

INTRODUCTION TO THE LITERARY IMAGINATION
AP / EN 1201 6.0 A
Fall 2019 / Winter 2020
York University

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Office hours: Wednesdays, 10-11

Teaching Assistants

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1. Megan Hillman
2. Breanna Simpson

Lecture: Monday 8:30-10:30

CLH E

Tutorial 1: 10:30-11:30

Zacharias

MC 213

Tutorial 2: 11:30-12:30

Hillman

VH 1018

Tutorial 3: 10:30-11:30

Hillman

MC 214

Tutorial 4: 11:30-12:30

Simpson

VH 1020

Tutorial 5: 10:30-11:30

Simpson

VC 103

Note about communication: always begin by checking the syllabus for answers to basic questions about the course, and please be sure to monitor our Moodle page and your university email for course updates. Tutorial leaders are the primary point of contact for students; please contact your tutorial leader first with any questions about the course, class material, or assignments.

All students are welcome to visit me during office hours, or, for urgent matters, to connect with me by email (rather than office phone). I will do my best to respond to emails within 48 hours of regular business hours (Monday – Friday, 8:30-5).

COURSE DESCRIPTION

This course will explore a selection of (broadly defined) literary and critical texts as an introduction to the literary imagination in English. The major questions that animate the course are as follows: *What is literature? How does it work? And Why does it matter?* Our efforts to answer these questions will include learning about the formal, technical, and historical foundations of literature, and consider their function across an array of texts, including drama, poetry, and fiction, as well as popular culture, graphic novels, and social media. We will also consider a range of critical and cultural essays in order to historicize and better understand the idea of “the literary” itself. We will also introduce the basics of literary studies as a discipline, emphasizing critical skills in reading, reasoning, and writing, and reviewing the basics of essay writing, including primary and secondary research, essay structure, and MLA citation.

The course structure includes a two-hour lecture and discussion session with the full class, and a one-hour tutorial session in smaller groups each week. Attendance is mandatory in both lectures and tutorials. The lecture sessions will introduce and explore key concepts; will contextualize, engage, and expand upon course readings using a mixture of lecture, slides, and video; and will explore the readings and concepts through guided discussions and activities. Two hours is a long time to concentrate, so I try to find time for a brief break midway through the lecture. The tutorial sessions will build on lectures with additional activities and discussions designed to further explore course

material and deepen student engagement. They will be the primary venue for instruction and practice of the research and writing skills that are central to literary studies.

This is a reading intensive course. It is crucial for students to complete assigned readings prior to attending lectures, so you be active participants in the class discussions, group activities, and in-class assignments. The amount of reading required each week varies substantially, so I suggest you to look over the semester readings so you can plan your time accordingly. **DO YOUR READING.**

For pedagogical reasons, I will not be providing lecture notes or slides to students; I encourage you to introduce yourself to your neighbours in case you need to request notes. I will, however, begin each class with a summary of the material and concepts covered in the previous class, and I will periodically update a “key words and concerns” list on our Moodle site to help you stay on top of the course material.

Finally: I know it’s on Monday, and it’s early, but please arrive for class on time.

Learning Outcomes

1. students will understand and engage the history, critical concerns, and a range of key texts in literary studies
2. students will synthesize, annotate, and evaluate relevant secondary materials
3. students will analyze content, form, and paratextual aspects of literary texts in order to construct critically sophisticated, well-supported readings of literature
4. students will contextualize literature within its relevant critical, historical, and political contexts
5. students will gain foundational skills for further university education, including reading critically, research skills, and essay writing

Course texts include:

Chalykoff, Lisa, Neta Gordon, and Paul Lumsden, eds. *The Broadview Introduction to Literature: Concise Edition*. 2nd Edition. Peterborough: Broadview, 2018.

Dimaline, Cherie. *The Marrow Thieves*. Toronto: Comorant, 2017.

Miranda, Lin-Manuel. *Hamilton* (Original Broadway Cast Recording, 46 songs). 2015.

Shakespeare, William. *The Tempest*. (1611) Ed. Jonathan Bate and Eric Rasmussen. New York: Random House, 2008.

Spiegelman, Art. *Maus I*. New York: Pantheon, 1986.

Stevenson, Robert Louis. *The Strange Case of Dr. Jekyll and Mr. Hyde*. (1886) Ed.

Robert Mighall. Toronto: Penguin Books, 2003.

Vassanji, M.G. *Nostalgia*. Toronto: Knopf, 2017.

