

**Carleton University  
Fall 2017  
Department of English**

**ENGL 5804G: Studies in Canadian Literature  
Citizenship and Cultural Forms in Canada**

**Thursday / 11:30am-2:30pm  
Location: *Please confirm location on Carleton Central***

**Instructor: Prof. Jody Mason  
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Office Hours: Tues. / Thurs. 10:30-11:30am**

What is the relation of cultural forms to citizenship in Canada, where a settler state, immigration, and the colonization of Indigenous peoples produce conceptions of citizenship that are under constant negotiation, despite liberal mythmaking (such as Adrienne Clarkson's) regarding Canada's citizenship consensus? Have cultural texts been more than passive reflectors of the praxis and philosophy of citizenship in Canada? What role, if any, have such texts played in what Janine Brodie calls Canada's shift from the "social citizen" to the "entrepreneurial citizen," in the "diasporic citizenship" theorized by Lily Cho, or in what James Sákéj Youngblood Henderson identifies as the *sui generis* citizenship of Indigenous peoples? In what meaningful sense do fiction, film, and other cultural forms encourage what Len Findlay, Smaro Kamboureli, and others have theorized as critical citizenship—an engaged stance that actively works to interrogate liberal-nationalist conceptions of identity by revealing the relations of power that make them hegemonic? Are cultural forms actually implicated in the making of citizenship, state-promoted or otherwise? If yes, are they merely relevant to concepts of civic identity, or are they also important to participation in political space?

Although we will be considering representations of citizenship and the ethics of reading in our analyses, this course will also urge students to engage materialist, historical, and sociological methods as a means of analyzing how, since the early twentieth century, cultural texts have been instrumentalized in state and community forms of citizenship education. In addition to three novels—Ralph Connor's *The Foreigner* (1909), Joy Kogawa's *Obasan* (1981), and Thomas King's *Truth and Bright Water* (1999)—we will analyze a number of NFB documentary films, the CBC radio program *Citizens' Forum*, Indigenous social media, and state- and community-generated citizenship education materials, including the 2012 government study guide *Discover Canada*. We will complement these texts with theoretical and historical essays from the fields of citizenship and governmentality studies.

## **A. Course Texts**

Course texts may be purchased at Octopus Books (116 Third Ave. K1S 2K1 / octopusbooks.ca). All other readings are available through Ares (e-reserve in CU Learn).

Connor, Ralph. *The Foreigner: A Tale of Saskatchewan* (1909; Wilfrid Laurier UP, 2014, ISBN: 9781554589449)

King, Thomas. *Truth and Bright Water* (1999; Harper Perennial, 2005, ISBN: 9780006481966)

Kogawa, Joy. *Obasan* (1981; Penguin Modern Classics, 2017, ISBN: 9780735233706)

## **B. Course Requirements / Assignments**

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. All written assignments should be submitted through CU Learn.

Article Summary (15%)

Presentation and Seminar Facilitation (30%)

Final Research Essay (35%)

Weekly Reading Questions (20%)

### **Article Summary (written 10% + oral 5%=15%): Sept. 14<sup>th</sup>**

The readings for week two consist entirely of secondary sources (theoretical, historical, sociological) that, taken together, will help us to get started in our thinking about the relations between citizenship and cultural forms. During week one, each of you will sign up for one of these readings. You will come to class on Sept. 14<sup>th</sup> with a written summary of your article (1,000 words, prepared in MLA format): this summary must a) identify the main argument of the essay; b) identify the evidence used in the making of this argument; c) indicate what research methodologies were used by the author in question; and d) identify research questions that this article prompts you to consider. Each student will offer an oral account of this summary during our seminar on Sept. 14<sup>th</sup>; please do not simply read your paper. Each student will have approximately ten minutes to speak. Following each speaker, we will discuss the article as a group. Once I have marked the written summaries, I will ask you to upload a clean copy to CU Learn so that they may be shared by seminar members.

### **Presentation and Seminar Facilitation (30%): due dates vary**

On the first day of class, each student will sign up for a seminar presentation.

Each student will present the week's readings (approximately twenty minutes) and then facilitate a discussion (approximately thirty minutes). I expect you to read the assigned material for the week, to conduct further research, and to create a presentation that will guide the class through the readings. To this end, you should:

- a) help the class to summarize the main ideas of the assigned secondary reading(s)
- b) offer ideas about the relevance of the week's secondary reading(s) to the cultural

- text(s)
- c) offer ideas about the relevance of the week's readings to other themes, readings, concepts explored in this course
  - d) offer ideas about the significance and / or potential limitations of the claims you encounter in the week's reading
  - e) use the "Suggested Reading" and / or other secondary research in order to expand the discussion

Remember that you are facilitating a discussion and not delivering a conference paper; *please don't read a paper*. On the day of your presentation, you are responsible for handing in a five-page (1,250 words in MLA style / format, with Works Cited) summary of the seminar facilitation (its main points, its principal questions).

