

Huron University College
Department of English and Cultural Studies
English 2354E 550: Canadian Literature in English since 1914
Fall 2022 – Winter 2023

Class: Wed. 11:30am-12:30pm; Fri. 11:30am-1:30pm **Classroom:** W112

Instructor: Dr. Sarah Blanchette (she/her)

Office: A211

Email: sarah.blanchette@uwo.ca

Office Hours: Wed. 12:30pm-2:30pm

Antirequisite(s): ENG3774E

Prerequisite(s): At least 60% in 1.0 of English 1020-1999 or permission of the Department.

Land Acknowledgment

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Anish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. Western acknowledges the historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service. (This statement is from Western's [More than Words Land Acknowledgement](#)).

Huron University College was [originally founded](#) by Bishop Benjamin Cronyn as an Anglican theological college in 1863. Between 1820 – 1969, [the Anglican Church](#) ran over thirty-five residential schools for Indigenous children, which subjected them to cultural genocide as well as spiritual, emotional, physical, and sexual abuse. Consequently, Huron has a distinct and problematic history with Indigenous nations that must be acknowledged.

Course Description

Canada celebrated its 155th birthday on July 1, 2022, obscuring thousands of years of Indigenous stewardship of Turtle Island prior to colonial contact. In our contemporary moment, Canada continues to reckon with its longstanding history of colonial oppression of Indigenous nations, slavery and systemic anti-Black racism, and xenophobia against immigrants and refugees, despite its alleged multiculturalism. As a result, this course seeks to critically question what does it mean to be Canadian? What counts as Canadian literature? Who represents Canada? Which voices have been silenced in canonical conceptions of Canada?

Students in ENG2354E will study a wide range of Canadian literature and cultural productions in English from World War I to the present, including poetry, short stories, drama, novels, graphic novels, film, essays, political documents, and speeches. This course seeks to interrogate how Canadian national identity has been shaped through its authors and storytellers since WWI, including through responses to international modernism, the inter-war and war years, the nationalist movement of the post-war era, and postmodernism.

Course Methods

This course meets on Wednesdays 11:30am-12:30pm and Fridays 11:30am-1:30pm. It will include lecture, active discussion, breakout groups, and interactive course components. Please come prepared having read the course materials listed under the schedule below.

This class of ENG2354E will strive to create a setting in which everyone feels that their dignity, identity, privacy, personal space, and autonomy are respected. Sensitive topics such as oppression, discrimination, and violence will come up in this class. We will not skirt difficult issues. Talk to your instructor if you have any concerns about course material or about respectful language. Please keep in mind that pejorative language will not be tolerated. I encourage all my students to speak to me if they ever feel uncomfortable in the classroom and to challenge my own use of language when they find it problematic.

Learning Outcomes

- Reflect on positionality and perspective as it relates to the settler nation of Canada that resides on Indigenous lands and Turtle Island
- Recognize major Canadian literary and cultural movements and artists/storytellers at the same time as questioning the Canadian canon—its silences and absences
- Examine and explain the key tensions that exist in Canadian mythology and literature
- Survey a broad range of genres, mediums, authors, and perspectives
- Develop connections between Canadian literature and society through experiential learning opportunities
- Practice close reading and research skills through formal MLA-style research essays

Required Texts

You can purchase the following required books at the UWO Bookstore, local bookstores (ex. [Attic Books](#)), and/or online (ex. [GoodMinds](#); [AbeBooks](#)) The newest edition is not necessary.

Scott Chantler, *Two Generals* (graphic novel) (ISBN: 978-0-7710-1959-3)

Joy Kogawa, *Obasan* (ISBN: 0-14-006777-9)

Persimmon Blackbridge, *Prozac Highway* (ISBN: 0-88974-078-X)

David Chariandy, *Brother* (ISBN: 978-0-7710-2333-0)

Margaret Atwood, *Handmaid's Tale* (graphic novel) (ISBN: 978-0-7710-0684-5)

Ivan Coyote, *Tomboy Survival Guide* (ISBN: 978-1-55152-656-0)

Student's Film Choice Options:

On Wed. Sept. 14th, there will be a silent vote (written responses) in-class to determine which of the following three films will be a required text on the syllabus scheduled for March 29th & 31st. Please use the hyperlinks below to watch the trailers for the films.

Option 1: [Incendies](#), dir. Denis Villeneuve

Option 2: [Beans](#), dir. Tracey Deer (Kanien'kehá:ka)

Option 3: [Bon Cop, Bad Cop](#), dirs. Alain DesRochers and Érik Canuel

Methods of Evaluation

Participation: 10% (ongoing)

Experiential Learning Reflection One (2-3 pages): 10% **(Due Oct. 12)**

Essay One (5-6 pages): 20% **(Due Dec. 7)**

Experiential Learning Reflection Two (2-3 pages): 10% **(Due Feb. 1)**

Essay Two (5-6 pages): 20% **(April 5)**

Final Exam: 30%

Assignments are due by 11:55pm EDT on OWL to avoid late penalty

Brief Description of Assessments

Participation

While attendance is a necessary pre-requisite to participate, this component of the course evaluates students' ability to demonstrate their personal engagement with the text(s) in the classroom and to respond/interact with their peers. Students should come to class having read/watched the texts listed under the schedule.

