

Faculty of Liberal Arts and Professional Studies
Department of English

Course: AP/EN 2220 Introduction to Canadian Literature 6.0 A
Term: F/W 2019-2020

Course Director: Dana Patrascu-Kingsley. Email: danapk@yorku.ca.
Office hours: Fall Tue. 1.30-3.30 pm. Winter Thr. 4.30-6.30 pm. 630 Atkinson.
Lecture: Thursdays 12.30-2.30. ACW 004

Tutorial Leaders: **Group 1** (2.30-3.30. CB 129): Dana Patrascu-Kingsley
Group 2 (3.30-4.30. RS 540): Amanda Attrell. Email: aar918@yorku.ca
Group 3 (2.30-3.30. RS 540): Amanda Attrell.
Group 4 (3.30-4.30. ATK 005): Dagmar Novak. Email: dnovak@yorku.ca

Expanded Course Description:

This course is a survey of literary culture in Canada from the eighteenth century to the present. We will read and discuss Exploration narratives, Pioneer memoirs, Confederation poetry, Modernist and Contemporary writing, and we will consider how the concept of nation has changed in the Canadian imagination. Early constructions of Canada as a colony and the place of First Nations peoples in these constructions will be set in dialogue with later understandings of the Canadian nation as a more heterogeneous construct. Students are encouraged to look at the socio-historical context of the texts they are reading, as well as to examine the meanings of these texts in the contemporary context.

The texts selected are representative of the variety of voices that exist in Canadian literature. Various literary genres and the ways in which they depict and are influenced by time, location, gender, class, and ethnicity/race will be investigated in order to get an overview of the complexities of Canadian literature.

Course Learning Objectives

The purpose of this course is to introduce students to Canadian literature, and assist them in developing a critical understanding of it. Students will be able to analyze literary texts, identify recurring themes, and compare and contrast various literary movements and techniques.

Assignments: 1000-word close reading assignment (10%); midterm (20%); quizzes (2x 5%= 10%); weekly participation in discussions (15%); Essay outline and annotated bibliography (5%); 2000-word research essay (20%); final test (20%).

Course Texts / Readings:

Sugars, Cynthia, and Laura Moss, eds. *Canadian Literature in English: Texts and Contexts*, Vol. 1& 2. Toronto: Pearson, 2009. ISBN: 9780321494009, 9780321313621
Gabrielle Roy—*The Tin Flute* (New Canadian Library)

Michel Tremblay—*Les Belles Soeurs*. Talonbooks. ISBN-10: 0889223025
 Tomson Highway—*The Rez Sisters* (Fifth House Books) ISBN-10: 092007944X
 Linda Griffiths and Maria Campbell. *The Book of Jessica: A Theatrical Transformation*. (Playwrights Canada Press; 2nd Printing edition). ISBN-10: 0887545351
 Michael Ondaatje—*In the Skin of a Lion* (Vintage Canada). ISBN-10: 0394281829
 Dionne Brand—*What We all Long For* (Vintage Canada). ISBN-10: 067697693X

All these texts are available through the York University Bookstore. They are also easily available through amazon.ca, and other virtual or physical bookstores. You may want to try second-hand bookstores, too.

The instructor may recommend other texts throughout the year.

Weekly Schedule of Readings and Assignments

Week 1 Sept 5: Introduction. Canadian identity and Canadian literature

Week 2 Sept 12: First Contact Literature.

Samuel Hearne. Selections from *A Journey from Prince of Wales's Fort in Hudson's Bay to the Northern Ocean*. (Sugar and Moss vol 1, 70-81)

Thomas King. "A Coyote Columbus Story." [available on Moodle]

John Franklin. From *Narrative of a Journey to the Shores of the Polar Sea*. (Sugar and Moss vol 1, 90-102)

Inuit Testimony of the 1845 Franklin Expedition: Discovery of an Abandoned Ship (Qaqortingneq); Meeting with "Aglooka" on the Ice (Tuk-ke-ta and Ow-wer); Finding of a Lifeboat with Skeletons (Tooktoocheer). (Sugar and Moss vol 1, 103-107).

