

Department of English & Writing Studies

ENGL 2309E (001)
Canadian Literature Survey
(1.0 credits)
Fall-Winter 2015-16
Outline and Weekly Schedule of Readings and Assignments

Class meets Wednesdays 6-9pm in Talbot College 341
There is no exam in December 2015 for this section

Antirequisite(s): [English 2351E](#), [2352F/G](#), [2353F/G](#), [2354E](#), [2355F/G](#), [2356F/G](#) and [3774E](#).

Prerequisite(s): At least 60% in 1.0 of [English 1020E](#) or [1022E](#) or [1024E](#) or [1035E](#) or [1036E](#) or both of [English 1027F/G](#) and [1028F/G](#), or permission of the Department

ENGL 2309E provides a solid foundation from which to pursue more specialized studies in Canadian literature and culture, while also cultivating skills, methods, and aptitudes for studying literature in other courses in the English program; many of these skills, methods, and aptitudes are portable to other disciplines in the humanities and social sciences as well as to inquiry and practice outside of university course work.

Instructor: Donna Palmateer Pennee, PhD

Office/Hours: AHB 2G19A, Mondays 3-4pm and Wednesdays 3-5pm

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Course Description:

Spanning the period from imperial exploration to Confederation, to Modernism, Postmodernism, and the present day, this course examines selected examples and features of Canada's vibrant literary culture.

Three questions in particular will help to anchor our process of engagement, discovery, and analysis throughout the year:

- 1) What kinds of work are set into motion by the modifier "Canadian" in front of the word "Literature"?
- 2) What and how might literary texts tell us about Canada, about the making of a nation and its citizens?
- 3) Why do the answers to these questions, and the process of arriving at them, matter?

Although no survey course can claim to provide a "complete" picture of the topic at hand, a "survey" course of a national literature nevertheless requires us to read for breadth. At the same time, this survey course, like the other 2000-level surveys in the English honours' curriculum, is meant to be foundational within your degree program. As such, this course requires the teaching and learning of methods for reading, writing, and research that can be applied across other courses in our degree programs of study, such as

- to read closely for detail and patterns,
- to make and think through lateral connections between texts while also recognizing distinctions between texts, and
- to write concisely and analytically, using textual detail, abstract concepts, and research (when required).

Class activities will vary between active listening, note-taking, informed discussion, and thoughtful application of what we are studying, sometimes in the form of work in small groups in class. Learning from such activities is maximized when everyone comes to class prepared. From time to time, study questions will be provided (usually for the longer texts), though if you prefer to read without interference from someone else's cues, you are always free not to consult the study questions in advance of reading (unless, as is the case for Week 3's class, the in-class activities depend specifically on the study questions).

Required Reading:

From the following 2-volume *Anthology* (for selected historical documents, poetry, essays, short fiction, and visual documents):

Cynthia Sugars and Laura Moss, eds., *Canadian Literature in English: Texts and Contexts*, Volumes I and II. (Listed as *CLIE I* and *CLIE II* in the course reading list.)

Novels:

*Check the weekly schedule for the dates of discussion: this list does not necessarily reflect the order in which we will read the novels. Please have read Birdsell's *Waiting for Joe* by Tuesday 21st September.*

L.M. Montgomery, *Rilla of Ingleside*

Frederick Philip Grove, *Settlers of the Marsh*

John Marlyn, *Under the Ribs of Death*

Sheila Watson, *The Double Hook*

Timothy Findley, *The Wars*

Wayson Choy, *The Jade Peony*

Michael Crummey, *River Thieves*

Sandra Birdsell, *Waiting for Joe*

Jeff Lemire, *Collected Essex County*

All readings are required, unless otherwise indicated. Everyone is responsible for completing all required readings for the course, *including those readings that are on the daily schedule but may not be discussed in class. If you attend class, keep up with the assigned readings, and take responsibility for knowing and understanding what is discussed in class, you will be able to apply your learning to any assigned works that are on the reading list but may not be discussed in class (or may not be discussed in as much detail as some other readings).*

If you have questions about requirements, expectations, concepts, or any other course matters, please ask for clarification. Office hours without students are dull—really dull! Professors want you to learn and to enjoy learning—and we want to learn from you, too. I welcome your questions and encourage you to use office hours to continue learning outside of class. If you have an academic scheduling conflict with posted office hours, do not

hesitate to contact me by e-mail to book an appointment for a mutually workable alternate time (dpenn@uwo.ca).