- Students may use any edition of the above texts, though using the editions above will be easiest to follow for pagination. All books are available in the bookstore. Keep in mind that the *Broadview* has an online component that requires a code that is on a small card should come with the book
- *Hamilton* is available through itunes and comparable music services
- Additional class readings will be made available online

COURSE SCHEDULE ***Semester One**

1. Sept 9 INTRODUCTION: Syllabus
2. Sept 16 CRITICISM 1: // “What is Literature?” (Eagleton); “The Study of Literature” (Gordon [xxi-xxxii])
3. Sept 23 POETRY 1: Intro to Poetry: Form and Scanning // “Sonnet 18” (Shakespeare [475]); “Ozymandias” (Shelley [511]); “712” (Dickinson [554])
4. Sept 30 CRITICISM 2: From *Poetics* (Aristotle); from *Ars Poetica* (Horace); from *Biographia Literaria* (Coleridge); Fables (Aesop);
Quiz 1 (8:30): Form & Scansion
5. Oct 7 DRAMA 1: Intro to Drama // *The Tempest* (Shakespeare)
- Oct 14 NO CLASS – FALL READING WEEK
6. Oct 21 FICTION 1: Gothic Novel // *Dr. Jekyll and Mr. Hyde* (Stevenson)
QUIZ 2 (8:30): Criticism
7. Oct 28 DRAMA 2: Satire // *Importance of Being Earnest* (Wilde)
**** No class meeting this week: lecture material online**
8. Nov 4 POETRY 2: Modernism // “Station” (Pound [592]); “The Red Wheelbarrow” (Williams [588]); “Poetry” (Moore [593, 594]); “I, being” (Millay [602])
9. Nov 11 FICTION 2: Intro to Short Fiction // “Twice Told Tales” (Poe); “The Yellow Wallpaper” (Gilman [28])
- ESSAY 1 Due
10. Nov 18 NON-FICTION 1: Intro to Non-Fiction // “A Modest Proposal” (Swift [781]); “The Inner Ring” (Lewis)
- QUIZ 3 (8:30): Drama 1-2, Fiction 1-2
11. Nov 25 NON-FICTION 2: “Ain’t I a Woman?” (Truth); “A Strong Race Opinion” (Johnson)
12. Dec 2 **Midterm Test (In Class)**

Semester Two

13. Jan 6 FICTION 3: Toronto // *Nostalgia* (Vassanji)
14. Jan 13 POETRY 3: (Post)colonial // “White Man’s Burden” (Kipling); “To the Welsh Critic” (Subramaniam [741]); “Talking to” (Maracle)
**** No class meeting this week: lecture material online**
15. Jan 20 POETRY 4: Canadian // “you fit into me” (Atwood [669]); “Nervous organism” (Wong [746]); Abel, “The Pole” [766-771]
- QUIZ 4 (8:30): Poetry 1-3
16. Jan 27 MUSIC 1: The Musical // *Hamilton* (Miranda)
17. Feb 3 FICTION 4: “Dead Men’s Path” (Achebe [98]); “Short History” (King [131])
18. Feb 10 NON-FICTION 3: “Bad Feminist” (Gay); “The Danger” (Adichie)
- QUIZ 5 (8:30): Non-Fiction 1-2
- Feb 17 NO CLASSES – WINTER READING WEEK
19. Feb 24 FICTION 5: Dystopia, Teen Fiction // *Marrow Thieves* (Dimaline)
- Abstract and Bibliography Exercise

20. Mar 2 NEW LITERATURES 1: Graphic Novel // *Maus* (Spiegleman)
 21. Mar 9 NEW LITERATURES 2: Flash Fiction & Twitterature / Lyrics
 (Student Choice)
- FINAL ESSAY Due
 22. Mar 16 DRAMA 3: *Blood Relations* [365]
- QUIZ 6: (8:30) Drama
 23. Mar 23 COURSE REVIEW
 24. Mar 30 FINAL EXAM (in class)

How to Find Class Readings:

- *Italicized readings are separate books*
- Underlined readings are on moodle
- Readings neither italicized or underlined are in the *Broadview Anthology* (or its online supplement); pagination is provided in block brackets

Note:

- This schedule is meant to provide students with a general outline for the course. Minor changes may be made as the course progresses.
- All of the above readings are mandatory, but please note that on those days where we have multiple short pieces of reading, we may not discuss each text in detail in class. The time we spend on each text will reflect the focus and interests of class discussions.