Week 3 Sept 19: Pioneer memoirs: excerpts from Susanna Moodie's *Roughing It in the Bush* (Sugar and Moss vol 1, 208-230)

Mary Ann Shadd. From *A Plea for Emigration*. (Sugar and Moss vol 1, 244-250)

Week 4 Sept 26: Revisiting the pioneer experience: Margaret Atwood—"Progressive Insanities of a Pioneer," and excerpts from *The Journals of Susanna Moodie* (Sugar and Moss vol 2, 441-445)

Week 5 Oct 3: Confederation poetry

Charles G.D. Roberts—"Tantramar Revisited" (Sugar and Moss vol 1, 356)

Archibald Lampman—"The Railway Station," "The City of the End of Things" (Sugar and Moss vol 1, 416-419)

E. Pauline Johnson (Tekahionwake) —"A Cry from an Indian Wife," "The Song My Paddle Sings," "His Majesty the West Wind" "The Cattle Thief" (Sugar and Moss vol 1, 395-400)

*******Quiz 1**

Week 6 Oct 10: Modernist poetry: Canadian landscapes and national mythologies

A.J.M.Smith—"The Lonely Land" (Sugar and Moss vol 2, 96, 97)

E.J.Pratt—"Newfoundland", selections from *Towards the Last Spike* ("The Hangover at Dawn," "Lady of BC," and "The Long-Distance Proposal," "Number Two," "The Spike") (Sugar and Moss vol 2, 51-66)

F.R.Scott—"The Canadian Authors Meet," "Trans Canada", "All the Spikes But the Last" (Sugar and Moss vol 2, 82, 86, 91)

Oct 17: Reading Week

Week 7 Oct 24: Regional literature

Hugh MacLennan's "Boy Meets Girl in Winnipeg and Who Cares?" (Sugar and Moss vol 2, 125-134)

Sinclair Ross' "The Painted Door" (Sugar and Moss vol 2, 134-149)

*******Close Reading assignment due.**

Week 8 Oct 31: Quebec in fiction. A woman's view of war and class inequalities.

Gabrielle Roy's *The Tin Flute*

Week 9 Nov 7: Quebec in fiction. A woman's view of war and class inequalities.

Gabrielle Roy's *The Tin Flute*

*******Quiz 2**

Week 10 Nov 14: Tremblay's *Les Belles Soeurs***Week 11 Nov 21:** Review**Week 12 Nov 28:** Midterm**Winter****Week 1 Jan 9:** Centennial Nationalism

The Massey Report. (Sugar and Moss vol 2, 204-211)

Northrop Frye. "Conclusion to a *Literary History of Canada*." (Sugar and Moss vol 2, 252-255)

Margaret Atwood. From "*Survival: A Thematic Guide to Canadian Literature*." (Sugar and Moss vol 2, 446-450)

Robert Kroetsch. From "On Being an Alberta Writer;" From "Disunity as Unity: A Canadian Strategy" (Sugar and Moss vol 2, 327-334)

Week 2 Jan 16: Centering Indigenous identity and healing

Tomson Highway's *The Rez Sisters*

Week 3 Jan 23: Linda Griffiths' "Jessica" (from *The Book of Jessica*)

Week 4 Jan 30: Re-claiming unrecorded histories. Historiographic metafiction.
Michael Ondaatje's *In the Skin of a Lion*

→ Important Date: Last date to drop a Y course without receiving a grade is **Feb 3.**

Week 5 Feb 6: Community and the insider/outsider distinction
Michael Ondaatje's *In the Skin of a Lion*

Week 6 Feb 13: Immigrant narratives and beyond
Mistry's "Squatter" (Sugar and Moss vol 2, 610-629)
Madeleine Thien's "Simple Recipes" (Sugar and Moss vol 2, 694-702)
*******Essay outline and annotated bibliography (5%) for Essay # 2.**

(Feb 20: Reading week. No classes.)

