

COURSE IMPLEMENTATION DATE:	September 1997
COURSE REVISED IMPLEMENTATION DATE:	September 2010
COURSE TO BE REVIEWED:	February 2014
(four years after UPAC approval)	(month, year)

**OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor

ENGL 240	Faculty of Arts - English	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
An Introduction to Canadian Literature		
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course introduces students to the rich variety of Canadian literature in English. Ranging from narratives by early European explorers to contemporary fiction, drama, and poetry, the course readings provide an opportunity to consider how the shared experiences and values of Canadians have changed over time. Through these readings, we will consider the role that Indigenous and settler peoples have played in the shaping of Canada.

PREREQUISITES: Any two 100-level English courses - ENGL 105 or higher, or instructor's permission  
 COREQUISITES:  
 PRE or COREQUISITES:

**SYNONYMOUS COURSE(S):**

(a) Replaces: **ENGL 140**  
 (b) Cross-listed with:  
 (c) Cannot take: **ENGL 140** for further credit.

**SERVICE COURSE TO:** (department/program)

**TOTAL HOURS PER TERM:** 45

**STRUCTURE OF HOURS:**

Lectures: 25 Hrs  
 Seminar: 20 Hrs  
 Laboratory: Hrs  
 Field experience: Hrs  
 Student directed learning: Hrs  
 Other (specify): Hrs

**TRAINING DAY-BASED INSTRUCTION:**

Length of course:

Hours per day:

**OTHER:**

Maximum enrolment: 36

Expected frequency of course offerings: Once every two years  
 (every semester, annually, every other year, etc.)

**WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)**

☒ Yes ☐ No

**WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)**

☐ Yes ☐ No

**TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:**

☒ Yes ☐ No

Course designer(s): **Art Ross (reviewed by Susan Fisher)**

Department Head: **John Carroll**

Date approved: **January 9, 2009**

Supporting area consultation (Pre-UPAC)

Date of meeting: **September 25, 2009**

Curriculum Committee chair: **Moiria Gutteridge Kloster**

Date approved: **October 9, 2009**

Dean/Associate VP: **Jacqueline Nolte**

Date approved: **October 30, 2009**

Undergraduate Program Advisory Committee (UPAC) approval

Date of meeting: **February 26, 2010**

**LEARNING OUTCOMES:**

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

1. Identify central themes in Canadian literature; explain the limitations of thematic approaches
2. Discuss, with examples, whether regionalism is a defining characteristic of Canadian literature
3. Discuss, with examples, modernism in Canadian poetry and fiction
4. Identify key figures in the resurgence of Canadian nationalism in the post-Centennial era; give examples of their explorations of national identity
5. Discuss, with examples, the influence and contributions of Indigenous writers within their historical and socio-political contexts
6. Give examples of the impact of multiculturalism on the themes, settings, and styles of Canadian literature
7. Define "colonialism" and "postcolonialism" in the context of Canadian literature
8. Discuss examples of the diversity of contemporary poetics in Canada
9. Produce a close reading of a literary passage, identifying key rhetorical strategies and devices

**METHODS:** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussions and seminars.

**METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

- ☐ Examination(s)                      ☒ Portfolio assessment                      ☒ Interview(s)
- ☐ Other (specify):                      ☐ PLAR cannot be awarded for this course for the following reason(s):

**TEXTBOOKS, REFERENCES, MATERIALS:** *[Textbook selection varies by instructor. An example for this course might be:]*

Moss, Laura and Cynthia Sugars, eds. Canadian Literature in English: Texts and Contexts. Vol. 2  
[A course using this particular anthology would begin in the early twentieth century; other offerings of this course could begin with, for example, exploration literature of the late eighteenth century or even earlier, with the Haida myths translated by Robert Bringhurst. However it is structured, the course should offer some kind of historical survey, including work in a variety of genres.]

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:** *[An example of student evaluation for this course might be:]*

2 short response papers	20%
In-class essay (midterm) plus revision	25%
Research paper	25%
Participation	10%
Final exam	20%

**COURSE CONTENT:** *[Course content varies by instructor. An example of course content might be:]*

Week 1	Introduction to course
Week 2	Depicting the wild: Carr, Belaney, Grove
Weeks 3-5	A Poetics of the Canadian landscape: Pratt, Scott, Smith, Birney
Week 6	Prairie regionalism: Sinclair Ross (short story) and Margaret Laurence (short story)
Weeks 7-8	Nationalism: Chief Dan George "Lament for Confederation"; Irving Layton "From Colony to Nation"; Vincent Massey excerpts from Report of Royal Commission; Douglas LePan "Country without a Mythology"; George Grant, excerpts from Lament for a Nation"
Week 9	Poets of the nation: Atwood, Purdy, Lee
Weeks 10-11	A Different Sense of Nationhood: Jeannette Armstrong: "History Lesson"; Armand Garnet Ruffo: "Poem for Duncan Campbell Scott" and selections from Grey Owl; Eden Robinson "Dogs in Winter"
Weeks 12-13	A Different Regionalism: Alistair Macleod "The Boat"; Rohinton Mistry "Squatter"; Miriam Toews "Blueprints"