

**Fall 2016  
Department of English**

**ENGL 4806A (Seminar): Studies in Canadian Literature I**

“[A] living empathy, a live connection between then and now”: The Canadian *Bildungsroman* and  
Historical Fiction

**Classes: Mondays 11:35 am-2:25 pm**

**Loc.:** *Please confirm location on Carleton Central*

**Prerequisite: fourth-year standing in Honours English or permission of the Department**

**Instructor: Dr M. Susan Birkwood**

**Office: 1928 Dunton Tower**

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**Office hours: Wednesdays 12:00-2:00 pm**

**Course Description:** In Jerome de Groot’s words, “[T]he historical novel creates a living empathy, a live connection between then and now.” Many contemporary Canadian writers have chosen to conduct imaginative explorations of this country’s official and unofficial histories. Some of the resulting works employ late eighteenth and nineteenth century non-fiction texts as intertexts, as they review and revise past events and historical figures. Some look to the photographic archive for untold stories, and some chart the continuing legacy of cultural contact and of imperialism on colonised peoples and immigrant populations, while constructing alternative perspectives on key events in our history. During this course we will discuss the genre of historical fiction, along with the *Bildungsroman*, and examine twentieth- and twenty-first-century texts that seek to bring particular regions, peoples, and moments in this land’s history to imaginative expression.

**Course Objectives:**

- To consider these texts’ relationship to literary and national history
- To discuss the relationship between history and fiction
- To examine the construction of region, ethnicity, and gender within these texts
- To engage with theoretical and critical works relevant to these texts
- To develop further students’ critical reading, writing, research, and oral presentation skills

**Required Texts:**

- Books have been ordered through **Haven Books** 43 Seneca Street, Ottawa (at Sunnyside, one block from campus) <http://www.havenbooks.ca/carletonsite/carletonhome-e.php>

Timothy Findley, *The Wars*

Jane Urquhart, *The Stone Carvers*

Anne Michaels, *Fugitive Pieces*

Lawrence Hill, *The Book of Negroes*

Richard Wagamese, *Indian Horse*

\*Jane Urquhart will be at the Ottawa International Writers Festival on Thursday, October 20 at 6:30 pm:  
<http://www.writersfestival.org/events/fall-2016/stories-about-canada-with-jane-urquhart>

**Evaluation:**

Seminar on course text (oral presentation [25%], plus written reflection [5%])	30%
2 written analyses* (10% x 2) (*You may not write an analysis of the novel that is the subject of your seminar presentation)	20%
Peer support activities	5%
Participation (attendance is mandatory)	10%
Research Essay	35%

**Opportunities for bonus marks outside of class:**

- ✓ Receive one 2% addition to your **final grade** for attending / viewing one of the following:
  - The Jane Urquhart event during the Ottawa International Writers Festival. (See link above.)
  - Another Ottawa International Writers Festival event featuring a Canadian author—Events are free for Carleton students, but you need to book your ticket.
  - The fall CUAG exhibitions: <http://www.cuag.ca/index.php/exhibitions/upcoming/>
  - A cultural or academic event related—if tangentially—to aspects of the course. (Just check in with me about your choice.)
    - **You must submit a 250-word description of the event and provide 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 bonus marks.**

**Please note:**

- You must complete all of the term work to be eligible to pass the course.
- I will grade **hard copies** only of written assignments; however, I ask that you submit electronic back-up copies through CU Learn of your analyses and essays.
- ❖ 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.
- ❖ “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](mailto: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 Integrity:** You are expected to know the University's policy and procedures regarding plagiarism. (See the section on "Academic Integrity Standards" in the University Calendar.) Unacceptable paraphrasing does count as a form of plagiarism. See also: <http://carleton.ca/studentaffairs/academic-integrity/>

### 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 the following:

- 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 Written Assignments** (*The assignment sheet for the research paper will outline specific expectations*)

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.

- **You will be required to submit print copies of your written 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).
- **You are expected to know the University's policy and procedures regarding plagiarism. (See 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.**
- Essays are to conform to MLA format. Errors in documentation and formatting will cost you marks.

### **Seminar Presentations:**

Length: approx. 35-45 minutes

- This time period can include a discussion component.
- Include some discussion of your research process and influential sources. (It's up to you how / when you incorporate this.)
- Do watch your time. I may have to stop you at 45 minutes.

### Further Requirements:

- **The week prior** to the presentation: A statement of topic and brief outline of what your main concerns will be in the seminar. (You may simply tell me what you are planning to do, or you may e-mail me.) I will then post the information in cuLearn.
- **On the day** of the presentation:
  - 1) A copy of your Works Cited list made available in print or electronic form for each class member. (I can facilitate the distribution of the electronic list.)
  - 2) A copy of your seminar notes and Works Cited to hand in to me.
- **One week after** the presentation: **A one-page reflection on the seminar experience (worth 5% of the final grade).**

Topics: Choose one from the list of topics, or formulate your own in consultation with me.