I also encourage you to *find a study buddy* or to *form small study groups* to discuss the readings and other course work outside of class. Knowledge and habits of mind gained from such active learning and inquiry are more easily retained and appreciated over time. Knowledge and habits of mind gained from active learning are applicable to learning and inquiry in other contexts, not only in other courses in your degree program, but in a lifetime of reflection, curiosity, creativity, discovery, appreciation, and critical awareness.

Learning Objectives:

The reading list, teaching, in- and out-of-class activities, and methods of assessment have been designed to help you meet the following learning objectives:

- to be able to **know (i.e., to identify, recognize, recall), comprehend, and analyze** selected examples of Canadian Literature in English and selected examples of affiliated contextual texts (government documents, literary criticism, etc.);
- to be able to **apply and synthesize** your knowledge, comprehension, and analyses;
- and to be able to **evaluate** others' analyses of the materials studied and materials similar to what we have studied.

With sufficient attention, engagement, discipline, rigor, and commitment on your part to your own learning in relation to what is studied and taught, and recognizing that writing, reading, and research skills vary from individual to individual, and may vary within an individual's own work as well, you will be enabled to meet, with varying degrees of success, the following learning outcomes by the end of the course:

Knowing (identifying, recognizing, recalling) and **comprehending** (understanding):

- many examples of Canadian Literature in English, from the period of exploration in the sixteenth century to contemporary works in the 21st century;
- historical contexts about the making of Canada as represented in selected historical documents and literary works;
- key concepts used by selected literary critics (some of whom will also be creative writers) of Canadian Literature in English, to characterize and account for some of the particularities of reading and writing Canadian Literature in English across its history to date.

Applying what you know and comprehend to new pieces of literature and criticism, both for readings to be done later in the daily schedule but also, on occasion, for a new reading for an assignment, such as an essay or examination.

Analyzing selected literary works and literary criticism of Canadian Literature in English and its contexts (for example, to see patterns and explain how they produce meaning, or to identify and explain the relevance of a contradiction in the making of Canadian identity; to identify components of a work or an argument and their relations to each other in producing meaning or other effects).

Synthesizing what you are learning about Canadian Literature in English, its contexts, and literary criticism about it. For example, you should be able to generalize from particulars, to

relate information from one work to another or from one period to another, etc., in order to draw conclusions or to create a new way of thinking about the literature or the concepts. (Synthesis requires you to combine components of knowledge, comprehension, analysis, and application for a new outcome).

Evaluating interpretations of or arguments about or perspectives on Canadian Literature in English. For example, you should be able to conclude whose interpretation of a particular novel or poem is the more convincing or valuable and why; or you should be able to assess the value of a concept about Canadian Literature in English by applying it to the literature studied (while understanding that our reading list is a limited one), etc.

Please do not hesitate to ask questions. Questions are part of sound learning, and questions help to improve teaching for improved learning.

Methods of Assessment (see the weekly schedule for Fall 2015 for further details about these two assignments for 20% of your grade):

Fall 2015

5% Low-stakes writing assignment:
350-500 word review of *Waiting for Joe*
Due to your OWL Drop Box not later than 11:59pm Monday 28 September

15% 750-1000 word analytical essay
On one reading (your choice, your topic) assigned for Classes 4, 5, 6, or 7
(If you want help deciding on a topic and reading, come to office hours!)
Due to your OWL Drop Box not later than Monday 9 November

Winter 2016

40% For assignments comprising stages of development and completion of a Research Essay of 2000-2500 words (identification of a research question; a working bibliography of 8-10 secondary sources of article or book-chapter length relevant to your research question; a critical/analytical annotated bibliography of 2-3 secondary sources that prove most useful to your essay's argument; consultation on your draft work; and the final draft of your research essay). Further details will be provided at the beginning of the winter term.