Other key dates

Last date to add course without permission of instructor: Sept 17
 Last date to add course (instructor's permission needed): Oct 22
 Last date to drop a course without receiving a grade: Feb 3
 Course Withdrawal Period (receiving a grade of "W"): Feb 4 – April 5

COURSE REQUIREMENTS

Fall Essay	(Nov 11)	20%
Midterm Test	(Dec 2)	20%
Winter Essay	(March 9)	25%
Winter Exam	(Mar 30)	20%
Quizzes		10%
Participation and Reading Responses		5%
		100%

Fall Term Essay (Nov 11, start of class) 20%

This paper must critically engage with one or more of the literary texts examined in class, as well as at least one of the critical essays covered in Criticism 1 or Criticism 2. They must be between 750 - 1000 words (3-4 pages double spaced).

The instructor will provide essay questions as prompts. Students are welcome to choose their own topics, but must discuss these with the professor or tutorial leaders prior to beginning the essay. All essays must include an original argument with a clear and persuasive thesis, and must conform to current MLA guidelines as introduced in tutorial. Papers should be thoroughly proofread and free from grammatical and spelling errors.

This paper is not a research essay, with no additional sources required.

The essay is DUE AT THE START OF CLASS. If your tutorial requires hard copy, please bring it to your tutorial leader at the start of class.

Midterm Test (Dec 2) 20 %

This test, to be held on the final class of the fall semester, will assess comprehension of course material. Test form to be discussed in class in the weeks prior to the final class.

Winter Term Essay (Mar 9, start of class) 25 %

The course's major paper will engage critically with one or more of the literary texts examined in class, and must be between 1250 - 1500 words (5-6 pages double spaced).

The instructor will provide topic questions. Students are welcome and encouraged to consider choosing their own topics, but must discuss these with their tutorial leaders prior to writing the essay. Abstracts and annotated bibliographies must be submitted on Feb 25, and students must be present in tutorial for an editing exercise; details on this to come in class.

The essay must include an original argument with a clear and persuasive thesis, and conform to current MLA guidelines as practiced in tutorial. It should be thoroughly proofread and free from grammatical and spelling errors.

Note that this major paper is a research essay, and, as such, must make reference to at least three relevant, peer-reviewed critical articles.

The essay is DUE AT THE START OF CLASS. If your tutorial requires hard copy, please bring it to your tutorial leader at the start of class.

Winter Exam (Mar 30) 20%

The final test will cover material from the entire two-semester course, requiring students to demonstrate an understanding and engagement with the history, critical concerns, and key texts of literary studies.

Students will be required to define critical terms and offer examples from designated texts, and to discuss the significance of specific works of fiction, poetry, and / or drama with reference to the course's critical readings. The final exam will also include an essay question, which you will be asked to answer making reference to specific texts and authors covered in the course. This question is the following: "What is literature, and why does it matter?"

Participation, Reading Responses & Abstract Editing 5 %

Participation grade is based upon completion of insightful and substantial reading responses and full participation in the Abstract Editing exercise, along with your consistent, active, and informed participation in discussions and tutorials. Reading responses will be acknowledged at several points in each semester; completion grade will be given at the end of the year.

Reading Responses:

Students are required to submit four 1- 2 page responses (250-500 words) on class readings and / or discussions over the course of the two semesters. No more than two responses may be submitted in either semester; the final day of classes is the deadline for each semester's responses. Your tutorial leader may choose to assign responses.

These responses are meant to encourage students to critically engage with course material, to provide another forum for class discussion and participation, and to raise questions or concerns throughout the course. We are interested in your own response to class material or discussions – not your class notes or summaries. Students may submit literary writing in the genre we are discussing in class as reading responses, provided they are original works and include a brief reflection.

Abstract Exercise

Students must bring a hard copy of an abstract and annotated bibliography in support of their final research essay to tutorials on Feb 25; completion grade is based on full completion of both the assignment and the in-class exercise. More details on this assignment will be provided in class.

Quizzes (Sept 30; Oct 21; Nov 18; Jan 20; Feb 10; Mar 6) 10%

Six brief quizzes will be taken at the start of class time – three in the first semester, and three in the second. The intention of the first semester quizzes is to ensure students are keeping up with the ideas and readings of the course; the intention of the second semester quizzes is to encourage students to return to relevant discussions from our first semester as a way to prepare them to engage the new material.

The 10% quiz grade will be from your *five best* quiz marks; the sixth will be disregarded. No “make-up” quizzes will be offered to late or absent students; those students able to provide documentation for health emergencies should contact their tutorial leader.

