



# ENGL\*6691 Interdisciplinary Studies

Fall 2020

Section(s): 01

School of English and Theatre Studies

Credit Weight: 0.50

Version 1.00 - September 17, 2020

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## 1 Course Details

### 1.1 Calendar Description

Designed to provide the opportunity to explore alternative fields and modes of critical inquiry, this variable-content course will study the relationship between literary study and other forms of intellectual inquiry such as the relationship between literature and sociology, between critical theory and psychology, between literary history and historical fact.

### 1.2 Course Description

#### **Tracing Absence and Presence in Black Canadian Writing and the Archive**

This course examines the various ways Black Canadian writers have contested the myth of an absence of Black life in Canada. There is no shortage of evidence of Black Canadian presence in our archives (local, regional, and national), and we will explore the ways in which Black Canadian cultural producers (poets and literary critics, activists and historians) engage with print and visual, personal and institutional archives--through experimenting with narrative and formal innovation--to locate and map black place-making across Canada.

This course is a form of Community-Engaged Learning (CEL) and works collaboratively with the Guelph Black Heritage Society (GBHS). According to Varghese, Morton, and Thomson,

- CEL is a teaching and learning pedagogy that meaningfully integrates community engagement and curricular programming with **intentional alignment between course learning outcomes and community identified needs.**

- CEL involves **mutually beneficial collaboration** for the purposes of co-learning and co-creating relevant scholarship or scholarly activity that **strengthens academic inquiry, personal and professional development** and contributes to positive **social change/justice**.

Our community engaged research projects aim to produce knowledge about the historical presence of Black people and places in Guelph/Wellington County. Given GBHS's need for "knowledge mobilization" of Guelph's Black history, culture, and community, we have developed a dual approach to the recovery of the Black past in Guelph: 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 find in the archives, such that we contribute to a local Black community project of "representation, continuity, and meaning-making." **Though telling stories of Guelph's Black past, we seek to disrupt the erasure of Blackness and Black people in Guelph through the use of innovative formal strategies and experimentation with narrative.**

\*According to SSHRC, "Knowledge mobilization is an umbrella term encompassing a wide range of activities relating to the production and use of research results, including knowledge synthesis, dissemination, transfer, exchange, and co-creation or co-production by researchers and knowledge users. Effective knowledge mobilization includes plans to store data in the public domain, where appropriate."

### 1.3 Timetable

Our course will run as an emergency remotely-taught course with both synchronous (all of us together at the same time) and asynchronous (students working independently or in small groups) components. However, I am aware that the COVID pandemic and switch to emergency remote teaching and learning may make the synchronous components difficult or impossible for some students at times. As a result, the synchronous part of the course will not be evaluated/graded – I will not be taking attendance, there are no participation marks, and students will not be penalized for missing remote classes. That said, the synchronous components will greatly enrich the course, and I hope our weekly meetings will also give us a sense of togetherness, help reduce feelings of isolation we may be experiencing, and build a sense of ourselves as a learning community. As a result, it is my hope that you'll participate in our weekly class meetings on Zoom as often as you can.

### 1.4 Final Exam

No Final Exam.

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## 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:** By appointment only.

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## 3 Learning Resources

### 3.1 Required Resources

**Computer/Tablet/Smart Phone (Equipment)**

**Chantal Gibson, How She Read (Caitlin Press, 2019) (Readings)**

**George Elliott Clarke, Execution Poems (Gaspereau Press, 2001) (Readings)**

**Wayde Compton, Performance Bond (Arsenal Pulp Press, 2004) (Readings)**

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## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

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

1. Generate discussion about creative and theoretical texts and/or images.
  2. Locate, document, and critically analyze archival research materials
  3. Write a persuasive, engaging, polished, well-research proposal/essay/project informed by course readings.
  4. Demonstrate advanced close and contextual reading skills in order to critically analyze literary, cultural, visual, and theoretical texts.
  5. Develop individual and collaborative communication skills, through remote classes and online participation in group discussions.
  6. Demonstrate critical self-reflexive awareness of knowledge production, with attention to the social, historical, and cultural contexts that inform different approaches to knowledge production.
  7. Recognize the impact of historical and ongoing oppression in literary, cultural, and educational institutions, and engage in projects and conversations that challenge oppression and foster transformative change toward more diverse, just and equitable universities, communities, and worlds.
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## 5 Teaching and Learning Activities

