

Department of English & Writing Studies
Canadian Literature and Multiculturalism
English 3572F (001)
Fall 2018

Instructor: Dr. D. Palmateer Pennee

Course Date/Time: Wednesdays 5:30-8:30pm

Course Location: University College 2110

Prerequisites: At least 60% in 1.0 of English 1020E or English 1022E or English 1024E or English 1035E or English 1036E or English 1042E or both of English 1027F/G and English 1028F/G, or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

Brief calendar description:

This course explores Canadian literature in relation to "multiculturalism," one of Canada's most celebrated and contested national attributes. Readings may include works published before and/or after the passing of the Official Multiculturalism Act in 1982, as well as critical debates about the term "multiculturalism" itself.

Description for Fall 2018:

Multiculturalism officially became part of Canada's state apparatus and national identity with the entry of multiculturalism into the Constitution in 1982 and the passing of the Official Multiculturalism Act in 1988. Multiple cultures, however, have always been part of the making of "Canada." We will examine representations of multiculturalism before and after its official designation as Canada's national identity, through detailed analysis of primary texts and study of critical debates about multiculturalism in secondary texts.

As a nation-state, Canada has been developed through successive phases of immigration and settlement of peoples from other countries, and the concomitant colonization and displacement of Indigenous peoples, especially following the British North America Act of 1867. Dominated by the French and British in early exploration and the colonial development of mercantile capitalism, Canada's demographics changed significantly in the second half of the nineteenth century with the expansion of settlement into "the West," the rise of industrial capitalism, and government's intentional preferences for economic and political migrants from Northern and Eastern Europe in particular. The early through mid-twentieth century saw migrants from war-torn Europe, including from the northern shores of the Mediterranean, who contributed significantly to the growth of both small-town and urban Canada. When immigration policy became significantly more open in the second half of the twentieth century, the nation's demographics and collective heritages changed significantly again, particularly with immigrants "of colour" (although racialized minorities in Canada's demography existed before these more open policies, from at least as early as the immigration of Black Loyalists from the American War of Independence in the eighteenth century).

In other words, multiple cultures have always been core to the growth and development of Canada, even though “multiculturalism” (as an official policy and term) tends to be associated with Canadian identity in the later twentieth and early twenty-first centuries.

In this particular iteration of the course, we will consider continuities and discontinuities between “multiple cultures” and “multiculturalism,” between official and unofficial multiculturalism, and between “ethnicity,” “race,” and “diversity.” We will study a range of texts, in poetry and prose (fiction, non-fiction, excerpts, and full novels, including a graphic novel) from early in the twentieth century through to 2018. The required reading is necessarily limited by the 12 weeks of a .50 credit term of study and (thus) by the representation of only some of the many “heritage” and “new-comer” groups that constitute Canada. Despite this limitation, the concepts, phenomena, and relations to be studied will be “good to think with” for texts beyond this course, for understanding (some of) the history of Canada as represented and refracted in its literature and policies, and for thinking about some of the antecedents of today’s “globalization” and “global” literatures.

Examples of concepts, phenomena, and relations to be studied include “mosaic” and “melting pot,” bilingualism and multiculturalism, hyphenated and hybrid identities, universalisms and particularisms, nationalism, regionalism, and internationalism, immigrants of colour and Indigenous peoples, the politics of identity, the politics of recognition, intersectionality, and “critical multiculturalism.”

Teaching and learning will occur in class primarily through mini-lectures, discussion-based inquiry, and discussion-based knowledge sharing. Students are also encouraged to avail themselves of office hours for further learning opportunities.

An OWL course site will be used for the management of course materials, submission and return of assignments (unless otherwise noted), and communication (outside of class time) with the class as a whole during the term.

