

**Carleton University  
Fall / Winter 2020-21  
Department of English**

**FYSM 1004D: *Reading Literatures and Cultures*  
Forms of the (De)colonial**

Precludes additional credit for ENGL 1000 (no longer offered), ENGL 1100, ENGL 1200, ENGL 1300, ENGL 1400, and ENGL 1600.

Prerequisite(s): Normally restricted to students entering the first year of a B.A., B.Cog.Sc., B.G.In.S, or B. CoMS program

**Tues. / Thurs. / 10:05-11:25 am**

**Location: online**

**Format: Blended**

**Instructor:** Professor Jody Mason

**Email:** jody.mason@carleton.ca

**Office:** 1903 Dunton Tower

**Phone:** 613.520.2600 x8907

**Office Hours:** Tuesdays, 10am-noon (by appointment)

## **I. Course Description**

This virtual course offers an introduction to active literary reading skills, focusing on the English-language poetry, prose, and drama produced in and through twentieth- and twenty-first-century experiences of colonization and decolonization. We will learn to talk about literary form and to think in nuanced ways about how literary forms relate to “context,” which is not distinct from form but rather indistinguishable from it.

To acquire these skills, we will analyze literary texts and movements from diverse political, social, and cultural locations—from Northern Ireland to Antigua to Mumbai—focusing in particular on how “contexts” such as colonization, Empire, ideas about “race” and purity, and decolonization movements are embedded in literary forms and movements, while also shaping shifting conceptions of the “literary” and the unequal ways that the identity of the “literary author” has been available to those writing in English since the beginning of the twentieth century.

In order to adapt this seminar for online learning, we will use a blended format of pre-recorded lecture segments with weekly interactive discussion / activity sessions (asynchronous and synchronous learning). The course is structured as follows:

**Tuesday mornings before 9 am:** weekly lecture capsules posted (in CU Learn under **Lecture Capsules**). At this time, I will also post Interpreting Poetry presentations (if relevant for that week—see **Section III**). I strongly encourage you to complete the readings for the week *before* you view the capsules.

**Thursday mornings, 9 am:** discussion posts for weekly discussion session are due (not applicable for weeks we have writing workshops / review sessions—please see the syllabus).

**Thursday mornings, 10:30-11:15 am:** weekly discussion sessions using Big Blue Button in CU Learn. You may listen to each week's lecture capsules when it's convenient for you, but it's crucial that you keep up with the schedule laid out in the syllabus (all reading and lecture capsules for each week should be completed prior to our weekly interactive meetings).

We will also learn how to write about literary texts, and how to research literary topics. As in other writing-attentive seminars in the Department of English, students in this course will:

- spend a significant amount of class time learning and improving university-level forms of thinking and writing (particularly essay-writing skills) that will concentrate on the following:
  - establishment and refinement of literary critical skills through close analysis of texts from a variety of genres
  - generation and proof of an argument (thesis) across an essay
  - establishment and refinement of sophisticated ideas and opinions using proper, correct and effective academic English style
  - use and citation of primary literary texts in appropriate and convincing ways
  - development of fluency in and facility with genre
  - specific literary terminology
  - introduction to the fundamentals of secondary research (including critical evaluation, use, and citation of academic sources)
- complete a minimum of two graded writing assignments per term, in which they will be expected to demonstrate the above skills
- write at least one formally scheduled examination (in our class this will be a take-home assignment)

## II. Texts

All course texts listed below can be purchased at Haven Books (43 Seneca St., K1S 4X2, 613.730.9888). This is a student-run bookstore and it's worth supporting! Walk east on Sunnyside from campus until you reach Seneca (about a ten-minute walk). You may also order online and have the books shipped to you anywhere in Canada or the United States: [www.havenbooks.ca](http://www.havenbooks.ca). You may purchase used copies of the texts below, but keep in mind that if the ISBN number is different, the pagination may be different (this can be confusing!).

