



ORIGINAL COURSE IMPLEMENTATION DATE: September 1994
 REVISED COURSE IMPLEMENTATION DATE: September 2024
 COURSE TO BE REVIEWED (six years after UEC approval): March 2030
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: ENGL 360	Number of Credits: 4 Course credit policy (105)												
Course Full Title: Topics in Literatures in Canada Course Short Title: Topics in Literatures in Canada													
Faculty: Faculty of Humanities	Department (or program if no department): English												
Calendar Description: Examines a significant theme or topic in relation to literatures in Canada, such as representations of the North, World War I, urban literature, or social protest. Typically, course materials include works in a variety of genres.													
Prerequisites (or NONE):	Any two 200-level English courses.												
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 25												
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>	Lecture/seminar	60									Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	60												
Total hours	60												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit (See bctransferguide.ca) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>												
Department approval	Date of meeting: January 29, 2024												
Faculty Council approval	Date of meeting: February 9, 2024												
Undergraduate Education Committee (UEC) approval	Date of meeting: March 22, 2024												

Learning Outcomes (*These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.*)

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

1. Discuss, with examples, central themes and concerns related to the course topic.
2. Explain, with examples, how literary representations of the course topic have changed over time.
3. Apply knowledge of relevant Canadian social and historical contexts to course materials, including Canada's colonial context.
4. Conduct guided research on literatures in Canada.
5. Write literary analysis using appropriate scholarly conventions and research methods.
6. Apply to literary analysis critical frames appropriate to the study of literatures in Canada and the course topic.
7. Analyze personal responses to literatures in Canada, and how this literature evokes affective responses.
8. Respectfully articulate their own views about literature in relation to those of others.

Recommended Evaluation Methods and Weighting (*Evaluation should align to learning outcomes.*)

Assignments:	100%	%	%
	%	%	%

Details:

Passage analysis: 10%

Short essay: 15%

Individual presentation: 15%

Research proposal and bibliography: 15%

Research paper: 30%

Reading responses: 10%

Self-assessment: 5%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.*)

Lectures, seminars, and student presentations.

Texts and Resource Materials (*Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*)

Type	Author or description	Title and publication/access details	Year
Example topic: Urban Literature in Canada			
1. Textbook	Sachiko Murakami	<i>Rebuild</i> , Talon Books	2011
2. Online resource	Sachiko Murakami	<i>Project Rebuild</i> , www.projectrebuild.ca	2011
3. Textbook	Michael Ondaatje	<i>In the Skin of a Lion</i> , Vintage	1982
4. Textbook	Gabrielle Roy	<i>The Tin Flute</i> , Penguin	1947
5. Textbook	Katherena Vermette	<i>The Break</i> , Anansi	2016
6. Other	Course pack readings		

Course Content and Topics**Example topic: Urban Literatures in Canada**

Week 1: Introductions and contexts: the city as subject; the city as marketplace

Weeks 2-3: City poetry in the early periodical press: poetry from the Toronto Telegram; "Munitions!"

Weeks 4-5: Realism and representations of marginality: *The Tin Flute*

Weeks 6-7: The imaginary city: *In the Skin of a Lion*

Week 8: The city as contested space: "Yin Chin;" "Canadian Experience"

Weeks 9-10: Poetics of urban community: *Rebuild*; *Project Rebuild*

Week 11: The Indigenous city: *The Break*

Weeks 12-13: Class colloquium

Example topic: Representations of the North

Week 1: Introduction; Robert Flaherty, *Nanook of the North*

Week 2: Exploring the North; Stephen Leacock, *Adventurers of the Far North*

Week 3: Writing the North; Farley Mowat, *People of the Deer*

Week 4: Rudy Wiebe, *A Discovery of Strangers*

Week 5: Staging North; Henry Beissel, *Inuk and the Sun*

Weeks 6-7: Challenging Northern narratives; Mordecai Richler, *Solomon Gursky Was Here*

Week 8: Masculinity and the North; Geoff Kavanagh, *Ditch*

Week 9: Reversing the gaze: Inuit representations of the South; Minnie Aodla Freeman, *Survival in the South*

Week 10: Gideon Enutsia Etorolopiaq (Dracc Dreque), *Iliariuk*

Week 11: Renelta Arluk, *Tumit*

Week 12: Seeing the North; Zacarias Kunuk, *Atanarjuat*

Week 13: Presentations