Experiential Learning Reflection (2)

Students will have two opportunities for experiential learning, including a trip to the Black Mecca Museum with a keynote by Dr. Kirstin Moriah on anti-slavery activist Mary Ann Shadd and a live performance of *Controlled Damage* by Andrea Scott at the Grand Theatre in London, Ontario (see schedule below). Students will write a 2-3 page critical reflection that applies the learning outcomes from the experience to relevant course materials.

Essays (2)

Students will write two 5-6 page formal MLA-style research papers. Essay One will use a minimum of 2 peer-reviewed secondary sources. Essay Two will use a minimum of 3 peer-reviewed secondary sources. Essay prompts will be provided.

Final Exam

A cumulative final exam that will consist of three sections: short answer, passage analysis, and comparative essay. To be scheduled by the registrar's office.

English and Cultural Studies Department Policies on Assignments:

Detailed assignment instructions will be provided and posted to our OWL site under Assignments. Students are required to consult and follow those requirements. Assignments must be submitted to our course website for plagiarism checking.

Plagiarism: taking the ideas or words of another author from anywhere - including the internet - is a major academic offence. This course has a zero-tolerance plagiarism policy. If you are in doubt, please ask your instructor. More information is provided in the Appendix (below).

Late penalties: Assignment due dates are specified in the syllabus. Late assignments will incur a penalty of 2 marks per day, up to a maximum of one week. **After seven (7) days, the assignment**

will not be accepted and receive a mark of zero. Late assignments will not be appended with comments and will only receive a grade.

Accommodations: Students with disabilities are also entitled to formal accommodations to ensure all class materials and methods of evaluation are accessible. I aim to create all my courses around universal design principles to reduce the need for accommodations, but I am always eager to know how I can do better, so please let me know if there is an aspect of the course design that could be made more accessible.

Please contact your Academic Advisor and the Student Development Center (SDC) for assistance with formal accommodations and there is more information provided in the Appendix (posted separately under OWL).

Students facing challenging health or personal circumstances who have grounds for academic consideration should contact their Huron academic advisor directly. Students concerned about not meeting deadlines can contact the instructor to ask about the possibility of an extension.

Reading & Class Schedule

Please note content warnings have been provided in [blue](#) text.

Date	Topic and Text(s)
Origin Stories	
Fri, Sept. 9	Introduction & Welcome
Wed, Sept. 14	Brian Maracle (Kanien'kehá:ka), "First Words" (2006)
Fri, Sept. 16	Pauline Johnson (Kanien'kehá:kae), "Made in Canada" (1913) Lenore Keeshig (Anishinaabe), "O Canada" and "Stop Stealing Native Stories" (2016) CW: colonial violence
Settler Colonialism	
Wed, Sept. 21	Duncan Campbell Scott, "The Onondaga Madonna" (1898) Armand Garnett Ruffo (Anishinaabe-Ojibwe), "Poem for Duncan Campbell Scott" (1994) CW: gender- and race-based violence
Fri, Sept. 23	Jeanette Armstrong (Sylix), "History Lesson" (1987) Maria Campbell (Metis), "Jacob" (1995) CW: residential schools
In the Wake of Slavery	
Wed, Sept. 28	Dionne Brand, "Blues Spiritual for Mammy Prater" (1990) George Elliott Clarke, "Bio: Black Baptist/Bastard" (2001) CW: slavery; anti-Black racism
Fri, Sept. 30	National Day for Truth and Reconciliation January (Janet) Rogers (First Nations Mohawk/Tuscarora), "Calls to Action Br-ump-Bump" (2016) Cecily Nicholson, selections from <i>From the Poplars</i> (2015) Mary Ann Shadd, selections from <i>A Plea for Emigration</i> (1852) CW: residential schools; colonial violence; anti-Black racism
Sat, Oct. 1	Chatham Field Trip: Black Mecca Museum & Keynote (Dr. Kirstin Moriah)
Modernism	
Wed, Oct. 5	Lawren Harris, "Revelation of Art in Canada" (1926) Artwork from The Group of Seven