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** NOTE FOR NON-ENGLISH MAJORS

Welcome! One of my favourite parts of EN1201 is having the opportunity to explore literature with students who are majoring in other disciplines. You often ask the best questions!

Like other disciplines, English has its own methodologies, conventions, and standard practices. We will help you become familiar with these as the year progresses, but **it is worth understanding the conventions that govern grades in the humanities immediately**. For example: a grade of C+ (65-69) is given to work demonstrating an “acceptable level of knowledge,” while an A+ (90 or above) is reserved for work showing “exceptional skill or great originality.” The grades for this course are based on York's guidelines, adapted as per below.

Grading: Assignments and tests will bear either a letter grade designation or number grade: (A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, B = 70 – 74, C + = 65 – 69, C = 60 – 64, D+ = 55 - 59, D = 50 – 54, E = marginally below 50%, F = below 50%).

A+ Exceptional. Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques to satisfy requirements.

A Excellent. Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements.

B+ Very Good. Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements.

B Good. Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements.

C+ Competent. Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements.

C Fairly Competent. Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements.

D+ Passing. Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements.

D Barely Passing. Minimum knowledge of concepts and/or techniques needed to satisfy the requirements.

E Marginally Failing.

F Failing.

For a full description of York grading system see the York University Undergraduate Calendar, at <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>.

IMPORTANT COURSE INFORMATION FOR ALL STUDENTS

Note: the following information is adapted from York University websites, and is standard to many courses at York.

Academic Honesty and Integrity: York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (<http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards.

Class note: In an academic setting, plagiarism is a serious offense. We will discuss plagiarism and review MLA research and citation guidelines, but it is ultimately the responsibility of students to know what constitutes plagiarism and to avoid it entirely. Ignorance is not a defence, so please err on the side of caution. If you are unsure what constitutes plagiarism, discuss it your instructor *before* submitting work. We will be assessing all submitted material for potential plagiarism, and reserve the right to put your work through plagiarism software such as “Turnitin.”

Electronic Devices: Please put your phones away and on mute. (It's just two hours, and we'll have a break midway through the class. You can do this.) Feel free to use laptops for note-taking and class-related work, but please respect your fellow students and me by refraining from social media and other distractions.

Recording Slides or Lectures: Please do not record the slides or lectures. The slides are far from comprehensive accounts of class material, and the vast majority of them—especially as we get further into the course—are simply meant as discussion prompts. The lectures will be full of student questions and discussions, and will, from time to time, touch on sensitive material. We need to respect their (and your) privacy. I am, of course, happy to make an exception for students who can provide a documented request for recordings as part of a formal academic accommodation process.

Access/Disability: York University is committed to principles of respect, inclusion and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs. Additional information is available at the following websites:

Counselling & Disability Services - <http://cds.info.yorku.ca/>

York Accessibility Hub - <http://accessibilityhub.info.yorku.ca/>

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Please discuss the submission process (hardcopy, electronic, Moodle, etc.) to be used in your tutorial with your tutorial leader.

Lateness Penalty: Assignments received later than the due date may be penalized up to one-half letter grade per day (including weekend days). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. Further extensions or accommodation require students to submit a formal petition to the Faculty.

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents).

<http://secretariat.info.yorku.ca/senate/academic-standards-curriculum-and-pedagogy-committee/>

Ethics Review Process: York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an *Application for Ethical Approval of Research Involving Human Participants* at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Religious Observance Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form from Student Client Services, Student Services Centre or at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf (PDF)

Student Conduct in Academic Situations: Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at - <http://secretariat-policies.info.yorku.ca/policies/disruptive-andor-harassing-behaviour-in-academic-situations-senate-policy/>

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students' research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website at - <http://www.yorku.ca/academicintegrity/>

STUDENT ACADEMIC RESOURCES AT YORK

SPARK (Student Papers & Academic Research Kit):

<https://spark.library.yorku.ca/>

Writing Centres:

<http://acadresources.yorku.ca//writing-centres>

Libraries:

<https://www.library.yorku.ca/web/>

LA&PS PASS (Peer-Assisted Study Sessions):

<http://new-college.laps.yorku.ca/pass/>

Learning Commons: <http://learningcommons.yorku.ca/>

Academic Resources (LAPS) and F_A_Q's: _ _

<http://laps.yorku.ca/student-resources/academic-resources-and-faqs/>

Literary Research Guides

<http://researchguides.library.yorku.ca/literature>