

## CANADIAN LITERATURE, CREATIVITY AND THE LOCAL



*Fiction is all bound up in the local. The internal reason for that is surely that feelings are bound up in place. [...] The truth is, fiction depends for its life on place. Location is the crossroads of circumstance, the proving ground of 'What happened? Who's here? Who's coming?' – and that is the heart's field.*



- Eudora Welty

### COURSE DESCRIPTION

This course examines the literature of Southwestern Ontario since 1970, considering Alice Munro and others who find inspiration in London, Ontario and the surrounding area for fiction poetry, and drama. Students will develop critical, creative, and experiential perspectives and will work with community partners, exploring course concepts in a real-world setting.

### CLASS TIMES

Mondays 10:30am-12:30 pm in TH 3101

Wednesdays 11:30am-12:30 pm in TH 3101

### CONTACT INFORMATION



**PROFESSOR MANINA JONES**

3G18 (above the main entrance doors)

Office Hours: Wed. 2:30-3:30 pm, Thurs. 9:30-11:30 am, or by appointment

mjones@uwo.ca

### REQUIRED TEXTS

- A collection of materials available through OWL.
- Lemire, Jeff. *The Complete Essex, Kent*. Marietta, GA: Top Shelf, 2009. ([Kindle](#) edition is \$8.30)
- McKay, Don. *Lependu*. London, ON: Brick Books, 1978. ([E-book](#) edition is \$8.00)
- Reaney, James. *The Donnellys*. Hamilton: Dundurn Press, 2008. ([Kindle](#) edition is \$9.59)
- Thompson, Paul and Theatre Passe Muraille. *The Farm Show: A Collective Creation*. (Toronto: Coach House, 1998).

## ASSIGNMENTS & GRADE DISTRIBUTION

Assignment	Length	Value	Due Date
Mental map	500 words	5%	Oct. 5 <sup>th</sup>
Critical (individual)	1000 words or equivalent	15%	Nov. 2 <sup>nd</sup>
Creative (individual)	1000 words or equivalent	15%	Nov. 23 <sup>rd</sup>
Experiential (group) + Reflection (individual)	To be determined 500 words	25% 5%	Mon. Dec. 7 <sup>th</sup>
Final Examination (individual)	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%.

## VISITING SPEAKERS AND MEETINGS BEYOND THE CLASSROOM

This course will meet, not only on the Western University campus, but in a variety of locations themed to works on the course, including Museum London and Eldon House (a heritage house). You can get to these locations easily by the LTC. If you have questions or concerns about getting to a site, please let me know. Attendance in *all* class meetings is a core element of the course.

## COMMUNITY ENGAGED LEARNING

This is a Community Engaged Learning course. By engaging students, staff, and faculty in meaningful experiential learning opportunities, CEL helps meet community defined needs while promoting students' sense of civic engagement and social responsibility. These partnerships help extend Western's reach beyond campus and foster excellence and innovation in teaching and learning.

Community-engaged learning will give you an opportunity for a "hands-on" experience with local culture, how – and by whom -- it is created, developed, and nurtured. CEL provides an opportunity to engage with the practical realities of organizations that enrich culture in the London area. By contributing to the work of community partners, you will develop an understanding of the planning, organization, and promotion that cultural events and activities involve. You will develop transferrable professional skills, interact with social and institutional structures, learn about possible career paths, and gain experience in the cultural sector.

During our first class, we will be visited by Anne-Marie Fischer, Community Engaged Learning Coordinator, who will explain the Community Engaged Learning, and local community partners who will discuss how students in the course will collaborate to complete a project in partnership with local community partners, including the WORDS Festival, the London Fringe Festival, Eldon House heritage site, poet Penn Kemp, Poetry London/Baseline Press, London Poetry Slam.

The project ideas are rich and diverse and will prove to be an exciting way to help you bridge academic work with its practical community applications. During our second class, we will invite you to visit the classroom to participate in an informal "fair" that will allow you to meet all the partners and hear more about the organizations and their ideas for projects. Following this event, you will submit your list of choices to me, and I will assign you to groups.

## 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 note your 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, so 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.**

## 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, and participate in discussion.** Assignments will assess your analytical skills, your understanding and recall of literary texts and 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 local literature and culture, and your own place in it.** Considering different definitions, aims, and approaches to self- and community-based creative expression in local literary culture. Taking into account a variety of historical, cultural, generic, and social contexts, we will consider how and why the local imagination matters.
- **Actively engage with other students and your community** through Community Engaged Learning, which will offer the opportunity to team up with a community partner in a group project to explore, understand and support aspects of local culture.
- **Develop professional abilities such as teamwork, project organization, communications and technology skills, project management.**
- **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.
- **Think with more precision.** The course will 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.** As an instructor, 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.** This course will support you in developing valuable oral and written communication skills in a variety of formats. This includes both spontaneous and prepared verbal expression. You will work on the clear and organized presentation of ideas with an awareness of audience and disciplinary/generic/professional conventions. You will practise the construction of an argument with an effective thesis and a logical development supported by evidence from the text(s) under discussion.
- **Develop your ideas in relation to those of others.** This means that you will participate 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.