**Final Research Essay (30% + 5% for Proposal): Dec. 13<sup>th</sup> (Paper Proposals due Nov. 30<sup>th</sup>)**

Ideally, this paper will build on your seminar. Your research paper should be 4,000 words, and it should have a clear thesis and provide evidence of independent critical thinking. This is a research paper: you must use a minimum of five appropriate secondary sources and, further, you must demonstrate that you have consulted the relevant scholarship. Each student should consult with me (before or after class, during my office hours) in order to determine what is the relevant scholarship. The essay must conform to academic conventions: i.e., it must use MLA style and formatting and have correct grammar, spelling, and punctuation. On Nov. 30<sup>th</sup>, you will submit a two-page proposal for your essay: identify the main topic and (tentative) thesis; the secondary sources you plan to consult; and any research difficulties you are encountering. We will share these proposals in class on Nov. 30<sup>th</sup>.

**Weekly Reading Questions (Participation) (2% x 10 weeks=20%)**

This is a discussion-based seminar; accordingly, you must be present and active. Students who have more than two undocumented absences will receive a grade of 0 for participation. In order to contribute meaningfully to each seminar discussion (and to thus gain full marks for participation), you must be prepared to share your ideas about the readings with the class, to pose questions for the seminar facilitators, and to otherwise actively contribute to classroom discussion.

During weeks 3-11 (Sept. 21<sup>st</sup>-Nov. 23<sup>rd</sup>) and again on week 13 (Dec. 7<sup>th</sup>) each student is required to submit a weekly reading question to CU Learn. These are due *prior* to the beginning of each class. Each question is worth 2% of your final grade. Questions submitted late will not be counted. Submissions should answer the following kinds of questions: What questions do the week's readings prompt you to consider? What connections might you make among the readings (or to other readings in the course)? We will use these questions to stimulate discussion in seminar.

**C. Expectations**

**Email and Office Hours:** Please use class time and office hours for questions relating to lectures, readings, and assignments. You may also communicate with me through the

email, but these communications should be brief.

**Assignments and Late Policy:** (NB-Seminar notes and response papers may not be submitted late.) Assignments must be submitted in class the day they are due. Late assignments may be handed in up to five days late with a penalty of 1% per weekday (this includes the day they are due if they are submitted after class) and a grace period over the weekend; the maximum penalty is 5%. Essays will not be accepted after this period unless proper medical or other documentation is provided. You must hand in a printed copy of your work. Late assignments must be left in the essay drop-box at the English Department, Dunton Tower, 18th floor: they will be stamped with the date and deposited in my mailbox. Please keep a backup copy of all your assignments.

**Plagiarism** means passing off someone else's words or ideas as your own or submitting the same work in two different academic contexts (self-plagiarism). The consequences of plagiarism are severe and are issued by the Dean and the University Senate. In order to avoid plagiarism, you must correctly attribute the sources of the ideas you pick up from books, the internet, and other people. For additional information, consult <http://www2.carleton.ca/studentaffairs/academic-integrity>.

## **D. Academic Accommodations**

*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).

## **E. Syllabus (subject to change)**

### **Week 1, Sept. 7: Introduction**

\*sign up for Article Summary

\*sign up for Presentation and Seminar Facilitation

## **Week 2, Sept. 14: Historicizing, Theorizing Citizenship in Canada's Settler State**

### **\*Article Summary due (15%)**

Brodie, "Citizenship and Solidarity: Reflections on the Canadian Way" (Ares)  
Brodie, "White Settlers and the Biopolitics of State Building in Canada" (Ares)  
Bothwell, "Something of Value? Subjects and Citizens in Canadian History" (Ares)  
Menzies, Adamoski, Chunn, "Rethinking the Citizen in Canadian Social History" (Ares)  
Osborne, "Education Is the Best National Insurance" (Ares)  
Strong-Boag, "Who Counts? Late Nineteenth- and Early Twentieth-Century Struggles About Gender, Race, and Class in Canada" (Ares)  
Turner, "We Are All Denizens Now: On the Erosion of Citizenship" (Ares)

## **Week 3, Sept. 21: Citizenship and Individual Character**

Connor, *The Foreigner*

Mason, "Creating a 'Home Feeling'" (Ares)

Suggested Reading:

Strong-Boag, "Who Counts?" (Ares)

## **Week 4, Sept. 28: Pedagogy and Nascent Forms of Citizenship**

*Handbook for New Canadians* (available online:

<http://static.torontopubliclibrary.ca/da/pdfs/37131116746009d.pdf>)

