



**FACULTY OF ARTS  
Department Of English**

**COURSE OUTLINE**

**ENGL 471: Canadian Literature from Its Origins to 1950**

**Winter 2022**

**Class Schedule: TR 9:30-10:45; room: SA 121**

<b>Instructor</b>	Kit Dobson
<b>Email:</b>	christopher.dobson@ucalgary.ca
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	MW 14:00-15:00 or by appointment; in SS 1028 or online.

**Course description (University Calendar)**

A survey of Canadian literature from its beginnings to the middle of the twentieth century.

*Prerequisite:* 60 units including 3 units of courses labelled English at 300 level or above.

**Course description (Instructor)**

Welcome to English 471: Canadian Literature from Its Origins to 1950! I am looking forward to our semester together. Let me say, right away, that in my own thinking I am moving away from talking about “Canadian literature” and now instead tend to use the phrase “literatures in Canada” wherever possible. The reason has to do with current debates in the field about the literatures produced in the state currently called Canada. Does Canada own the literatures produced here? That is, are they necessarily “Canadian”? There is no consensus on this view, and my own phrasing intends to recognize the openness of the debate. I will signal, too, that I am always suspicious of “origins,” since, when put under scrutiny, it may be more likely that the historical evolution of a thing – like literatures created in Canada – comes from multiple competing and intersecting genealogies. Single or simple origins are, in other words, something that we can always question, as we will do in this course.

English 471 takes place at the University of Calgary. The University’s main campus is situated in the city of Calgary, which is known as Mohkintsis in the Blackfoot language. The University is situated in Treaty 7 territory, a treaty signed in 1877 between representatives of the Crown and the Blackfoot or Niitsitapi Confederacy (Siksika, Pikani, and Kainai Nations), the Stoney Nakoda Nations (Wesley, Bearspaw, and Chiniki), and the Tsuut’ina Nation. Calgary is also home to the Métis Nation of Alberta, region 3. The University is only here, then, due to treaty relationships established in 1877. This fact alone shapes the learning that takes place in this course, in that this

is a place of ongoing Indigenous presence. It is a place marked by story long before the state of Canada was created, let alone anything like Canadian literature.

As we move forward, these issues, alongside historical patterns of settlement, will shape the conversations that we will have. I think of this course as one that asks questions about when and how we decide to include texts in a classroom like ours. What texts should we study? How should we study them? What is the purpose in doing so? I hope that these are all questions that you will collectively engage with me as the semester unfolds. As Cherokee writer (and one-time University of Lethbridge faculty member) Thomas King famously put it, “the truth about stories is that that’s all we are.” What stories do we want to tell, from our vantage point in 2022, about the literatures created in the state known as Canada that were published or created before 1950? How might these contribute to how we tell our own stories?

As we get down to work on these questions, I want to note that the texts that we examine in this course are historical ones. The depictions that we find in these texts may at times be unsettling, inadequate, or problematic in the context of our contemporary understandings. That said, I endeavour throughout our studies to highlight texts that might help us to build positive narratives. Should you find any of our texts upsetting, I encourage you to approach me for guidance or to seek appropriate supports.

### **Course learning outcomes**

Upon successful completion of this course, students will be able to:

1. Demonstrate their understanding of the emergence of literatures and literary studies in Canada;
2. Demonstrate their understanding of current debates within the field;
3. Understand how approaches to literary studies can produce multiple readings of a text;
4. Analyze how intersections of race, gender, class, sexuality, and national or worldwide history can shape literary studies in Canada;
5. formulate and defend significant arguments in which they analyze, evaluate, and synthesize material effectively;
6. Work collaboratively with others in developing an argument related to a text’s historical and contemporary importance;
7. structure a complex and engaging argument; and
8. present their own analysis of a text within the context of literary studies in Canada.

### **Texts and readings**

De Mille, James. *A Strange Manuscript Found in a Copper Cylinder*. 1888. Edited by Daniel Burgoyne, Broadview, 2011.

Montgomery, L.M. *Anne of Green Gables*. 1908. Norton Critical Edition, edited by Mary Henley Rubio and Elizabeth Waterston, W. W. Norton, 2007.

Ostenso, Martha. *Wild Geese*. 1925. McClelland & Stewart, 2008.

Ross, Sinclair. *As For Me and My House*. 1941. McClelland & Stewart, 2008.

Sugars, Cynthia, and Laura Moss, editors. *Canadian Literature in English: Texts and Contexts*. Volume 1, Pearson, 2009.

Vernon, Karina, editor. *The Black Prairie Archives: An Anthology*. Wilfrid Laurier UP, 2020.

