

CANADIAN LITERATURE

*"Hey, what are you doing?"
she said, and he said
"I'm just standing here being Canadian"
and she said "Wow
is that really feasible?"
and he said "Yes
but it requires plenty of imagination."*

- Lionel Kearns, "Public Poem for Manitoulin Island Canada Day"

COURSE DESCRIPTION

What does literature tell us about the making of a nation and its citizens? Spanning the period from imperial exploration to Confederation to the present day, this course examines Canada's vibrant literary culture. Students will encounter a diverse range of genres and authors, from accounts of early explorers to current internationally acclaimed and award-winning writers.

CLASS TIMES

Tuesday 9:30-10:30 am Thursday 9:30-11:30 am Biological & Geological Sciences Building rm. 1056

CONTACT INFORMATION



PROFESSOR MANINA JONES

3G18 (above the main entrance doors)

Office Hours: Thursdays 11:30AM-12:30PM and 1:30-3:30PM, or by appointment
mjones@uwo.ca



T.A. JASON SUNDER

A&H/Old Ivey Building 2G28N

Tuesdays 11AM-1PM, or by appointment
jsunder@uwo.ca

REQUIRED TEXTS

A novel to be determined by Canlit 2309Eh? Reads

Brand, Dionne. *What We All Long For*.

Kogawa, Joy. *Obasan*.

MacLennan, Hugh. *Barometer Rising*.

Montgomery, Lucy Maud. *Anne of Green Gables*.

Moss, L. and C. Sugars, eds. *Canadian Literature in English: Texts and Contexts*. Vol. II only.

Munro, Alice. *Lives of Girls and Women*.

Richardson, John. *Wacousta, or the Prophecy*.

Seton, Ernest Thompson. *Wild Animals I Have Known*.

Watson, Sheila. *The Double Hook*.

Plus material photocopied and/or available on line.

GRADE DISTRIBUTION

Assignment	Length	Value	Due Date
Academic Integrity Tutorial and Quiz - WebCT	n/a	Completion required	Sept. 25 th
Passage Analysis 1	750 words	10%	Oct. 28 th
Canlit 2309Eh? Advocacy Assignment	750 words	10%	Nov. 13 th
Essay 1	1500 words	15%	Dec. 2 nd
Passage Analysis 2	750 words	10%	Jan. 29 th
Essay 2	2000 words	20%	Mar. 19 th
Final Examination	3 hours	35%	tba

Note: A student must receive a passing grade for both term work and the final examination in order to receive a passing grade for the course. Students whose term and final exam grades average 50% or above, even though one of the two is a failure, shall receive a default grade of 48%.

ASSIGNMENTS

Keep track of due dates. Details of assignments will be posted in OWL. Unless you're informed otherwise, assignments should be submitted in electronic form only, through OWL. They will also be returned through OWL.

LATE POLICY

Submit your papers on time. Papers submitted after the due date without prior permission will be deducted 2% per day late, *including* weekends. Papers handed in after the assignment has been returned to other students will not normally be accepted. See the Department of English web page for information on [Academic Relief](#).

ACADEMIC INTEGRITY

All students are expected to practice intellectual honesty and act with integrity. This means that you must conscientiously document your research and debts to others, that you must be accountable for your own work in all aspects of the course, and that you must conduct yourself in a respectful way in relation to your peers, faculty and staff. It is your responsibility to be informed about these standards: don't be afraid to ask questions!

All required papers must be submitted for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com. Also, see the Department of English web page for information on **Plagiarism**.

The Teaching Support Centre has produced a helpful unit on Academic Integrity. It's available on our course OWL site. *All students must enrol in and complete this unit in order to pass this course.*

GENERAL INFORMATION FOR STUDENTS

The English Department web site has essential **information** about Term Work, Exams, Faculty Office Hours, Academic Relief (appeals, petitions, complaints), and other matters. It is also worth consulting the English Department's **Undergraduate Grading Criteria** sheet before you begin your first assignment.

ACCESSIBILITY.UWO.CA

I am committed to creating a learning environment that meets the needs of all students. Please consult the university **accessibility web site** for general information, and don't hesitate to let me know if you have concerns.