*Please keep the following guidelines in mind as you prepare your seminar presentations. They relate to aspects of the presentations that will be evaluated.*

- Thesis: Formulate a thesis for the seminar and integrate any background information or description into your overall argument.
- Clarity: Clearly introduce the topic and do your best to demonstrate a clear understanding of the material. Introduce secondary sources that you use—with a signal phrase, at least.
- Organisation: Organise your seminar in a coherent manner, with clear transitions and connections between parts.
- **Research: There is an expectation that, in addition to your own primary analysis of the text in question, you will incorporate the results of research into the contexts of the work or will integrate some material from scholarly secondary sources to support your argument.**
- Interest: Present your material in a manner that reflects your interest and holds the listeners' interest. (Eye contact with the audience is important.)
- Concision: Make sure that you work effectively within the time constraints.
- Audio/Visual component: You may make use of the computer in the media cabinet for Prezi or PowerPoint presentations or access to the internet. Bring in a flash drive or e-mail yourself the presentation—whatever works. Just allow for software differences. **\*\*If you use a Mac and want to use your own laptop for the presentation, you may need an adapter and cable to use**

**your laptop with the Carleton equipment. I can sign them out from IMS if you give me some notice.**

- Acknowledgement of sources and Works Cited list: All primary and secondary sources should be acknowledged during the seminar—this includes photo credits.
- Facilitation of discussion.

#### **Participation and Peer-Support Components:**

- Attendance: Absence from 2 or more classes may result in a participation grade of 0, unless you are able to provide supporting documentation. (Please arrive promptly.)
- Active participation in discussion
- Questions for presenters: I encourage you to formulate questions for individual presenters. I will post presenters' seminar topics in cuLearn, so you can think of potential questions once you see the individual topics. I do make note of who asks questions during discussion as part of my record of participation.
- Peer evaluations of presentations: 5% of seminar grades will be based on the peer evaluations. I will supply forms, and I will read the evaluations and remove the evaluators' names prior to giving the presenter the evaluations. I ask that you phrase your assessments in a constructive and supportive way. I will remove any evaluation that is objectionable from the set that I give to the presenter, and the author will not be given participation credit for the evaluation. I would like everyone to get roughly the same number of evaluations for their seminars.

#### **Written Analyses** (of required course texts):

Length: approx. 4 pages (typed, double-spaced, 12-point font) \*Quotations do not figure in this count.

Subject matter: You may **NOT** write one of the analyses on the novel that is the subject of your **seminar** presentation. Otherwise, it is up to you to decide which two of the remaining four novels you want to write on, but I strongly recommend that you submit one analysis before Reading Week.) Choose from the list of topics, write on an aspect of an up-coming seminar, or consult with me about your own topic.

Due: See the schedule—e.g. if you wish to write on *The Wars*, then you must submit the analysis on either Sept. 19 or 26.\*\*

- These short analyses are meant to be original work. Please do not consult published or internet commentaries on the texts in question for these short analyses. If you do need to look something up, make sure that you document any sources cited or consulted. **You should include specific, documented references to the texts in question to support your points, using the MLA format for punctuating and documenting quotations.**
- Analyses should have a **clear thesis** and be **grammatically correct**. (Get to the point quickly; don't waste time on vague preamble.)

**\*\*You will receive a 2% bonus for each written analysis you submit during the first of the two classes on the particular novel.**

#### **Research Essay** (I will distribute a separate assignment sheet later in the term)

Length: minimum 12 pages. Indented quotations do not figure in this count.

Subject matter: any of the novels **other than** the one on which you presented for your **seminar**, **unless** you wish to engage in a comparison / contrast of your seminar text and another course text.

#### **cuLearn**

**Course Materials and Grades**: I will post course materials (e.g. the syllabus, web links) and any PowerPoint slides that I use in class to the cuLearn site for this course, and I will update the Grades

report periodically. 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:** I will create assignments within cuLearn in order to facilitate the submission of electronic back-ups of assignments.

- I will post selected seminar and report topics as soon as presenters tell me which topics they have chosen. Please consult cuLearn prior to class so that you can better formulate questions for presenters.

**Class Schedule:** There may be some overlap between weeks beyond what is indicated.

\*Subject to change, if necessary

Dates	Monday
Sept. 12	Introduction: historical fiction and the <i>Bildungsroman</i> Please read these discussions of the genres for next week: Tobias Boes, "Modernist Studies and the <i>Bildungsroman</i> : A Historical Survey of Critical Trends" <a href="http://www.tobiasboes.net/wp-content/uploads/2011/01/Boes_Modernist.pdf">http://www.tobiasboes.net/wp-content/uploads/2011/01/Boes_Modernist.pdf</a> Jerome de Groot, <i>The Historical Novel: Chapter 2, "Origins"</i> • <i>The Historical Novel</i> is on 2-hour reserve
19	Timothy Findley, <i>The Wars</i> <i>Written analysis 1a*</i>
26	Timothy Findley, <i>The Wars</i> <i>Written analysis 1b</i>
Oct. 3	Jane Urquhart, <i>The Stone Carvers</i> <i>Written analysis 2a*</i>
10	THANKSGIVING: no class
17	Jane Urquhart, <i>The Stone Carvers</i> <i>Written analysis 2b</i>
24	READING WEEK: no classes
31	Anne Michaels, <i>Fugitive Pieces</i> <i>Written analysis 3a*</i>
Nov. 7	Anne Michaels, <i>Fugitive Pieces</i> <i>Written analysis 3b</i>
14	Lawrence Hill, <i>The Book of Negroes</i> <i>Written analysis 4a*</i>
21	Lawrence Hill, <i>The Book of Negroes</i> <i>Written analysis 4b</i>
28	Richard Wagamese, <i>Indian Horse</i> <i>Written analysis 5a*</i>
Dec. 5	Richard Wagamese, <i>Indian Horse</i> <i>Written analysis 5b</i>
Fri., Dec. 9: Mon. schedule	*If we don't need this class, I can turn it into extra office hours. <b>Research paper due</b> (but no penalty will be assigned to papers date-stamped 'Dec. 12')

\*2% bonus for submitting in the first week on the particular novel