Objectives:

By the end of the course, successful students will have demonstrated the following learning outcomes (derived, as appropriate to this course, from the following learning outcomes for third-year study in the English program:

http://www.uwo.ca/english/undergraduate/courses/english_learning_outcomes.html)

Analytic Skills:

- an advanced ability to analyze a text’s rhetoric and form and to employ that analysis in a broader argument
- a developing ability to analyze a piece of literature within its specific cultural context
- a developing ability to apply a variety of scholarly or theoretical approaches to the analysis of texts
- a developing ability to frame a complex research question which builds on and responds to an ongoing critical discourse
- a basic ability to recognize and account for underlying theories, concepts, assumptions and arguments (both in one’s own analysis and in that of other critics)
- a basic ability to self-evaluate, so as to recognize and develop one’s best insights or questions
- a developing ability to respond constructively to criticism of one’s work
- an advanced ability to plan, organize, and take note notes

Communication Skills:

- a clear, concise and compelling prose style, free of technical errors
- a developing ability to structure a complex and engaging argument
- a developing ability to present one's own analysis within the context of a specific theoretical approach
- a developing ability to present one's own analysis while confidently engaging with existing scholarship
- a developing capacity to engage in class discussions and respond meaningfully to lecture material and peer discussion while using textual evidence as support
- a mastery of the format and citation method of academic writing

Research Skills:

- proficiency with the essential tools of literary scholarship and some of the more specialized tools for research in Canadian Literature
- an advanced appreciation of the use of citation in one's own work and within the critical tradition
- an advanced ability to critique, annotate, and review secondary sources appropriate to the course

Knowledge of Course Content:

- an increasingly advanced understanding of multicultural components of the Canadian literary tradition
- an advanced understanding and deployment of the language of literary analysis
- a developing facility with selected approaches, theories and techniques which can be applied to the study of literature

Course Materials

Note: The list of readings below is (partly) chronological by publication date, not necessarily by content or according to the order in which the texts will be studied; a weekly schedule will be posted to the OWL course site for the order of discussion of the required reading, not later than the beginning of classes. This schedule may be subject to small changes over the term, depending on the pace of learning and in consultation with the class; at no point will any changes in schedule result in students being required to submit work for grades earlier than the originally-posted schedule of due dates.

Required Reading:

Emily Ferguson [Murphy], excerpts from *Janey Canuck in the West* (1910) and *The Black Candle* (1922) (Course Readings, Western Libraries)

Laura Goodman Salverson, excerpts from *Confessions of an Immigrant's Daughter* (1939) (Course Readings, Western Libraries)

Vera Lysenko, excerpts from *Yellow Boots* (1954) (novel) (Course Readings, Western Libraries)

John Marlyn, *Under the Ribs of Death* (1957) (novel)

F.G. Paci, *Black Madonna* (1982) (novel)

Fred Wah, *Diamond Grill* (1996) ("bio-text")

David Chariandy, *Brother* (2017) (novel)

GG, *I'm Not Here* (2018) (graphic novel)

Canadian Multiculturalism Act (1988; June 2018) at <http://laws-lois.justice.gc.ca/PDF/C-18.7.pdf>

Other (shorter) required readings will be available on-line through the Course Readings service provided by Western Libraries. We will read short stories, poetry, and essays by, for example, Austin Clarke, George Elliott Clarke, Himani Bannerji, Ven Begamudré, Hiromi Goto, Roy Kiyooka, Shani Mootoo, Nice Rodriguez, Shyam Selvadurai, and Rita Wong.

We will also read a small number of secondary texts in literary criticism, history, political science, popular culture, and government policy (via Course Readings, Western Libraries). There is no additional cost for the required on-line readings: the cost is already covered in fees you regularly pay with your tuition (to defray the costs of the university's access to copyrighted materials for educational purposes).

Methods of Evaluation

The grade for the course will be arrived at as follows:

30%: 4 x 2-page (double-spaced) Passage Analyses from selected required readings (best 3 of 4 passage analyses will count towards this 30%; anyone who wishes to do only 3 passage analyses may do so; all three will count toward this 30%)

20%: Consultation with Instructor about your research essay plans (required) and Identification of Text, Topic, Search Terms, Record of Search Strategies, and Preparation of a Preliminary Bibliography of 8 to 10 sources for your Research Essay; Refinement of topic into a thesis statement and preparation of Critical (analytical) Annotations of the 2 sources found in your searches that will be most important for the development of your essay, i.e., those sources with which your Research Essay will be most "in conversation"). This component of the grade may be followed by a required Consultation with the instructor if the feedback indicates consultation will help to ensure a more productive research-writing experience (consultation on work in progress is always encouraged and open to everyone in the course)

40%: Research Essay of 2,500-3,000 words (excluding Works Cited) in MLA 8th edition format, double-spaced.