40% Final Examination: part of the exam will be distributed in advance (but answers will be written during the formal examination time slot); the remainder of the exam will be provided in the examination time slot unless announced otherwise in the winter term.

Official Things You Need to Know:

On Term Grades, Final Exam Grades, and Passing the Course:

Students must pass *both* term work and the final examination (in courses with final examinations) in order to pass the course. Students who fail the final examination (regardless of their term mark) automatically fail the course.

On Academic Accommodation:

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Note: to benefit from preparation and completion of the components of the Research Essay for the Winter term, each component must be completed in a timely way; as a result, should you miss or be late for completing any of these components on grounds covered under academic accommodation policy, you will need to apply to the Academic Counselling office of your home Faculty and provide documentation.

Downloadable Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Students who are in emotional/mental distress should refer to MentalHealth@Western for a complete list of options about how to obtain help.

The Possible Consequences of Absenteeism:

Excessive absenteeism is grounds for debarring a student from taking the final examination. The Western Academic Calendar states: "Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course".

Plagiarism:

Plagiarism (the unacknowledged use of another person's work) is one of the most serious academic offences, since it involves fraud and misrepresentation. In plagiarizing, one is in effect claiming another person's words or ideas or data as one's own work, and thus misrepresenting material subject to academic evaluation. It is necessary, therefore, that plagiarism carry appropriate penalties. These are within the discretion of the Chair of Undergraduate Studies, but may include failure of a course or a grade of zero on an assignment, without the privilege of resubmitting it. Visit the Department of English, English Studies, Undergraduate, Student Information website at:

<http://www.uwo.ca/english/undergraduate/info%20for%20students.html>

for further information you are responsible for knowing.

The Weekly Schedule Fall Term 2015

Advice for managing the reading load:

- Plan your reading for each week's class: we have *ONE 3-hour class (minus a total of 30 minutes break time) once a week to discuss a lot of material*, so you will need to make a schedule for being prepared to learn effectively from each class. *You will not be able to read a week's worth of homework in the hour prior to class.*
- Plan your reading for the term: look ahead and plan ahead more than one class at a time, not only to stay on schedule with the readings, but *to maximize your learning* from each class and your reading/reflection between classes. When you are prepared for class, your capacity *to be engaged* by the material and the discussion is increased; when you are prepared for class, you are better able *to contribute to discussion*, and to your own and others' learning, in ways that will help you *to remember the course materials*.

The final examination occurs in the end of winter term (in 2016), so develop study habits that will help you to retain your knowledge of what we have read and discussed all academic year *and* to make connections and distinctions across the materials studied. Making such connections and distinctions will be important for demonstrating that you can meet the course learning objectives.

Note that some adjustments may be made to the reading list/weekly schedule from time to time in relation to pace of learning and other considerations arising. At no time, however, will you be required to submit work for grades earlier than originally scheduled.

Class #1

Wednesday Sept 16

Who are "We"? Where is "Here"? And What's Literature got to Do with It?

Before Class: (as circulated in advance by e-mail message to the class list from the OWL course site):

Read the following four items and reflect on how these readings might help us to answer the questions posed (above) for discussion in tonight's class:

Sugars and Moss, Preface to *CLIE I (Canadian Literature in English: Texts and Contexts, Volume I)*, xi-xx.

Thomas D'Arcy McGee, "Protection for Canadian Literature," *CLIE I*, 302-306

Northrop Frye, from Conclusion to *Literary History of Canada*, *CLIE II*, 252-55

Margaret Atwood, from *Survival: A Thematic Guide to Canadian Literature*, *CLIE II*, 433-36; 446-50

In Class:

Discussion of the readings in relation to how they might be used to answer the following questions: who are "we? where is "here"? and what's literature got to do with it?

Orientation to studying a national literature: key words, assumptions, challenges, and rewards of organizing knowledge by categories such as "national" and "literature"

Class #2
Wednesday Sept 23
Travelogues circa 2010

Before Class:

Finish reading Sandra Birdsell's novel *Waiting for Joe* (Class 2 Study Questions will be posted in OWL Resources: some students like to use the study questions to guide their reading, others prefer to read for themselves first: your choice!)

