

English 270-01 Winter 2005
Instructor: Dr. Candace Fertile
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Office Hours: MW 1:00-2:00; T TH 10:30-11:30 or by appointment

Course Description:

Through a study of various authors, this course investigates Canadian literature from the late nineteenth century to the present day. Readings, which may include the short story, poetry, drama, the essay, and the novel, are presented in a variety of contexts, including historical and geographical. Critical essays and a final examination are required. Finished assignments total approximately 5000 words and range from 500 to 2500 words.

Prerequisite: English 160 or 164.

Texts:

From Ink Lake: Canadian Stories, edited by Michael Ondaatje, Vintage, 1995

15 Canadian Poets X 3 edited by Gary Geddes, Oxford UP, 2001

The Stone Diaries by Carol Shields

The Englishman's Boy by Guy Vanderhaeghe

Assignments:

20% first essay (1000-1200 words; due February 8)

20% second essay (1000-1200 words; due March 15)

20% third essay (1000-1200 words; due April 14)

40% final examination (during examination period in April)

Notes:

1. Students are expected to read the material, attend class, and participate in discussions. Essays must be handed in on time (at the beginning of the class on the due date).
2. Students must follow the MLA system for in-text citations. Plagiarism will not be tolerated. At the very least the plagiarized work will receive a grade of zero. Any ideas or words borrowed from someone else must be attributed. Ask if in doubt.
3. Students must keep a folder of all rough work (no matter how messy) used in the preparation of the essays. If asked, a student must produce this folder or the essay will be given a grade of zero. Keep a copy of your work. Keep your marked essays.
4. The class will be a mixture of lecture, discussion, small group discussion and presentation, and occasional in-class writing.

Evaluation Guide:

A+ 95-100; A 90-94; A- 85-89; B+ 80-84; B 75-79; B-70-74; C+ 65-69; C 60-64; D 50-59;
F 0-49

Schedule (subject to change)

NOTE: Page numbers after selections refer to stories (*Ink Lake*) or poetry in *15 Canadian Poets X 3* (just a number).

January 11 Introduction

January 13-February 3: Place

January 13

"The Painted Door" Sinclair Ross *Ink Lake* 81

January 18

"Laurentian Shield" Scott 96

"Britain Street" Nowlan 180

"Bushed" Birney 60

January 20

"Antigone" Sheila Watson *Ink Lake* 241

January 25

"In the Yukon" Gustafson 29

"Progressive Insanities of a Pioneer" Atwood 288

"Ypres: 1915" Nowlan 182

January 27

"Ride Off Any Horizon" Newlove 229

"Death of a Young Son by Drowning" Atwood 291

"Death" Bowering 267

February 1

"The Animals in That Country" Atwood 286

"The Cariboo Horses" Purdy 70

"Sandra Lee Scheuer" Geddes 378

February 3

Letters & Other Worlds" Ondaatje 341

"Sea-Gulls" Pratt 6

"Octopus" Lowther 354

"Animals" Thesen 509

February 8 to March 10: Race

February 8

"The Management of Grief" Bharati Mukherjee *Ink Lake* 630

FEBRUARY 8 FIRST ESSAY DUE

February 10 No class

February 15

"Lament for the Dorsets" Purdy 73

"Body Politics" Halfe 603

February 17

"The Man from Mars" Margaret Atwood *Ink Lake* 273

February 22

"The Rain Child" Margaret Laurence *Ink Lake* 250

February 24-March 10

The Englishman's Boy

March 15 to April 7: Gender

March 15

"Miles City, Montana" Alice Munro *Ink Lake* 656

MARCH 15 SECOND ESSAY DUE

March 17

"The Three Emilys" Livesay 21

"Bartok and the Geranium" Livesay 23

"The Stenographers" 117

"Girls" Waddington 82

March 22

"Scenes" Carol Shields *Ink Lake* 647

March 24

"The Moslem Wife" Mavis Gallant *Ink Lake* 344

March 29-April 12

The Stone Diaries

April 14

Review

APRIL 14 THIRD ESSAY DUE

Course Outcomes

When reading Canadian literature, students will be encouraged to make connections, evaluate works based on established critical criteria, and recognize both the general characteristics of Canadian literature as well as those of individual authors.

Students will

- Analyze Canadian literature from the nineteenth century to the present, with emphasis on post-1950 works and the rich diversity of authors and works.
- Evaluate a variety of genres, which may include poetry, short fiction, novels, drama, and essays, according to critical precepts appropriate to the specific genre.
- Compare works such as those from E.J. Pratt, Earle Birney, Dorothy Livesey, P.K. Page, Al Purdy, Margaret Laurence, Margaret Atwood, Alice Munro, Timothy Findley, and Rohinton Mistry while applying concepts that demonstrate the development of Canadian literature. Individual instructors may choose from this list and add to it.

When discussing Canadian literature, students will be encouraged to develop their own interpretations of the works using a variety of critical methods and resources.

Students will

- Identify the socio-historical context of the works and relate the works to others as part of a literary continuum.
- Identify and account for recurring themes in Canadian Literature.
- Compare and contrast various works, authors, and styles within the context of the overall development of Canadian literature.
- Distinguish between the subjective and objective aspects of works in order to formulate informed judgements about the works being discussed.
- Identify the influence of dominant critical theories or movements in the contexts of the literature studied.

When writing about the literature, students will be expected to demonstrate their understanding of the above issues and to explain, support, and illustrate their interpretations of literature in essays and a final examination.

Students will

- Support their work with relevant textual evidence.
- Document sources using current MLA conventions.