

Carleton University
Fall 2020
Department of English

CHST 3204 A/ENGL 3204 A: *Literary Representations of Childhood and Youth*
Prerequisites: third-year standing or permission of the department(s)
Preclusions: none

Thursday 8:35 am – 11:25 am
Location: *Please confirm location on Carleton Central*
Format: *Blended*

Instructor: Adam Barrows
Email: adam.barrows@carleton.ca
Office: DT 1901
Phone: 613-520-2600 x4093
(voicemail will be checked semi-regularly – email preferred)
Office Hours (virtual): by appointment

Course description: In this course, we will examine the ways in which major English-language writers from four different continents have represented children and youth in creative literature. Poetry, short fiction, novels, graphic novels, and creative non-fiction will be included. Texts will be placed within their historical, cultural, and/or political contexts.

Learning Outcomes: Students will learn to: identify and discuss key themes and issues in the literary representation of children and youth; identify and discuss formal features of representative works of fiction by a range of English language writers; place works by English language writers within their historical, cultural, and political contexts.

Required Texts (available through the Carleton bookstore or online retailer of your choice):

Dahl, Roald. *Boy: Tales of Childhood*. Puffin Books, 2009.
Dangarembga, Tsitsi. *Nervous Conditions*. Ayebia Clark Publishing, 2004.
James, Henry. *The Turn of the Screw*. Oxford University Press, 2008.
Satrapi, Marjane. *Persepolis: The Story of a Childhood*. Pantheon, 2004.

Course calendar: (This schedule is subject to change at my discretion. Reading assignments should be completed BEFORE you view the posted lecture associated with those readings). Online lectures will be made available by 8:35 am on the date indicated and **will remain available for the duration of the semester**. OPTIONAL ZOOM meetings for question & answer/discussion will occur every OTHER week (except in December) as indicated on the calendar. These meetings will be directed by student questions about the lecture and reading material. They will begin at 10 am on the indicated date(s). They **will not be recorded**.

- Sep 10** Introduction and Syllabus Overview (**lecture posted on CULearn by 8:35 am**)
- Sep 17** Wordsworth, “We Are Seven,” “The Idiot Boy,” “My Heart Leaps Up,” “Ode: Intimations of Immortality from Recollections of Early Childhood” (Readings available on CULearn) (**lecture posted on CULearn by 8:35 am**)
- (**ZOOM meeting to discuss course introduction and syllabus overview – 10:00 am**)
- Sep 24** Blake, “Infant Joy” (from *Songs of Innocence*), “Infant Sorrow” (from *Songs of Experience*), “The Chimney Sweeper” (from *Songs of Innocence*), “The Chimney Sweeper” (from *Songs of Experience*) (Readings available on CULearn)
Barrett Browning, “The Cry of the Children” (Reading available on CULearn) (**lecture posted on CULearn by 8:35 am**)
- Oct 1** James, *The Turn of the Screw* (up to and including section XII) (**lecture posted on CULearn by 8:35 am**)
- (**ZOOM meeting to discuss Wordsworth, Blake, and Barrett Browning poems – 10:00 am**)
- Oct 8** James, *The Turn of the Screw* (sections XIII to XXIV) (**lecture posted on CULearn by 8:35 am**)
- Oct 15** Joyce, “An Encounter” (Reading available on CULearn)
Desai, “Games at Twilight” (Reading available on CULearn) (**lecture posted on CULearn by 8:35 am**)
- (**ZOOM meeting to discuss *The Turn of the Screw* – 10:00 am**)
- Oct 22** **Midterm Examination (Due on CULearn by 11:25 am)**
- Oct 29** BREAK
- Nov 5** Dangarembga, *Nervous Conditions* (chapters 1-5) (**lecture posted on CULearn by 8:35 am**)
- (**ZOOM meeting to discuss Joyce and Desai stories – 10:00 am**)
- Nov 12** Dangarembga, *Nervous Conditions* (chapters 6-10) (**lecture posted on CULearn by 8 :35 am**)
- Nov 19** Satrapi, *Persepolis* (chapters 1-10) (**lecture posted on CULearn by 8:35 am**)
- (**ZOOM meeting to discuss *Nervous Conditions* – 10:00 am**)

Nov 26 Satrapi, *Persepolis* (chapters 11-19) (lecture posted on CULearn by 8:35 am)
Optional Essay Due

Dec 3 Dahl, *Boy: Tales of Childhood* (lecture posted on CULearn by 8:35 am)
(ZOOM meeting to discuss *Persepolis* – 10:00 am)

Dec 10 (ZOOM meeting to discuss *Boy: Tales of Childhood* – 10:00 am)

Evaluation:

Midterm Examination 40%

Final Examination: 60%

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.
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Midterm Examination: You will be asked to choose **three out of five** excerpts from the required readings and do the following for each of the three passages you choose: identify the title, author and time period of the work from which the passage has been excerpted; discuss the relationship of the passage to the larger work from which it has been excerpted; discuss the major themes and significant features of the text; as appropriate, situate the text within its larger historical, cultural, political, and/or literary historical contexts, and; meaningfully relate the passage to other works we have studied. The midterm examination will cover course material from September 17 to October 8 (the poetry and *The Turn of the Screw*). The exam will be made available on CULearn on the morning of October 21 and will be due on CULearn on October 22 by 11:25 am (as indicated on the course calendar).

Final Examination: The final formally scheduled examination will be the same format as the midterm examination except that you will choose **four out of six** excerpts. It is non-cumulative and will cover course material from October 15 to December 3 (James Joyce and Anita Desai to Roald Dahl). The due date will be determined by exam scheduling and the examination will be made available on CULearn at least 24 hours prior to the due date.

Optional Essay: You have the option of submitting by **November 26th** (on CULearn by 11:55 pm) a 2,000 word essay (around six double-spaced pages) on a writer of your choice not represented on the syllabus whose work engages with the literary representation of childhood and/or youth. You must analyze at least one key text by that author and situate the work within its historical, cultural and/or political contexts. You must also productively compare and contrast it with at least two works from the syllabus. The essays will be evaluated on the originality and effectiveness of literary analysis, logic, organization, and mechanics. The paper will be worth **20%** and can **replace your lowest 20% score on either the midterm or final examination (whichever is lower)**. In the situation that the optional paper grade would lower

your final grade for the course, it would not be counted towards final grade calculation (it can only increase your final grade, not lower it).

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/>

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 more details click [here](#).

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 must 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>