” “The Flight of the Geese,” “The Poetry of Nature” (Vol. 1, pp. 356-63)

Tues., Nov. 20

Post-Confederation Period: A New Nationality: Lampman, “Among the Timothy,” “The Railway Station,” “The City of the End of Things,” “To a Millionaire” (Vol. 1, pp. 414-20)

Thurs., Nov. 22

The Railroad, the Nation, and the New Woman: Duncan, “Woman’s World” and (from) *A Social Departure: How Orthodoxy and I Went Round the World by Ourselves* and Figure III-10 (Vol. 1, pp. 377-79, pp. 382-90, p. 283)

Tues., Nov. 27

Essay One due in class (15%)

Settler Indigenization: Crawford, “The Camp of Souls” and Scott, “Night Hymns on Lake Nipigon” (Vol. 1, pp. 340-45, pp. 431-32)

Thurs., Dec. 29

Absorbing the West: Figures III-9, III-11 (Vol. 1 p. 282, p. 284); Ostenso, *Wild Geese*

Tues., Dec. 4 and Thurs., Dec. 6

Absorbing the West: Ostenso, *Wild Geese*

FALL TERM EXAM scheduled during the fall exam period, Dec. 9-21, 2018: date tba (do not book travel until this date has been finalized)

Winter Term

Tues., Jan. 8

Settler Modernisms: Smith, “The Lonely Land” (both versions) and “A Rejected Preface”; Scott, “The Canadian Authors Meet” and Figure V-1 (Vol. 2, pp. 96-102, pp. 85-91, p. 27)

Thurs., Jan. 10

Settler Modernisms: Klein, "Portrait of the Poet as Landscape" and "Indian Reservation: Caughnawaga" (Vol. 2, pp. 153-59)

Tues., Jan. 15

Settler Modernisms: Livesay, "Day and Night" (Vol. 2, pp. 164-68)

Thurs., Jan. 17

Research Workshop: Appropriate Secondary Sources and How to Locate and Use Them
(Essay Two questions posted to CU Learn)

Tues., Jan. 22

Settler Modernisms and Social Critique: Page, "The Stenographers," "The Landlady," and "Stories of Snow" (Vol. 2, pp. 193-96)

Thurs., Jan. 24

Settler Indigenization and Modernist Primitivism" Carr, "Ucluelet" and Figure V-2 (Vol. 2, pp. 36-40, p. 28)
Clips from documentary about Emily Carr, *Winds of Heaven* (Dir. Michael Ostroff, 2010)

Tues., Jan. 29

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

Technological Nationalism: Pratt, (from) "Towards the Last Spike" and Figure V-6 (Vol. 2, pp. 55-66, p. 31)

Thurs., Jan. 31

Munro Beattie Lecture 7pm: David Chariandy

Centennial-Era Settler Nationalism: (from) The Massey Report (Vol. 2, pp. 204-11)

Tues., Feb. 5

Inheritances: Purdy, "Grosse Isle," "The Country North of Belleville," "Wilderness Gothic," "Lament for the Dorsets" and Le Pan, "Coureurs de bois" (Vol. 2, pp. 281-83, pp. 189-90, pp. 274-77)

Thurs., Feb. 7 and Tues., Feb. 12

Inheritances: Atwood, (from) *The Journals of Susanna Moodie* and Atwood, (from) *Survival: A Thematic Guide to Canadian Literature* (Vol. 2, pp. 446-50, pp. 441-45)

Thurs., Feb. 14

Inheritances: Nichol, *The Long Weekend of Louis Riel* and Kroetsch, *Stone Hammer Poem* (Vol. 2, pp. 510-11, pp. 323-27)

Winter Reading Break: No classes on Tues., Feb. 19 and Thurs., Feb. 21

Tues., Feb. 26 and Thurs., Feb. 28

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

Tues., March 5

Essay Writing Workshop: Body Paragraphs and Using Secondary Sources

Research Essay outline (thesis, topic sentences) + one draft body paragraph (with appropriate secondary source incorporated) due in class (5%)

Thurs., March 7

Hybridity and Diaspora: Wah, (from) *Diamond Grill* (Vol. 2, pp. 558-63)

Tues., March 12

Hybridity and Diaspora: Ondaatje, “Letters & Other Worlds” and “The Cinnamon Peeler” (Vol. 2, pp. 497-99, pp. 503-04)

Thurs., March 14

Inheritances: Clarke, “Bio: Black Baptist / Bastard,” “Antiphony” (Vol. 2, pp. 661-63)

Tues., March 19

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

Thurs., March 21

Research Essay due in class (20%)

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

Tues., March 26

Poetics of Ecological Crises: Wong, “nervous organism,” “canola queasy” (Vol. 2, pp. 693-94)

Thurs., March 28, Tues., Apr. 2, Thurs., Apr. 4

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

Tues., Apr. 9

Wrap-Up and Review for Final Exam

FINAL EXAM scheduled during the winter exam period, April 12-27, 2019: date tba (do not book travel until this date has been finalized)