

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGLISH 372-01
FUNDAMENTALS OF CANADIAN LITERATURE
LEC 1 Tues & Thurs. 12:30-13:45, EDC 388

Fall 2016

Instructor: Prof. Shannon Maguire

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Office Hours: Tuesday and Wednesday 10:30-11:30 or by appointment.

Course Description: H(3-0); Anti-requisite: Not open to students with credit in English 370. Majors and Honours students in English are strongly encouraged (although not required) to take this specific course in fulfillment of the Canadian component for their degree requirements. This course may not be repeated for credit.

This course provides a broad historical survey of Canadian writing from its origins up to and including the work of living writers. The course introduces students to some of the major authors in Canada, as well as to significant critical and cultural ideas that have developed about this nation's literature. As Carole Gerson points out:

[W]hen we look beyond the national to consider the larger historical context, we find that Canadian writers, whatever their patriotic inclinations, have consistently operated in a trans-national framework: triangulated with Britain and the US in the case of anglophone writers, while francophones have negotiated their position in relation to France, and more recently, la francophonie. Viewing our literary history through this historical perspective shows that Canadian participation in the international culture of best sellers and blockbusters is less an innovation of the late twentieth century... than a continuous feature of our national cultural experience.

("Writers without borders: the global framework of Canada's early literary history"
Canadian Literature. 201, Summer 2009. p. 15)

In this course, we will consider Canadian literary nationalism(s) and transnationalisms and their shifting cultural contexts and infrastructures. We will examine the role of literary production in the establishment and ongoing operations of the Canadian nation-state (and vice versa) from pre-confederation to Confederation (1867), from the Indian Act (1876) to the War Measures Act (1914) to the Cold War era and the Canadian centennial (1967) and beyond, right to the present. We will also examine the role of Canadian literary criticism from its beginnings to the "canon wars" of the 1990s that emerged in the wake of the Canada Multicultural Act of 1988 and the

Native Literary Renaissance. We will consider Canadian literary canon formations and reformations in the context of what Justice Murray Sinclair, in the Final Report of the Truth and Reconciliation Commission (2015), has rightly termed the “cultural genocide” of Canada’s Indigenous Peoples. We will deliberate forms of complicity and/or resistance to the Canadian colonialist project that individual writers and critics, as well as writing communities, practice. We will examine the positioning of Canadian literatures (in the plural) in national and international markets and question the degree to which the field of Canadian Literature accounts for (or occludes) the various writing practices that take place within and beyond its borders.

Texts and Readings:

Books

- Jordan Abel. *Un/inhabited*. Vancouver: Talonbooks, 2014. Print. ISBN: 978-0889229228
- Donna Bennett and Russel Brown, eds. *An Anthology of Canadian Literature in English*. Third Edition. Toronto: Oxford University Press, 2010. Print. ISBN: 978-0195427813
- Dionne Brand. *What We All Long For*. Toronto: Vintage Random House, 2005. Print. ISBN: 978-0676976939
- Madeline Thein. *Dogs at the Perimeter*. Toronto: McClelland & Stewart, 2011. Print. ISBN: 978-0771084096

Criticism (available online on D2L)

- Jesse Rae Archibald-Barber. “A Poetics of Place and Apocalypse: Conflict and Contradiction in Poetry of the Red River Resistance and the North West Resistance.” *Indigenous Poetics in Canada*. Editor, Neil McLeod. Waterloo: Wilfrid Laurier University Press, 2014. 217-235.
- Daniel Coleman. “From Canadian Trance to TransCanada: White Civility to Wry Civility in the CanLit Project.” *Trans.Can.Lit: Resituating the Study of Canadian Literature*. Editors, Smaro Kamboureli and Roy Miki. Wilfrid Laurier University Press, 2007. Print
- Frank Davey. “Critical Response I: Canadian Canons.” *Critical Inquiry* 16 (1990): 672-681.
- Glenn Deer. “Remapping Vancouver: Composing Urban Spaces in Contemporary Asian Canadian Writing.” *Canadian Literature*. 199 (2008): 118-145
- Northrop Frye. “Conclusion” to *Literary History of Canada*.
- Susan Gingell. “The ‘Nerve of Cree,’ the Pulse of Africa: Sound Identities in Cree, Cree-Métis, and Dub Poetries in Canada.” *Indigenous Poetics in Canada*. Editor, Neil McLeod. Waterloo: Wilfrid Laurier University Press, 2014. 271-291
- Larissa Lai. “Strategizing the Body of History: Anxious Writing, Absent Subjects, and Marketing the Nation.” *Asian Canadian Writing Beyond Autoethnography*. Eds. Eleanor Ty and Christl Verduyn. Waterloo: Wilfrid Laurier University Press, 2008.
- Robert Lecker. “Critical Response II: Response to Frank Davey.” *Critical Inquiry* 16 (1990): 656-671.
- Roy Miki. “Global Drift: Thinking the Beyond of Identity Politics.” *Canadian Literature*. 199 (2008): 145-157.
- Erín Moure. “Translation as Absence, Bookened as Gift.” *My Beloved Wager: Essays from a Writing Practice*. Edmonton: NeWest Press, 2009. Print. 195-200

