

**Carleton University  
Fall 2018  
Department of English**

**ENGL 4806B: Studies in Canadian Lit. I**  
***Spaces of Caregiving in Contemporary Canadian Fiction***

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

**(Note: It is strongly recommended that students have some previous experience with the study of literature.)**

**Time: Tuesday, 2:35-5:25**

**Location: *Please confirm location on Carleton Central***

**Instructor: Sara Jamieson**

**Email: [sara\\_jamieson@carleton.ca](mailto:sara_jamieson@carleton.ca)**

**Office: Dunton Tower 1819**

**Phone: 613-520-2600 ex. 2431**

**Office Hours: Mondays and Wednesdays 2-3, or by appointment**

**Spaces of Caregiving in Canadian Fiction**

This course examines the representation of caring for older adults in a selection of recent Canadian novels (including one graphic novel), one novella, and one film, paying particular attention to their depiction of the spaces in which care is delivered. Residential care homes for elderly people have long functioned as repositories for some of our deepest fears about aging itself, both at the individual and the population level, and are pervasively associated with a narrative of loss: loss of home, of independence, of control, of privacy, and of mobility. Canadian fictional texts both reinforce and question this narrative, turning a critical eye to the disadvantages of care-home life, yet also attempting to imagine how those disadvantages might be mitigated, and a habitable—even happy—existence sustained, not only for those who need to live in these environments, but also for those who staff and visit them. Aptly registering the complexities and contradictions of care-home life, these fictional texts invite us to confront and question our assumptions about these increasingly familiar—yet persistently feared—spaces, and to consider the contribution of literature and film to gerontological debates about where to live in later life.

**Reading List: Most texts are available at Haven Books, 43 Seneca Street (613-730-9888) unless otherwise specified.**

Joan Barfoot, *Exit Lines* (2012)

David Chariandy, *Soucouyant* (2007)

Sarah Leavitt, *Tangles* (2012)

Janet Hepburn, *Flee, Fly, Flown* (2013)

Alice Munro, "The Bear Came Over the Mountain" (2001) available electronically through ARES

Sarah Polley, dir. *Away From Her* (2006) film to be screened in class

A selection of secondary readings drawn from such fields as history, the philosophy of care, social policy, critical gerontology, and literary and cultural studies, will provide an interdisciplinary perspective on fictional representations of care and care homes. These readings will be made available through ARES on the library website.

A bibliography of additional readings relevant to the course content will also be made available through ARES

### **Assignments and Evaluation:**

Seminar Presentation: 30%

Research Paper: 40% **Due Tuesday, Dec. 4**

4 short response papers 20%: **Due Oct. 2, 16, Nov. 6, 20**

Attendance and Class Contribution: 10%

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.

### **Assignment Guidelines and Objectives:**

**Seminar Presentation: (a sign-up sheet will be posted on my office door after the first class; presentation dates will be available on a first-come, first-served basis)**

This assignment requires you to make a polished 20-minute presentation to the class. The evaluation criteria for your presentation are in some ways similar to those for an essay: I expect a coherent and significant thesis that is developed into a convincing argument about an aspect of the text(s), rather than a series of random observations. Think of yourself in this assignment as teaching an aspect of the text to the rest of the class: keep in mind what it is you want us to learn and why it is important. Grading will also take into account your public-speaking demeanor: a relaxed, rehearsed, and engaging delivery is the most effective way to communicate your ideas. One purpose of seminar presentations is to stimulate class discussion, **so end your presentation with two or three thoughtful questions about the text(s) you have discussed.**

**You are required to submit your presentation notes after your presentation has been delivered.**

**Objectives:** development of editing and organizational skills, teaching skills, public speaking skills, fluency in class discussion

**Four Short Response Papers (1-2 pages, 12 pt. font, double spaced):** These are meant to record your responses to the material scheduled for the classes on which they are due. Use them to record ideas and questions that you have about the text as you read it. You might touch on

things about it that particularly interest you, elements you may find challenging or confusing, its relationship to other works on the course, etc.

**Objectives:** demonstrating reading comprehension, organizing ideas for class discussion, developing ideas that could later form the basis of an essay or presentation, opportunities for addressing writing problems

### **Research Essay: 10-12 pages 12 pt. font, double spaced**

In a research essay, I expect a significant and engaging thesis statement that is developed into a coherent argument, supported by direct quotations from the primary text and intelligent use of secondary source materials. You must include a minimum of five reputable secondary sources; but there is no upper limit to the number of sources that you use. You are encouraged to be as comprehensive as possible.

**It is acceptable to develop your seminar presentation into a research paper, but you are not required to do this.**

Correct punctuation, grammar, and adherence to MLA style are required.