Week 7 Feb 27: The city as a site of cross-cultural interaction.
Dionne Brand's *What We All Long For*

Week 8 Mar 5: The multicultural/transcultural novel.
Dionne Brand's *What We All Long For*

Week 9 Mar 12: Indigenous stories
Maria Campbell—"Jacob" (Sugar and Moss vol 2, 476-484)
Marilyn Dumont—"The White Judges," "Letter to Sir John A. Macdonald," "Circle The Wagons," "my life, a sweet berry..." (Sugar and Moss vol 2, 642-647)
*******Essay # 2 due. 20%**

Week 10 Mar 19: The road to reconciliation
Darlene Naponse: "She is Water" [available on Moodle]
The Truth and Reconciliation Commission Call to Action [link on Moodle]

Week 11 Mar 26: Review

Week 12 Apr 2: In-class test. 20%

Note: From time to time, the instructor will post links to suggested readings. These are optional readings that will help you expand your understanding of certain issues, or delve deeper into some texts.

To keep up with the course, each week, do the following (in this order):

1. **Read the assigned texts.**
2. **Attend lectures and tutorials.**
3. **Contribute to in-class discussions.**

Evaluation

Students will be expected to submit assignments on time, and engage in discussions. The final grade for the course will be based on the following items weighted as indicated:

- **Informed weekly participation in discussions 15%:**

Actively engaging with the texts in conversation with your peers allows you to understand the texts better and to see new issues, and new points of view. Knowledge production depends on engagement with the course material, informed discussion, and open exchange of thoughts and ideas. Effective participation can only be reached if students read and critically examine the assigned texts. All students are expected to respect the ideas and comments of other students and of the instructors.

- **Quiz 1 and 2** (written Oct 3 and Nov 7, respectively). **2 x 5%.**

These will be multiple choice quizzes, testing your comprehension of the course material. Missed quizzes cannot be rescheduled.

- **Essay # 1: close-reading analysis (1000 words): 10 %**

A mini-essay focusing on analyzing one of the assigned poems. **Due October 24th.**

- **Midterm Test: 20%**

This will be a test based on the readings in the Fall term. The test will consist of passage identification and analysis, and a short answer section. Written in lecture on **November 28th.**

- **Essay outline and annotated bibliography (5%) for Essay # 2.**

The outline is one-page long and it includes an introductory paragraph with a thesis, and your main points.

The annotated bibliography lists and describes your proposed secondary sources. **Due February 13th.**

- **Essay # 2: Research Essay (2000 words): 20%**

This is an argumentative comparative essay that discusses 2 or 3 of the texts assigned in the course.

Topics will be provided. Students can also choose to develop their own topics in consultation with their tutorial leader. **Due: March 12th.**

- **Final Examination: 20%**

This will be a cumulative test based on the works studied in the course. Written in lecture on **April 2nd.**

Grading: The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - http://calendars.registrar.yorku.ca/pdfs/ug2004cal/calug04_5_acadinfo.pdf)

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. If you anticipate having a problem with submitting an assignment on the due date, please contact your tutorial leader.

Turnitin: Students who do not wish their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with the instructor to make alternate arrangements.

Lateness Penalty:

Assignments received later than the due date will be penalized 5% per day that assignment is late, including weekends. Papers that are more than 7 days late will not be accepted. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., will be entertained by the instructor but will require supporting documentation (e.g., a doctor's letter).

Missed Tests:

Students with a documented reason for not submitting 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 instructor, who can allow them to submit their work late without penalty. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

IMPORTANT COURSE INFORMATION FOR STUDENTS

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://www.yorku.ca/secretariat/senate_cte_main_pages/ASCP.htm
<http://www.yorku.ca/secretariat/senate/committees/ascp/index-ascp.html>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

Important Date: Last date to drop F/W courses without receiving a grade is February 3rd 2020.