Niigaanwewidam James Sinclair. "Responsible and Ethical Criticisms of Indigenous Literatures." *Learn. Teach. Challenge: Approaching Indigenous Literatures*. Editors, Deanna Reder and Linda M. Morra. Waterloo: Wilfrid Laurier University Press, 2016. Print. 301-308

Digital Texts and Archives

The Official bpNichol Archive <http://www.bpnichol.ca/articles/about-bpnicholca>
Government of Canada. *Copyright Act*. <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>
----. Canada Multiculturalism Act <http://laws-lois.justice.gc.ca/eng/acts/C-18.7/>

Vincent Massey. *Report: Royal Commission on National Development in the Arts, Letters and Sciences 1949-1951*. Ottawa: Government of Canada, July 1, 1951.
<http://www.collectionscanada.gc.ca/massey/h5-400-e.html>

Justice Murray Sinclair. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. Ottawa: The Truth and Reconciliation Commission of Canada, 2015.
http://www.myrobust.com/websites/trcinstitution/File/Reports/Executive_Summary_English_Web.pdf

Ashok Mathur, Jonathan Dewar, and Mike DeGangé, Eds. *Cultivating Canada: Reconciliation through the Lens of Cultural Diversity*. Ottawa: Aboriginal Healing Foundation Research Series, 2011. <http://www.ahf.ca/downloads/cultivating-canada-pdf.pdf>

Assignments and Evaluation

Weekly Responses	20%
Close Reading Paper (1000-1200 Words)	15%
*Essay Outline and Annotated Bibliography	10%
Library Session on Annotated Bibliography	5%
Quizzes	10%
*Final Research Essay (1500-2000 Words)	40%

NB. There is no Final Exam in this class.

***You must submit this assignment to receive a passing grade in the course.**

*****All assignments should be double spaced and typed in 12-point font using the MLA format.**

Weekly Response 20%

Components:

100-Word Write-Up	10%
Discussion Question	10%

- a) Each week students will submit a **100-Word Write-Up** about one or more of the literary and critical readings for the week, accompanied by a **question of 1-2 sentences**. The purpose of this, besides promoting engaged classroom discussion, is to practice text summary, close reading, and linking ideas across texts. Students will choose one or two of the weekly readings (a poem, short story, critical essay) to write on. Students will begin by providing a summary of the text (citing page numbers). For critical texts, students are asked to summarize the main argument of the essay (that is the thesis and the main sub-points). For literary texts, students are asked to summarize the main narrative or poetic elements (form, structure, plot development, story line). The summary should take about **30 words** in the remaining **60 words, students should provide a close reading of one particular element of the literary or critical text**, linking this close reading to the ideas we've discussed in class and to other texts that we've read. Each 100-Word Write-Up submitted on time will receive a grade of 1-10 (10 being excellent, 1 being poor) and the top ten of these grades will be averaged at the end of each term to calculate this portion of the Weekly Response. A list of questions that you may respond to will be circulated in class and online on D2L on the first day of class.
- b) Along with the 100-word analysis, students are asked to formulate a **Discussion Question of 1-2 sentences** about one of the assigned readings (not necessarily the same one) to pose to the class. This question might arise from an aspect of the reading that the student finds intriguing or unclear or that provokes further thought. Students are invited to draw connections between works in the formulation of their question, but it is also acceptable to focus in on only one work. The purpose of this element is to learn how to format discussion questions that make a focused and compelling invitation for class discussion. Asking questions is one of the most important—but least taught—aspects of academic work, from designing good research questions to responding to colleagues' work at a conference, to opening texts for peers. The importance of formulating well-focused but open-ended questions is equally important in many non-academic settings, including the corporate meeting. Each question submitted on time will receive a grade of 1-10 (10 being excellent, 1 being poor) and the top ten of these grades will be averaged at the end of each term to calculate this portion of the Weekly Response.
- c) Students should be prepared to share your questions and analysis in class.
- d) All Weekly Responses must be submitted **online on D2L 1 hour before lecture**. Late submissions will not be accepted. That said, the 2 lowest marks in each category will be dropped and the rest will be averaged to calculate the final grade for the Weekly Response.