**Objectives:** finding and assessing secondary source materials, close reading skills, writing skills

### **Grading System:**

Assignments in this course will be graded using the letter grading system: A-, A, A+ (Excellent); B-, B, B+ (Good); C-, C, C+ (Satisfactory); D, D+ (Minimal pass); F (Failure). Percentage conversion: A+ (90-100%), A (85-89), A- (80-84), B+ (77-79), B (73-76), B- (70-72), C+ (67-69), C (63-66), C- (60-62), D+ (57-59), D (53-56), D- (50-52), F (0-49).

### **Expectations:**

**Attendance and Participation: 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 alone does not guarantee a perfect grade of 10/10 on the participation component of the course. To attain a 10/10, you must attend regularly, and make regular and **appropriate** contributions to class discussions.

If you miss a class, it is your responsibility to find out what went on in your absence.

**Classroom Courtesy:** The classroom must be a safe and respectful environment for all participants, including the instructor. No cell phones, please. Laptops must be used for note-taking only. Please stay for the duration of the class; if you must leave early, I would appreciate it if you would let me know beforehand.

**Submission of Written Work:** Written assignments must be submitted in class on the due date. **Do not use CULearn for submitting course work.**

E-mail submissions are allowed only under particular circumstances, and must be sent directly to my e-mail address (sara\_jamieson@carleton.ca).

There is a drop-box located in the English Department office (Dunton Tower 1812). This can be used if you are unable to hand in your essay in class. **Use the drop-box at your own risk. It is your responsibility to ensure that your essay reaches me; in the highly unlikely event that an essay left in the drop box does not make its way to my mailbox, you must be able to submit an electronic copy of the essay as soon as this is brought to your attention.**

**Please ensure that you save a copy of your essay in the unlikely event that it is lost after you hand it in.**

**Late Penalty: The penalty for late submissions 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. Late papers may be returned without end comments (grade only). Papers will not be accepted two weeks past the due date, except in cases where appropriate documentation has been provided.

## **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 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.**

## **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**

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](http://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](http://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](mailto: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](http://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](http://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>

### **Class Schedule:**

**Tuesday September 11:** Welcome and Introduction

**Tuesday Sept. 18: Aging and Long-Term Care: Theory and Practice** (all readings available through ARES)

James Struthers, "Home, Hotel, Hospital, Hospice: Conflicting Images of Long-Term Residential Care in Ontario, Canada" *Care Home Stories: Aging, Disability, and Long-Term Residential Care* Edited by Sally Chivers and Ulla Kriebenberg, Transcript: 2017. 283-301.

Christine Oldman and Deborah Quilgars, "The last resort?: Revisiting Ideas about Old People's Living Arrangements." *Ageing and Society*, vol. 19, 1999. 363-84.

Virginia Held, "Introduction: The Ethics of Care as Moral Theory" *The Ethics of Care: Personal, Political, Global* Oxford: 2005.

Ontario Ministry of Health and Long-Term Care, "Bringing Care Home: Report of the Expert Group on Home and Community Care." 2015

**Tuesday Sept. 25:** Janet Hepburn, *Flee, Fly, Flown*

**Tuesday Oct. 2:** *Flee, Fly, Flown* (response paper 1)

**Tuesday Oct. 9:** Joan Barfoot, *Exit Lines*

Stephen Katz, "Busy Bodies: Activity, Aging, and the Management of Everyday Life." *Cultural Aging: Lifecourse, Lifestyle, and Senior Worlds*. Broadview, 2005. 121-140. (ARES)

**Tuesday Oct. 16:** *Exit Lines* (response paper 2)

**Tuesday Oct. 23: BREAK**

**Tuesday Oct. 30:** *Away From Her*, dir. Sarah Polley (in-class film screening)  
Sally Chivers, excerpts from *The Silvering Screen: Aging and Disability in Cinema*, 2011.  
(ARES)

**Tuesday, Nov. 6:** Alice Munro, “The Bear Came Over the Mountain” (response paper 3)  
Aritha Van Hirk, “At Home or Nowhere.” *Care Home Stories: Aging, Disability, and Long-Term Residential Care*, 2017. (ARES)

**Tuesday Nov. 13:** Sarah Leavitt, *Tangles*  
Chris Hatfield, excerpt from *Alternative Comics: An Emerging Literature* (ARES)

**Tuesday Nov. 20:** *Tangles* (response paper 4)  
Amelia DeFalco, “Graphic Somatography: Life Writing, Comics, and the Ethics of Care” 2016.  
(ARES)

**Tuesday, Nov. 27:** David Chariandy, *Soucouyant*  
Marlene Goldman, “Purging the World of the Whore and the Horror: Gothic and Apocalyptic Portrayals of Dementia in Canadian Fiction.” 2015. (ARES)

**Tuesday, Dec. 4:** *Soucouyant*