All additional course readings are posted on Ares, which is the electronic course reserve system. You will find Ares from within our course on CU Learn (located on the right-hand side of the page).

Conrad, Joseph. *Heart of Darkness* (1899) [Broadview Press, 1999, ISBN: 9781551113074]

Highway, Tomson. *The Rez Sisters* (1986) [Fifth House, 1992, ISBN: 9780920079447]

Kincaid, Jamaica. *Lucy* (1990) [Farrar, Straus & Giroux, 2002, ISBN: 9780374527358]

Woolf, Virginia. *To The Lighthouse* (1927) [Broadview, 2000, ISBN: 9781551113968]

\*strongly recommended: Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 8<sup>th</sup> ed. [Modern Language Association of America, 2016, ISBN 9781603292627]

### III. Course Requirements and Assignments

In order to pass this course, you must:

- complete all term work
- complete all lecture capsules + questions
- not miss more than five discussion sessions

**22% Discussion Session Participation**

**33% Short Assignments**

**10% Essay One**

**20% Essay Two**

**15% Take-Home Exam Assignment**

#### **Discussion Session Participation 22%**

This is a seminar and, as such, it includes some discussion and small group activities. We will use the Big Blue Button in CU Learn for our meetings. We will meet on Thursday mornings at 10:30 am for 30-45 minutes. These sessions will be devoted to three activities: writing workshops, take-up of discussion posts, and review. When we meet virtually each Thursday morning, all readings / lectures for that week and *for all prior weeks* must be completed.

Each type of discussion session requires something a bit different; the weighting of the grades depends on what I'm asking of you:

- Writing Workshops** (Thurs., Sept. 24<sup>th</sup> and Thurs., Jan. 6th, please see instructions in the syllabus)=**1% for participation for each session, or 2% of your final grade**
- Discussion Posts**: for the regular discussion seminars (**10 x per term, highlighted in the syllabus**), please arrive having posted a response to the "Discussion Posts" forum on CU Learn (under **Assignments**) about one of the assigned readings for the week; be prepared to talk about your response (guidelines for effective responses, as well as a rubric for evaluation, are posted on the assignment portal in CU Learn) =**1% per response, or 20% of your final grade**
- Review Sessions** (at the end of each term): please arrive with your course texts at hand, ready to participate in interactive review

### **Short Assignments 33%**

A major objective of this course is to teach students to write effectively about literary texts. Each of the following will be posted with more details under **Assignments** on CU Learn. Please see the syllabus for deadlines.

- Interpreting Poetry assignment (small group presentation) (15%)
- literary analysis (5%, opportunity for revision)
- thesis statement + outline for Essay One (3%)
- secondary research assignment (+ thesis + outline for Essay Two) (10%)

### **Essay One 10%**

This essay is due on Friday, Dec. 11<sup>th</sup>. Please see the Essay One document posted under **Assignments** on CU Learn for details. This essay must be 1,000 words (roughly four pages) in MLA style. This is an essay on a single text, written in response to a question chosen from a selection I will provide. Evaluation will be based on:

- your demonstration of close reading skills to make an argument about a text as a whole (i.e., your ability to identify and analyze form and literary devices, and your ability to connect these features to themes in the text)
- your ability to use a precise thesis statement that guides a coherent argument
- your ability to support your argument with well-chosen textual evidence

The essay must conform to the academic conventions we will learn in class: i.e., it must follow MLA format (e.g., double-space throughout, 12-point font, parenthetical citation, Works Cited page, etc.) and have correct grammar, spelling, and punctuation. Secondary research is not permitted for this assignment.