In Class:

Discussion of *Waiting for Joe* (based in part on Class 2 Study Questions and ideas, responses that you bring to the discussion)

What did (some of) the reviewers say? (Brief in-class research exercise)

After Class:

Low-stakes writing assignment (5%): write your own review (350-500 words) of *Waiting for Joe*: strengths of the novel? weaknesses? relevance of this novel to contemporary readers in your own demographic (undergraduate students in any degree program or senior high school students)? You may use an informal tone but do write in grammatically complete and concise sentences.

Format: Double-spaced, with your name and id# at the top left of the review. Name the review file as follows before uploading it to your OWL Drop Box: <Your Last Name Review> (e.g., my review assignment would be named <Pennee Review>). If you quote the novel, please cite page numbers parenthetically in the body of your review and provide accordingly Work Cited information at the end of the review (it need not be on a separate page and must not be a separate file).

Word documents are preferred (reviews will be graded using Review/Track Changes and returned to your OWL Drop Box). *Pdf documents are acceptable, but ensure you submit unlocked pdfs so that grading can be done on your copy* and returned to your OWL Drop Box.

Other Specifications for this assignment:

Give your review a creative title that will also function at a glance as a comment on what a reader can expect from the book and/or from your review (whether or not you are recommending it)

Some examples of titles:

"Alberta Bound: Depressing Tale of Downsizing" (= probably not recommending it)

"Shopping Isn't Therapy, It's a Disease! *Waiting for Joe* Will Open Your Eyes" (= probably recommending it)

"Waiting for Joe: Where Should We Put our Faith in the 21st Century?" (= probably takes the content of the novel seriously, might or might not recommend it)

Give the reader an indication of what the novel is "about" without taking up most of the review with plot summary; do not give away the ending; do specify why you would or would not recommend this novel to other readers. Having to write such content will require you to think about what you value in a novel, what you think is worth reading about, what your tastes are in fiction, what you regard as a "great read" or not worth reading, etc.: for example, did this novel make you reflect on things you

don't usually ponder? Did it bore you and if so, why? Did it trouble you or shock you? What did you think of its aesthetic qualities? Etc.

Do not hesitate to ask questions in advance of submitting your review if you are unsure of what to do. Office Hours: Mondays 3-4pm, Wednesdays 3-5pm, or by appointment arranged via dpennee@uwo.ca

Due date and time: Submit (upload) your review to your OWL Drop Box not later than 11:59pm Monday 28th September.

You will be provided with feedback specifically on the writing skills in your review to identify writing matters to work on in future. Your review will be graded, but the grade will count for only 5% of your overall course grade (hence the label: "low-stakes" writing assignment).

For indications of the department's expectations in relation to grades, please see the Undergraduate Grading Criteria posted to OWL Resources. These criteria refer to essays, but they will give you a clear sense of standards for what might count as a 90, an 80, a 70 in other kinds of assignments.

Class #3
Wednesday Sept 30
Travelogues circa 1500s to 1800s:
Explorers' Journals as History, Geography, "Literature," and Maps to Values

Before Class: NOTE: you have approximately 65 pages of reading for this week's class: you might find the diction and sentence structures of these historical writings a bit alienating so leave yourself lots of time to get prepared for class. See below for further reasons to leave lots of time to get prepared for class.

As you read the following exploration narratives, all in *CLIE I (Canadian Literature in English, volume 1)*, take notes using the "Class 3 Study Questions" (to be posted in OWL Resources). These study questions derive from Sugars and Moss's "Narratives of Encounter" introductory essay to this portion of volume 1 of the anthology (*CLIE 1, 15-40*). These study questions will help to focus what to look for (or take away) from these exploration readings and to organize your note-taking prior to class:

Sugars and Moss, "Narratives of Encounter," *CLIE I, 15-40* (background for reading the rest of the list below)