### 5.1 Seminar

#### Week 1

**Topics:** **September 16:** Introductions

#### Week 2

**Topics:** **September 23:** Blackness and Black People in the Canadian Archives

- Phaniel Antwi, "A Lack of Public Memory: A Public Memory of Lack"
- Cheryl Thompson, "Searching for Black Voices in Canada's Archives: The Invisibility of a 'Visible Minority'"
- Cheryl Thompson and Emilie Jabouin, "Blackface in the Kodak Archive, Ryerson's Special Collections: Context for Reading 'Racist Images'"

Archival images from Guelph Museums

#### Week 3

**Topics:** **September 30:** Slavery in the Archives and/or "Critical Fabulation"

- Saidiya Hartman, "Venus in Two Acts" and "On Working with Archives"
- Katherine McKittrick, "Nothing Shocking: Black Canada"
- Karina Vernon, "Fresh-water Archives: Reading Water in Troy Burle Bailey's *The Pierre Bonga Loops*"

excerpts from Troy Burle Bailey's *The Pierre Bonga Loops* and Sylvia Hamilton's *And I Alone Escaped to Tell You*

#### Week 4

**Topics:**

**October 7:** Photography, Terror, and Black Lives

- Christina Sharpe, "The Weather"
- Saidiya Hartman, opening pages of *Wayward Lives, Beautiful Experiments*
- Chantal Gibson and Monique Silverman, "Sur/Rendering Her Image: the Unknowable Harriet Tubman"

Archival Images from Guelph Museums; excerpts from M. NourbeSe Philip's *Zong*

**Week 5**

**Topics:**

**October 14:** Settler Colonialism, New Routes, New Maps

- M. NourbeSe Philip, "Black W/Holes: A History of Brief Time"
- Tiffany Lethbo King, "Introduction" *The Black Shoals* and *Errant Grammars: Defacing the Ceremony*

Black Rural Diaries Transcriptions and Reflections

- Garrison William Shadd
- William Jeremiah Shreve

Rural Diaries, University of Guelph: <https://ruraldiaries.lib.uoguelph.ca/diarists>

**Week 6**

**Topics:**

**October 21:** Black Poets and the Archives I:

- Chantal Gibson, *How She Read* (2019)

**Week 7**

**Topics:** **October 28:** Black Poets and the Archive II

- George Elliott Clarke, *Execution Poems* (2001)
- George Elliott Clarke, "Raising Raced and Erased Execution"

## Week 8

**Topics:** **November 4:** Black Poets and the Archives III:

- Wayde Compton, *Performance Bond*
- Wayde Compton, "Seven Routes to Hogan's Alley and Vancouver's Black Community"

## Week 9

**Topics:** **November 11:** No Class / Archival Research Project

## Week 10

**Topics:** **November 18:** Archival Research Project (In Class Report and Discussion)

## Week 11

**Topics:** **November 25:** Archival Research Project Peer Assessment

## Week 12

**Topics:** **December 2:** Presentation of Research Projects to GBHS

# 6 Assessments

## 6.1 Marking Schemes & Distributions

Rural Diary Transcription & Reflection: 10%

**Due no later than October 13**

Short Essay (~1200 words) on 1-2 photographs in the Guelph Museum: 15%

**Due no later than October 21**

Short Essay (~1200 words) on 1-2 poems from Gibson, Clarke, or Compton: 15%

**Due no later than November 10**

Community-Engaged Research Project: 55%

- Proposal and Bibliography: 10% (**Due no later than October 21**)
- Peer Assessment: 10% (**November 25**)
- Project/Paper (includes archival research): 30% (**Due no later than December 9**)
- Critical Reflection: 10% (**December 2**)

## 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.

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