Eh? What's that you say? I have a hearing impairment. If you speak directly to me, so that I can see your face, I will be better able to understand you. For important questions, email me; for extended conversations, schedule an appointment at my office, where there are fewer distractions.

GOALS & EXPECTATIONS

BASIC EXPECTATIONS...

- ✿ **Come to class, take notes, participate in discussion.** Assignments will assess your analytical skills, your understanding and recall of literary texts and any material developed in lecture and class discussion.
 - Note: Powerpoint slides don't represent the full content of the class.
- ✿ **Do the reading.** Complete the week's reading before you come to class.
- ✿ **Check OWL regularly.** Essential information will be posted on OWL, including information on cancelled classes, resources, weekly expectations, lectures, assignments, tests, and the exam.
- ✿ **Be respectful.** Treat other students and members of the teaching team with respect; you should expect them to do likewise.
 - **Use electronic devices courteously.** If you have material on any electronic device that is distracting to you or those around you, you will be asked to leave the class.
- ✿ **Complete assignments promptly.** Be sure you note due dates, and read instructions carefully.

BASIC LEARNING GOALS...

- ✿ **Enrich your knowledge and understanding of Canadian literatures** by considering different definitions, aims, and approaches to Canadian literary culture. Taking into account a variety of historical, cultural, generic, and social contexts, we will consider how and why "imagining Canada" is an important act.

- ✿ **Develop your critical vocabulary, conceptual range, and methodological scope.** The course aims to introduce you to concepts, terms, and methodologies for reading and understanding literary texts in multiple dimensions (eg., aesthetic, formal, social, political, cultural) which you can put to work in your own thinking and writing and living critically, creatively, knowledgeably, and responsibly in Canada.
- ✿ **Think with more precision.** It's my goal to help you refine your critical and analytical thinking skills, to take your immediate personal reactions to literary texts and issues and submit them to the tools of a discipline.
- ✿ **Read more carefully.** It's my goal to model and foster precise, detailed, reflective reading, to help you realize a heightened appreciation of how literary effects are achieved and why they are important. This will include the ability to identify, understand and analyse such terms as genre, style, plot, character, point of view, imagery, theme, setting, irony, tone, symbols and consider how they function differently in a variety of cultural and historical contexts.
- ✿ **Write and speak more effectively.** It's my goal to support you in developing valuable oral and written communication skills. This includes the clear and organized presentation of ideas with an awareness of audience and disciplinary/generic conventions. It involves the construction of an argument with an effective thesis and a logical development supported by adequate evidence from the text(s) under discussion.
- ✿ **Develop your ideas in relation to those of others.** That means that you will engage in dialogue with others in the class, and that I will convey multiple perspectives and encourage you to engage with and evaluate alternative views. You should work toward articulating your own perspective *and* being able to defend, modify, supplement it in relation to other thinkers.
- ✿ **Locate, assess, and deploy appropriate secondary resources.** We will consider how to research an idea, identify a variety of resources, discern which sources are legitimate and authoritative, mobilize such sources to support and enrich your own understanding, and how to acknowledge sources appropriately.

SCHEDULE OF READINGS, TOPICS AND DUE DATES

CLE2 = *Canadian Literature in English*, volume II

Links to on-line sources are bolded and in red.