10%: Creation of a sample final examination question and rationale for it (why you regard your sample question as both rigorous and fair), to be pooled with peers' sample questions for a review-of-the-course discussion and selection of the best exam questions, *in lieu of a final examination* for the course.

Students are fully responsible for looking at and being familiar with the information posted on the department website at [http://www.uwo.ca/english/undergraduate/Student Information.html](http://www.uwo.ca/english/undergraduate/Student%20Information.html).

Additional Information

OWL course site:

We will use an OWL course site for the management of course materials (syllabus, weekly schedule, announcements, resources), submission and return of graded assignments (unless otherwise noted), and communication with the class as a whole during the term.

E-mails from instructor/GTA:

Students are responsible for reading all e-mail messages from the instructor and/or GTA, including any messages from "Postmaster," i.e., the OWL course site's e-mail account). The instructor regularly uses OWL for important communications to the class as a whole (e.g., new resources added to the site; slight change to schedule; etc.).

MLA (8th edition) format and submissions of assignments:

Unless otherwise noted, all assignments are to be submitted to your Drop Box in the OWL English 3572F Course Site and formatted according to the MLA 8th edition.

E-mail outside of Monday-to-Friday "business" hours:

Be aware that e-mails may not be answered after 8pm on weeknights or at any hour on weekends. Try to think of this policy as follows: you would not phone your instructor at home at any time, would you? No. Then do your best not to expect an answer to e-mails outside of "business" hours. E-mail nevertheless is the best way to reach the instructor to book an appointment, should you have a scheduling conflict with office hours. Face-to-face conversations about the course are always preferable to e-mail. Additional office hours will be posted for the heaviest consultation times in the course (i.e., during the development of ideas for your research essay and the drafting of your critical annotations, etc.).

Attendance:

While attendance will not be taken in this course, the instructor reminds everyone that regular attendance, preparedness for class, active listening, active note-taking, and engaged contributions to class discussion will improve your overall learning experience. How? Through better comprehension of the readings, class lectures, and discussion, improved retention of course materials for quicker recognition of analytical connections between the readings (= more "A-ha!" moments), and greater enjoyment of the relevance and value of the readings and assignments in relation to this and your other course work and to other aspects of an informed life.

Use of Laptops:

Given that the course does not have an attendance requirement as such, the working assumption will be that students are in the classroom because they want to learn the course materials and develop their skills in relation to them. Thus, students may use laptops to take notes and look up materials pertinent to class content during class. But if during class time you find yourself using your laptop (or other devices) for social media and activities unrelated to the course, then you should perhaps consider that your time might be better spent elsewhere than enrolled in this course.

Timetable

Due dates for Passage Analyses: individual passage analyses are due not later than noon hour (12:00pm) on Wednesdays in weeks 2, 4, 5, and 6 of the course, as specified in the weekly schedule (to be posted to the OWL course site). From time to time, students may be called on in the classroom to speak briefly about their passage analyses with their classmates, sometimes in one-on-one conversations, sometimes to the class as a whole. This practice encourages the informal sharing of knowledge of the required readings and provides a “no-stakes” (because not graded) and low-to-no-risk opportunity to practice speaking in public and to disseminate your work to more people than just the instructor and/or GTA.

Due Dates for components of the research essay: Each student will generate their own schedule for completing the 10%, 20%, and 40% components of the research essay, according to their own scheduling needs *and* with the instructor’s approval (your schedule needs to build in time for feedback on the 10% and 20% components of the development of your research essay). This schedule needs to be submitted to your OWL Drop Box not later than 11:59pm Monday 29 October 2018: everyone will be informed of approval or advised of the need for changes not later than Friday 2 November 2018. The final research essay itself (40%) must be submitted not later than 11:59pm, Friday 7 December 2018 (the last day of classes for the fall 2018 term and last possible date for submitting work for .50 credit course, unless accommodated through your Academic Counselling office). Anyone who is uncomfortable with setting their own due dates for stages of development of their research essay may request the instructor to provide a schedule of due dates.

Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 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. Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student’s Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The UWO Policy on Accommodation for Medical Illness and further information regarding this policy can be found at http://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Downloadable Student Medical Certificate (SMC):

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

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking 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 <http://www.turnitin.com>.

All instances of plagiarism will be reported to the Chair of Undergraduate Studies. Proven cases of plagiarism will result in a grade of zero for the assignment. Subsequent offences will result in failure for the course.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Student Development Centre <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.