Jacques Cartier, from *The Voyages of Jacques Cartier, CLIE I, 41-51*

Samuel de Champlain, from *Voyages, CLIE I, 51-56*

Jean de Brébeuf, from *The Jesuit Relations, CLIE I, 56-61*

George Cartwright, from *Journal of Transactions and Events, CLIE I, 63-70*

Samuel Hearne, from *A Journey from Prince of Wales's Fort in Hudson's Bay to the Northern Ocean, CLIE I, 70-81*

John Franklin, from *Narrative of a Journey to the Shores of the Polar Sea, 1819-1822, CLIE I, 90-102*

Bring your notes to class so that you can contribute to a small group discussion of one of these readings, to be assigned to your group in class. Pennee will begin class by teaching

the Cartier and the Hearne readings, so if you are pressed for time, concentrate your pre-class note-taking on the other 4 explorers' narratives. In class, *one* explorer's narrative per group will be assigned to each of 4 small groups to discuss that one work in detail (in relation to the Class 3 Study Questions), after which the group's findings will be reported to the class as a whole.

What, you may well ask, is the purpose of taking notes on these readings before class, discussing them in a small group, and reporting the group's findings to others in class?

The purpose is primarily to help you to be conscious of how to meet the learning objectives for the course: to know, comprehend, analyze, apply your knowledge, and to synthesize, and evaluate course materials. Taking notes will provide a record of what you know and comprehend (for example, of features that typify these readings as "exploration" narratives, as "narratives" of "encounter") (i.e., you will be applying and synthesizing what you know and comprehend as you contribute to and organize the data collected in your notes from the readings and the group discussion based on others' notes). At the same time, the exercises (note-taking, discussing, organizing, reporting your findings) will help you to differentiate among and remember these explorers' narratives in some detail. In short, you can learn *and reflect on how you learn* through these inter-related activities. Some of you may already engage in such reflection; for others, this may be the first time.

Discussion in small groups in class will also help you to self-assess how well you are meeting the course learning objectives. By your private comparison of your own contributions and others' contributions to the group discussion, you should be able to determine quickly just how much you know and comprehend, and how well you apply, analyze, and synthesize what you know and comprehend of these readings *in a no-stakes (i.e., ungraded) context*. You will also be working on the "evaluation" learning objective in this (private) self-evaluation by comparison with assessing (privately) your classmates' knowledge, comprehension, etc. of the same readings, first within your group, then by (again, private) comparison of the group presentations. In short, you will have to evaluate (privately, for yourself, not on paper) everyone's contribution in order to evaluate your own contribution by comparison. (Evaluation requires the application and synthesis of what you know and comprehend in order to be able to discriminate, i.e., to make distinctions between, the quality of others' demonstrated knowledge, comprehension, etc.).

In short, the learning objectives feed into and reinforce each other: knowing, understanding, applying, analyzing, synthesizing, and evaluating.

If you have questions about these instructions or objectives, please ask!

Class 3, Wednesday September 30 (con.)

In Class:

Lecture on Cartier's and Hearne's narratives of encounter in relation to "Class 3 Study Questions" (OWL Resources).

Discussion in small groups (using "Class 3 Study Questions") of an assigned-in-class reading (each group will be assigned one of Champlain, Brébeuf, Cartwright, or Franklin).

Presentations of each group's findings to the rest of the class: work out in your group if one spokesperson will present or if each person will present a portion of the findings (or some variation thereon: your negotiation!). Feel free to use the board to present, or present from your desks (your choice).

Class #4

Wednesday October 7

Early Narratives of Settlement, Emigration, Invasion

Background Reading: Sugars and Moss, *CLIE I*, 109-40 (*Note length!*)

For discussion in class:

Oliver Goldsmith, from *The Rising Village*, *CLIE I* 161-75

Thomas Chandler Haliburton, from *The Clockmaker*, *CLIE I*, 186-93

Class #5

Wednesday October 14

Settler Women's Narratives of Settlement, Emigration, Invasion: Beginning Again

For discussion in class:

Anonymous, "Advice to Mrs Mowat," *CLIE I*, 107-08

Anna Brownell Jameson, from *Winter Studies and Summer Rambles in Canada*, *CLIE I*, 175-86

Catharine Parr Traill, from *The Backwoods of Canada*, *CLIE I*, 193-208

Class #6

Wednesday October 21

Settler Women's Perspectives (con.)