### **Essay Two 20%**

This essay is due on Fri., March 26<sup>th</sup>. Please see the Essay Two document posted under **Assignments** on CU Learn for details. This essay must be 1,500 words (roughly six pages) in MLA style. This is a research essay that focuses on a single text, written in response to a question chosen from a selection I will provide. Evaluation will be based on:

- your demonstration of close reading skills to make an argument about a text as a whole (i.e., your ability to identify and analyze form and literary devices, and your ability to connect these features to themes in the text)
- your ability to use a precise thesis statement that guides a coherent argument
- your ability to support your argument with well-chosen textual evidence
- your ability to use two (and not more) appropriate secondary sources in the formulation of your argument (these sources should come from your Secondary Research Assignment)

The essay must conform to the academic conventions we will learn in class: i.e., it must follow MLA format (e.g., double-space throughout, 12-point font, parenthetical citation, Works Cited page, etc.) and have correct grammar, spelling, and punctuation.

### **Take-Home Exam Assignment 15%**

A take-home exam assignment will be assigned at the beginning of the formally scheduled winter exam period (April 11<sup>th</sup>, 2021). The assignment will cover all course material from the winter term, but there will be significant choice offered. You will be asked to choose from a range of sight passage analysis, short answer, and longer essay questions.

#### IV. Expectations

**Email and Office Hours:** I encourage you to use my online office hours for questions relating to lectures, readings, and assignments. I have two office hours—please see the header on this document. **Please make an appointment by emailing me.** You may also use email for questions requiring brief responses.

**Assignments and Late Policy:** Assignments must be submitted to CU Learn the day they are due (by 11:59 pm). Late assignments may be handed in up to five days late with a penalty of 1% per day; the maximum penalty is 5%. Essays will not be accepted after this period unless proper medical or other documentation is provided. *Please keep a backup copy of all your assignments.*

**Grades:** Grades for written work will be based on insightfulness, presentation of focused ideas supported by textual evidence, effective organization of ideas, clarity of expression, correct use of MLA style, spelling and grammar. The following percentage equivalents will be used when calculating your final grade for this class:

A+=90; A/A+=88; A=85;A-/A=83; A-=80

B+/A-=79; B+=77; B/B+=75; B=73; B-/B=72; B-=70

C+/B-=69; C+=67; C/C+=65; C=63; C-/C=62; C-=60

D+/C-=59; D+=57; D/D+=55; D=53; D-/D=52; D-=50

F=0-49 (a numerical grade will be assigned for any paper receiving an F)

**Note on Final Grades:** 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.

**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. The university's Academic Integrity Policy can be found at:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

**Writing Tutorial Service:** Students requiring assistance with their writing should contact the Writing Tutorial Service at 411 MacOdrum Library (613-520-6632, <[www.carleton.ca/wts](http://www.carleton.ca/wts)>).

**Student Academic Success Centre:** Questions about academic rules and regulations, selecting a major, and other matters relating to academic planning should be directed to the Student Academic Success Centre at 302 Tory Building (613-520-7850, <[www.carleton.ca/sasc](http://www.carleton.ca/sasc)>).

## V. Academic Accommodation

### 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 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](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).

### **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>

## **VI. Tentative Syllabus**

**\*n.b.** Discussion Sessions that are highlighted indicate the dates on which you must submit a response to the “Discussion Posts” section of CU Learn by 9 am on the Thursday of the week in question

### **Fall Term**

#### **Week of Sept. 9th:**

**Reading:** none

**Lecture Capsules + Questions:** “Introduction to FYSM 1004: Why English, Now?”

**Discussion Session:** Thurs., Sept. 10<sup>th</sup>, 10:30-11:15 am (Introduction: Term One)

#### **Week of Sept. 14<sup>th</sup>:**

**Reading:** William Butler Yeats, “The Lake Isle of Innisfree,” “Easter, 1916,” “The Second Coming,” “Leda and the Swan,” “Sailing to Byzantium”

**Lecture Capsules + Questions:** “Yeats as Irish Poet of Decolonization”; “Yeats and Poetic Scansion”

**Discussion Session:** Thurs., Sept. 17<sup>th</sup>, 10:30-11:15 am (Yeats)

**Week of Sept. 21<sup>st</sup>:**

**Reading:** none—use the time to read *Heart of Darkness*

**Lecture Capsules + Questions:** “Grammar and Punctuation”; “Literary Analysis”

**Discussion Session:** Thurs., Sept. 24<sup>th</sup>, 10:30-11:15 am (Literary Analysis)

Workshop: please have Yeats, “Sailing to Byzantium” ready for the workshop exercises; this workshop will prepare you for the Literary Analysis Assignment, due Oct. 1<sup>st</sup>)

