



ENGL*2130 Seminar: Literature and Social Change

Fall 2020

Section(s): 02

School of English and Theatre Studies

Credit Weight: 0.50

Version 1.00 - September 10, 2020

1 Course Details

1.1 Calendar Description

This course explores the social and cultural work that literary texts perform. Seminars will illuminate such categories as gender, sexuality, nation, race, ethnicity, and class; particular ways in which they are written into a limited number of literary works; and some of the critical debates surrounding our interpretations of those processes. (Choices of approaches and texts will be determined by individual instructors.) Writing- and presentation-intensive course.

Pre-Requisites:

ENGL*1080

Restrictions:

Registration in the English major, minor or area of concentration, or minor in Creative Writing.

1.2 Course Description

The Great War as Founding Narrative: National Identity, Racial Unrest, and Collective Memory in Canadian Literature and Culture

Canada's participation in the First World War has been mythologized as the "birth" of the Canadian nation. The idea of "being born in the trenches of Europe" was built on the following "founding narrative": "Canada became fully independent in the aftermath of the Great War, due to its major successes on the battlefields, and entered the international stage as a 'worthy ally' and recognized nation." This idea of the Great War as constitutive to the construction of a national identity is evident in Canadian literary responses, from L.M. Montgomery's *Rilla of Ingleside* to Timothy Findley's *The Wars*. However, this mythologization of World War I in order to articulate what the nation "is made of"—or what Neta Gordon calls "remembering Canada's best self"—enables an erasure of the nation's past (and ongoing) racial and colonial atrocities. By examining Indigenous and Black participation in the Great War, this course examines the ways in which fiction (and non-fiction) can become a "vehicle, an amplifier, even a catalyst for struggles of constructing and maintaining identities, and, as a consequence, national structures." Focusing our attention on Black soldiers from

Guelph who fought in the Great War provides a rich archive to create "diverse, vibrant, more inclusive national narratives."

This class is a Community-Engaged Learning course. CEL is a "collaboration between institutions of higher education and their larger communities (local, regional, national, and global) for the *mutually beneficial exchange* of knowledge and resources in a context of partnership and reciprocity." Our community-engaged research projects aim to produce knowledge about the historical presence of black people in Guelph. Our community partner, the Guelph Black Heritage Society (GBHS), has developed a dual approach to its recovery of local black history: the development of Black family histories and the mapping of Black homes and businesses. Our task is to contextualize the specific names, spaces, places, and movements, etc. that we gather in our research of enlisted Black soldiers from Guelph, such that we contribute to a local black project of "representation, continuity, and meaning-making" and help others "realize how crucial, concrete, awesome parts of 'our' history can be lost."

Through recovering local black history and telling these stories, we seek (1) to disrupt the erasure of blackness in this place and (2) experiment formally with cultural memorialization. The research projects will involve a process of information-gathering, informal archiving, digital narrative making, blogging, and consciousness-raising about the contributions and presence of black people and blackness in and beyond Guelph.

1.3 Timetable

Timetable is subject to change. Please see CourseLink and regularly check your uoguelph email for the latest information.

1.4 Final Exam

There is no final exam in this course.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Jade Ferguson
Email:	jfergu05@uoguelph.ca
Telephone:	+1-519-824-4120 x56726
Office:	MCKN 415
Office Hours:	My virtual office hours will be on Teams by appointment only.

3 Learning Resources

3.1 Required Resources

Computer/Tablet/Smart Phone (Equipment)

Courselink (Website)

<https://courselink.uoguelph.ca/d2l/home>

Joseph Boyden, Three Day Road (Textbook)

D. W. Griffith, Birth of a Nation (Film) (Readings)

<https://uoguelph.kanopy.com/product/birth-nation-0>

Available online via the University of Guelph library

Black Past in Guelph (Website)

<https://blackpastinguelph.com>

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1.
 - discuss historical and contemporary representations of World War One in Canadian literature;
 - explicate the relation between social change and collective memory in Canadian literary and cultural representations of the Great War;
 - apply knowledge and critical methodologies from the course to your local black community;
 - produce research for public dissemination online and a public presentation, thereby developing skills in "knowledge mobilization";
 - explore the responsibilities you have in preparing and communicating research to a community partner and public audience;
 - share or influence initiatives related to black public history/cultural memory, heritage, or culture in Guelph

5 Teaching and Learning Activities

Because this is a Community Engaged Learning course, the Schedule may change in order to ensure that we make space for and appropriately consult with our community partner, the Guelph Black Heritage Society. These changes may reflect class meetings with visiting

guests and speakers.

As you see in the Schedule I have assigned readings for each of our class meetings.

- From September 10 to October 15, we will meet regularly during our Tuesday and Thursday scheduled sessions. These meetings will be on Zoom and they will be recorded for students who are unable to attend.
- From October 20 to December 3, we will not meet regularly as a class, except for a handful of sessions (October 20, November 10, 17, and December 1 and 3). During our other sessions, you will be working in smaller groups on various projects (scripting and storyboarding, blog posts, and peer review).

