

### Preliminary Web Course Description

\*Please note: This is a preliminary web course description only. The department reserves the right to change without notice any information in this description. The final, binding course outline will be distributed in the first class of the semester.

### School of English and Theatre Studies

Course Code: ENGL*2130*02	Course Title: Seminar: Literature and Social Change	Date of Offering: W20
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Course Instructor: Dr. Ajay Heblé	Course Format: Seminar with the occasional informal lecture
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#### Brief Course Synopsis:

One of the most compelling debates in contemporary literary and critical studies concerns the ways in which (and the extent to which) literary and cultural texts serve as catalysts for political engagement, as opportunities for resistant practice, as powerful agents of social change. Exploring a range of key issues arising out of this hotly contested area of debate-- literature as witness, art as activism, media literacy, pedagogy, critical responsibility, disruptions to a consensual view of history, form and technique (is postmodernism compatible with struggles for social change?)--this course will offer students innovative opportunities to reflect, and to act, on the connections between the "business we do with texts" in the academy and broader struggles for social justice, human rights, and a politics of hope. A core part of this course will involve community-facing projects.

#### Methods of Evaluation and Weight:

Essay 1 (250 words) 10%  
Abstract for Final Project (750 words) 10 %  
Final Essay (2000 words) 20%  
Seminar Presentations -15%  
Community Project – 25%  
Final Exam – 20%

#### Texts and/or Resources Required (e.g. Internet access, specific textbook title, lab kit, etc.)

Ajay Heble, editor, *Classroom Action: Human Rights, Critical Activism, and Community-Based Education*

bell hooks, *Teaching Community: A Pedagogy of Hope*

Paulo Freire, "The 'Banking' Concept of Education," in *Pedagogy of the Oppressed*:

[https://commons.princeton.edu/inclusivepedagogy/wp-content/uploads/sites/17/2016/07/freire\\_pedagogy\\_of\\_the\\_oppressed\\_ch2-3.pdf](https://commons.princeton.edu/inclusivepedagogy/wp-content/uploads/sites/17/2016/07/freire_pedagogy_of_the_oppressed_ch2-3.pdf)

Rebecca Solnit, "Acts of Hope," in *Orion Magazine* (January 2, 2004):

<https://orionmagazine.org/article/acts-of-hope/>

Joy Kogawa, *Obasan*

Thomas King, *The Truth About Stories: A Native Narrative*

Daniel Brooks and Guillermo Verdecchia, *The Noam Chomsky Lectures: A Play*

Dr. Seuss, *Horton Hears A Who*

Additional readings and resources may also be placed on reserve in the McLaughlin Library.

This course counts towards the following distribution requirement(s) for students who registered at the University prior to the Fall of 2018: Canadian

Other information about the course (optional): This course will encourage students to move beyond the walls of the classroom in an effort to engage in projects with the broader community. The final community-facing project will be an opportunity for students to activate their knowledge and their education, to take the initiative to "do something" about struggles for human rights and social justice.

\*Students who registered at the University of Guelph after Fall 2018 must fulfill the "new" major and minor requirements. Students who registered at the University of Guelph prior to Fall 2018 must fulfill the requirements of the Calendar in effect when they first enrolled unless they have filed a Schedule of Studies Change Request to change to the 2018-2019 calendar. For more information, please consult the major and minor checklists at <https://www.uoguelph.ca/arts/sets/undergraduate/english/current-student-information>.