**Week of Sept. 28<sup>th</sup>:**

**Reading:** Joseph Conrad, *Heart of Darkness* (Parts One and Two, pp. 67-130)

**Lecture Capsules + Questions:** “*Heart of Darkness* and the Frame Story”; “*Heart of Darkness* and Narrative Structure”

**Discussion Session:** Thurs., Oct. 1<sup>st</sup>, 10:30-11:15 am (Conrad, Parts One and Two)

**Due:** (Fri., Oct. 2<sup>nd</sup>) Literary Analysis Assignment (5%)

**Week of Oct. 5<sup>th</sup>:**

**Reading:** Conrad, *Heart of Darkness* (Part Three, pp. 130-158)

**Lecture Capsules + Questions:** “*Heart of Darkness*: Modernism and Postcolonialism”

**Discussion Session:** Thurs., Oct. 8<sup>th</sup>, 10:30-11:15 am (Conrad, Part Three)

**Week of Oct. 12<sup>th</sup>:**

**Reading:** Katherine Mansfield, “The Garden Party”

**Lecture Capsules + Questions:** “Mansfield and the Modernist Short Story”

**Discussion Session:** Thurs., Oct. 15<sup>th</sup>, 10:30-11:15 am (Mansfield)

**Week of Oct. 19<sup>th</sup>:**

**Reading:** Virginia Woolf, *To the Lighthouse* (“The Window,” pp. 9-186)

**Lecture Capsules + Questions:** “*To the Lighthouse*: Modernism and Form”; “Woolf: Modernism and Feminism”

**Discussion Session:** Thurs., Oct. 22<sup>nd</sup>, 10:30-11:15 am (Woolf, “The Window”)

**Week of Oct. 26<sup>th</sup>-Oct. 30<sup>th</sup>: Fall Break (no classes)**

**Week of Nov. 2<sup>nd</sup>:**

**Reading:** Woolf, *To the Lighthouse* (“Time Passes” and “The Lighthouse,” pp. 189-310)

**Lecture Capsules + Questions:** “Narrative Structure: ‘Time Passes’”; “Symbol: ‘The Lighthouse’”

**Discussion Session:** Thurs., Nov. 5<sup>th</sup>, 10:30-11:15 am (Woolf, “Time Passes” and “The Lighthouse”)

**Due:** (Friday, Nov. 6<sup>th</sup>) Revision of Literary Analysis (optional)

**Week of Nov. 9<sup>th</sup>:**

**Reading:** Messenger, et al., (from) *The Canadian Writer’s Handbook* (pp. 2-4; 14-27); T.S. Eliot, “The Love Song of J. Alfred Prufrock”

**Lecture Capsules + Questions:** “The Essay: Thesis Statements and Introductory Paragraphs”; “The Modernist Imperative to ‘Make It New’”; “Interpreting Poetry: Eliot”

**Discussion Session:** Thurs., Nov. 12<sup>th</sup>, 10:30-11:15 am (Eliot)

**Week of Nov. 16<sup>th</sup>:**

**Reading:** William Carlos Williams, “Widow’s Lament in Springtime,” “Spring and All,” “The Red Wheelbarrow,” “Flowers By the Sea,” “The Yachts”

**Lecture Capsules + Questions:** “Williams: The Rhythms of American Speech”; “Interpreting Poetry: Williams”

**Discussion Session:** Thurs., Nov. 19<sup>th</sup>, 10:30-11:15 am (Williams)

**Due:** (Fri., Nov. 20<sup>th</sup>) Thesis Statement + Essay Outline (3%); (Fri., Nov. 20<sup>th</sup>) sign up for Essay One meetings (under **Meetings** in CU Learn)