5.1 Schedule

The Great War in Canadian Literature

September 10 Introductions; John McCrae, "In Flanders Field" (1915)

September 15 Douglas Leader Durkin, "The Call" and "The Men Who Stood" from *Canadian Poems of the Great Wall* (1918); Helena Coleman, selections from *Marching Men* (1917); Joel Baetz, "War is the Force that Brings us Together" from *Battle Lines: Canadian Poetry in English and the First World War*

September 17 Neta Gordon, "Contemporary Canadian First World War Narratives: Remembering Canada's Best Self" from *Catching the Torch: Contemporary Canadian Literary Responses to World War I*; George A Borden, "The Black Solider's Lament" (2013); "No. 2 Construction Battalion" (Heritage Canada)

September 22 Joseph Boyden, *Three Day Road*

September 24 Joseph Boyden, *Three Day Road*

October 1 Joseph Boyden, *Three Day Road*

Black Life and Community in Canada, 1915-1920

October 6 Melissa Shaw, "'Most Anxious to Serve their King and Country': Black Canadians' Fight to Enlist in WWI and Emerging Race Consciousness in Ontario, 1914-1919"; Calvin Ruck, "Appendix A-D" from *The Black Battalion, 1916-1920*

October 8 D.W. Griffith, *Birth of a Nation* (1915); George Marquis, "A War Within a War: Canadian Reactions to D. W. Griffith's *The Birth of a Nation*"

October 13 Fall Break

October 15 James Walker, "Race and Recruitment in World War I: Enlistment of Visible Minorities in the Canadian Expeditionary Force"; Sarah-Jane Mathieu, "Fighting the Empire: Race, War, and Mobilization" from *North of the Color Line: Migration and Black Resistance in Canada, 1870-1955*

Writing Stories of Four Black Men Enlisted in the No. 2 Battalion

October 20 Black Guelph Archives: Henry Francis Courtney, Gordon Goines, Victor Goines, and Tom Mallott

October 22 Script and Storyboard for Digital Narrative (Group Project)

October 27 Script and Storyboard for Digital Narrative (Presentation & Peer Review)

Nov. 3 Archival Materials (photographs, documents, video, interviews) and Audio Recordings for Digital Narrative

Nov. 5 & 10 Review: Editing and Revising of Digital Narrative

Myth-Making/Myth-Busting: Representing Soldiers' Experiences of Survival and Resistance

Nov. 12 Adriane Danette Lentz-Smith, "At War in Terrestrial Heaven" and "The World's Experience" from *Freedom Struggles*

Nov. 17 Gordon Pollock, selections from *Black Soldier's In A White Man's War*

Nov. 19 Group Research Projects for the Blog

Nov. 24 Group Research Projects for the Blog

Nov. 26 Peer Review - Blog Posts

Dec. 1 Reflections on the Research Blog - Presentations

Dec. 3 Conclusions

6 Assessments

6.1 Assessment Details

Article/Chapter Synopsis (20%)

An article summary is a short, focused paper about one scholarly article or chapter. This assignment (~500 words) asks you to provide a critical reading of TWO articles or chapters. One summary must address an article or chapter from "The Great War in Canadian Literature" and the other must address an article or chapter from "Black Life and Community in Canada."

Your article or chapter synopsis must explain the topic of the text. You must present the aim of the text and summarize the main findings or key argument.

As you read through your scholarly article, consider the following questions:

1. What is the topic?
2. What is the thesis or position? What are the supporting arguments?
3. How are supporting arguments developed? What kind of evidence is used?
4. What is the significance of the author's thesis? What does it help you to understand about the topic

The first article/chapter synopsis is due no later than **September 24** via Dropbox. The second article/chapter synopsis is due no later than **October 20** via Dropbox. As with all work submitted, this article synopsis should be double-spaced, in 12-point Times font with 1-inch margins, and follow MLA citation style.

Short Essay (20%)

This assignment (~750 words) asks you to provide an examination of the ways in which Joseph Boyden's *Three Day Road* engages with issues of race, citizenship, and memory.

This assignment is due no later than **October 8** via Dropbox. As with all work submitted, this short essay should be double-spaced, in 12-point Times font with 1-inch margins, and follow MLA citation style.

Script & Storyboard (20%)

In groups of 3-4, you will be write a script and create a storyboard for a 1 to 2 minute segment of a longer digital narrative on Black Soldiers from Guelph who fought in World War One that will be written and produced by the class for the Guelph Black Heritage Society and launched online to the public on Remembrance Day.

The final version of the Script and Storyboard is due no later than **November 5**.

Blog Post for "Black Past in Guelph" (30%)

In groups of 3-4, you will be assigned a research topic related to Black Soldiers and the

Great War and tasked with piecing together scraps of primary and secondary material related to the topic. The series of assignments linked to the topic prompts you to describe a specific aspect of Black life and community in Guelph in detail and to think of ways the contributions of Black Soldiers to the Great War might be remembered.

1. Archival Research: 5%
2. Draft of Blog Post: 10%
3. Final Version of Blog Post: 15%

The archival research is due **November 17**, draft of the blog post is due **November 24**, the final version of the blog post is due **December 3**.

Investment (10%)

Investment includes but is not limited to attendance, taking responsibility for your own success, respectful and thoughtful participation, your work ethic, your willingness to rise to the occasion of our time together, and communications with me and your classmates outside the classroom. In other words, what did you do to make this seminar “work”?

If, for some reason, you are unable to make a class, please let me know in person or via email before the session you are to miss. If you will miss class for a religious holiday, please let me know during the first two weeks of the semester.

7 University Statements

7.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

7.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

7.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

7.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

7.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

7.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

7.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars
<https://www.uoguelph.ca/academics/calendars>

7.9 Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

7.10 Illness

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.
