

Carleton University: Fall 2021/Winter 2022
Department of English

FYSM 1004B: Reading Literatures and Culture
Seminar Topic: Literature of/and Identity

Prerequisites: ENGL 1000, ENGL 1009, ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400, ENGL 1600, ENGL 1700.

Time: Mondays and Wednesdays 8:30 am-10 am (lectures will be posted at these times)
Location: fully online at Brightspace (asynchronous)

Instructor: Dr. Esther Post
Office hours: weekly via Zoom (date TBD) and by appointment
email: esther_post@carleton.ca

Course Description:

Human identity is studied within a vast array of academic disciplines, and literature offers an insightful lens through which to consider the many layers that constitute the individual self. Our readings offer diverse representations of subjectivity, depicting the multitude of influences upon and determinants of personal and cultural identities. Analyzing poetry, short stories, novels, and drama by a range of authors whose works draw attention to the intersectionalities of identity, we will explore some fundamental questions about identity as they are represented in literature: How do individuals come to understand and develop their identities? What kinds of identity quests do we embark upon in our journey to self-discovery? How is individual identity linked with cultural, public, and social identity? How do heteronormative, patriarchal, capitalist societies influence personal subjectivity? What are the intersections between gender, sexuality, race, ethnicity, nationality, class, and religious identity? Is our identity stable and fixed, or do our subjective positions change over time? What are some crises of identity commonly experienced by humans, and how do we confront such crises? And, perhaps most importantly, how can we use language, literature, and other types of narratives to navigate the complexities of our identities?

As an English course, a primary objective of this class is to teach fundamental critical reading, analytic, and writing skills. Over the course of the year, students will learn how to critically engage with literature and present their ideas both orally, during our seminars, and through writing assignments. You will be taught how to develop and express a thesis statement, how to sustain your argument through a close textual analysis, and how to organize and structure your arguments in your essays.

****Please note:** FYSM 1004 is a *writing-intensive* course. This means that students will write a

minimum of two graded writing assignments per term in which they are expected to do the following:

- develop an argumentative thesis across an essay
- establish university-level expectations for grammar and syntax
- develop complex ideas using correct and effective expression according to academic English practice
- use and cite evidence from primary texts appropriately
- develop writing, critical reading, and research skills

Learning Outcomes:

By the end of the course, students will be expected to have learned the following:

- How to critically analyze and interpret literature, using fundamental literary terms and concepts
- How to develop arguments based on close readings of entire texts and select passages
- How to write an effective essay at the university level that presents a strong thesis, develops and sustains arguments through a careful analysis of literary texts, and structures such ideas and arguments in a logical manner, with effective introductions, topic sentences, paragraph structures and transitions, and conclusions
- How to conduct and incorporate scholarly research effectively
- How to identify and correct faulty sentence structures, common punctuation errors, and other grammatical issues
- How to include in-text citations and how to write a bibliography in MLA style

Required Texts:

Kate Chopin, *The Awakening* (novella; e-book available free through ARES)

Colson Whitehead, *The Nickel Boys* (novel)

Jeanette Winterson, *Oranges are not the Only Fruit* (novel)

Jonathon Safran Foer, *Extremely Loud and Incredibly Close* (novel)

*The required novels can be purchased new at Chapters-Indigo, Amazon, and any other bookstore; they can also be purchased used from abebooks/Canada. All other readings, including plays, short stories, and poetry, will be available online through Brightspace and/or ARES

Course Format:

This course is fully online (at Brightspace) and fully asynchronous; however, students must remain up to date with the readings, lectures, and assignments (see more info highlighted below). At each scheduled class time, I will post recordings of lectures and accompanying Powerpoint slides for each assigned text and the specific topic for that class. Lectures will be recorded in small segments, usually around 20 minutes each. While classes are scheduled for 90 minutes, I will NOT be posting a ninety-minute lecture for each class, as I will allot time for students to take notes while listening to my recorded lectures and to post to discussion forums so that we may try to digitally replicate the actual classroom experience of lively discussions, debates, and participation from students. **It is imperative that students keep up to date with the readings, lectures, and assignments, complete the assigned readings before our scheduled class time,**

and meet assignment deadlines. Ideally, students will use our scheduled class time to view lectures so that they can stay up to date.

Technical Requirements:

Students will need a computer with high-speed Internet access to view videos, lectures, and slides, and to post discussion forum posts and submit assignments. Ideally, students will have a webcam and mic to meet with the instructor and/or other students virtually.