**Week of Nov. 23<sup>rd</sup>:**

**Reading:** Langston Hughes, “The Weary Blues,” “The Negro Speaks of Rivers,” “Harlem,” “Theme for English B”

**Lecture Capsules + Questions:** “Hughes: ‘A Drowsy Syncopated Tune’”; “Interpreting Poetry: Hughes”

**Discussion Session:** Thurs., Nov. 26<sup>th</sup>, 10:30-11:15 am (Hughes)

**Week of Nov. 30<sup>th</sup>:**

**Reading:** Doris Lessing, “A Sunrise on the Veld”

**Lecture Capsules + Questions:** “Contrast and Epiphany”

**Discussion Session:** Thurs., Dec. 3<sup>rd</sup>, 10:30-11:15 am (Lessing)

**Week of Dec. 7<sup>th</sup>:**

**Reading:** none

**Lecture Capsules + Questions:** “Review of Term One”

**Discussion Session Cancelled:** Tues., Dec. 8<sup>th</sup> and Thurs., Dec. 10<sup>th</sup>, 10:00-11:30 am, Meetings for Essay One (see schedule under **Meetings** in CU Learn)

**Due:** (Fri., Dec. 11<sup>th</sup>) Essay One (15%)

**Winter Term**

**Week of Jan. 6<sup>th</sup>:**

**Reading:** Flannery O’Connor, “Everything That Rises Must Converge”; Schroeder, “Desegregation and the Silent Character in O’Connor’s ‘Everything That Rises Must Converge’”

**Lecture Capsules + Questions:** “O’Connor: ‘Race’ and the Southern Gothic”;  
“Secondary Research I: Finding Sources”

**Discussion Session:** Thurs., Jan. 7<sup>th</sup>, 10:30-11:15 am (Research Skills Workshop: please arrive having read descriptions of winter term assignments “Secondary Research Assignment” and “Essay Two” under **Assignments** in CU Learn; please also be prepared to discuss the Schroeder essay assigned this week)

**Week of Jan. 11<sup>th</sup>:**

**Reading:** Seamus Heaney, “Digging,” “Requiem for the Croppies,” “Alphabets”

**Watching:** “Using MLA” webinar:

[https://register.gotowebinar.com/recording/6470173325210383619?utm\\_campaign=sourcemay20&utm\\_medium=email&utm\\_source=miaoutreach](https://register.gotowebinar.com/recording/6470173325210383619?utm_campaign=sourcemay20&utm_medium=email&utm_source=miaoutreach)

**Lecture Capsules + Questions:** “Heaney: The ‘Guttural Muse’”; “Interpreting Poetry: Heaney”; “Secondary Research II: Using MLA”

**Discussion Session:** Thurs., Jan. 14<sup>th</sup>, 10:30-11:15 am (Heaney)

**Week of Jan. 18<sup>th</sup>:**

**Reading:** Elizabeth Bishop, “In the Waiting Room,” “Brazil, January 1, 1502”

**Lecture Capsules + Questions:** “Coming of Age ‘In the Waiting Room’”;  
“Interpreting Poetry: Bishop”

**Discussion Session:** Thurs. Jan. 21<sup>st</sup>, 10:30-11:15 am (Bishop)

**Week of Jan 25<sup>th</sup>:**

**Reading:** Louise Erdrich, “Fleur”

**Lecture Capsules + Questions:** “Epistemological Shifts and Misshepesu”;  
“‘Fleur’ and the Woman Storyteller”

**Discussion Session:** Thurs., Jan. 28<sup>th</sup>, 10:30-11:15 am (Erdrich)

**Week of Feb. 1<sup>st</sup>:**

**Reading:** Michael Ondaatje, “Letters & Other Worlds,” “The Cinnamon Peeler”

**Lecture Capsules + Questions:** “‘Letters & Other Worlds’: Fathers as Places”;  
“‘The Cinnamon Peeler’: Lovers as Places”; “Interpreting Poetry: Ondaatje”