Walter, "Literacy, Imagined Nations" (Ares)

Suggested Reading:

Osborne, "Education Is the Best National Insurance" (Ares)

Brodie, "White Settlers" (Ares)

## **Week 5, Oct. 5: Citizenship and Governmentality**

NFB films:

-*Peoples of the Skeena*, 1949 ([https://www.nfb.ca/film/peoples\\_of\\_the\\_skeena/](https://www.nfb.ca/film/peoples_of_the_skeena/))

-*Frontier College*, 1954 (screened in class)

-*Paul Tomkowicz: Street-Railway Switchman*, 1953

([https://www.nfb.ca/film/paul\\_tomkowicz\\_street\\_railway\\_switchman/](https://www.nfb.ca/film/paul_tomkowicz_street_railway_switchman/))

Druick, (from) *Projecting Canada* (Chapter Five) (Ares)

Suggested Reading:

Foucault, "Governmentality" (Ares)

Miller, *Technologies of Truth* (especially Chapter Five) (Ares)

## **Week 6, Oct. 12: Citizenship, Reconstruction, and the Democratic Ideal**

Citizens' Forum ("Canada=America Junior?" and "Is There a Teenage Problem Today?":

<http://www.cbc.ca/archives/tag/citizens'+forum/>)

Kuffert, "'Stabbing Our Spirits Broad Awake'" (Ares)

\* material from LAC supplied by Prof. Mason in class: pamphlets that accompanied the radio program from 1943-1958

### **Week 7, Oct. 19: Citizenship Participation and the Arts: The Social Citizen**

NFB “Indian Film Crew” films:

-see: <https://www.nfb.ca/playlists/gil-cardinal/aboriginal-voice-national-film-board/> (watch *The Ballad of Crowfoot*, 1968, and *You Are On Indian Land*, 1969)  
Dickenson and Campbell, “Strange Bedfellows: Youth Activists, Government Sponsorship, and the Company of Young Canadians, 1965-1970”  
(<https://ejas.revues.org/2862> + Ares)

Suggested Reading:

Keck, “Making Work: Federal Job-Creation Policy in the 1970s” (chapter 4)  
Druick, (from) *Projecting Canada* (Chapter 6) (Ares)  
Brodie, “Citizenship and Solidarity: Reflections on the Canadian Way” (Ares)

### **Fall Break: Oct. 23rd-27th**

### **Week 8, Nov. 2: Citizenship and Liberal Redress**

Kogawa, *Obasan*

Miki, (from) *Redress: Inside the Japanese-Canadian Call for Justice* (Introduction, “Approaching Redress” and Chapter Twelve, “The Redress Settlement”) (Ares)

Suggested Reading:

Cho, “Redress Revisited” (Ares)

### **Week 9, Nov. 9: Biopolitical Citizenship**

Kogawa, *Obasan*

Zacharias, “Citizens of the Exception” (Ares)

Suggested Reading:

Agamben, *Homo Sacer: Sovereign Power and Bare Life* (Ares)

### **Week 10, Nov. 16: Landed Citizenship**

King, *Truth and Bright Water*

Debicki, “Returning to the Kaswéntah River”

Suggested Reading:

King, “Borders” (Ares)  
Coleman, “Imposing subCitizenship” (Ares)

### **Week 11, Nov. 23: *Sui Generis* Citizenship**

[www.idlenomore.ca](http://www.idlenomore.ca)

Idle No More Facebook page: <https://www.facebook.com/IdleNoMoreCommunity/>  
Flash Mob Round Dance, Regina: [https://www.youtube.com/watch?v=QA\\_Hn84SrCM](https://www.youtube.com/watch?v=QA_Hn84SrCM)  
Tupper, “Social Media and the Idle No More Movement: Citizenship, Activism, and Dissent in Canada” (Ares)  
Sakej Henderson, “*Sui Generis* and Treaty Citizenship” (Ares)

Suggested Reading:

Findlay, Len. "TransCanada Collectives" (Ares)

**Week 12, Nov. 30:**

**\*Paper Proposal Forum (5%)**

**Week 13, Dec. 7: Pedagogy and Citizenship: The Entrepreneurial Citizen / The Denizen**

*Discover Canada*: <http://www.cic.gc.ca/english/resources/publications/discover/>

Raney and Tonon, "Building a Conservative Nation: An Examination of Canada's New Citizenship Guide, *Discover Canada*" (Ares)

Turner, "We Are All Denizens Now: On the Erosion of Citizenship" (Ares)

Suggested Reading:

Palmateer Pennee, "Literary Citizenship: Culture (Un)Bounded, Culture (Re)Distributed" (Ares)

Brodie, "Citizenship and Solidarity" (Ares)