FALL TERM

Date	Reading or Topic
Thurs. Sept. 4	Overview and Goals Poems: Birney, "Canlit" (CLE2); Wayman, " Did I Miss Anything? " (CLE2 514)
Tues. Sept. 9	PRECONFEDERATION PERIOD
Thurs. Sept. 11	Story: King, " Coyote Columbus Story " Explorer narratives: Kelsey, Hearne Newlove, " Samuel Hearne in Wintertime " (CLE2 428)
Tues. Sept. 16	Long Poem: Cary, "Abram's Plains"
Thurs. Sept. 18	
Tues. Sept. 23	Settler Narratives: Moodie, Traill
Thurs. Sept. 25	THURSDAY CLASS CANCELLED COMPLETE ACADEMIC INTEGRITY TUTORIAL
Tues. Sept. 30	Novel: Richardson, <i>Wacousta</i>
Thurs. Oct. 2	
Tues. Oct. 7	<i>Wacousta</i> , cont'd
Thurs. Oct. 9	CONFEDERATION PERIOD Poetry: Roberts, " The Tantramar Revisited "
Tues. Oct. 21	Poetry: Lampman, selections - "Among the Timothy," "The City of the End of Things," "Heat,"
Thurs. Oct. 23	"On the Companionship with Nature" Poetry: D.C. Scott, selections - "The Onondaga Madonna," "The Forsaken," "The Height of Land," "Powassin's Drum," Ruffo, " Poem for Duncan Campbell Scott " (CLE2 648)
Tues. Oct. 28.	CLASS VISIT BY LYNN COADY Short Story: Lynn Coady, " Wireless " PASSAGE ANALYSIS DUE
Thurs. Oct. 30	FALL TERM READING BREAK
Tues. Nov. 4	Stories: Seton, <i>Wild Animals I Have Known</i>
Thurs. Nov. 6	
Tues. Nov. 11	Long poem: Crawford, " Malcom's Katie "
Thurs. Nov. 13	CLASS VISIT BY GEORGE ELLIOTT CLARKE Poetry: "Rose Vinegar," "Blank Sonnet", "Gio: Black Baptist/Bastard," "Antiphony" (CL2 660-63) CANLIT 2309Eh? ASSIGNMENT DUE
Tues. Nov. 18	Novel: Montgomery, <i>Anne of Green Gables</i>
Thurs. Nov. 20	
Tues. Nov. 25	WELDON LIBRARY VISIT
Thurs. Nov. 27	Poetry: Johnson: " Ojistoh ," " The Cattle Thief ," " A Cry from an Indian Wife ," " The Song My Paddle Sings ," " Canadian Born " Story: " A Red Girl's Reasoning "
Tues. Dec. 2	Story: Sime, "Munitions!" posted in OWL ESSAY 1 DUE McRae, " In Flanders Fields "; Zwicky, "Poppies" (CLE2 658)

WINTER TERM

Date	Reading or Topic
Tues. Jan. 6	MODERN PERIOD
Thurs. Jan. 8	Novel: Watson, <i>The Double Hook</i>
Tues. Jan. 13	Poetry: AJM Smith, selections in CLE2
Thurs. Jan. 15	Poetry: FR Scott and AM Klein, selections in CLE2
Tues. Jan. 20	Novel: MacLennan, <i>Barometer Rising</i>
Thurs. Jan. 22	
Tues. Jan. 27	Poetry: Livesay, selections in CLE2
Thurs. Jan. 29	Poetry: PK Page, selections in CLE2 PASSAGE ANALYSIS DUE
Tues. Feb. 3	Munro, <i>Lives of Girls and Women</i>
Thurs. Feb. 5	
Tues. Feb. 10	Poetry: Purdy, selections in CLE2
Thurs. Feb. 12	Poetry: Atwood, selections available in OWL
Tues. Feb. 17	READING WEEK
Thurs. Feb. 19	
Tues. Feb. 24	CONTEMPORARY PERIOD
Thurs. Feb. 26	Novel, <i>Obasan</i>
Tues. Mar. 3	Poetry: Ondaatje, selections in CLE2
Thurs. Mar. 5	
Tues. Mar. 10	Story: King, "Borders" (CLE2580-88)
Thurs. Mar. 12	Poetry: Armstrong, "History Lesson" (CLE2 597); Dumont, selections from CLE2
Tues. Mar. 17	Novel: Brand, <i>What We All Long For</i>
Thurs. Mar. 19	ESSAY 2 DUE
Tues. Mar. 24	Poetry: McKay, selections in CLE2
Thurs. Mar. 26	Story: Thien, "Simple Recipes"
Tues. Mar. 31	Canlit 2309Eh? Reads Winner - ???
Thurs. Apr. 2	
Tues. Apr. 7	Review & Conclusions