Fri, Oct. 7	F. R. Scott, "Trans Canada," (1945) A.J.M. Smith, "The Lonely Land" (1926; rev. 1936) P.K. Page, "Stories of Snow" (1946) Margaret Avison, "Snow" (1960)
WWI	
Wed, Oct. 12	John McCrae, "In Flanders Fields" (1915) Experiential Learning Reflection One Due
Fri, Oct. 14	M. Foyle, "Spirit of the Canadian Navy" (1916) Albert Drummond, "Empire," "Canada," and "Hell's Half Acre" (1918)
WWII	
Wed, Oct. 19	Scott Chantler, <i>Two Generals</i> (2010)
Fri, Oct. 21	Scott Chantler, <i>Two Generals</i>
Japanese Canadian Internment	
Wed, Oct. 26	Joy Kogawa, <i>Obasan</i> (1981) CW: sexual assault of child; anti-Asian racism
Fri, Oct. 28	Joy Kogawa, <i>Obasan</i>
READING WEEK	
Mad Movement	
Wed, Nov. 9	Persimmon Blackbridge, <i>Prozac Highway</i> (1997) CW: homophobia; ableism; sanism
Fri, Nov. 11	Persimmon Blackbridge, <i>Prozac Highway</i>
Indigenous Health & Wellness	
Wed, Nov. 16	Smokii Sumac (Ktunaxa), "i was thinking about the stars and could not get you off" "do you want to take the Cadillac for a ride?" "Grief." "you are enough" "poems after reading an article on high functioning c-ptsd" (2018) CW: colonial violence
Fri, Nov. 18	Virtual Guest Lecture by Smokii Sumac (Ktunaxa)
Working Class	
Wed, Nov. 23	F.R. Scott, "The Canadian Social Register" (1954) J.S. Wallace, "The Voice of the Worker" (1923)
Fri, Nov. 25	Alistair McLeod, "The Boat" (1976)
Railway Poetry	
Wed, Nov. 30	<i>Guest Speaker: Christine Campana</i> E.J. Pratt, "The Lady of British Columbia" and "The Long-Distance Proposal" from <i>Towards the Last Spike</i> (1952) F. R. Scott, "All Spikes but the Last" (1957) Marilyn Dumont (Cree), "Letter to Sir John A. MacDonald" (1996)
National Identity Crisis	
Fri, Dec. 2	Douglas Lekan, "A Country Without a Mythology" (1948) Irving Layton, "From Colony to Nation" (1956) George Grant, from "Lament for a Nation: The Defeat of Canadian Nationalism" (1965)
Wed, Dec. 7	Robertson Davies, "The Canada of Myth and Reality" (1977) Essay One Due
WINTER BREAK	
Lives of Girls and Women	
Wed, Jan. 11	Margaret Laurence, "A Bird in the House" (1970)

Fri, Jan. 13	Alice Munro, "Baptizing" (1971) Miriam Toews, "Blueprints" (2004)
Civil Rights Movement	
Tues, Jan. 17	Live Performance of <i>Controlled Damage</i> at Grand Theatre at 7:30pm
Wed, Jan. 18	Andrea Scott, <i>Controlled Damage</i> (2022) CW: anti-Black racism
Fri, Jan. 20	Andrea Scott, <i>Controlled Damage</i> (2022)
Multiculturalism	
Wed, Jan. 25	Eva Mackey, "Chapter 3: Managing the House of Difference: Official Multiculturalism" (1998)
Fri, Jan. 27	Austin Clarke, "Canadian Experience" (1986) CW: anti-Black racism Rohinton Mistry, "Squatter" (1987) CW: xenophobia
Wed, Feb. 1	Madeleine Thien, "Simple Recipes" (2001) CW: domestic violence Experiential Learning Reflection Due
The American Dream	
Fri, Feb. 3	David Chariandy, <i>Brother</i> (2017) CW: anti-Black racism; police brutality
Wed, Feb. 8	David Chariandy, <i>Brother</i>
Fri, Feb. 10	David Chariandy, <i>Brother</i>
Language as Colonizer	
Wed, Feb. 15	Marilyn Dumont (Cree), "The Devil's Language" (1996) Leanne Simpson (Mississauga Nishnaabeg), "jiibay or aandizooke" (2015) CW: colonial violence
Fri, Feb. 17	M. NourbeSe Philip, " Discourse on the Logic of Language " (1989) Shani Mootoo, "The Upside-downness of the World as it Unfolds" (1993)
READING WEEK	
Postmodernism	
Wed, Mar. 1	Margaret Atwood, <i>Handmaid's Tale</i> (Graphic Novel) (1985/2019) CW: sexual assault; gender-based violence
Fri, Mar. 3	Margaret Atwood, <i>Handmaid's Tale</i>
Wed, Mar. 8	Margaret Atwood, <i>Handmaid's Tale</i>
Troubling Gender	
Fri, Mar. 10	Ivan Coyote, <i>Tomboy Survival Guide</i> (2019) CW: transphobic violence
Wed, Mar. 15	Ivan Coyote, <i>Tomboy Survival Guide</i>
Fri, Mar. 17	Ivan Coyote, <i>Tomboy Survival Guide</i>
Indigenous Science Fiction	
Wed, Mar. 22	Drew Hayden Taylor (Curve Lake First Nations), "A Culturally Inappropriate Armageddon" (2016)
Fri, Mar. 24	Jaye Simpson (Oji-Cree-Saulteaux), "The Ark of the Turtle's Back" (2020)
Students' Film Choice	
Wed, Mar. 29	TBA
Fri, Mar. 31	TBA
Wed, Apr. 5	Final Exam Review Essay Two Due
Fri, Apr. 7	Good Friday – No Class



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. 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.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on 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 the following website: [Academic Calendar - Western University \(uwo.ca\)](#). The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

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>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade:
Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

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

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
 Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
 Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
 Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)