Evaluation:

Fall and Winter:	Weekly Participation via Discussion Forums:	20%
Fall:	Passage Analysis (3-4 pages; due Wed. Oct. 13 at 11:59 pm)	10%
Fall:	Critical Response (500 -650 words; due Fri. Dec. 10 at 11:59 pm):	10%
Winter:	Critical Response (500-650 words; due Apr. 7 at 11:59 pm)	10%
Winter:	Final Essay Outline: (1-2 pages double-spaced; due Mon. Mar. 21)	10%
Winter:	Final Research Essay (5-6 pages; due Mon. Apr. 11 at 11:59 pm):	15%
Winter:	Final Exam (take home):	25%

***Important Notes:**

- 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.
- If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.
- All course materials, including but not limited to recorded lectures, Powerpoint slides, assignments, and discussion prompts are copyright of the instructor and are made available only to students registered in the course. Any reproduction or distribution of any of the course material is strictly prohibited.

COURSE POLICIES:

Assignment Submission:

- All assignments MUST be submitted as Word documents. Those submitted as PDFs, shared Google files, or any other form will NOT be accepted, nor will they be graded.
- Please note that as a Carleton University student, you have free access to Microsoft Word 360 (<https://carleton.ca/its/help-centre/get-microsoft-office-for-students/>).
- All essays and other written assignments must be double spaced, formatted in Times New Roman font 12, with one-inch margins on all sides, and must conform to MLA style and documentation guidelines. Please consult the MLA style and documentation guidelines at https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html.

Late Policies and Due Dates:

- Weekly Participation via Discussion Forum Posts (20%): Your active participation in the course through weekly discussion forums is absolutely essential to your success in the course. There are 12 weeks in the Fall Term and 12 weeks in the Winter Term; 10% of

this grade will be based on your participation in the Fall Term, while the other 10% will be based on your participation in the Winter Term. You may miss up to two weeks each term of participating in discussion forums without any penalty; missing more than two weeks will have serious impacts on your participation grade. You are expected to regularly post to forums on a weekly basis, and specifically to the prompts I will post each week; you are also expected to post responses to other students' posts to demonstrate your engagement with your peers' ideas. While forums will be open for the entirety of the course, posts must be made on time each week to gain full marks for participation. Late posts will have a significant impact on your participation grade. More detailed information about discussion forum participation will be posted to Brightspace and discussed during the first few classes.

- Given the unprecedented circumstances due to COVID, there will be no late penalties for major assignments; **however, assignments which are submitted 5 days past the due date will be given a grade, but may receive few or no comments/feedback.** I urge you to please do your best to keep up with the assignment schedule and submit them on time so that you can get detailed feedback from me. **Please note that the university has mandated that all final fall term work (including your final essay) is due by Friday, Dec. 10, 2021; assignments submitted after Dec. 10 will not be accepted without prior approval for a deferral – no exceptions. All final winter term work is due by April 11; assignments submitted after this date will not be accepted without prior approval for a deferral – no exceptions.**

Plagiarism: There will be a policy of ZERO TOLERANCE for 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.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- 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/>

COURSE EXPECTATIONS and CLASSROOM NETIQUETTE

- Students are expected to have read the assigned material before our scheduled class time
- **Brightspace:**
 - You will be required to use Brightspace on a regular basis, as all relevant documents related to our course, including the syllabus, assignment instructions, lectures, etc. will be uploaded to this page. **Most importantly, treat this syllabus as your bible for this course**, as it provides all necessary information in terms of reading and assignment schedules, submission policies, etc.
 - You should also **frequently check the announcements** on our course page at Brightspace, as this is where I will post important announcements and information
- **“classroom” netiquette/discussion forums/chats:** I will be discussing this in more detail in my intro lectures, but these are some of the most important principles:
 - Always remember that there are real people behind screens and be respectful
 - No harassing, racist, homophobic, sexist, or transphobic language will be tolerated
 - Avoid using all caps, as it often comes across as shouting at and/or bullying
 - Emoticons can be helpful to convey tones, but avoid using them too much
 - Avoid dominating discussions online so that everyone gets the chance to participate
 - Always read over your posts before sending them
 - Be careful when using humour or sarcasm and ensure that your tone is properly conveyed
 - Keep an open mind, so that you are prepared to have your thinking challenged
 - Debates are certainly welcome, but again, ensure that you are respectful of others’ opinions

Contact with the instructor:

- The best way to get in contact with me is by email (EstherPost@cunet.carleton.ca). I check email at least once a day, and will respond to emails within 48 hours, though it could take longer on weekends.
- When emailing, please be professional. Do not use text speak, do not begin your email with an informal greeting such as “hey!”, and identify yourself by your full name as well as the course code. Remember you are not sending an informal text message to a friend, but a formal email to your professor.
 - Emails should be reserved for clear, precise questions; they should not be used to ask questions such as, “what should I read for next week?” or anything else that simply requires you to read the syllabus.
- My office hours will be offered by Zoom for one hour per week (day and time TBD). Otherwise, I am available to meet with students at another time by request. Please email me if you would like a meeting or have any questions or concerns.

Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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 will 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>

Reading Schedule (*subject to change)

Wed. Sept 8: Intro/welcome; overview of syllabus

Mon. Sept. 13: active reading; overview of important literary terms

Wed. Sept. 15: lecture on modernity and modernist literature

Mon. Sept. 20: Kate Chopin, *The Awakening*

Wed. Sept. 22: Kate Chopin, *The Awakening* (cont'd)

Mon. Sept. 27: T.S. Eliot, "The Love Song of J. Alfred Prufrock" (poem)

Wed. Sept. 29: T.S. Eliot (cont'd)

Mon. Oct. 4: lecture on thesis development; essay structure; intro paragraphs; topic sentences

Wed. Oct. 6: William Faulkner, "A Rose for Emily" (short story)

Mon. Oct. 11: Thanksgiving (NO CLASS)

Wed. Oct. 13: Ernest Hemingway, "Hills Like White Elephants" (short story) *passage analysis due*

Mon. Oct. 18: Virginia Woolf, "The Mark on the Wall" (short story)

Wed. Oct. 20: Katherine Mansfield, "Bliss" (short story)

Oct. 25-29: Reading Week (NO CLASSES)

Mon. Nov. 1: WWI poetry: Wilfred Owen, "Dulce et Decorum Est" and "Anthem for Doomed Youth"; Isaac Rosenberg, "Dead Man's Dump"

Wed. Nov. 3: WWI poetry (cont'd): Isaac Rosenberg, "Louse Hunting"; Siegfried Sassoon, "They" and "Glory of Women"; Rupert Brooke, "The Soldier"

Mon. Nov. 8: The Harlem Renaissance: Langston Hughes, "The Negro Speaks of Rivers," "I, Too" and "Silhouette" (poems)

Wed. Nov. 10: The Harlem Renaissance (cont'd): Countee Cullen, "Heritage" and "Yet Do I Marvel"

Mon. Nov. 15: Tennessee Williams, *The Glass Menagerie* (play)

Wed. Nov. 17: Williams (cont'd)

Mon. Nov. 22: Williams (cont'd)

Wed. Nov. 24: confessional poetry: Sylvia Plath, "Tulips" and "Daddy"

Mon. Nov. 29: Plath, "Lady Lazarus," "Cut" and "Edge"

Wed. Dec. 1: lecture on the Beat Generation; intro to Ginsberg

Mon. Dec. 6: the Beat Generation: Allen Ginsberg, "Howl" (poem)

Wed. Dec. 8: Ginsberg, "America" and "A Supermarket in California" (poems)

Fri. Dec. 10: NO CLASS *Fall Critical Response due*

Winter:

Mon. Jan. 10: Gabriel Garcia Marquez, "The Handsomest Drowned Man in the World" (short story)

Wed. Jan. 12: Kelly Link, "The Faery Handbag" (short story)

Mon. Jan. 17: Colson Whitehead, *The Nickel Boys*

Wed. Jan. 19: Whitehead (cont'd)

Mon. Jan. 24: Whitehead (cont'd)

Wed. Jan. 26: Danez Smith, "Alternate Heaven for Black Boys" and "Dear White America" (spoken word poetry)

Mon. Jan. 31: lecture: how to write essay outlines; lecture on punctuation

Wed. Feb. 2: lecture on (faulty) sentence structures

Mon. Feb. 7: Daniel Heath Justice, "Tatterborn" (short story) *Critical Response due*

Wed. Feb. 9: Justice (cont'd)

Mon. Feb. 14: Waawaate Fobister, *Agokwe* (play)

Wed. Feb. 16: Fobister (con't)

Feb. 21-25: Reading Week (NO CLASSES)

Mon. Feb. 28: Jonathan Safran Foer, *Extremely Loud and Incredibly Close*

Wed. Mar. 2: Foer (cont'd)

Mon. Mar. 7: Foer (cont'd)

Wed. Mar. 9: Foer (cont'd)

Mon. Mar. 14: Donald Barthelme, "Me and Miss Mandible" (short story)

Wed. Mar. 16: Winterson, *Oranges are Not the Only Fruit*

Mon. Mar. 21: Winterson (cont'd) *Final Essay Outline due*

Wed. Mar. 23: Winterson (cont'd)

Mon. Mar. 28: Ivan Coyote, "No Bikini" (short story); Danez Smith, "the 17-year old and the gay bar" (poem)

Wed. Mar. 30: Jeanette Winterson, "The Poetics of Sex" (short story)

Mon. Apr. 4: David Foster Wallace, "The Depressed Person" (short story)

Wed. Apr. 6: Dave Eggers, "After I was Thrown in the River and Before I Drowned" (short story)

Mon. Apr. 11: LAST CLASS; course review and exam prep; *Final Essay due*