*Optional supplementary reading:* I always recommend knowing the *MLA Handbook* thoroughly in its current edition.

### **Learning technology requirements**

There is a D2L site for this course, which contains class resources and materials (see [d2L.ucalgary.ca](http://d2L.ucalgary.ca)).

### **Assessments and Evaluation**

Student results for this iteration of English 471 will be determined via the following assessments:

1. Short Essay: 25%
2. Archives / Anthologies Project: 30%
3. Long Essay Proposal: 10%
4. Long Essay: 35%

*Short Essay* (25%): Early in the semester, you will be asked to write a short essay in response to a set of possible prompts that will be distributed in class. Expected length: 1500-2000 words. **Due date: February 8<sup>th</sup>.**

*Archives / Anthologies Project* (30%): This two-part assignment will ask you, working in a small group, to assess and evaluate the ways in which texts in both of our anthologies can be used in a course like ours. Groups will share their findings with the class through ten-minute presentations and will submit a write-up of this work. Expected length: 1500-2000 words (submitted as a group). **Due date: presentations on March 1, 3, 8, or 10; write-ups due on March 15.**

*Long Essay Proposal* (10%): This brief assignment will ask you to submit an abstract in preparation for your long essay. A list of possible topics will be distributed in class. Expected length: 300-500 words. **Due date: March 15.**

*Long Essay* (35%): The final assessment for this course will be a long essay that you will complete in response to the possible topics list distributed in class, building on your long essay proposal. Expected length: 2500-3500 words. **Due date: April 7.**

*Late assignments:* Assignments submitted after the deadline will be penalized with the loss of a third of a grade (e.g., an A- to B+) for each calendar day (not class meeting) that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

*Additional notes:* Please see the detailed assignment guidelines for each assignment for additional details and explanations. Note that there is no registrar-scheduled final exam for this course. Students should submit their work electronically via D2L's dropbox in .docx format.

### **Attendance and participation expectations**

Please plan to attend class on a regular basis; we will develop a series of interconnected discussions over the course of the academic year, and missing elements of this conversation will negatively impact your understanding of the intellectual traditions on which we are building. While there is no formal participation grade attached to the course, do know that attendance is a basic expectation of this course. Attendance, too, is part of maintaining accountability to your peers, as you will be responsible for your group's contribution to the archives / anthologies assignment. Should you miss class, too, please note that I will not be able to catch you up to our conversations either during office hours or via email.

### **Conduct**

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Policy on use of electronic devices**

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's [Internet and email use policy](#). Electronic devices are not permitted during quizzes.

### **Grading System**

This course uses the following standard grading scale:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7

77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	0 – 49 %	F	0

Please note the following:

- Although the A+ is solely an honorific that entails no additional points in the four-point system, I will employ this mark to distinguish superlative work that far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.
- Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course)
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- There is no D- grade.
- There are no extra credit assignments available in this course.
- Students need not pass any particular assessment in order to pass this course.

### **Academic Integrity**

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the [Academic Integrity website](#) for a detailed description of university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

### **Deferral of term work and final examinations**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an [Application of Deferment of Term Work](#) must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the [deferral of final examinations](#).

### **Grade appeals**

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, consult the [University Calendar](#) and request advice from the English Department at [engl@ucalgary.ca](mailto:engl@ucalgary.ca). Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

### **English Department Website**

For more information about courses, programs, policies, events and contacts in the Department of English, please see the [English Department Website](#).

### **Scribe and Muse Club for English Students**

The [Scribe and Muse Reading and Writing Club](#) fosters and champions reading and writing through community service, leadership, and engagement. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

### **Writing support**

[The Student Success Centre](#) offers both online and workshop writing support for U of C students.

### [Academic regulations and schedules](#)

### **Student Academic Accommodations**

The Student Accessibility Services website is available [here](#). University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

### **Program Advising and Student Information Resources**

This work is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: <http://arts.ucalgary.ca/undergraduate>

### **Instructor's Intellectual Property**

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

## **Sexual violence policy**

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

## **Other important information**

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

## **Universal Student Ratings of Instruction (USRI)**

Please participate in [USRI Surveys](#) toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.

## **COVID-19**

The ongoing global pandemic remains in a fluid situation as the semester begins. Please note that this course will adhere to the University of Calgary's COVID-19's policies and practices throughout the term. While we meet in person, it is possible that you may be required to self-isolate during the term – and that it could even be conceivable that the entire plan for this course could change once again. In this context, it is important for us to take care of ourselves and of one another. Please do not hesitate to be in touch should COVID-19 impact your studies and I will do my best to ensure that your progress in our course is not hindered.