For discussion in class:

Susanna Moodie, from *Roughing It in the Bush*, *CLIE I*, 208-27; and from *Life in the Clearings versus the Bush*, *CLIE I*, 229-30

Anonymous, "Forest Life in Canada West" (an 1852 review of *Roughing It*), *CLIE I*, 228-29

Mary Ann Shadd, from *A Plea for Emigration*, *CLIE I*, 244-50

Class #7
Wednesday October 28
“It’s only by our lack of ghosts we’re haunted”?

Note: the poems for this evening are in Volume II of CLIE

Note: you also have a novel to finish reading for this evening’s class (it’s short, lots of white space on every page, but nevertheless a demanding read)

For discussion in class:

Margaret Atwood, from *The Journals of Susanna Moodie*, CLIE II, 441-46

Earle Birney, “Can. Lit.,” “Bushed,” CLIE II, 117-18

Douglas LePan, “A Country Without a Mythology,” “Coureur de Bois,” CLIE II, 187-90
and

Sheila Watson, *The Double Hook*

October 29-30 Fall Study Break (No Classes)

15% Short essay due Monday November 9 not later than 11:59pm to your OWL Drop

Box: In an analytical essay of 750-1000 words, analyze one reading (your choice, your topic) assigned in Class #4, 5, 6, or 7.

- You are not required to do any research for this short essay: you need only demonstrate detailed, analytical engagement with the reading that you choose, on a topic and argument appropriate to the scale of the essay.
- Consult the Rubric for Grading the Short Essay (to be deposited in OWL Resources); the rubric will also function as a useful guideline for understanding the expectations for this assignment.
- You are encouraged to discuss your essay plans and draft work with Pennee in advance of submitting your essay for grades. Office Hours are Mondays 3-4pm, Wednesdays 3-5pm, or by appointment arranged via dpennee@uwo.ca
- The top three essays will be shared with the class (with their authors’ permission, of course) for subsequent class discussion about writing and revising essays.

Format: MLA, 7th edition. (See the OWL Purdue MLA website for up-to-date information on MLA format.) *Name the review file as follows for uploading to your OWL Drop Box: Your Last Name Short Essay* (e.g., my essay file for uploading to OWL would be named Pennee Short Essay, just as my review would be named Pennee Review).

Word documents are preferred (essays will be graded using Review/Track Changes and returned to your OWL Drop Box). *Pdf documents are acceptable, but ensure you submit unlocked pdfs so that grading can be done on your copy* before returning it to your OWL Drop Box.

Due date and time: Submit (upload) your essay to your OWL Drop Box not later than 11:59pm Monday November 9th.

Class #8
Wednesday November 4
1867: Who are “we”? Where is “here”? And what’s literature got to do with it?

Background Reading: Sugars and Moss, *CLIE* I, 251-92

For discussion in class:

From *The British North America Act, 1867*, *CLIE* I, 293-95

John A. MacDonald, “Confederation,” from Speech to the Legislative Assembly, 6 February 1865, *CLIE* I

Anonymous, “The Anti-Confederation Song,” *CLIE* I, 317-18

Louis Riel, “Address to the Jury,” *CLIE* I, 329-336

Agnes Maule Machar, “Quebec to Ontario, A Plea for the Life of Riel, September, 1885,” *CLIE* I, 306-08, 314-15

Class #9
Wednesday November 11
Sampling the Confederation Poets

Wilfred William Campbell, “The Winter Lakes,” “The Lazarus of Empire,” *CLIE* I, 346-51

Charles G.D. Roberts, “Canada,” “The Poetry of Nature,” “The Tantrammar Revisited,” “The Winter Fields,” *CLIE* I, 351-63

Bliss Carman, “Low Tide on Grand Pré,” “The Eavesdropper,” “Winter,” “Wild Geese,” *CLIE* I, 370-74

Archibald Lampman, “Outlook,” “The Railway Station,” “The City of the End of Things,” “Winter Evening,” and the essay “Two Canadian Poets: A Lecture,” *CLIE* I, 411-23