# SCHEDULE OF READINGS, TOPICS AND DUE DATES

## FALL TERM

Date	Reading or Topic
Mon. Sept 14	<b>INTRODUCTION: REGION? PLACE? SPACE? HOME?</b>
Wed. Sept. 16	Reaney, "Maps" and "The Wild Flora of Elgin County" (on OWL) ✓ Guest Speakers: Anne Marie Fischer – "Community Engaged Learning" ✓ CEL Community Partners
Mon. Sept. 21	<b>(CON)TRACTS &amp; PARALLEL LIVES</b>
Wed. Sept. 23	Rogers, " <a href="#">Forever</a> ," " <a href="#">Sky Woman Falling</a> – Part 3," (text on OWL) Hassan, and Jordan, " <a href="#">Parallel Histories</a> "
Mon. Sept. 28	<b>LANDINGS</b>
Wed. Sept. 30	Donoghue, from <i>Landings</i> ; Brand, from <i>Land to Light On</i> ✓ Guest Speaker: Prof. Ian Rae (King's UC) "Alice Munro and the Huron Tract"
Mon. Oct. 5	<b>ARCHIVES</b> <span style="float: right;"><b>MENTAL MAP DUE</b></span>
Wed. Oct. 7	Munro, "Meneseteung" ✓ <b>Field Trip: Weldon Archives Reading Room, WL140A</b>
Mon. Oct. 12	<b>DEFAMILIARIZATION</b>
Wed. Oct. 14	Dewdney, from <i>A Paleozoic Geology of London, Ontario</i> ; Alexis, from <i>Lambton, Kent</i> ; Munro, "Epilogue: The Photographer"
Mon. Oct. 19	<b>HISTORIC SITE/HAUNTED HOUSE I</b>
Wed. Oct. 21	McKay, <i>Lependu</i> ✓ <b>Field Trip: Eldon House</b>
Mon. Oct. 26	<b>HISTORIC SITE/HAUNTED HOUSE II</b>
Wed. Oct. 28	Hassan, from <i>Trespassers and Captives</i> ; Kemp, from <i>The Dream Life of Teresa Harris</i> ; Poetry London, from <i>Possessions</i> ✓ Guest Speaker: Penn Kemp, poet "The Dream Life of Teresa Harris"
Mon. Nov. 2	<b>SOUTHERN (ONTARIO) GOTHIC I</b> <span style="float: right;"><b>CRITICAL ASSIGNMENT DUE</b></span>
Wed. Nov. 4	TVO, "Ontario Writers Go Goth" Reaney, <i>Sticks and Stones</i> (Part 1 of <i>The Donnellys</i> )
Mon. Nov. 9	<b>LONDON, ONTARIO &amp; THE AVANT GARDE</b>
Wed. Nov. 11	Curnoe and Davey, from <i>Deeds/Abstracts</i> and <i>Deeds/Nations</i> ✓ <b>Field trip: Museum London</b>
Mon. Nov. 16	<b>COLLECTIVE CREATION</b>
Wed. Nov. 18	Guest speaker: Prof. Michelle Hartley (Western) Ondaatje, <i>The Clinton Special</i> (film); Theatre Passe Muraille, <i>The Farm Show</i>
Mon. Nov. 23	<b>SMALL PRESSES &amp; LOCAL CULTURE</b> <span style="float: right;"><b>CREATIVE ASSIGNMENT DUE</b></span>
Wed. Nov. 25	<ul style="list-style-type: none"> <li>✓ Guest: Kitty Lewis, publisher of Brick Books</li> <li>○ "<a href="#">Once Upon a Time/A Word in Your Ear</a>"</li> <li>○ "<a href="#">Don It Won't Work</a>"</li> <li>○ "<a href="#">Poetry Map</a>"</li> </ul> <b>BIG PRESSES: THE LOCAL AND THE TRANSNATIONAL</b> ✓ Guest speaker: Prof. Nadine Fladd, (U Waterloo): Munro, "The Turkey Season"
Mon. Nov. 30	<b>DRAWING (OUT) THE RURAL</b>
Wed. Dec. 2	LeMire, <i>Essex, Kent Vol. 1: Tales from the Farm</i>
Mon. Dec. 7	<b>Conclusions, catch-up &amp; Review GROUP PROJECT AND PERSONAL REFLECTION DUE</b>
Wed. Dec. 9	