Close Reading Paper 20%

Instead of a mid-term exam, students will write a 1000-1200 word paper based on one of a list of questions that will be distributed in class and on D2L in the first week of October. The focus of this paper is close reading and it doesn't require external references, however if any are used, they must be properly cited.

Quizzes

10%

There will be six scheduled quizzes in class based on the course readings and concepts and ideas discussed in lecture. A student must be present in class on the day of the quiz in order to write it. There are absolutely no make-up quizzes. However, the lowest grade will be dropped and the rest will be averaged in order to calculate the final grade for this component.

Final Research Essay Outline and Annotated Bibliography Due: Tuesday, November 1st, 2016
10%

Components:

Final Research Essay Outline	5%
Annotated Bibliography	5%
Attendance at the Library Session on Annotated Bibliographies	5%

The topics for the Final Research Essay will be circulated in class and online on D2L on Tuesday, October 11, 2016. Students will have three weeks to choose a topic, research it extensively, and come up with an outline for the Final Research Essay along with an annotated bibliography of variety of sources.

- a The **Final Research Essay Outline** (1-2 double-spaced pages in 12 point font) should be written in full sentences and include the main argument (thesis statement) along with the sub-arguments and expected conclusion. It should also include the textual evidence that will be used to support your evidence (both from primary and secondary sources). Note that while students are permitted to cite relevant secondary sources that we have read in class, the purpose of this assignment is to learn to conduct literary research, therefore the majority of the secondary sources must be articles that students have read on their own outside of class.
- b The **Annotated Bibliography** should be comprised of 8 secondary sources that we have not read in class, annotated with **50 word notes** that summarize the main arguments and relevant passages of the text and explain their relation to the thesis of the Research Paper. A list of potential sources will be distributed in class and on D2L but students are expected to go beyond this list to find sources specific to their topic, author, and text. The sources should include **at least four** of the following formats and **must include at least 4 Scholarly sources (ie. Chapters, Articles, Interviews of Writers published by University Presses, Scholarly Archives):**
 - Chapter of Scholarly Monograph / Scholarly Essay Collection
 - Article in a Scholarly Journal
 - Interview of writer in a Literary Journal or Scholarly Collection
 - University of Calgary's Archival Holdings
 - Web-based Scholarly Archive
 - Interview of writer on a blog or web-based literary journal
 - Review of the literary text in a literary journal, newspaper, or reputable literary Blog (a list of links to these blogs will be distributed in class and on D2L along with the Essay topics).

c) There will be a Library Session on Annotated Bibliographies scheduled during class time. Attendance is mandatory and attendance for the full session will be rewarded 5% of your final grade.

Final Research Essay (1500-2000 Words) Due: Thursday, December 8, 2016 40%

Components:

Main Argument Development and Writing	30%
Close Readings	20%
Transitions	5%
Effective incorporation of Secondary Sources	25%
Conclusion(s)	10%

After receiving feedback from the instructor on the Outline and Annotated Bibliography, students will write a Final Research Paper. The rubric for each component will be distributed in class and online on D2L when the Outline and Annotated bibliography is returned.

Late Assignment Policy

Papers. submitted after the deadline will be penalized with the loss of a third of a grade (an A- to B+) for each business day [not class] that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

There are no make-up assignments and Quizzes and Weekly Responses cannot be written or submitted late.

Please make every effort to take assignments directly to the instructor. If it is not possible to do so, take your assignment to SS 1152 and put it in the dropbox. Your assignment will be date-stamped and placed in the instructor's mailbox. It is your responsibility to keep a copy of all assignments in case of loss by any cause. Assignments cannot be returned by staff in the Department office.

Grading System

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7

55 – 59 % D+ 1.3
50 – 54 % D 1.0
0 – 49 % F 0

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events <http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Guidelines on e-mail Etiquette:

<http://www.enough.utoronto.ca/computeruse/eetiquette.htm>

Library and Research Support:

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact:

christie.hurrell@ucalgary.ca.

Find The English Pages research guide here: <http://libguides.ucalgary.ca/english>

Follow the Department of English on Facebook & Twitter:



Academic regulations and schedules:

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar: <http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Emergency Evacuation/Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act:

<http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman's Office:

<http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI):

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys."

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>
<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>) "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.