Isabella Valancy Crawford, “Canada to England,” “The City Tree,” “The Camp of Souls,” *CLIE* I, 340-46

Class #10
Wednesday November 18
“The Indian Question”

For discussion in class:

From *The Indian Act, 1876, 1927*, *CLIE* I, 318-25

Joseph Brant (Thayendanegea), “Letter to Capt. Green,” *CLIE* I, 144-47

Duncan Campbell Scott, “The Onondaga Madonna,” “Night Hymns on Lake Nipigon,” “Indian Place-Names,” *CLIE* I, 423-33

D.C. Scott, continued, “The Last of the Indian Treaties,” *CLIE* I, 437-40

E. Pauline Johnson (Tekahionwake), “A Cry from an Indian Wife,” “The Cattle Thief,” “The Corn Husker,” “Canadian Born,” *CLIE* I, 390-40

Class #11
Wednesday November 25
"The Indian Question" continued

➤ *Note: this evening's readings are from CLIE II*

For discussion in class:

Chief Dan George, "A Lament for Confederation," *CLIE II*, 251-52
 Marilyn Dumont, "Letter to Sir John A. Macdonald," *CLIE II*, 645
 Jeannette Armstrong, "History Lesson," "The Disempowerment of First North American Native Peoples and Empowerment Through Their Writing," *CLIE II*, 596-602
 Thomas King, "Borders," *CLIE II*, 578-89

Class #12
Wednesday December 2
"The Chinese Question"

➤ *Note: this evening's readings are from both volumes of CLIE*

For discussion in class:

From *An Act to Restrict and Regulate Chinese Immigration into Canada [The Chinese Immigration Act]*, *CLIE I*, 336-39
 Edith Maule Eaton (Sui Sin Far), "A Plea for the Chinaman: A Correspondent's Argument in his Favor," *CLIE I*, 444-50
 Robert Kroetsch, "Elegy for Wong Toy," *CLIE II*, 320
 Gordon Lightfoot, "Canadian Railroad Trilogy," *CLIE II*, 431-33
 Fred Wah, from *Diamond Grill*, *CLIE II*, 557-63

Class #13
Wednesday December 9
"The Chinese Question" continued

For discussion in class:

Wayson Choy, *The Jade Peony* (I know, I know: it's the last day of classes, and you have final papers and exams in other courses to work on, but you've had no writing due in our class for a month, we've had mostly short readings since fall study break, and *The Jade Peony* is a favourite novel of past students in ENGL 2309E: chances are you will enjoy the read, so don't skip it!)

Winter Term 2016

The primary readings (4 novels) for the first four weeks are identified below, for those of you who wish to read ahead during the break between fall and winter terms.

The assignments for winter term comprise stages of development and completion of a research essay of 2000-2500 words (identification of a research question; a working bibliography of 8-10 relevant secondary sources; a critical/analytical annotated bibliography of 2-3 secondary sources that proved most useful to your argument; consultation on your draft work; and the final draft of your research essay). The research essay and related components constitute 40% of your final grade.

The final examination is weighted at 40% of your grade: part of the exam will be distributed in advance (but answer/s will be written during the formal examination time slot); the remainder of the exam will be provided in the examination time slot unless announced otherwise in the winter term.

Class #1

Wednesday January 6

Clifford Sifton, "The Immigrants We Want," *CLIE* I,
Frederick Philip Grove, *Settlers of the Marsh*

Class #2

Wednesday January 13

L.M. Montgomery, *Rilla of Ingleside*

Amy Tector, "A Righteous War? L.M. Montgomery's Depiction of the First World War in *Rilla of Ingleside*." *Canadian Literature* 179 (2003): 72-86. (accessible for licensed use through Western Libraries catalogue)

Class #3

Wednesday January 20

John Marlyn, *Under the Ribs of Death*
A secondary source on the novel, tba.

Class #4

Wednesday January 27

Timothy Findley, *The Wars*

The remainder of the Winter 2016 reading list, weekly schedule, and research essay information will be available for the beginning of the winter term.

Happy Holidays!