**Discussion Session:** Thurs., Feb. 4<sup>th</sup>, 10:30-11:15 am (Ondaatje)

**Week of Feb. 8<sup>th</sup>:**

**Reading:** Octavia Butler, “Speech Sounds”

**Lecture Capsules + Questions:** “The ‘Possible Situations’ of Butler’s Science Fiction”

**Discussion Session:** Thurs., Feb. 11<sup>th</sup>, 10:30-11:15 am (Butler)

**Week of Feb. 15<sup>th</sup>-19<sup>th</sup>: Winter Break (no classes)**

**Week of Feb. 22<sup>nd</sup>:**

**Reading:** Tomson Highway, *The Rez Sisters* (Act 1)

**Lecture Capsules + Questions:** “Mapping Indigenous Theatre”

**Discussion Session:** Thurs., Feb. 25<sup>th</sup>, 10:30-11:15 am (Highway, Act 1)

**Due:** (Fri., Feb. 26<sup>th</sup>) Secondary Research Assignment (10%)

**Week of March 1<sup>st</sup>:**

**Reading:** Highway, *The Rez Sisters* (Act 2)

**Watching:** *Tomson Highway: Thank You for the Love You Gave* (Ares)

**Lecture Capsules + Questions:** “Structures of Belief: Nanabush and The Biggest Bingo”

**Discussion Session:** Thurs., March 4<sup>th</sup>, 10:30-11:15 am (Highway, Act 2)

**Week of March 8<sup>th</sup>:**

**Reading:** Jamaica Kincaid, *Lucy* (“Poor Visitor” and “Mariah,” pp. 3-41)

**Lecture Capsules + Questions:** “Kincaid: Autobiography ‘right down to the punctuation’”; “Wordsworth’s Daffodils”

**Discussion Session:** Thurs., March 11<sup>th</sup>, 10:30-11:15 am (Kincaid, “Poor Visitor” and “Mariah”)

**Due:** (Fri., March 12<sup>th</sup>) sign up for Essay Two meetings (under **Meetings** in CU Learn)

**Week of March 15<sup>th</sup>:**

**Reading:** Kincaid, *Lucy* (“The Tongue,” “Cold Heart,” *Lucy*,” pp. 43-164);

Messenger, et al., (from) *The Canadian Writer’s Handbook* (pp. 47-61)

**Lecture Capsules + Questions:** “*Lucy* as Postcolonial Künstlerroman”; “The Essay: Body Paragraphs and Using Evidence”

**Discussion Session Cancelled:** Tues., March 16<sup>th</sup> and Thurs., March 18<sup>th</sup>, 10:00-11:30 am, Meetings for Essay Two (see schedule under **Meetings** in CU Learn)

**Week of March 22<sup>nd</sup>:**

**Reading:** Edwidge Danticat, “A Wall of Fire Rising”

**Lecture Capsules + Questions:** “Hot Air Balloons and ‘European Phrasing’: Art as Ventriloquism”

**Discussion Session:** Thurs., March 25<sup>th</sup>, 10:30-11:15 am (Danticat)

**Due:** (Fri., March 26<sup>th</sup>) Essay Two (20%)

**Week of March 29<sup>th</sup>:**

**Reading:** Dionne Brand, (from) *thirsty*

**Lecture Capsules + Questions:** “*thirsty* and the Poetics of the Threshold”; “Interpreting Poetry: Brand”

**Discussion Session:** Thurs., Apr. 1<sup>st</sup>, 10:30-11:15 am (Brand)

**Week of Apr. 5<sup>th</sup>:**

**Reading:** none

**Discussion Session:** Thurs., April 1<sup>st</sup>, 10:30-11:15 am (Final Exam Assignment Review)

April 11-23<sup>rd</sup>, 2021: Take-Home Exam Assignment (15%) during the formally scheduled final exam period—due April 23<sup>rd</sup>.